AGENDA

BOARD OF TRUSTEES

Sarah Hoffman
Board Chair

Michael Janz
Board Vice-Chair

Sherry Adams
Orville Chubb
Michelle Draper
Ken Gibson
Nathan Ip
Cheryl Johner
Ray Martin

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

Board Meeting #2

McCauley Chambers
Tuesday, September 16, 2014
2:00 p.m.

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 – Organizational Board Meeting – September 2, 2014

G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m., Monday, September 15, 2014 to speak under this item.)

H. Reports:

2. Report #2 of the Caucus Committee (From the Meeting Held September 2, 2014)
(Recommendation)

3. Motion re Transportation
(Recommendation)

4. Greater Lawton Area – School Closures
(Recommendation - 20-minute presentation)

5. Board Policy CO.BP – Fiscal Oversight and Accountability
(Recommendation)

6. 2013-2014 Board Self-Evaluation
(Information)

7. 2013-2014 Superintendent's Evaluation
(Information)

8. Bereavements
(Information with Introduction)

I. **Comments from the Public and Staff Group Representatives – 5:00 p.m.**
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m., Monday, September 15, 2014 to register to speak at 5:00 p.m.)

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

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

L. **Notices of Motion**

M. **Meeting Dates**

N. **Adjournment**

MINUTE BOOK

Organizational Board Meeting

Minutes of the Organizational 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, September 2, 2014 at 2:00 p.m.

Present:

Trustees

Sherry Adams	Ken Gibson	Michael Janz
Orville Chubb	Sarah Hoffman	Cheryl Johner
Michelle Draper	Nathan Ip	Ray Martin

Officials

Diana Bolan	Mark Liguori	Kathy Muhlethaler
Jim Davies	Mary Michailides	Darrel Robertson
David Fraser		Sandra Stoddard

Board Chair: Sarah Hoffman **Recording Secretary**: Manon Fraser

A. O Canada

Staff Group Representatives

Edmonton Public Teachers – Nels Olsen, President
CUPE Local 3550 - Carol Chapman, President

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

The Superintendent advised that all Trustees were present.

C. Approval of the Agenda

The Board Chair noted a walk-in report from the Caucus Committee will be added to the board meeting agenda and dealt with as the first item under Section H. Reports.

MOVED BY Trustee Janz:

"That the agenda for the September 2, 2014 board meeting be approved as amended." (UNANIMOUSLY CARRIED)

D. Communications from the Board Chair

The Board Chair advised that the Alberta School Boards Association (ASBA) arranged teleconference calls last week with each of the Progressive Conservation leadership candidates and Trustees from across the province. She submitted two questions on behalf of the Board that were asked to the three candidates with respect to:

- the twenty-two capital projects for areas that are in need of new infrastructure as well as infrastructure projects for the eleven mature areas as per the District's capital plan; and
- where the candidates stand on commitments for full-day kindergarten, particularly for those students who are socially vulnerable, which had been a previous election campaign promise.

She noted the conference calls are archived on the ASBA website.

E. Communications from the Superintendent of Schools

The Superintendent noted that, today, marks the beginning of the 2014-2015 school year. This morning almost 90,000 students were back in class. As they walked through the doors, they were met by staff who are eager to welcome, support and challenge them. Success for all students remains our collective focus and we will continue to ensure each student has access to an excellent teacher in a high-quality learning environment.

He noted that recent media reports have stated that Edmonton is one of the fastest growing cities in the prairies. Infrastructure will continue to be a challenge this year but his commitment is to continue to work collaboratively with the Province and District stakeholders to find ways to meet our space challenges.

He was also pleased to note that, that by the end of today, every school has been asked to post their school assessment plans on SchoolZone. Schools will also post their school assessment plans on their own websites. These plans support Administrative Regulation GKB.AR - Standards for Evaluation and reflect more than a year of consultation, collaboration and creation with parents, teachers, principals and administrative staff. These plans ensure that, in each and every school, for each and every student, there are common standards for evaluation.

As stated in the Strategic Plan, parents are key partners in the education of their children and it is more important than ever that they are involved in their child's learning. School assessment plans let parents know exactly what a school will do to assess and evaluate students, how and when they'll communicate with parents about their child's learning and the steps schools will take, in partnership with parents, to address missing or incomplete work.

In addition, over the coming months, he looks forward to unveiling a conceptualization of a Career Pathways model for the District. In our efforts to realize our vision of transforming the learners of today into the leaders of tomorrow, one of the outcomes we want to achieve is to ensure more students graduate from high school connected to career pathways that support their transition to post-secondary studies or the world of work. Allowing students from K-12 to explore their interests, passions and skills and make connection to career possibilities is one way we can achieve this outcome. Having all students under our care, transition to a career that brings them dignity and fulfillment is a worthwhile goal for all of us to put our collective efforts behind.

The Superintendent concluded by saying that he is looking forward to the year ahead with great enthusiasm and optimism.

F. Minutes

1. Board Meeting #16 – June 24, 2014

MOVED BY Trustee Martin:

"That the minutes of Board Meeting #16 held June 24, 2014 be approved as printed."

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

G. Comments from the Public and Staff Group Representatives

The Board heard from Mr. Lynden Dorval regarding Board Policy GK.BP – Student Assessment, Achievement and Growth and GKB.AR – Standards for Evaluation as well as his concerns about school councils. He also provided written information.

H. Reports

2. Report #1 of the Caucus Committee (From the Meeting Held September 2, 2014)

MOVED BY Trustee Janz:

"1. That Report #1 of the Caucus Committee from the meeting held September 2, 2014 be received and considered." (UNANIMOUSLY CARRIED)

MOVED BY Trustee Janz:

"2. That the Edmonton Public School Board:

a) Share a copy of the 2015-2018 Three-Year Capital Plan with each Edmonton member of the Legislative Assembly, the three Progressive Conservative Party leadership candidates and Edmonton City Council.

b) Request to meet in person with them to develop a strategy to support them in their advocacy for Edmonton's urgent school space and transportation needs for Edmonton children.

c) Urge them to provide a timeline for construction and immediately prioritize the construction of new schools for Edmonton in accordance with the District's Three- Year Capital Plan Year One priorities:

1. K-6 Windermere Estates
2. K-9 The Grange (Glastonbury or Granville)
3. K-9 Heritage Valley (Allard or Chappelle)
4. K-9 Ellerslie/The Orchards
5. Mature Neighbourhood Replacement school as determined by the Infrastructure Strategy

6. **K-6 Meadows (Laurel)**
7. **K-9 South East (Walker)**
8. **K-9 Lewis Farms (Secord)**
9. **K-9 Heritage Valley (Allard or Chappelle)**
10. **Mill Creek School Replacement/Modernization**

d) Provide an update to them on the announced 2016 modernization and construction projects and urge their support in expediting this work.

e) Urge the Government to work with school boards to create a clear and transparent process for the awarding of capital projects and new schools."

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

2. Actions Taken Under Delegation of Authority -2014 Summer Recess

The Board received information that there were no actions taken by the Superintendent of Schools under the delegation of authority during the 2014 summer recess.

3. Confirmation of Committees, Board Representation and Regular Meetings

MOVED BY Trustee Gibson:

"1. That the following standing committee of the whole be confirmed:

- **Caucus Committee**
- **Audit Committee**

2. That the following standing committees be confirmed:

a) Board and Superintendent of Schools Evaluations
b) District Priorities and Governance
c) Infrastructure
d) Policy Review
e) Four-Year Budget Planning and Results Review

3. **That Board representation on the following District staff negotiating committees as required be confirmed:**

   Custodial
   Maintenance
   Support
   Teaching

4. **That Board membership and representation on the following external agency be confirmed:**

   Alberta School Boards Association (ASBA)
   - **Provincial Executive**
   - **Provincial Executive - Alternate**
   - **Zone 23 Executive**
   - **Zone 23 Executive – Alternate**

5. **That the Board's ASBA Issues and Resolutions Committee comprised of the Board Chair or Board Vice-Chair, the ASBA Provincial Executive Board of Directors representative and the Zone 23 representative be confirmed.**

6. **That Board representation on the Edmonton Public Schools Foundation Board of Directors be confirmed.**

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

   a) **Board: The Board will hold its regular meetings at 2:00 p.m. the first and third Tuesday of each month when possible, unless otherwise directed by special motion or by the Board Chair.**

   b) **Caucus Committee: Caucus Committee meetings will be held on an as-needed basis at the call of the Caucus Committee. The first Tuesday morning of each month will be reserved for such meetings.**

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

1. Standing Committees of the Whole

a) Board Chair

b) Board Vice-Chair

2. Board Committees:

a) Board and Superintendent of Schools Evaluations
(3 members)

b) District Priorities and Governance
(3 members)

c) Infrastructure
(3 members)

d) Policy Review
(3 members)

e) Budget Planning and Results Review

3. Negotiations:

a) Custodial Staff
(contract expired August 31, 2014)
(2 members)

b) Maintenance Staff
(contract expired August 31, 2014)
(2 members)

c) Support Staff
(contract expires August 31, 2015)
(2 members)

d) Teaching Staff
(contract expires August 31, 2016)
(2 members)

4. Alberta School Boards Association Positions:

i) Provincial Executive

ii) Alternate

iii) ASBA Zone 23 Executive

iv) Alternate

5. ASBA Issues and Resolutions Committee
(1-year term – 3 positions)
- **[1]Board Chair or Vice-Chair**
- **[2]ASBA Zone 23 Executive representative**
- **[3]ASBA Provincial Executive Board of Directors representative**

6. Edmonton Public Schools Foundation Board of Governors"

The Board Chair called the question on Recommendations 1 through 7.

The Motion was UNANIMOUSLY CARRIED.

1. Standing Committees of the Whole

a) Board Chair

The Board Chair called for nominations for the position of Board Chair.

Trustee Ip nominated Trustee Hoffman.

The Board Chair, seeing that there were no further nominations, declared Trustee Hoffman re-elected by acclamation as Board Chair for the coming year.

b) Board Vice-Chair

The Board Chair called for nominations for the position of Board Vice-Chair.

Trustee Adams nominated Trustee Janz.

The Board Chair, seeing that there were no further nominations, declared Trustee Janz re-elected by acclamation as Board Vice-Chair for the coming year.

2. Board Committees

a) Board and Superintendent of Schools Evaluations Committee

The Board Chair called for nominations for three Trustee representatives to serve on the Board and Superintendent of Schools Evaluations Committee.

Trustee Johner nominated Trustees Adams, Gibson and Hoffman.

The Board Chair, seeing that there were no further nominations declared Trustees Adams, Gibson and Hoffman as the Board's representatives on the Board and Superintendent of Schools Evaluations Committee for the coming year.

b) District Priorities and Governance Committee

The Board Chair called for nominations for three Trustee representatives to serve on the District Priorities and Governance Committee.

Trustee Draper nominated Trustees Adams, Gibson and Johner.

The Board Chair, seeing that there were no further nominations, declared Trustees Adams, Gibson and Johner as the Board's representatives on the District Priorities and Governance Committee for the coming year.

c) Infrastructure Committee

The Board Chair advised that Trustees Chubb, Ip and Martin, the current members of the Infrastructure Committee, will continue as committee members until the September 2015 Organizational Board meeting as approved at the June 10, 2014 board meeting.

d) Policy Review Committee

The Board Chair called for nominations for three Trustee representatives to serve on the Policy Review Committee.

Trustee Janz nominated Trustees Chubb, Draper and Ip.

The Board Chair, seeing that there were no further nominations, declared Trustees Chubb, Draper and Ip as the Board's representatives on the Policy Review Committee for the coming year.

e) Four-Year Budget Planning and Results Review Committees

The Board Chair advised all Trustees participate in the annual budget planning and results review of school and central service decision units as determined in the approval of the results review process.

3. Negotiations

a) Custodial Staff
b) Maintenance Staff

The Board Chair advised that the committees for negotiations with the District's custodial and maintenance staff are affirmed as indicated in the report which are: Trustees Ip and Martin for custodial staff; and Trustees Chubb and Janz for maintenance staff.

c) Support Staff

The Board Chair called for nominations for two Trustee representatives to serve on the negotiations committee with the District's support staff.

Trustee Chubb nominated Trustees Adams and Draper.

The Board Chair, seeing that there were no further nominations, declared Trustees Adams and Draper as the two Trustee representatives to serve on the negotiations committee with the District's support staff for the coming year.

d) Teaching Staff

The Board Chair advised that Trustee representatives are not required at this time as the agreement with the District's teaching staff expires August 31, 2016.

4. a) Alberta School Boards' Association Positions

i) Provincial Executive

The Board Chair called for nominations for a Trustee representative to serve on the ASBA Provincial Executive.

Trustee Janz nominated Trustee Hoffman.

The Board Chair, seeing that there were no further nominations, declared Trustee Hoffman as the Board's representative on the ASBA Provincial Executive.

ii) ASBA Provincial Executive - Alternate

The Board Chair called for nominations for a Trustee to serve as the alternate representative on the ASBA Provincial Executive.

Trustee Adams nominated Trustee Johner.

The Board Chair, seeing that there were no further nominations, declared Trustee Johner as the Board's alternate representative on the ASBA Provincial Executive.

iii) Zone 23 Executive

The Board Chair called for nominations for a Trustee representative to serve on the ASBA Zone 23 Executive.

Trustee Martin nominated Trustee Johner.

The Board Chair, seeing that there were no further nominations, declared Trustee Johner as the Board's representative on the ASBA Zone 23 Executive.

iv) Zone 23 Executive - Alternate

The Board Chair called for nominations for a Trustee representative to serve as the alternate representative on the ASBA Zone 23 Executive.

Trustee Johner nominated Trustee Ip.

The Board Chair, seeing that there were no further nominations, declared Trustee Ip as the as the Board's alternate representative on the ASBA Zone 23 Executive.

5. ASBA Issues and Resolutions Committee

Trustee Hoffman (as the Board's representative on the ASBA Provincial Executive), Trustee Janz (as Board Vice-Chair) and Trustee Johner (as the Board's representative on the ASBA Zone 23 Executive) will serve as the Board's representatives on the ASBA Issues and Resolutions Committee.

6. Edmonton Public Schools Foundation Board of Governors

The Board Chair called for nominations for a Trustee representative to serve on the Edmonton Public Schools Foundation Board of Governors.

Trustee Draper nominated Trustee Adams.

The Board Chair, seeing that there were no further nominations, declared Trustee Adams as the Board's representative on the Edmonton Public Schools Foundation Board of Governors.

The Board Chair called the question on Recommendation 8.

The Motion was UNANIMOUSLY CARRIED.

I. Other Committee, Board Representative and Trustee Reports

Trustee Chubb reported that, on August 19, 2014, he spoke at a City of Edmonton Executive Committee meeting with respect to the agenda item *Evolving Infill – Zoning and Density*.

Trustee Draper commended the staff of the District's International Student Program. She hosted an exchange student this year and the staff in the program were outstanding.

Trustee Martin, Infrastructure Committee Chair, noted the Committee met on August 20, 2014 and will meet again September 4, 2014. The Committee plans to bring forward a report to the Caucus Committee on October 7, 2014.

Trustee Johner, the Board's representative on ASBA Zone 23 representative, advised that the next ASBA Zone 23 general meeting will be held Friday, September 26, 2014. All Trustees are welcome to attend the meetings.

Trustee Hoffman, the Board's representative on the Alberta School Boards Association (ASBA) Board of Directors, reported on the Board of Directors meeting that took place August 21, 2014. Work was done regarding the Board of Directors' self-evaluation as well as the Executive Director's evaluation. The following questions were also finalized for the teleconference calls with the three Progressive Conservative leadership candidates. The questions will also be forwarded in advance and asked of the NDP leadership candidates:

- How will you fund public education?
- How will you approach collective bargaining with the Alberta Teachers' Association (ATA)?
- What role will the Government, school boards (who employ teachers) and the ATA play in that negotiation process?
- How will you advance Albertans' vision for a transformed education system?
- How will you approach infrastructure needs for Alberta students?
- What role do elected school boards play in public education?

The questions were asked verbally; however, there was also a written survey. The responses to the survey questions will be posted on the ASBA website as soon as they are received.

J. Trustee and Board Requests for Information – None.

K. Notices of Motion

Trustee Ip served notice of the following motion:

1. *That the Edmonton Public School Board ask the Province to restore the approximately $1.5 million dollar shortfall that resulted from the recalculation of the urban transportation grant.*

2. *That the Board work with the Province to secure additional funding for transportation to help alleviate student growth pressures until much needed school space is available.*

L. Next Board Meeting Date: Tuesday, September 16, 2014 at 2:00 p.m.

M. Adjournment (3:00 p.m.)

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair	Dr. Sandra Stoddard, Executive Director Governance and Strategic Support Services

EDMONTON PUBLIC SCHOOLS **Recommendation Report**

DATE: September 2, 2014

TO: Board of Trustees

FROM: Trustee Michael Janz, Caucus Committee Chair

SUBJECT: Report #2 of the Caucus Committee (From the Meeting Held September 2, 2014)

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

REFERENCE: Trustees' Handbook – Caucus Committee Section 5.4
School Act Section 61

RECOMMENDATION

1. **That Report #2 of the Caucus Committee from the meeting held September 2, 2014 be received and considered.**

2. **That the Board of Trustees' approval of the formal sale of Wellington School land and building for $4,755,000 to the City of Edmonton be confirmed.**

:mmf

DATE: September 16, 2014

TO: Board of Trustees

FROM: Trustee Nathan Ip

SUBJECT: Motion re Transportation

REFERENCE: Trustees' Handbook – Section 5.2.2 – Notices of Motion

ISSUE

Notice of motion was served at the September 2, 2014 board meeting.

RECOMMENDATION

1. **That the Edmonton Public School Board ask the Province to restore the approximately $1.5 million dollar shortfall that resulted from the recalculation of the urban transportation grant.**

2. **That the Board work with the Province to secure additional funding for transportation to help alleviate student growth pressures until much needed school space is available.**

BACKGROUND

The Board approved the recommendation contained in a report brought to the June 10, 2014 board meeting regarding 2014-2015 Student Transportation Fees (Attachment I). The report noted that, for the 2014-2015 school year, provincial transportation grants are anticipated to decline by approximately $1,240,000 compared to the 2013-2014 school year, despite an anticipated increase in total student enrolment. The motion is being brought forward to address the impact of the anticipated decrease in provincial transportation grants.

ATTACHMENTS & APPENDICES

ATTACHMENT I – June 10, 2014 Board Report – 2014-2015 Student Transportation Fees

NI:mmf

DATE:	June 10, 2014
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	2014-2015 Student Transportation Fees
ORIGINATOR:	David Fraser, Executive Director, Corporate Services
RESOURCE STAFF:	Lorne Parker, Christopher Wright
REFERENCE:	N/A

ISSUE

Annually, Student Transportation fees are reviewed and amended if required. The sale of bus passes and the use of Student Transportation carry-forward funds are utilized to cover the annual funding gap between the cost of the District's transportation service delivery and provincial grants.

ACTION REQUESTED

That the 2014-2015 Proposed Student Transportation Fees, to be effective August 2014 (Attachment I), be approved.

BACKGROUND

Student Transportation is funded from two sources; provincial transportation grants, and student transportation fees. In recent years, funding has fluctuated largely through the inclusion and removal of the provincial fuel subsidy. Notwithstanding the inconsistent nature of provincial revenue, the District provides a service delivery model that is comprehensive and responsive, yet allows for stability in bus pass prices through the retention and utilization of carry-forward funds. Entering the 2013-2014 school year, Student Transportation had a carry-forward balance of $5,998,293 which was accrued over time through a combination of bus pass fees, operational efficiencies and provincial fuel funding. It is anticipated that the current carry-forward balance will be reduced by approximately $750,000 in order to cover a 2013-2014 operational deficit.

For the 2014-2015 school year, provincial transportation grants are anticipated to decline by approximately $1,240,000 compared to the 2013-2014 school year, despite an anticipated increase in total student enrolment. The reduction in funding is a result of recent revisions to the Alberta Education transportation grant calculation.

RELATED FACTS

In considering the proposed 2014-2015 fee increase, the following should be noted:

- Prior to the 2014-2015 school year, only one other fee increase has been requested since the 2008-2009 school year. The previous increase, approved for the 2010-2011 school year, represented an increase of 12.5 and 11.6 per cent on the lower and higher priced passes respectively. The 2010-2011 bus pass prices have remained in effect through the 2013-2014 school year.

- The 2014-2015 budgeted operating costs represent a 20.6 per cent increase since the last fee increase in 2010-2011. The majority of the cost increase is a result of increased demand from new and developing communities over the past two years.
- The anticipated 2014-2015 provincial grants represent an increase of approximately 8.5 per cent since 2010-2011.
- The proposed increase on the $27 pass to $30 represents an increase of 11 per cent.
- The proposed increase on the $48 pass to $55 represents an increase of 14.6 per cent.
- One component of the 2014-2015 cost increases is the result of higher daily rates paid to the contract carriers. The increase in yellow bus carrier rates for 2014-2015 represents approximately 2.7 per cent of the total yellow bus costs for the year.

In order to minimize the increase to bus pass rates and offset the effects of new service requirements and reductions in provincial funding, it is proposed that $2,800,000 of the carry-forward funds be applied to the 2014-2015 budget plan. The use of carry-forward funds will supplement the estimated $11,913,700 in transportation fees collected in order to cover the funding gap.

The extent to which student transportation fees increase or decrease annually is dependent on:
- the level of provincial funding;
- expenditures related to the District's cost of purchasing Edmonton Transit (ETS) student bus passes from the City;
- the number of students purchasing public transit passes;
- the number of schools served;
- the number of students and type of programs supported by yellow bus service;
- the cost of school bus contracts;
- the un-funded and non-statutory services offered by the District; and
- the compliance to regulations and eligibility procedures.

OPTIONS

Approve the proposed increase to Student Transportation fees to, in part, cover the anticipated total funding gap for 2014-2015 of approximately $14,700,000.

CONSIDERATIONS & ANALYSIS

While it is not currently possible to definitively note pending fee increases by all other jurisdictions, a combination of fee increases, use of surplus funds or service reductions can be expected in most instances.

Calgary Board of Education (CBE)
Kindergarten: $330/year (53 per cent increase)
Grades 1 – 9: $330/year (12 per cent increase)
Special Needs: $330/year (12 per cent increase)
Calgary Transit: $40/month (reimbursed from $60/month)

Notes:

- No option for monthly pass sales.
- Some service reductions expected.
- Use of surplus funds expected.

Edmonton Catholic School District (ECSD)
Kindergarten: no fees
Elementary students: $30/month (no increase anticipated)
Junior High/Senior High/ETS: $47/month (no increase anticipated)

Notes:

- ECSD does not offer a discount for annual passes, whereas the proposed annual EPSB rates of $240 and $470 represent lower monthly rates for elementary students (designated school or language program) and the same monthly rate for junior high, senior high, and ETS passes.
- ECSD has had four previous rate increases since 2008-2009 for junior high/senior high/ETS passes, compared to one increase by EPSB.

NEXT STEPS

Should the proposed Student Transportation Fees for 2014-2015 be approved, Student Transportation and schools will collaborate to distribute fee information to parents prior to the end of June 2014.

ATTACHMENTS & APPENDICES

ATTACHMENT I 2014-2015 Proposed Student Transportation Fees

CW:em

ATTACHMENT I

2014 – 2015 Proposed Student Transportation Fees

TYPE OF TRANSPORTATION	*MONTHLY FEE*	*ANNUAL FEE*
EDMONTON TRANSIT		
Kindergarten	*No Charge*	*No Charge*
Elementary Special Needs	*$30.00*	*$240.00*
Elementary (school has been closed or not built)	*$30.00*	*$240.00*
Family Maximum (school has been closed or not built) Kindergarten not included	*$72.00*	*n/a*
Elementary (attending a school other than designated school)	*$55.00*	*$470.00*
Family Maximum (attending a school other than designated school)	*n/a*	*n/a*
Elementary (Bilingual or Immersion)	*$30.00*	*$240.00*
Elementary (Other Programs of Choice)	*$55.00*	*$470.00*
Junior High	*$55.00*	*$470.00*
Senior High	*$55.00*	*$470.00*
Family Maximum (Junior or Senior High)	*n/a*	*n/a*
YELLOW SCHOOL BUS		
Regular:		
Kindergarten	*No Charge*	*No Charge*
Elementary (school has been closed or not built)	*$30.00*	*$240.00*
Family Maximum (school has been closed or not built) Kindergarten not included	*$72.00*	*$570.00*
Junior High	*$55.00*	*$470.00*
Junior High (student attends same school as attended in elementary)	*$30.00*	*$240.00*
Senior High	*$55.00*	*$470.00*
Family Maximum (Junior or Senior High)	*n/a*	*n/a*
Special Needs Curb Service:		
Kindergarten and Early Education	*No Charge*	*No Charge*
Elementary	*$30.00*	*$240.00*
Family Maximum (Elementary) Kindergarten and Early Education not included	*$72.00*	*$570.00*
Junior High	*$55.00*	*$470.00*
Senior High	*$55.00*	*$470.00*
Family Maximum (Junior or Senior High)	*n/a*	*n/a*
Alternative Programs:		
Kindergarten	*No Charge*	*No Charge*
Elementary (Bilingual or Immersion)	*$30.00*	*$240.00*
Family Maximum (Bilingual or Immersion) Kindergarten not included	*$72.00*	*$570.00*
Elementary (Other Programs of Choice)	*$55.00*	*$470.00*
Family Maximum (Other Programs of Choice) Kindergarten not included	*$135.00*	*$1,149.00*
Conditional Riders:		
Kindergarten to Grade 12	*$55.00*	*n/a*
Family Maximum	*n/a*	*n/a*

DATE:	September 16, 2014
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	Greater Lawton Area – School Closures
ORIGINATOR:	David Fraser, Executive Director, Corporate Services
RESOURCE STAFF:	Jon Paul Cooper, Josephine Duquette, Jenifer Elliott, Ken Erickson, Leanne Fedor, Kim Holowatuk, Constantine Kastrinos, Roland Labbe, Kyle McFarlane, Marco Melfi, Lorne Parker, Jim Ray, Chris Wright
REFERENCE:	Board Policies EA.BP - Infrastructure Planning Principles; AA.BP - Stakeholder Engagement June 24, 2014 Board Report – Replacement School Selection

ISSUE

To present to the Board of Trustees (the Board) the Superintendent's recommendation for school closures in preparation for the Kindergarten to Grade 9 replacement school at the Rundle School site.

RECOMMENDATION

1. **That the Board approve a motion to close Lawton School effective on the date of the opening of the replacement school on the Rundle School site.**
2. **That the Board approve a motion to close R.J. Scott School effective on the date of the opening of the replacement school on the Rundle School site.**
3. **That the Board approve a motion to close Rundle School effective on the date of the opening of the replacement school on the Rundle School site.**

BACKGROUND

On January 21, 2014, the Province announced funding for a mature neighbourhood replacement school involving the consolidation of three or more schools. Three clusters consisting of two elementary schools and a junior high school were selected for consideration after reviewing school enrolments, attendance area residency numbers, the schools' utilization rates and each building's Facility Condition Index (FCI).

In mature neighbourhoods, the combination of multiple schools in close proximity, the age of these school buildings, their deferred maintenance and the limited modernization funding available from the Province, is a challenge for the District. At 50 years, major building components such as mechanical and electrical systems reach the end of the expected life-cycle and require replacement. In 2012, 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, if all buildings are retained.

Priorities for new school construction are understandably highest for areas with high student numbers without a school in close proximity. The provincial announcement of funding for a new replacement school in a mature and established area of the City is the first of its kind for Edmonton Public Schools (EPSB). A new school construction provides an opportunity to serve the educational needs of students in an up-to-date learning environment.

The replacement school allows the District to serve students living in a mature area with a new school facility and to better manage the District's infrastructure. The replacement school also achieves the objectives of equitable and high quality learning environments as described in Board Policy EA.BP - Infrastructure Planning Principles.

On April 16, 2014, EPSB launched its *Space for Our Students - Replacement School* project. The three clusters under consideration were: the Greater Highlands Area; the Greater Lawton Area; and the Greater Westmount Area. A process was developed for communication and public consultation which included: information about the project and process was introduced and regularly updated on the EPSB website; two public feedback surveys; three rounds of public meetings in each cluster community; and two consultation meetings with central staff and principals (Attachment I). Planning staff also met with City of Edmonton administration and various partners and agencies that support students and families in these areas in order to gather input on their needs and how we can continue to collaborate.

Value Management Studies (building assessments) for each site within the three clusters were completed (Appendices III - V; full report available here). These studies provided information regarding the current conditions of the school buildings as well as possibilities for new construction and modernizations/additions for each site. Cost estimates were also prepared for each option. For new construction, the Major General Griesbach School building design was used to illustrate a possible replacement school on each site.

At the June 24, 2014 public board meeting, the Board approved a motion to consider the closure of R.J. Scott, Rundle and Lawton schools. In addition, the Board approved a motion selecting a site adjacent to Rundle School for a Kindergarten to Grade 9 replacement school, subject to the closure of the three schools.

On August 13, 2014, the Board Chair received the Community Impact Statement from the City of Edmonton (Attachment IV). The statement indicated that the replacement school project is in the spirit of ELEVATE and provides "the opportunity for re-purposing school infrastructure or renewing school sites towards what a community currently needs."

The Board also approved a motion for the Board Chair to send a letter to the Minister of Education requesting exemption from Sections 4 through 7 of the *Closure of Schools Regulation* in the *School Act* as per Section 1.2 of the regulation (Attachment II). On August 15, 2014, the Board Chair received a response from the Minister of Education approving the request for exemption (Attachment III). This exemption means that the Minister is satisfied that the Board has consulted with the community regarding any change in grades and programs in one or more of the schools operated by the Board.

RELATED FACTS

N/A

OPTIONS

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

1. Approve recommendations 1-3
2. Approve recommendations 1-3 with amendments
3. Not approve recommendations

CONSIDERATIONS & ANALYSIS

Rationale for the Superintendent's Recommendation Subject to Board Approval of Closure Motions

The feedback from the public meetings, the surveys, the Value Management Studies, educational programming considerations and input from principals was analyzed to determine the recommended replacement school location. Following extensive consultation with the three cluster communities, the Superintendent identified the Lawton cluster, consisting of Lawton, R.J. Scott, and Rundle schools, as the preferred cluster. The public expressed strong support for a new building and the Administration recommended the Rundle School site for the replacement school (Attachment V).

Criteria and Infrastructure Planning Principles

A replacement school on the Rundle School site will **address the educational needs of students for the long term** and **provide quality learning environments for all students**. It will provide a state-of-the-art facility with improved Career and Technology Studies (CTS) spaces, a larger gym and up-to-date classrooms. A replacement school at the Rundle School site **will demonstrate consideration of the values and needs of the community** since there is strong support for a new building. The **level of disruption to students and families** during construction of the replacement school will be minimal as the existing schools will remain operational until its opening. Based on information currently available, it is anticipated that a replacement school can be built on the site with Rundle School operating nearby. A replacement school at the Rundle School site will also meet **the objectives of the Infrastructure Planning Principles** (Appendix VII).

Feedback from the Public

Strong support for a replacement school in the Greater Lawton Area was demonstrated through the web based surveys and public meetings (Appendix II). The community sees the possible replacement school as an investment in the students of the three schools and the community as a whole. The replacement school will provide improved junior high educational spaces and may contribute to retaining junior high students who are currently choosing to attend schools outside of the neighbourhood. The consolidation of three schools will allow supports and services that benefit families to be combined and centralized. The community also expressed a belief that the success of such a project in this area could lead to similar projects elsewhere.

Clusters Not Chosen

Feedback from each cluster gathered from the public meetings and online surveys was used to determine the level of support in each community. Of the three clusters identified for consideration, the Greater Lawton community demonstrated strong support for the project as it was presented.

The Greater Highlands Area expressed some interest and support for a Kindergarten to Grade 9 replacement school; however, the feedback indicates that the community believes the process

was too fast. More specifically, the community requires more time to consider program enhancements such as Arts Core and special needs programming as well as the option to modernize an existing school rather than a new build. Further consultation and more definitive design plans and programming considerations are desired in order to confirm support. Next steps include returning to the community to continue the conversation that has begun and, together with parents and the community, develop a plan that better meets the needs and values of the community, to be considered in future Three-Year Capital Plans.

The schools identified in the Greater Westmount Area were viewed by the public as the wrong combination and there was very little interest in the project as presented. Next steps include continued conversations with the Greater Westmount Area to determine the best way to address underutilization and deferred maintenance as part of the larger District Infrastructure Strategy.

For a summary of the feedback collected from the Greater Highlands and Greater Westmount clusters, see the June 24, 2014 board report - Replacement School Selection.

Replacement School - Rundle School Site Location

The Rundle School site is centrally located between the Beverly Heights and Rundle Heights neighbourhoods, away from the 118 Avenue corridor, with good access to Edmonton Transit System (ETS) service.



The replacement school will be located to the east of the current school in the northeast corner of the school site (Option 2 as presented to the public). The site, on which the existing Rundle School and replacement school are located, is owned by EPSB and has an area of approximately 5.65 hectares. The site's size and limited constraints are also favourable considerations for the replacement school. The construction of a new building on the Rundle School site will impact some green space but the site is large enough to allow students access to sports fields and the playground. (Planning will work with the City of Edmonton's Parks and Community Services

departments to realign the sports fields and mitigate any impacts following the recommendation's approval).

Based on information currently available, it is anticipated that the replacement school can be built on the site with Rundle School operating nearby. The District has simultaneously built a new school and operated the old Major General Griesbach School with less space available than the Rundle School site. There was minimal impact on school operations and work was done safely. Victoria School underwent a major modernization that occurred with students attending classes during construction. Coordination of the construction was completed with proper planning and engagement with school staff. Possible relocation of students will be confirmed once detailed designs are finalized following the recommendation's approval.

As mentioned during the public consultation process, the site concepts, prepared by the architects as part of the Value Management Studies, showed the probable location on the site and any implications on the existing school building, the sports fields and the park. Detailed design work regarding the replacement school's siting, utility right-of-way requirements, site services, soil investigation, a traffic impact assessment, and the interior spaces will follow once the recommendation is approved.

Deferred Maintenance and Costs to Modernize

The District recognizes the critical need to reinvest in our existing buildings but it is difficult to justify modernizations to each building with current enrolment and attendance area trends (Appendix 1). Both Lawton and Rundle schools' utilization rates fall below 50 per cent and R.J. Scott School is at 52 per cent. The three buildings are all 40 years old and the FCI rating for each school indicates each building as 'Fair'. The consolidation of the three schools into one new replacement school would provide a significant reduction of the District's excess learning spaces and assist in reducing the deferred maintenance. The incorporation of the elementary and junior high programs means increased enrolment that allows for more programming continuity through ten grades, programming flexibility, greater learning supports, extra-curricular activities and teacher collaboration.

A replacement school is usually recommended by the Province when a modernization exceeds 75 per cent of the estimated replacement costs. The cost of a replacement school at the Rundle School site is estimated at $18.84 million, based on costing provided by Alberta Infrastructure and included as part of the Value Management Studies. The estimated modernization cost of R.J. Scott School ($17.57 million) and Rundle School ($14.23 million) exceeds the 75 per cent criterion, therefore supporting new construction. Demolition of the existing Rundle School building is not necessary to facilitate construction of the replacement school.

Community Campus

Once the replacement school is completed and operational, the existing Rundle School building could be retained and leased to partner organizations. The concept of a 'community campus' using the former school building to house before/after school care, daycares and other student or family services was supported in the feedback. Further work is required with partner organizations, the Municipal and Provincial Governments, to determine what could be achieved.

Attendance Area

The replacement school is intended to provide local accommodation to students residing in the area. The replacement school's attendance area may include or exclude neighbourhoods within the attendance areas that currently exist. Combining the current attendance areas or using the existing junior high attendance area as the new (elementary and junior high) attendance area may not be practical as the number of students currently residing could exceed the 650 student capacity of the new Kindergarten to Grade 9 school.

If the elementary and junior high attendance areas for the replacement school were to include different neighbourhoods (i.e. the junior high attendance area were to be larger), the sibling policy may have to be reviewed to ensure the replacement school's capacity is not exceeded and any effect on the elementary enrolment of Beacon Heights and Abbott schools could be managed.

The current attendance areas include the following neighbourhoods and number of students (September 30, 2013 data):

EPSB Neighbourhoods within Current Attendance Area (Lawton*, R.J. Scott, Rundle): Number of Students by Neighbourhood**				
EPSB Neighbourhoods	**K-6**	**7-9**	**Elementary Designation**	**Junior High Designation**
Abbott		100	Abbott	**Lawton**
Beacon Heights East		32	Beacon Heights	
Beverly Heights East	34	14	**R.J. Scott**	
Canon Ridge		33	Overlanders	
Homesteader		80	Homesteader	
Overlanders		56	Overlanders	
R.J. Scott	177	58	**R.J. Scott**	
Rundle	189	43	**Rundle**	
TOTAL	**400**	**416**		
TOTAL K-9	**816**			

**Includes Kennedale and Industrial Heights neighbourhoods; however, no students reside.*
***Includes Rural Industrial (RI) R.J. Scott neighbourhood; however, no students reside.*
N.B. EPSB Neighbourhoods boundaries differ from City of Edmonton defined neighbourhoods.

A possible attendance area for the replacement school could include the neighbourhoods of Abbott, Beacon Heights, Beverly Heights, R.J. Scott and Rundle (Attachment VI and VII).

Possible neighbourhoods in a new Elementary attendance area		**Possible neighbourhoods in a new Junior High attendance area**	
Neighbourhood	**K-6**	**Neighbourhood**	**7-9**
Beverly Heights (East and West)	49	Abbott	100
R.J. Scott	177	Beacon Heights (East and West)	42
Rundle	189	Beverly Heights (East and West)	21
Total K-6	**415**	R.J. Scott	58
		Rundle	43
		Total 7-9	**264**
		TOTAL K-9	**679**

(September 30, 2013 data)

The current dual designation between Mount Royal and R.J. Scott schools could be removed and students could be designated to the replacement school. There are only 49 Kindergarten to Grade 9 students living in the dual designated portion. Currently, two students attend R.J. Scott School from the dual designated neighbourhood. Including this portion would make 50 Street the western boundary of the attendance area, keep the Beverly Heights neighbourhood together (currently it is split into east and west) and possibly allow elementary students residing here access to yellow bus service to the replacement school.

The neighbourhoods of Canon Ridge, Homesteader and Overlanders, currently designated to Lawton School for junior high, could also be re-designated. The enrolment data and discussions with the principal of Lawton School indicate that students in these neighbourhoods are currently choosing John D. Bracco School over Lawton School. A re-designation to John D. Bracco School could be proposed as the school has extra capacity. Based on the 2013-2014 ETS service, it is anticipated that transit service for these neighbourhoods would be better going north, rather than south (which requires crossing the Yellowhead Trail).

Students living in Canon Ridge, Homesteader and Overlanders that attend Lawton and John D. Bracco schools			
Neighbourhood	**Total number of students**	**Lawton School**	**John D. Bracco School**
Canon Ridge	33	1	18
Homesteader	80	8	34
Overlanders	56	8	17

(September 30, 2013 data)

Recommendations on new attendance areas and re-designations will be reviewed and included as part of the next steps.

Programming

The new replacement school, based on the Major General Griesbach School building design, will have 23 instructional classrooms available plus additional spaces such as Career and Technology Studies (CTS) Spaces, Food/Fashion, gym and library. While programming decisions will be reviewed and finalized closer to opening, the replacement school will satisfy the current and projected programming needs which include three classrooms (one at each division) for Behaviour and Learning Assistance (BLA) and the anticipated number of attendance area students. Based on the needs of the community, full-day Kindergarten may be provided. The number of planned classrooms will be as follows:

K (full-day)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**BLA**	**TOTAL**
2	2	2	2	2	2	2	2	2	2	3	23

Transportation

Based on the proposed attendance area (Attachment VI and Attachment VII), yellow busing service could be provided to students residing east of 50 Street, south of 118 Avenue, west of 34 Street (to 111 Ave) and 36 Street and north of the river valley. The walk boundary would be based on the City's Rundle Heights' neighbourhood (see below). Yellow bus will be provided to the proposed attendance area.



For junior high students, there is acceptable ETS service along 114 Avenue, 118 Avenue, 121 Avenue, 50 Street and 38 Street with multiple stops all along these corridors. ETS bus routes #141, #142 and #8 provide an acceptable range of options for transportation to and from the Rundle School site. There are three ETS stops currently located at or near the Rundle School site: on 34 Street (just north of 111 Avenue); on 111 Avenue (just east of 34 Street in front of the school); and on 32 Street (just north of 110 Avenue) (Attachment VIII) (Note: ETS service has been reviewed based on current operational hours for Rundle School and existing bus routes). Student Transportation will continue to review ETS service in the area to ensure it meets acceptable standards for students.

Residential Trends

In recent years, the strong residential growth the City of Edmonton has experienced has been in the suburban growth areas in the City. Some residential growth has occurred in the mature neighbourhoods of the City through infill development. However, family oriented residential development is not occurring at the scale or pace observed in the suburban growth areas. Possible increases in the student age population will be accommodated in the replacement school.

The replacement school will complement other initiatives and projects occurring in this area. *Evolving Infill* is an initiative by the City of Edmonton to advance residential infill in the mature areas of the City. The District has participated in the project as a stakeholder and will continue to provide input as required. In addition, the City is replacing the Abbottsfield Recreation Centre with a new facility anticipated to open in 2014; Borden Park received a significant investment into the park facilities including a new pavilion; and Highlands Public Library branch was reconstructed and is scheduled to open in the summer of 2014.

Traffic

Both 111 Avenue and 34 Street are residential roads and removed from commercial activity generated vehicular traffic (e.g. proximity to 118 Avenue of Lawton and R.J. Scott schools).

The houses along 111 Avenue, across from the replacement school, do not have front garages which minimizes traffic issues during pick-up and drop-off periods. The on-site drop-off, included in the design, will also improve pick-up and drop-off activity. A traffic impact assessment will be completed and administration will work with City Transportation to ensure good traffic flow, parking and safety for all.

School Closure

As part of the requirement to consolidate three schools into one replacement school and the potential school closures, every effort has been made to follow the intent of the process outlined in the *Closure of Schools Regulation*. The consultation process aligned and exceeded the provisions to inform and gather input from parents and the public. As a result, the Minister of Education approved the Board request for exemption from Sections 4 through 7 of the *Closure of Schools Regulation* in the *School Act* as per Section 1.2 of the regulation. This exemption means that the Minister is satisfied that the board has consulted with the community regarding any change in grades and programs in one or more of the schools operated by the board. A detailed account of the communication, information and invitations provided to parents and the public to participate in the process is provided in Attachment I.

Information regarding the potential closure of Lawton, R.J. Scott and Rundle schools is provided in Attachments VI-VIII. **Lawton and R.J. Scott schools will remain operational until the construction is completed and the replacement school is open.** Rundle School would likely remain operational as relocation of students is not likely; however, possible relocation of students will be confirmed once detailed designs are finalized following approval of the recommendation.

Closed Buildings

If the Board approves closure of the three schools, next steps will include identifying possible future uses of the closed school buildings, which may include surplusing those sites not needed for district use. Current uses of EPSB inventory of 17 closed schools include: other district purposes, leasing to other school jurisdictions, and leasing to community service agencies (Appendix VI). Administration will work with partner organizations, the municipal and provincial governments to determine what can be achieved. Leases with external organizations for closed schools are intended to cover operating and maintenance costs, as district staff and operational resources are limited and are required to focus on delivering services to school operations. Understanding the age, condition and deferred maintenance of the three buildings, retention of all three will be assessed. In addition to consultation with the Board and stakeholders, the *Disposition of Property Regulation*, the *Joint Use Agreement* and *ELEVATE* will inform next steps.

School Name

Upon approval of the closure of the three schools, consideration for a new name for the replacement school will be reviewed and would follow Administrative Regulation EF.AR - Naming of Schools, which includes submissions from the public.

NEXT STEPS

Upon approval of the recommendation to close R.J. Scott, Rundle and Lawton schools:

- District staff will initiate a communication plan to inform parents and community members of the Board decision (Appendix VIII).

- Planning and Facilities Services will work with the Province to initiate more detailed design and site investigation.
- Planning will work with the City of Edmonton regarding park and field implications.
- A project plan will be prepared and forwarded to the Board as information.
- A review of attendance areas for the replacement school will be undertaken and discussions will begin to identify possible future uses of closed buildings.
- Discussions regarding the use of the closed buildings will involve consultation with stakeholders to ensure their use is consistent with the needs of the communities.
- Further input and feedback with the school community, parents, staff, the general public and relevant stakeholders will continue.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Process of Public Consultation for the Replacement School Project
ATTACHMENT II	Closure of Schools Regulation
ATTACHMENT III	Letter Granting Exemption
ATTACHMENT IV	Community Impact Statement
ATTACHMENT V	Replacement School Recommended Location - Rundle School Site
ATTACHMENT VI	Possible New Elementary Attendance Area
ATTACHMENT VII	Possible New Junior High Attendance Area
ATTACHMENT VIII	ETS Service Options To and From the Replacement School at the Rundle School Site
ATTACHMENT IX	Information Regarding the Potential Closure of Rundle School Closure Summary
ATTACHMENT X	Information Regarding the Potential Closure of R.J. Scott School Closure Summary
ATTACHMENT XI	Information Regarding the Potential Closure of Lawton School Closure Summary
APPENDIX I	Greater Lawton Area Fact Sheet
APPENDIX II	Greater Lawton Consultation Feedback Summary
APPENDIX III	Value Management Study Executive Summary - Lawton School
APPENDIX IV	Value Management Study Executive Summary - R.J. Scott School
APPENDIX V	Value Management Study Executive Summary - Rundle School
APPENDIX VI	Edmonton Public Schools Closed Schools and Uses
APPENDIX VII	Replacement School Criteria and Infrastructure Planning Principles
APPENDIX VIII	Closure of Schools Communication Plan

JR:gm

Process of Public Consultation for the Replacement School Project

April 15	Letters provided to parents of students in the schools named in each cluster outlining the project and notifying them of the dates and times of the first and second public meetings.
April 15	Editorial board meeting with The Edmonton Journal.
April 16	Media release and Technical Briefing – all major media outlets. Launch of "Space for Our Students" website. Release of advertising posters to schools.
April 16-23	Advertisements in the Edmonton Examiner – all zones.
April 16-25	Roadside signage – 2 in Highlands cluster, 2 in Lawton cluster, 3 in Westmount cluster.
April 17	Letters provided to parents of students in the schools surrounding each cluster that may be affected by the replacement school, outlining the project and notifying them of the dates and times of the first and second public meetings.
April 17-25	Facebook advertising and ad graphics posted to EPSB Facebook platform.
April 22	Letters sent to City of Edmonton Administration and Community Leagues.
April 22-24	3 Public Meetings – Highlands, Lawton, Westmount. Format: General presentation followed by small group discussion and feedback. Each breakout session consisted of a facilitator and a note taker. All notes were captured onscreen for participants to see. All comments were later collated and shared back on our website on May 5.
April 22	Survey #1 launched to gather initial feedback on the project including concerns, questions, vision for a new K-9 facility and the use of closed buildings.
May 5	Notes from April meetings available online for public viewing.
May 6	Meeting with EPSB Community Partners.
May 5-9	Posters received by schools advertising upcoming public meetings May 20-22. Digital posters sent to community partner agencies.
May 11	Survey #1 closed, data collated.
May 7-21	Advertisements in the Edmonton Examiner – all zones. Note: all advertisements clearly articulate that school closures will result.
May	Advertisements to run in the North Glenora Community League Newspaper – by request.
May 7-22	Facebook advertising and ad graphics posted to EPSB Facebook platform.
May 12	Digital posters sent to community leagues.
May 12-16	Advertisements provided to schools for school newsletters and for posting on Schoolzone.
May 13	Survey #2 launched to gather feedback on developed options for each site within the cluster. Each option clearly articulates which schools would be recommended for closure as a result.

May 15	Letters provided to parents of all students in cluster schools and potentially affected surrounding area schools outlining the proposed options for each site and providing notification of the upcoming public meetings as well as directing them to the website and feedback survey. Provided for all students at Montrose, Highlands, Mount Royal, Virginia Park, R.J. Scott, Lawton, Rundle, Abbott, Beacon Heights, Overlanders, Homesteader, Westmount, Coronation, Inglewood, Westglen, Prince Charles and Dovercourt schools.
May 16	Meeting with City of Edmonton Managers.
May 20-22	3 public meetings – Highlands, Lawton, Westmount. Format: General presentation followed by small group discussion and feedback on presented options. Each breakout session had a facilitator and a note taker. All notes were captured onscreen for participants to see. All comments later collated and shared on our website May 30.
May 30	Notes from May meetings available online for public viewing. Survey #2 closed – data collated.
June 17	Technical Briefing – all major media outlets.
June 17	Letters provided to all parents of students in cluster schools notifying them of the site that will be recommended and the motions to consider closures that will be presented to the Board on June 24. Media release and technical briefing. Recommendation posted on district website.
June 18	Final Public Meetings. Format – Share the feedback received and the details of the recommendation that will be put forward to the Board and allow the public one more opportunity to provide feedback.
June 24	Public Board meeting. Board of Trustees voted to consider closure of R.J. Scott, Rundle and Lawton schools. The site adjacent to Rundle School was also selected for the location of the replacement school.



Province of Alberta

SCHOOL ACT

CLOSURE OF SCHOOLS REGULATION

Alberta Regulation 238/1997

With amendments up to and including Alberta Regulation 231/2012

Office Consolidation

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Alberta Queen's Printer
5th Floor, Park Plaza
10611 - 98 Avenue
Edmonton, AB T5K 2P7
Phone: 780-427-4952
Fax: 780-452-0668

E-mail: qp@gov.ab.ca
Shop on-line at www.qp.alberta.ca

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Note

All persons making use of this consolidation are reminded that it has no legislative sanction, that amendments have been embodied for convenience of reference only. The official Statutes and Regulations should be consulted for all purposes of interpreting and applying the law.

(Consolidated up to 231/2012)

ALBERTA REGULATION 238/97

School Act

CLOSURE OF SCHOOLS REGULATION

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Definitions

1 In this Regulation,

(a) "closure" means any action referred to in section 2;

(a.1) "Ministers" means, for the purposes of sections 6 and 7, the Ministers determined under section 16 of the *Government Organization Act* as the Ministers responsible for Part 7 of the *School Act*;

(b) "school year" means the 12-month period beginning on September 1 and ending on the following August 31.

AR 238/97 s1;223/2002;257/2003

Non-application of sections

1.1(1) Sections 4 to 7 do not apply to a closure that occurs

(a) in connection with the transfer by one board to another board or to the operator of a charter school of the ownership of real property on which a school building is located and the school building will continue to be used for the instruction or accommodation of students,

(b) as a result of the Minister's having directed the board to dispose of the school building pursuant to section 200(3) of the Act, or

(c) pursuant to section 2(b) if

(i) the school has more than one education program,

(ii) the students in the grades being closed are all in the same education program, and

(iii) the education program referred to in subclause (ii) is to be transferred to another school.

(2) Where a board plans to transfer an education program pursuant to subsection (1)(c)(iii), the board shall organize and convene an information meeting for the purpose of informing the parents of the students affected by the transfer of the transfer and the alternative arrangements for continuing the education program at another school.

AR 135/2003 s2;257/2003;170/2004

Exemption from requirements

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

(a) as a result of the board's inability to comply with section 57(2) of the Act, or

(b) for health or safety reasons.

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

AR 257/2003 s4;170/2004

Closure of schools, etc.

2 A board may

(a) close a school permanently or for a specified period of time,

(b) close entirely 3 or more consecutive grades in a school, or

(c) repealed AR 257/2003 s5,

(d) transfer all students from one school building to one or more other school buildings on a permanent basis.

AR 238/97 s2;257/2003

Policies and procedures for closure of schools

3 A board may develop and implement policies and procedures with respect to closure of schools that are not inconsistent with this Regulation.

AR 238/97 s3;257/2003

Notification of proposed closure

4(1) Where a board is considering the closure of a school, the board shall

(a) raise the matter by way of a motion at a regular meeting of the board, and

(b) in writing notify the parents of every child and student enrolled in the school who, in the opinion of the board, will be significantly affected by the closure of the school.

(2) A notice referred to in subsection (1)(b) shall set out the following:

(a) how the closure would affect the attendance area defined for that school;

(b) how the closure would affect the attendance at other schools;

(b.1) information on the board's long-range capital plan;

(c) the number of students who would need to be relocated as a result of the closure;

(d) the need for, and extent of, busing;

(e) program implications for other schools and for the students when they are attending other schools;

(f) the educational and financial impact of closing the school, including the effect on operational costs and capital implications;

(g) the educational and financial impact if the school were to remain open;

(h) and (i) repealed AR 257/2003 s7;

(j) the time and location of the public meeting referred to in section 5(1)(a).

(3) A notice referred to in subsection (1)(b) may set out the following:

(a) the capital needs of the schools that may have increased enrolment as a result of the closure, and

(b) the possible uses of the school building or space in the school building if

(i) the entire school is being closed, or

(ii) 3 or more consecutive grades in the school are being closed entirely.

AR 238/97 s4;257/2003;170/2004

Public meetings

5(1) Where a board has given notice of motion at a regular meeting of the board that it is considering the closure of a school, the board

(a) shall organize and convene a public meeting for the purpose of discussing the information provided to the parents under section 4,

(b) shall provide an opportunity for the council of the municipality in which the school is located to provide a statement to the board of the impact the closure may have on the community, and

(c) may hold other meetings with respect to the closure at times and places as the board may determine.

(2) The date and place of the public meeting referred to in subsection (1)(a) shall be

(a) posted in 5 or more conspicuous places in the area or areas of the school or schools affected by the closure, for a period of at least 14 days before the date of the public meeting, and

(b) advertised in a newspaper circulating within the area or areas of the school or schools affected by the proposed closure, on at least 2 occasions as close as is practicable to the date of the meeting.

(3) At least 2 trustees of the board shall attend the public meeting referred to in subsection (1)(a).

(4) A board shall ensure that minutes of all public meetings held under this section are prepared.

AR 238/97 s5;257/2003

Decision on closure

6(1) A board shall not make a final decision on the proposed closure until at least 3 weeks have passed since the date of the public meeting referred to in section 5(1)(a).

(2) A board shall give due consideration to any written submissions on the proposed closure that it receives after the public meeting referred to in section 5(1)(a).

(3) A board

(a) shall by resolution decide whether to close the school, and

(b) if the decision is to close the school, shall forthwith notify the Ministers in writing of the decision.

AR 238/97 s6;223/2002;257/2003

Closure within school year

7(1) All school closure procedures shall be initiated and completed within the school year in which the decision to close the school is made.

(2) Notwithstanding subsection (1), on the written request of the board, the Ministers may extend the school closure procedures beyond one school year.

AR 238/97 s7;257/2003

Expiry

8 For the purpose of ensuring that this Regulation is reviewed for ongoing relevancy and necessity, with the option that it may be re-passed in its present or an amended form following a review, this Regulation expires on August 31, 2015.

AR 238/97 s8;223/2002;257/2003;163/2008;85/2010;150/2012; 231/2012

9 Repealed AR 223/2002 s5.

ALBERTA
EDUCATION

Office of the Minister
MLA, Athabasca-Sturgeon-Redwater

AR85851

JUL 2 2 2014

Ms. Sarah Hoffman
Board Chair
Edmonton Public Schools
Centre for Education
One Kingsway
Edmonton, AB T5H 4G9

Dear Ms. Hoffman:

Thank you for your June 26, 2014 letter requesting an exemption from the requirements of Sections 4 through 7 of the *Closure of Schools Regulation* regarding the closure of R. J. Scott, Rundle and Lawton schools.

Section 1.2(2) of the Regulation makes provision for school boards to be exempted from the requirements outlined in Sections 4 through 7 if "the Minister is satisfied that the board has consulted with the community regarding any change in grades and programs in one or more of the schools operated by the board." Based on the information provided in your letter, I am satisfied that Edmonton Public Schools has consulted appropriately and sufficiently with the affected school communities. The effectiveness of your consultation process has likely contributed to the considerable support for the replacement school.

I hereby grant Edmonton Public Schools an exemption from Sections 4 through 7 of the *Closure of Schools Regulation*. Your board is now able to proceed with this closure according to your school jurisdiction's policy. Please communicate the effective date of the closure by forwarding the board motions, in writing, to my office.

The awarding of a replacement school/modernization represents a unique opportunity to address surplus spaces and reduce deferred maintenance while enhancing students' access to a high-quality, state-of-the-art learning facility in their community. I wish you success as you proceed with the planning for the replacement school in the Greater Lawton area.

Sincerely,

Jeff Johnson
Minister
MLA, Athabasca-Sturgeon-Redwater

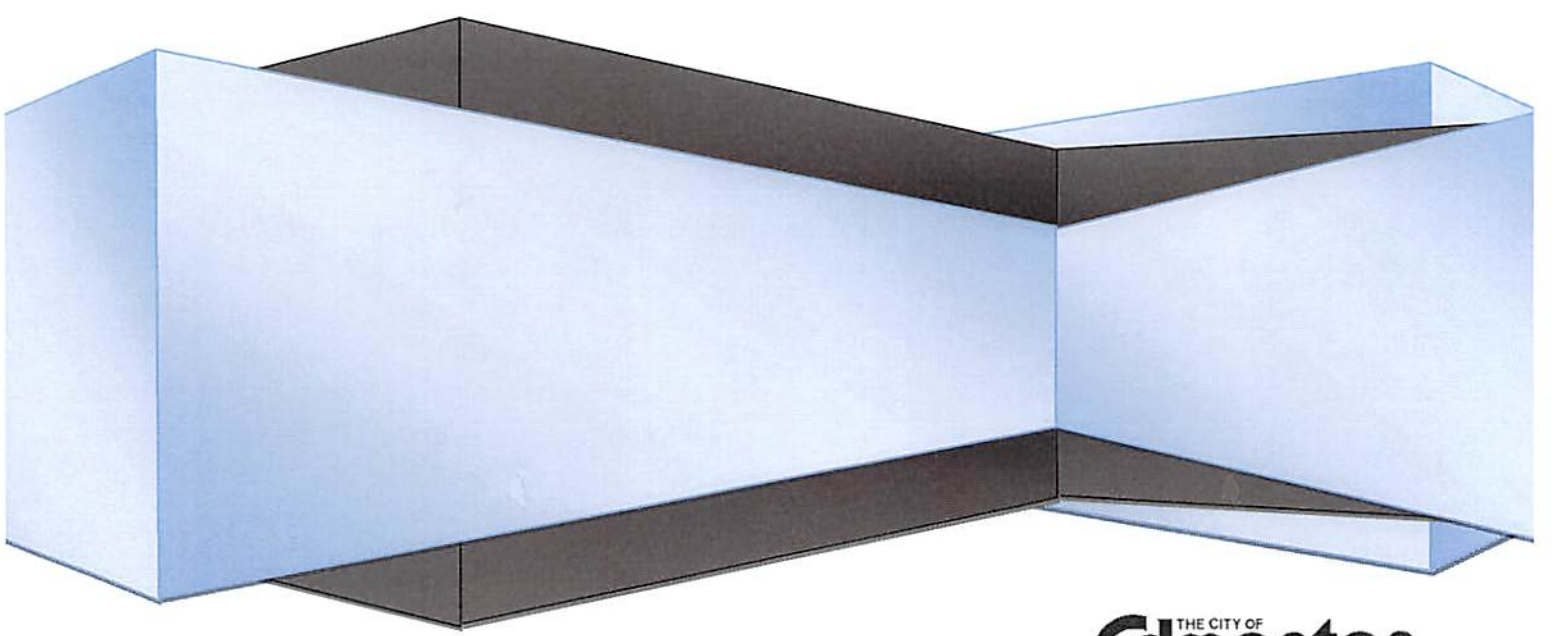
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School Closure: Community Impact Statement

Lawton School, R.J. Scott School and Rundle School

Submission to: Edmonton Public Schools



THE CITY OF Edmonton

August 11, 2014

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1. EXECUTIVE SUMMARY

The City appreciates the legislated opportunity to provide information via a Community Impact Statement that may be used by Edmonton Public Schools to inform its decision on the proposed closure of three schools and recognizes that school boards have sole jurisdiction over closure decisions. The purpose of the Community Impact Statement is to present information related to potential impacts on the community in relation to the closure of Lawton School, R.J. Scott School and Rundle School. The City of Edmonton does not recommend either closing a school or keeping a school open; the intent is to provide information and analysis for consideration to the Board of Trustees of Edmonton Public Schools.

The City of Edmonton is a significant partner in schools by way of its involvement in facilitating community access to gymnasiums and classrooms after school hours, school use of City facilities, shared use of sports fields and open spaces, and assembly and maintenance of school and park site lands. In addition, the City has the opportunity to lease surplus school space and/or the opportunity to purchase a closed school site if it is declared surplus by the school board.

The City has a vision that describes Edmonton as an innovative, inclusive and creative city. The development of such a city takes foresight and strategic planning. The City's strategic plans and goals, as well as the Great Neighbourhoods and ELEVATE/Edmonton Community Sustainability Coalition initiatives are positioned to make Edmonton a more vibrant and sustainable city. The City's strategic goals which most directly relate to the impact school closure may have on the community includes: improve livability, transform urban form and enhance use of public transit and active modes of transportation.

Community access to school amenities such as gyms, playing fields and playgrounds connects and engages citizens. Joint Use bookings for gyms in the three schools varies; R.J. Scott School has not been available for Joint Use Bookings (2009 – 2013), Lawton School saw a fair amount of use in 2013 and Rundle School has a history of ongoing use with a 45% decrease in hours booked in 2013 compared to 2011. Bookings reflect a variety of activities occurring in the community. Edmonton Public Schools has leased some space to community organizations in each of the three schools.

There are eight neighbourhoods in the current attendance area for the Greater Lawton Area cluster. Federal Census data from 1971 – 2011 for children aged 0 to 14 years shows an overall population decline. Of the eight neighbourhoods, two are mature neighbourhoods and six are established neighbourhoods. Beacon Heights and Beverly Heights are mature neighbourhoods. These eight neighbourhoods experienced a significant decline in population between 1971 and 1976, and continue to experience decreasing population numbers overall.

Infill development is anticipated to increase over time and result in some re-population of the neighbourhoods comprising the Greater Lawton school attendance area. Current city policy and initiatives even combined with increased market demand for housing in mature neighbourhoods are not likely to result in an increase in the number of children residing in these areas that is significant enough to return to peak historical population levels.

With regard to each of the three schools, it is not anticipated that any significant changes to the operation of the existing transportation network surrounding the school would result from its closure. The potential re-purposing of a closed school site will impact the demand for transportation to serve the site; however, until the new land use is determined, the type and magnitude of this impact are unknown. In the event that student enrolment at any one of the three schools increases substantially from its current state as a result of other school closures, a Traffic Impact Assessment would be required to determine the traffic impact on the respective neighbourhood and the school site as a result of pick-up and drop-off activities. If the school site were to redevelop as a result of increased student enrolment, a development application would be required to address site access, traffic and pedestrian circulation and parking. In accordance with the Zoning Bylaw, a school drop-off would be required on the school site.

At the public meetings hosted by Edmonton Public Schools, City staff observed stakeholders excited about the possibility of having a new school in this area. Stakeholders also strongly expressed the need for a community hub approach to ensure current resources and community partner involvement would continue in a replacement school. The future use of the schools once closed was also mentioned frequently.

Through the work of the Edmonton Community Sustainability Coalition and the leadership and direction of the ELEVATE Political Sponsorship Committee, the potential exists for existing schools (Lawton, R.J. Scott, and Rundle schools) and/or these specific school sites to be reconfigured into places that service these communities in other ways. It is recognized that building vibrant hubs that sustain communities is a complex challenge requiring innovative new ways of thinking and taking risks. To achieve this goal and to be great stewards of these public resources, the City is eager to be a collaborative partner and to work with local communities in these neighbourhoods to find solutions for these sites that have not been contemplated in the past.

2. INTRODUCTION

2.1 Background

The purpose of the Community Impact Statement is to present information related to potential impacts on the community in relation to the closure of Lawton School, R.J. Scott School and Rundle School. The City of Edmonton does not recommend either closing a school or keeping a school open. The intent is to provide information and analysis to the Board of Trustees of Edmonton Public Schools to inform its decision on the proposed closure of these three schools. In addition, it is recognized that this report will inform City Council and all stakeholders on the relationship between schools and the broader community.

On June 24, 2014, the Board of Trustees of Edmonton Public Schools approved a motion to consider the closure of three schools located in the Greater Lawton Area in northeast Edmonton as noted below:

School	Address / Neighbourhood	Year Built / Age	School Building Capacity*	Total Enrolment (September 30, 2013)
Lawton School (Grades 7 – 9)	11602 40 Street Beverly Heights	1956 (58 years)	601*	158
R.J. Scott School (Grades K – 9)	11610 38 Street Beverly Heights	1958 (56 years)	218*	114
Rundle School (Grades K – 6)	11005 34 Street Rundle Heights	1966 (48 years)	466*	156

**Edmonton Public Schools – Capacity is based on new Provincial Instructional Model for calculating capacity.*

In accordance with the requirements of the *Closure of Schools Regulation* Clause 5(1) (b), Edmonton Public Schools Board Chair Hoffman's July 7, 2014 letter to Mayor Iveson provides the City with an opportunity to provide a statement to the Board of the impact the closures may have on the community. The Board may make the final decision on school closures at a board meeting in August 2014.

Notwithstanding that school boards have sole jurisdiction over the closure decision; the City appreciates this legislated opportunity to provide information that may be used by the Board to inform its decision. The City of Edmonton is a significant partner in schools by way of its involvement as a partner in facilitating community access to gymnasiums and classrooms after school hours, school use of City facilities, shared use of sports fields and open spaces and assembly and maintenance of school and park site lands. In addition the City has the opportunity to lease surplus school space and/or the opportunity to purchase a closed school site if it is declared surplus by the school board. Schools have a prominent physical presence in a neighbourhood, and function as community focal points by providing residents of all ages with opportunities for social interaction, recreation, arts and cultural activities.

In terms of the process to prepare this report, City Administration compiled information from across three departments: Community Services, Sustainable Development and Transportation Services.

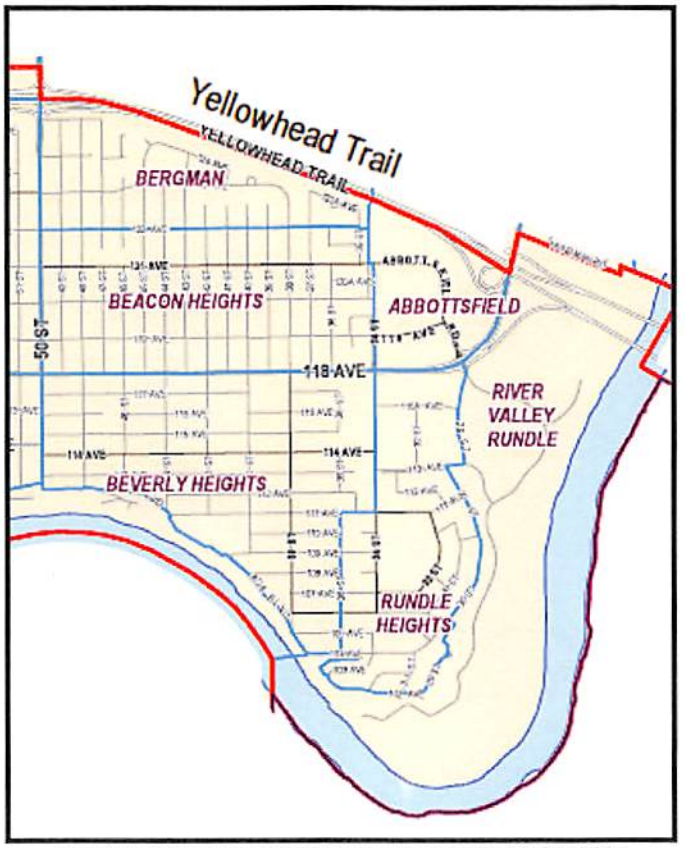
2.2 Proposed Action by Edmonton Public Schools

On June 24, 2014, the Board of Trustees of Edmonton Public Schools approved a motion to consider the closure of three schools and to develop a replacement school at the Rundle site. The replacement school would serve Kindergarten to Grade Nine.

Edmonton Public Schools has indicated that new attendance areas and re-designations will be reviewed and included as part of the next steps once the replacement school has been approved; the new attendance area may include or exclude neighbourhoods within the attendance area that currently exists. Possible attendance areas for a new Elementary area and Junior High area were identified and propose:

> Elementary area: a west boundary of 50 Street, a north boundary of 118 Avenue and the south and east boundary being the North Saskatchewan River.
>
> Junior High area: a west boundary of 50 Street, a north boundary of the Yellowhead Freeway and the south and east boundary being the North Saskatchewan River.

The City of Edmonton defined neighbourhoods that would be included in the attendance areas proposed above are identified in the map below.



Possible Attendance Area for the Replacement School Site

Edmonton Public Schools has noted that programming decisions will be reviewed and finalized closer to the opening date of the replacement school, however it was indicated that current and projected programming needs would be met inclusive of a Behaviour and Learning Assistance class for each of the three divisions. Full day Kindergarten could be provided but will be determined based on community need. It was also communicated that the new replacement school would provide a state-of-the-art facility with improved Career and Technology Studies spaces, a larger gym and up-to-date classrooms.

Current Grade Configuration and Attendance Areas

School Name and Grade Configuration	School Address and Neighbourhood	Neighbourhoods Within School's Current Attendance Area	
		Elementary	Junior High
Lawton School (Grades 7 – 9)	11602 40 Street Beverly Heights	n/a	Beverly Heights, Rundle Heights, Beacon Heights, Bergman, Abbottsfield, Overlanders, Homesteader, Canon Ridge
R.J. Scott School (Grades K – 9)	11610 38 Street Beverly Heights	West portion of Beverly Heights*; North portion of Rundle Heights	West portion of Beverly Heights*; North portion of Rundle Heights
Rundle School (Grades K – 6)	11005 34 Street Rundle Heights	East portion of Beverly Heights; South portion of Rundle Heights	n/a

Comments: Neighbourhoods noted are as per City of Edmonton defined neighbourhoods

*Part of this Beverly Heights portion is dual designated to R.J. Scott and Mount Royal which means the students in this small area have two designated schools (less than 50 students).

N.B. Industrial neighbourhoods are not indicated above but are included as part of the attendance area (no students residing there):
* Lawton School (includes Kennedale and Industrial Heights neighbourhoods)
** R.J. Scott School (includes Rural Industrial neighbourhood)

Content Provided by Planning, Edmonton Public Schools (June, 2014)

2.3 Summary of Edmonton Public Schools Community Consultation Meetings

Edmonton Public Schools initiated a public consultation process for the "Replacement School Project" on April 15, 2014. The Greater Lawton Area public meetings were held on:

1. April 22, 2014 and consisted of a presentation from Administration followed by facilitated small group discussion with a focus on four key questions.
2. May 21, 2014 and consisted of a presentation from Administration followed by facilitated small group discussion focusing on the strengths and challenges for five site options.
3. June 18, 2014 and consisted of sharing feedback received and outlining the recommendation being

presented by Administration to the Board on June 24 for the replacement school site. The meeting also provided an opportunity for community members to provide any additional comments.

Meetings included representation from school parents and the community; attendance at meetings for this area was quite well attended as noted in the table below.

Greater Lawton Area Public Meeting	Attendance
April 23, 2014 (consultation)	120+/-
May 21, 2014 (consultation)	101
June 18, 2014 (cluster recommendation announcement)	20+/-

Edmonton Public Schools requested input on specific questions at the April and May meetings as noted below:

A. Greater Lawton Meeting #1 (April 23, 2014)

1. What concerns do you have about a new replacement school being built in your community?
2. What additional information do you need about the project that you currently don't have?
3. What would you like to see in a new Kindergarten – Grade 9 replacement school?
4. What potential community supports would you like to see provided should your area be selected?

B. Greater Lawton Meeting #2 (May 21, 2014)

1. What do you consider to be the strengths of this option?
2. What do you consider to be the challenges of this option?

Options are noted below; reference Appendix A for drawings of the five draft site options.

A. Greater Lawton Area: Option 1 - New School Construction at R.J. Scott School
B. Greater Lawton Area: Option 2 - New School Construction at Rundle School (#1)
C. Greater Lawton Area: Option 3 - New School Construction at Rundle School (#2)
D. Greater Lawton Area: Option 4 - Modernization and Addition at R.J. Scott School
E. Greater Lawton Area: Option 5 - Modernization and Addition at Rundle School

The Edmonton Public Schools community consultation meetings were not part of the legislated process identified in accordance with the requirements of the *Closure of Schools Regulation* under the Province of Alberta's *School Act*. The content, however, that was provided at these meetings met the criteria specified under the Regulation. As such, on June 24, 2014 the Edmonton Public Schools Board of Trustees made the following motion: *"That the Board approve a motion for the Board Chair to send a letter to the Minister of Education requesting exemption from sections 4 through 7 of the Closure of Schools Regulation in the School Act."* At the time of writing this document, the City of Edmonton had not received an update on this request to the Minister.

City Administration was in attendance at the community consultations for the purpose of hearing the input directly. Given the large number of stakeholders present at these meetings and the use of break-out rooms, City staff was not able to hear all conversations in their entirety. It is noted that the community input heard at each of the public consultations for the Greater Lawton Area cluster was fairly consistent at both the April and May meetings. The following common themes described below provide an overall summary of the attendees' comments and have been shared with key Community League representatives for their review and validation. The following themes are not listed in any order of priority or significance.

School Closure Process – Stakeholders questioned the short timelines for this process, and requested clarification around key points such as the rationale for a K-9 school. Some attendees wanted to know how a decision could be influenced in favour of choosing the Greater Lawton cluster as the replacement school site.

Education Program and School Size – Stakeholders asked several questions regarding split grades versus single grade classes, specialized programming and supports for teaching staff. Comments were also made regarding social challenges for students with the mixing of junior high and elementary students and noted concerns about younger children being influenced by the older students. Attendees also expressed concern regarding quality of educational experience in relation to larger versus smaller schools and indicated a preference for smaller class size.

Community Supports – Stakeholders asked several questions and had some apprehension regarding the continuation or enhancement of programs, services and potential partnerships that would improve student success and well-being. Concerns were expressed about impacts should any current supports be lost through the closure and consolidation process.

Future Use of Closed Schools – Stakeholders want to know what the future use of a closed school would be, if community consultation would occur around potential uses, and if parkland would be retained and accessible. Concerns were shared about not wanting neglected, unused facilities in the neighbourhood.

Transportation and Traffic – Stakeholders expressed concerns about having adequate bus service, the need for traffic controls for crossing 118 Avenue and potential issues with the location of drop-off and pick-up zones.

School Facility Management and Funding – Some stakeholders questioned the cost benefit analysis for modernizing three existing schools versus building a new replacement school. The site selection process for the proposed replacement school was an important factor for several of the stakeholders. Questions were also asked about the funding for and provision of amenities such as play/recreation spaces (outdoor and indoor) for students in both elementary and junior high.

3. CITY OF EDMONTON PLANS AND STRATEGIES

3.1 City of Edmonton: Vision, Strategic Plan and Corporate Outcomes

In July 2008, Edmonton's City Council approved a City Vision – a creative description of a vibrant and sustainable Edmonton in 2040. This vision helps to set direction, guide decisions and align priorities. It describes Edmonton as an innovative, inclusive and creative city. The development of such a city takes foresight and strategic planning. The City of Edmonton is committed to transforming the city through thoughtful planning and by making an ongoing series of deliberate, strategic and wise investment decisions that lead towards the realization of the City Vision.

To support implementation of the Vision, "The Way Ahead: City of Edmonton Strategic Plan 2009-2018" directs long term planning for the City. Six 10-year Strategic Goals help set priorities for the delivery and improvement of services, programs and infrastructure and ensures the development of the city that is described in the City Vision. The strategic goals are:

1. Municipal Development Plan: "The Way We Grow" is the City's strategic land use plan that will work to bring the City Vision to life by guiding Edmonton's growth and development for the next 10 years.
2. Transportation Master Plan: "The Way We Move" is the overarching strategic document that provides the framework for how the City of Edmonton will address its future transportation needs.
3. Edmonton's People Plan: "The Way We Live" is a long-term strategic plan that helps set direction, establish priorities and guide decisions about services that contribute to our health, safety and well-being.
4. Edmonton's Environmental Strategic Plan: "The Way We Green" is Edmonton's environmental strategic plan -- a blueprint for being the nation's leader in setting the highest standards of environmental preservation and sustainability.
5. Edmonton's Financial Sustainability Plan: "The Way We Finance" is Edmonton's framework for planning and managing the City's finances to help achieve the City Vision.
6. Edmonton's Economic Development Plan: "The Way We Prosper" is Edmonton's comprehensive economic development strategy for the city. It focuses on what it means to achieve the goal of "diversifying Edmonton's economy."

The City's Corporate Outcomes help bridge operational activities, programs, and services of the City with the 10-year strategic goals. They show the results the corporation is striving for and collectively serve as a roadmap demonstrating how the operations of the City align to the City's strategic plan. Departments use these corporate outcomes to establish a line of sight between their outcomes, outputs and measures and the strategic goals. Corporate outcomes also lay the foundation for improved integration between planning and budgeting.

The City's 10-year Strategic Goals and Corporate Outcomes that most directly relate to the impact school closure may have on the community includes four goals as noted below:

City of Edmonton 10-year Goals and Corporate Outcomes	
 **Outcome:** Edmonton is attractive and compact.	 **Outcome:** Edmontonians use public transit and active modes of transportation.
 **Outcome:** Edmontonians are connected to the city in which they live, work, and play. **Outcome:** Edmontonians use facilities and services that promote healthy living.	 **Outcome:** Edmonton is an environmentally sustainable and resilient City.

3.2 Great Neighbourhoods

Great Neighbourhoods is a City of Edmonton initiative to better support vibrant, equitable and sustainable neighbourhoods. Through this initiative, improvement in collaboration with other organizations and among City departments will deliver services in neighbourhoods more efficiently. Comprehensive neighbourhood planning will take everything from roads and transit to parks and social services into account. Great Neighbourhoods will enhance two-way communication with residents to better understand any new and unique neighbourhood needs resulting from school closure. Through Great Neighbourhoods, the types of programs, services and investments provided by the City will reflect those needs.

3.3 ELEVATE and the Edmonton Community Sustainability Coalition (ECSC)

ELEVATE's History:

In collaboration with the provincial government, school boards, community groups, and other stakeholders the ELEVATE report was authored by the Community Sustainability Task Force and was released in February 2012. The ELEVATE report is a vision for Edmonton's sustainable future: to build innovative partnerships, plan across jurisdictions and to recommend ways that core neighbourhoods can become more viable and vibrant.

The ELEVATE report and recommendations can be accessed at: www.edmonton.ca/elevate

Working collaboratively towards accomplishing ELEVATE's nine recommendations and action items, representatives from four government jurisdictions (Federal, Provincial, Municipal and School Boards) agreed to form the Edmonton Community Sustainability Coalition (ECSC) and approved the ELEVATE/ECSC Framework on October 16, 2013. The purpose of ECSC is to steward the implementation of ELEVATE by providing leadership and direction to collaborative jurisdictional activities that will accomplish long-term socially, environmentally, and economically feasible neighbourhoods by:

- Identifying and prioritizing joint priorities
- Focusing on shared community building outcomes

In November of 2013, ELEVATE was approved by Council as a City Council Initiative with Councillor Michael Walters and Councillor Bev Esslinger appointed to champion the ELEVATE Initiative on behalf of the City of Edmonton. In May of 2014, the ELEVATE Political Sponsorship Committee formed consisting of members of City Council (Councillor Michael Walters and Councillor Bev Esslinger), Edmonton Public School Board (Trustee Orville Chubb and Trustee Sherry Adams), Edmonton Catholic School Board (Trustee John Acheson and Trustee Marilyn Bergstra) and Conseil scolaire Centre-Nord (rotating Trustee(s) to be appointed). The Provincial government has also been extended an invitation to participate on the ELEVATE Political Sponsorship Committee who is actively working with ECSC to achieve ELEVATE objectives.

A key recommendation within the ELEVATE report is that all four orders of government work together with communities to create strong and sustainable neighbourhoods. This collaboration is necessary to formulate innovative partnerships, create new processes, and to reconfigure policy and funding models.

Over the past several months, there has been significant success in achieving many of the actions identified in recommendations one and two within the ELEVATE report; the establishment of the Edmonton Community Sustainability Coalition and the ELEVATE Political Sponsorship Committee are two very significant accomplishments to date. The task now is to create a joint action strategy for ELEVATE that began to formulate at the ELEVATE Capital Plan Sharing meeting held on July 11, 2014.

<u>Future ELEVATE Opportunities and Considerations:</u>

ELEVATE exists to find new opportunities to engage and inspire citizens to work together to build strong and vibrant community hubs. Building community hubs requires collaboration – government, school boards, business leaders, teachers, parents and citizens must all work together to chart a new course for schools, their buildings and sites, in creating new hubs for communities.

In relation to the 2014 Edmonton Public Schools proposed closures and consolidation plan, creativity and collaboration is needed to find unique solutions for a variety of community needs within the Greater Lawton

Area. With several program closures occurring in a smaller geographical area, critical questions around what the future could hold for existing infrastructure and open spaces and how the community will be part of discussing this future will be valuable. Within this example, there is the ability to create schools/hubs to make living centrally more attractive to families, and to attract more families to make these schools/hubs viable.

Through the work of the Edmonton Community Sustainability Coalition and the leadership and direction of the ELEVATE Political Sponsorship Committee, the potential exists for existing schools (Lawton, R.J. Scott, and Rundle schools) and/or these specific school sites to be reconfigured into places that service these communities in other ways. To achieve this goal and to be great stewards of these public resources, the City is eager to be a collaborative partner and to work with local communities in these neighbourhoods to find solutions for these sites that have not been contemplated in the past.

With the collective recognition that education is the foundation of a successful future for both communities and citizens, and that our learners of today will become Edmonton's leaders of tomorrow, the City looks forward to working with Edmonton Public Schools, the Province, and other ELEVATE partners to identify a joint action strategy for this area; to achieve common goals for reinvestment and sustainability in this mature community.

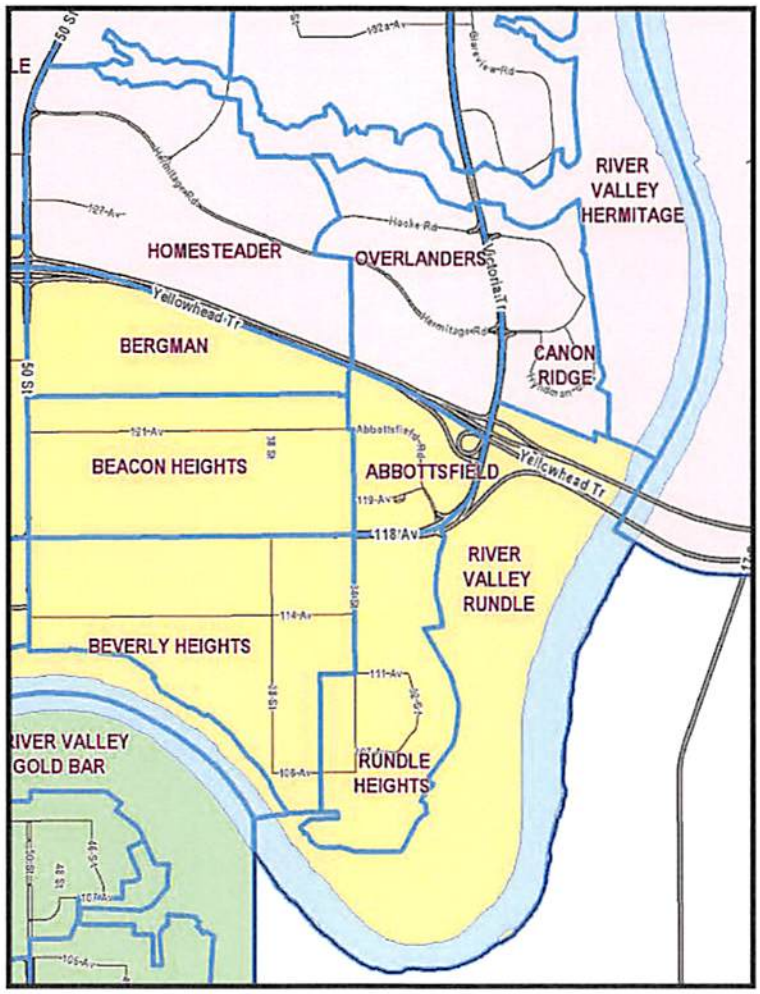
4. SCHOOL CLOSURE IMPACT ON "IMPROVE EDMONTON'S LIVABILITY"

4.1 Overview

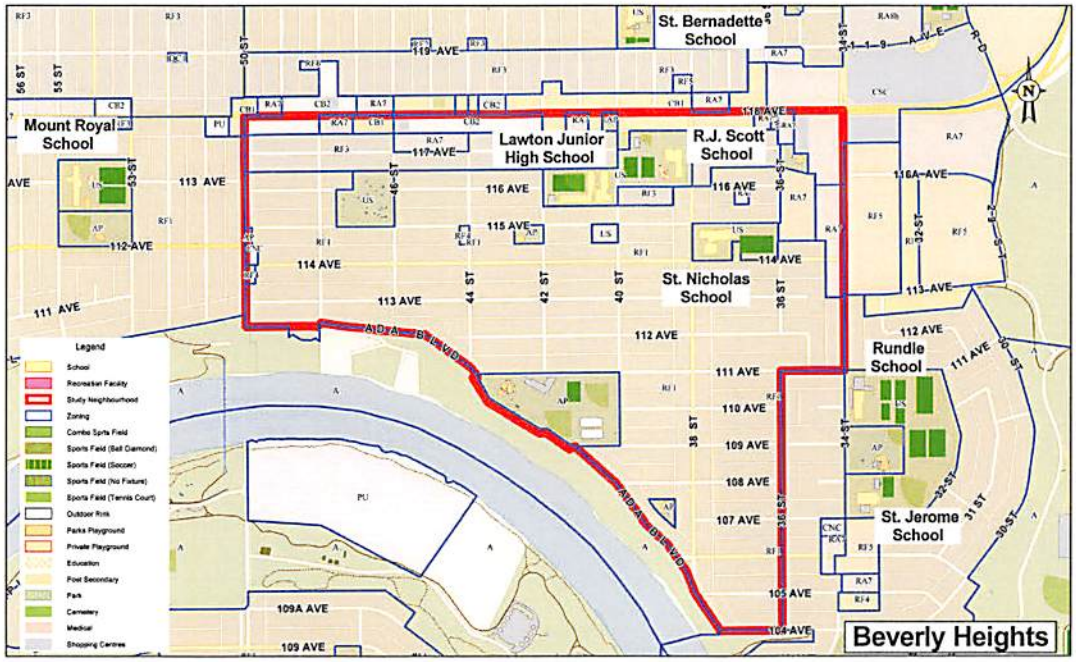
A livable city is described as welcoming, safe and clean. It also fosters its heritage and multicultural communities and provides access to leisure and recreational activities. Finally, it connects and engages its citizens. The City's 10-year Strategic Goal to Improve Edmonton's Livability is being advanced by the Edmonton's People Plan (The Way We Live). This is a long-term strategic plan that sets direction, establishes priorities and guides decisions about people services that contribute to health, safety and well-being. Information on livability that is relevant to schools includes neighbourhood demographics including quality of life indicators, community access to school facilities, and neighbourhood revitalization and renewal efforts.

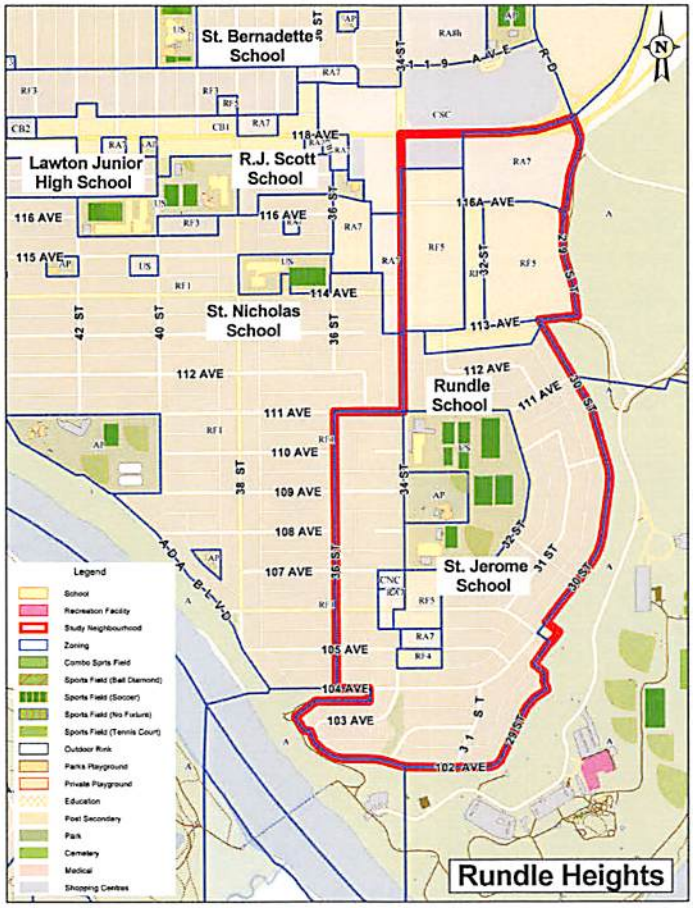
4.2 Neighbourhood Profiles

There are eight neighbourhoods in the current attendance area for the Greater Lawton cluster which include Beverly Heights, Rundle Heights, Abbottsfield, Beacon Heights, Bergman, Canon Ridge, Homesteader, and Overlanders. Five of the neighbourhoods are located south of Yellowhead Trail and three to the north of it.



The three schools being considered for closure are located in Beverly Heights and Rundle Heights as noted in the maps below. Six neighbourhoods are in the Junior High attendance area for Lawton School.





Appendix B contains an overview of each neighbourhood that includes a neighbourhood description, Federal Census data that illustrates the period of construction of homes, and neighbourhood indicators that assess the quality of life.

Additional community profile information derived from Federal Census Data and provided by M.A.P.S. Alberta Capital Region (see Appendix C) shows that the Greater Lawton Area:

- Has a high number of newcomers in Beacon Heights, Bergman, Abbottsfield and Homesteader neighbourhoods between 2006 and 2011 (increase of 25.5% to 36.9% with the Edmonton Mean at 21.8%)
- Has a significant aboriginal population - demographics (2011) in Beacon Heights, Bergman, Abbottsfield and Homesteader neighbourhoods are at 11.6% to 16.7% and in Beverly Heights, Rundle Heights, Overlanders and Canon Ridge neighbourhoods are at 8.0% to 11.5% with the Edmonton Mean at 5.6%
- Has five neighbourhoods (Beacon Heights, Bergman, Homesteader, Abbottsfield and Rundle Heights) with a "High" Social Vulnerability Level and three neighbourhoods with a "Medium" Social Vulnerability Level.

4.3 Community Access to School Amenities

Joint Use Access: The *Joint Use Agreement: Facilities* is a partnership of the City of Edmonton, Edmonton Public Schools, Edmonton Catholic Schools District and Conseil scolaire Centre-Nord (Central North Francophone Schools). The partners support sharing of publicly funded buildings and lands to maximize benefit to students and citizens of Edmonton. The agreement provides access to school gymnasiums by community groups after school hours, use of City pools and arenas by students during school hours and shared use of open space and playing fields by students and the community. Joint use access to school facilities supports livability by creating community focal points and providing residents with opportunities for social interaction, recreation, arts and cultural activities.

Access to school gymnasiums is determined by the school district. If a school is closed, continuation of access is uncertain and would depend on the Board's future use of the facility. Discontinued access would result in a decrease in the total inventory of B and C gym hours currently made available by Edmonton Public Schools. The deflection of community usage to other B and/or C gym(s) will be dependent on the number of schools closed. In 2010, Edmonton Public Schools closed Capilano and Fulton Place schools. Capilano is currently leased to the Suzuki Charter School and Fulton Place serves as a community hub with a variety of tenants that include The Victorian Order of Nurses, The Alberta Caregivers, The Learning Disabilities Association of Alberta– Edmonton Chapter, Dance Experience, and L'Arche Association of Edmonton. The Joint Use Agreement is not being implemented at these two closed schools at this time.

Classification regarding gym size is noted below:

"AA" gyms generally 500 m2+	with bleachers/other seating areas - suitable for large events such as tournaments
"A" gyms generally 500 m2+	suitable for adult and team competitive use
"B" gyms 400-500 m2	smaller gyms found in highs schools and junior highs
"C" gyms 350-400 m2	small gyms
"D" gyms less than 350 m2	

In accordance with the *Joint Use Agreement: Facilities*, the City is responsible for the development and maintenance of school playing fields. The City, Community Leagues and school parent groups fund the development and maintenance of playgrounds on school sites. If a school is closed, the return on the investments by the City and community will be diminished since there would be no use by school children during school hours.

Gym and Sport Field Historical Use (2009 – 2013):

Lawton: Lawton School contains a B size gym that has been made available in the evenings in some years (2009 and 2013) for community use. Joint Use time was not provided in 2010, 2011 or 2012. Over the past five years community use has ranged from 39 hours to 136 hours. B size gyms are highly sought after by community groups, and there is generally not enough supply of these gyms city-wide to meet the overall demand of user groups. Over the past five years the sports fields have been used anywhere between 22 hours (low use) to 87 hours (moderate use).

R. J. Scott: R. J. Scott School contains a D size gym. In the past five years the gymnasium has not been available under Joint Use Agreement. Over the past five years, the sports fields have been used anywhere between 51 hours (moderate use) to 0 hours.

Rundle: Rundle School contains a C size gym that is made available in the evenings for community use. Over the past five years community use has ranged from 106 hours to 196 hours. C size gyms are regularly used by community groups and are a popular size. There are 10 sports fields on the site with varying amounts of rental use; anywhere from no bookings to 192 hours (high use).

The following table provides a five year history of gym users and hours booked for each of the three schools being considered for closure.

School	2009	2010	2011	2012	2013
Lawton School (Grades 7 – 9) **B Size Gym**	1 user group 39 hrs total	n/a – gym time under the Joint Use Agreement was not available	n/a – gym time under the Joint Use Agreement was not available	n/a – gym time under the Joint Use Agreement was not available	7 user groups 136 hrs total
Lawton School – gym activity includes volleyball, soccer (indoor), basketball and conditioning.					
R.J. Scott School (Grades K – 9) **D Size Gym**	n/a – gym time under the Joint Use Agreement was not available	n/a – gym time under the Joint Use Agreement was not available	n/a – gym time under the Joint Use Agreement was not available	n/a – gym time under the Joint Use Agreement was not available	n/a – gym time under the Joint Use Agreement was not available
R.J. Scott School – gym activities under Joint Use Agreement n/a.					
Rundle School (Grades K – 6) **C Size Gym**	9 user groups 196 hrs total	6 user groups 180.5 hrs total	4 user groups 193 hrs total	6 user groups 162.5 hrs total	6 user groups 106.5 hrs total
Rundle School – gym activity includes volleyball, basketball, soccer (indoor), and Girl Guides.					

Sport field use will vary depending on type of amenity, size and field condition. Should a school be closed and the School Board retains ownership of the property, the City would continue to maintain the fields and community access would continue. The proposed replacement school site will have an impact on several sports fields at the Rundle site and field realignment would be required. Edmonton Public Schools will need to work with the City of Edmonton to ensure the site and its fields are whole and that user needs are addressed.

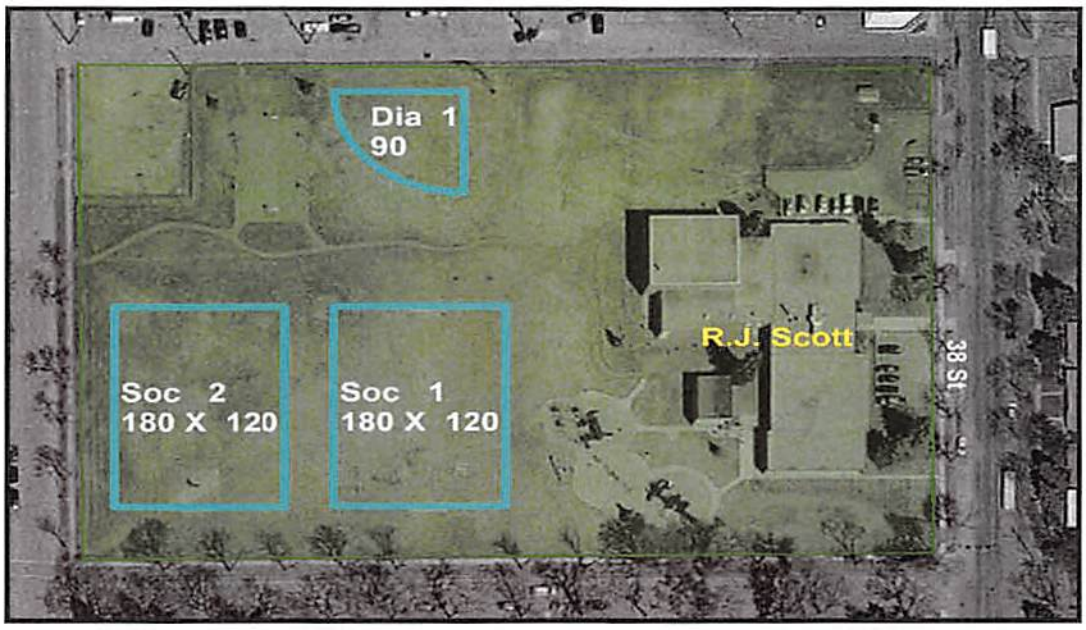
Following are site maps and a five year history of sport field bookings for each of the three schools.

1. Lawton Playing Fields – Historical Joint Use Bookings



Lawton Sport Fields	2009	2010	2011	2012	2013
Soccer #1	1 user group (soccer) 25.5 hrs total	2 user groups • soccer (22.5 hrs) • soccer (65 hrs) 87.5 hrs total	1 user group (soccer) 22.5 hrs total	1 user group (soccer) 24.0 hrs total	1 user group (soccer) 34.5 hrs total
Diamond #1	No bookings	No bookings	No bookings	No bookings	No bookings
Total hrs booked	**25.5 hrs**	**87.5 hrs**	**22.5 hrs**	**24.0 hrs**	**34.5 hrs**

2. R.J. Scott Playing Fields – Historical Joint Use Bookings



R.J. Scott Sport Fields	2009	2010	2011	2012	2013
Soccer #1	No bookings	No bookings	1 user group (soccer) 51.0 hrs total	1 user group (soccer) 48.0 hrs total	1 user group (soccer) 45.0 hrs total
Soccer #2	No bookings	No bookings	No bookings	No bookings	No bookings
Diamond #1	No bookings	No bookings	No bookings	No bookings	No bookings
Total hours booked	**0 hrs**	**0 hrs**	**51.0 hrs**	**48.0 hrs**	**45.0 hrs**

3. Rundle Playing Fields - Historical Joint Use Bookings



Rundle Heights / St. Jerome Sport Fields	2009	2010	2011	2012	2013
Soccer #1	1 user group (soccer) 36.0 hrs total	1 user group (soccer) 30.0 hrs total	1 user group (soccer) 30.0 hrs total	No bookings	No bookings
Soccer #2	1 user group (soccer) 36.0 hrs total	2 user groups • soccer (150.0 hrs) • soccer (42.0 hrs) 192.0 hrs total	1 user group (soccer) 114.0 hrs total	1 user group (soccer) 152.0 hrs total	1 user group (soccer) 129.0 hrs total
Soccer #3 (St. Jerome)	No bookings	No bookings	No bookings	No bookings	No bookings
Soccer #4	No bookings	2 user groups • soccer (3.0 hrs) • soccer (1.5 hrs) 4.5 hrs total	No bookings	No bookings	No bookings
Soccer #5	1 user group (soccer) 51.0 hrs total	1 user group (soccer) 51.0 hrs total	1 user group (soccer) 51.0 hrs total	1 user group (soccer) 48.0 hrs total	2 user groups • soccer (4.0 hrs) • soccer (34.5 hrs) 38.5 hrs total
Soccer #6	1 user group (soccer) 51.0 hrs total	1 user group (soccer) 65.0 hrs total	1 user group (soccer) 65.0 hrs total	1 user group (soccer) 48.0 hrs total	3 user groups • soccer (25.0 hrs) • soccer (66.0 hrs) • soccer (5.0 hrs) 96.0 hrs total
Soccer #7	No bookings	No bookings	No bookings	No bookings	1 user group (soccer) 4.0 hrs total
Soccer #8	1 user group (soccer) 14.0 hrs total	1 user group (soccer) 188.0 hrs total	1 user group (soccer) 134.0 hrs total	1 user group (soccer) 144.0 hrs total	1 user group (soccer) 125.75 hrs total
Diamond #2	No bookings	No bookings	No bookings	No bookings	No bookings
Diamond #3 (St. Jerome)	No bookings	No bookings	1 user group (fastpitch) 18.0 hrs total	No bookings	No bookings
Total hours booked	**188.0 hrs**	**530.5 hrs**	**412.0 hrs**	**392.0 hrs**	**393.25 hrs**

Leases and Rentals: Surplus space at Lawton School, R.J. Scott School and Rundle School is leased to external organizations; leases are on an annual term. Edmonton Public Schools has informed the community that in the event of school closure, tenants will have the following four options:

1. May remain in the building for the term of the lease;
2. May express an interest to remain in the building for a future lease renewal term;
3. May terminate the lease at any time without penalty;
4. May express an interest to relocate to another district school.

The following table shows a four year history for leased space at each of the schools.

School	Tenants			
	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014
Lawton School	• Vineyard Christian Fellowship	• Vineyard Christian Fellowship	• Vineyard Christian Fellowship • Ben Calf Robe Society • The Family Centre	• Vineyard Christian Fellowship • Ben Calf Robe Society • The Family Centre
R. J. Scott School	• Ben Calf Robe Society	• Ben Calf Robe Society	• The Family Centre	• The Family Centre • Norwood and Family Resources Centre (started June 2014)
Rundle School	• YMCA • Kids In Action – Hope Mission	• YMCA • Kids In Action – Hope Mission	• The Family Centre	• The Family Centre

Provided by Edmonton Public Schools, July 2014

Other Use: In addition to the joint use access and lease records presented previously, there is informal community use that occurs in the open space as well as community programming based out of the facility (e.g. after school programs offered by agencies or organizations). For example, the Tegler Youth Centre utilizes the R.J. Scott park space for wide games with children and youth groups. The Beverly Business Association also has an open space agreement with the City for Tuesdays from May through to September to have a bouncy castle and slide on site.

Summer Playground programs - often referred to as the "Green Shack" program these are free drop-in recreational activities for children aged six to twelve years. For 2014, a Green Shack has been located in the Beverly Heights, Abbottsfield, Beacon Heights, Canon Ridge, Homesteader, and Overlanders neighbourhoods. The Flying Eagle Program, which gives Green Shack participants an opportunity to learn more about Aboriginal teachings and traditions, is being offered at Abbottsfield Park and Homesteader Park. "Pop Up Play" another free drop-in program for six to twelve year olds is being offered at Rundle Heights Park for two hours, twice a week.

Playgrounds: Playgrounds are often developed through partnership efforts and serve school and community needs. There is no playground located at Lawton School. The R.J. Scott playground is owned and maintained by Edmonton Public Schools and the Rundle School playground is owned and maintained by the City. The Rundle School playground was originally built in 1989. In 1994 Neighbourhood Park Development Program – Phase 1 funds were utilized for development and in 1998 to 1999 the community invested $93,280 in the playground ($37,000 of these funds came from the City's Neighbourhood Park Development Program Phase 2). There are no playground conservation plans for the Rundle School playground from 2013 to date and no previous playground conservation plans have been implemented at this site.

4.4 Great Neighbourhoods

Building Great Neighbourhoods is the framework that coordinates three City of Edmonton neighbourhood renewal programs: Transportation Neighbourhood Renewal, Drainage Neighbourhood Renewal, and Great Neighbourhoods Capital.

The Neighbourhood Renewal program outlines a cost effective, long-term strategic approach to renew and rebuild roads, sidewalks and streetlights in existing neighbourhoods and collector roadways. The program balances the need to rebuild in some neighbourhoods with a preventive maintenance approach in others. Renewal work varies depending on the state of neighbourhood infrastructure. With Collector Road Renewal, priority is given to bus routes. Work in Industrial/Residential Neighbourhoods include:

- Preventive Maintenance: reseal roads to extend their lifespan.
- Overlay: repave roads and treat sidewalk panels to eliminate trip hazards.
- Reconstruction: repave roads, replace streetlights and sidewalks; it does not include arterial roads or alleys.

Neighbourhood renewals planned in the Greater Lawton Area over the next five years include: Rundle Heights - 2015 neighbourhood microsurfacing, Abbotsfield - 2018 collector overlays, Overlanders - 2016 neighbourhood overlay, and Canon Ridge - 2018 neighbourhood overlay. No work is planned in Beverly Heights, Beacon Heights, Bergman or Homesteader in the next four years. Schedules beyond 2016 are subject to change.

Complementing the above-ground work (roads, sidewalks, curbs, street lighting) and below-ground utility work (sewers, manholes, utilities), the Great Neighbourhoods Capital Program invests in improvements that enhance walkability, either for recreational or commuting purposes, and residents' access to daily amenities. Improvements under this program have a citizen focus and are unique to each neighbourhood. By coordinating work with neighbourhood transportation and drainage renewal, the City ensures that disruption is minimized and investments are maximized to enhance the livability of neighbourhoods. The Great Neighbourhoods Capital Program contributed to the Beverly Streetscape (completed in 2010), which included streetscaping, entrance signage, and public art from 42nd Street to 50th Street.

5. SCHOOL CLOSURE IMPACT ON "TRANSFORM EDMONTON'S URBAN FORM"

5.1 Overview

The City's 10-year Strategic Goal to Transform Edmonton's Urban Form will be advanced by the policies of The Way We Grow, Edmonton's Municipal Plan and the City's Corporate Outcomes. The plan informs land use and development that includes increased density; optimized use of existing infrastructure; high standards for urban design; and preservation of natural areas and public spaces. The Way We Grow provides strategic policy direction for urban form, growth and development for 10 years and will implement the Strategic Goal to Transform Urban Form and provide direction to the development and implementation of more specific plans and initiatives. It directs that established neighbourhoods gain a greater portion of new growth and encourages a minimum of 25 per cent of city-wide housing growth to occur in the Downtown, established neighbourhoods and around LRT stations and transit centre where infrastructure capacity supports redevelopment. Schools play an important role fulfilling the corporate outcomes that Edmontonians are connected to the city in which they live work and play and use facilities and services that promote healthy living.

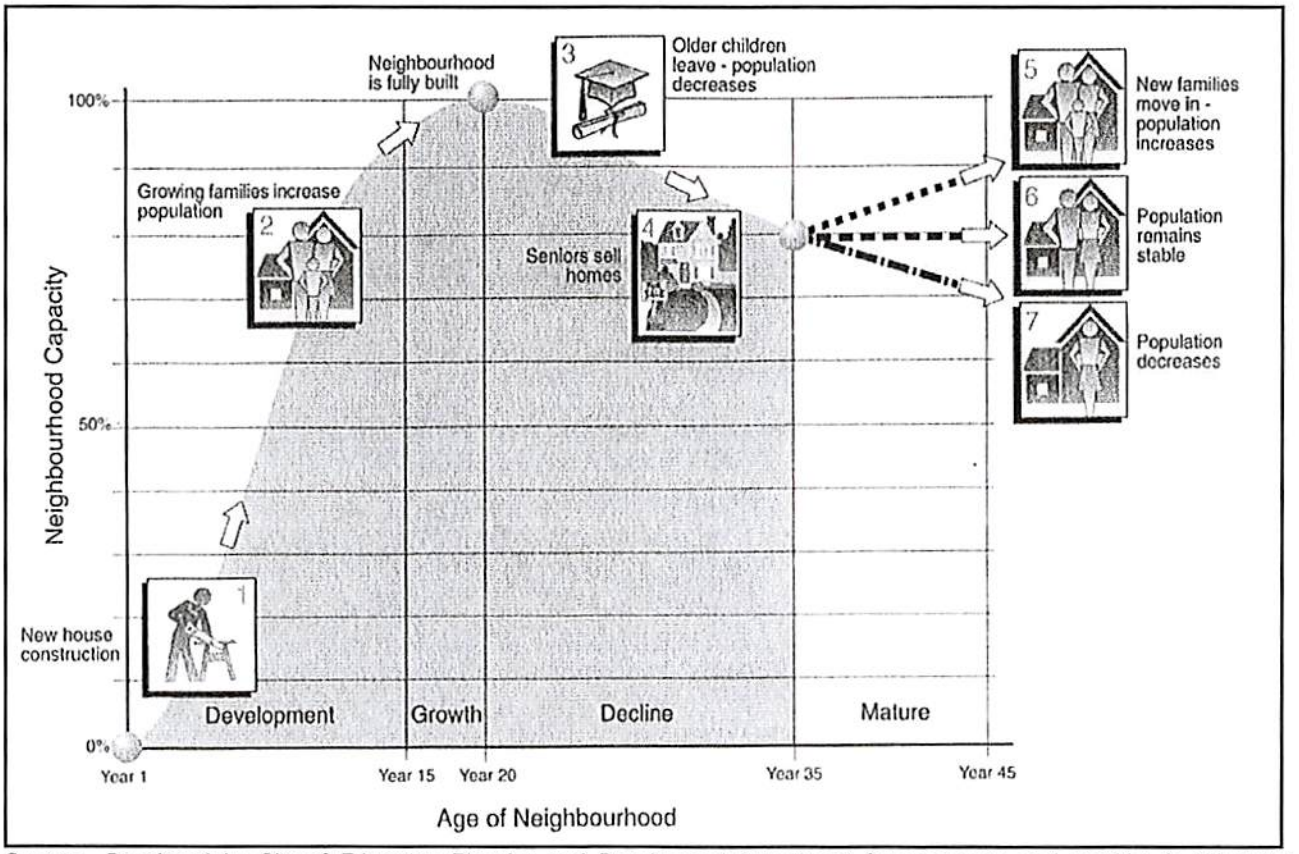
School buildings and their accompanying open space are an important neighbourhood focal point and activity node. They play a key role in the physical form and function of neighbourhoods by way of their relatively large size and prominent placement. This physical importance is elevated by the tremendous social and emotional value that the entire community attaches to the use of these properties for public education, community activities and recreation purposes. The physical form is linked to families' sense of place, culture and history and, notably, it is not uncommon for a family to attend the same school for two or three generations. The impact of school closure is a function of how the future use and associated values of a closed site will influence a neighbourhood's sense of place and the City's current and future initiatives to increase density, optimize the use of existing infrastructure, and preserve public spaces.

5.2 Neighbourhood Cycle and Student Population

During the initial phase of neighbourhood development new homes are built and the first wave of younger families moves in (see diagram of a Conceptual Neighbourhood Cycle below). As neighbourhood build out reaches completion the population growth rate levels off and the population reaches its peak. The population then begins a declining trend as grown children move away from their family home. This trend continues as parents move away to smaller or different housing that is better suited to their changing needs. Under good social and economic conditions new families continue to move in. The mature neighbourhood achieves a more mixed demographic and moves towards a stable growth trend as families and individuals move to and from the neighbourhood according to their needs.

The City of Edmonton defines "mature neighbourhoods" as generally being those completed before 1970, the majority of which experienced their greatest growth in the post-World War II era. There are 109 mature neighbourhoods in Edmonton out of a total of 264 residential neighbourhoods city-wide. "Established neighbourhoods" are those developed between 1971 and 1995. Of the eight neighbourhoods comprising the attendance area for the replacement school, two are mature neighbourhoods and six are established neighbourhoods. Beacon Heights and Beverly Heights are mature neighbourhoods. These neighbourhoods experienced a significant decline in population between 1971 and 1976, with decreasing population numbers continuing to date. Rundle Heights, Abbottsfield, Bergman, Canon Ridge, Overlanders and Homesteader are considered established neighbourhoods. Rundle Heights and Abbottsfield were developed in the early 1970's and after peaks in the 1976 and 1981 respectively, both neighbourhoods have seen a decline in population. Overlanders began developing in 1981 and, after peaking in 1986, its population level experienced a decline in the late 1990's and early 2000's. In recent years it has recovered to its initial population levels. Bergman has seen a fluctuation in numbers peaking in 1991 and then declining slightly. Canon Ridge was developed in the mid 1980's and after a decline in the 1990's to the early 2000's has seen a modest population growth in recent years. Federal Census data from 1971 – 2011 for children aged 0 to 14 years for each neighbourhood can be referenced in Appendix C; this data reflects an overall population decline for the Greater Lawton Area.

Conceptual Neighbourhood Cycle



Source: Developed by City of Edmonton Planning and Development Department from concepts and graphics in Edmonton Population and Employment Forecast Study by Applications Management and Consulting Ltd. November 2001.

5.3 Mature Neighbourhood Land Use Planning

The City of Edmonton Sustainable Development Department conducts area-specific land use planning in the mature neighbourhoods where required to implement City policy or to address the impacts of substantial development. Of the eight neighbourhoods in the school catchment area, five neighbourhoods are referenced in the Abbottsfield Rundle Heights Community Development Plan: Abbottsfield, Rundle Heights, Beacon Heights, Beverley Heights, and Bergman. The plan is focused primarily on economic and community development initiatives rather than redevelopment land use change typically addressed in Area Redevelopment Plans. The goals of the plan are:

- To develop the human resources in the community.
- To support and develop local business.
- To create an environment that will attract new businesses.
- To improve community partnerships.

At the time the plan was undertaken the condition of housing in Abbottsfield and the north portion of Rundle Heights was a concern. The plan specified the preservation and upgrading of existing housing and the development of a balance of affordable rental and owner occupied housing as priorities for these neighbourhoods. No Area Redevelopment Plans exist for the neighbourhoods of Bergman, Overlanders and Canon Ridge.

Residential Infill Guidelines

The Residential Infill Guidelines approved by City Council in 2009 direct the location, site design and building design of new housing in Edmonton's mature neighbourhoods. The guidelines provide more opportunity for infill development in neighbourhoods, helping to maintain their housing stocks and populations. The extent to which redevelopment actually occurs is dependent on market conditions, developer initiative, and whether the neighbourhood has characteristics that more easily accommodate infill development. These characteristics could include appropriate zoning (RF3 and RF5 zoning accommodate semi-detached housing and row housing respectively), large lot size (50 ft. lots) provide the potential to consolidate land to build semi-detached housing or to split into 25 ft. lots to create new single detached housing. The presence of any larger consolidated sites containing older housing stock can also create opportunities for redevelopment with increased housing options.

In addition to the Guidelines, the Evolving Infill project currently underway is seeking input from mature neighbourhoods on the type of infill they would like to see and seeking ways to remove barriers to infill development to make it easier to build new housing. Infill development is anticipated to increase over time and result in some re-population of the neighbourhoods comprising the Greater Lawton attendance area. Current City policy and initiatives even combined with increased market demand for housing in mature neighbourhoods are not likely to result in an increase in the number of children residing in these areas that is significant enough to return to peak historical population levels.

5.4 Park and School Land

On June 13, 2006 City Council approved the Urban Parks Management Plan (UPMP) which guides the acquisition, development, maintenance, preservation and use of parkland in 2006-2016. The plan provides strategic direction for all river valley and ravine parkland as well as all school and park sites outside the river valley. Note that for mature or established neighbourhoods such as Beverly Heights and Rundle Heights, land assembly guidelines were different at the time when these schools were first built. The plan identifies "School Site Assembly Guidelines" as noted below:

SCHOOL SITE ASSEMBLY GUIDELINES				
School Type	Grade Range	Building Envelope	Sports fields	Total Area (ha)
Public Elementary (3 Tier)	K-6	1.41 hectares	2.23 hectares	3.64 hectares
Public Elementary/Jr. High (3 Tier)	K-9	1.82 hectares	4.66 hectares	6.48 hectares
Public Jr. High (3 Tier)	7-9	1.61 hectares	4.87 hectares	6.48 hectares
Public Sr. High (3 Tier)	10-12	4.85 hectares	7.29 hectares	12.14 hectares
Public K-8 (2 Tier)	K-8	1.82 hectares	3.85 hectares	5.67 hectares

The following two tables reflect the park and school land calculations at a neighbourhood level for Beverly Heights and Rundle Heights. All households in these neighbourhoods are within a 500 metre walking distance of parks and open spaces.

1. Park and School Lands within Beverly Heights Neighbourhood vs. UPMP Standards

Neighbourhood Park and School Land	Total Existing School and Parkland (Ha)	UPMP Standard (Ha)	Standards Evaluation (+/- Ha)
Lawton School (7-9)	1.711	Public Jr High 6.48	- 4.769
R.J. Scott School (K-9)	2.440	Public Elem Jr High 6.48	- 4.040
St. Nickolas School (K-9)	1.723	Catholic Elem Jr High 4.00	- 2.277
Floden Park	4.631	Urban Village Park 5.00	- 0.369
John J. Olinyk Park	1.729	Urban Village Park 5.00	- 3.271
Beverly Lions Park	0.253	Pocket Park 0.500	- 0.247
Beverly Cenotaph Park	0.114	Pocket Park 0.500	- 0.356
Beverly Heights Park 1	0.228	Pocket Park 0.500	- 0.212
Beverly Heights Park 2	0.337	Pocket Park 0.500	- 0.163
Beverly Heights Park 3	0.015	Pocket Park 0.500	- 0.485
Total	**13.181 ha**	**29.46 ha**	**- 16.279 ha**
The Beverly Heights neighbourhood is undersized at school sites (potential impact on education and community program opportunities). The neighbourhood is fairly well served with the number of parks albeit all are somewhat undersized.			

2. Park and School Lands within Rundle Heights Neighbourhood vs. UPMP Standards

Neighbourhood Park and School Land	Total Existing School and Parkland	UPMP Standard (Ha)	Standards Evaluation (+/- Ha)
Rundle School (K-6)	5.657	Public Elem 3.64	2.017
St. Jerome School (K-6)	2.431	Catholic Elem 2.8	- 0.369
Total	**8.088 ha**	**6.440 ha**	**1.648 ha**
*Note: Neighbourhood is bounded on east side by City Level Park, Rundle Park which was not included in these calculations. The Rundle Heights neighbourhood is generally well served in terms of parkland.			

5.5 Use of Closed Schools

The *Joint Use Agreement: Land* is a partnership of the City of Edmonton, Edmonton Public Schools, Edmonton Catholic Schools and Conseil scolaire Centre-Nord (Central North Francophone Schools) that guides the joint planning of school land use. In accordance with the Agreement, when one school board declares a school site surplus, the other two boards have the right to acquire the site. If the other two boards decline their interest, the City then has the right to purchase the site. A board's surplus declaration may apply to the entire site, the school building portion, or the playing fields portion. When the entire site is declared surplus, the City may choose to purchase just the building or playing field portion.

Historically, after a closure decision has been made, school boards typically retain ownership of the property for several years. The facility is used for other district purposes, or made available for lease to external organizations. At any time a school board may determine the site is no longer required for educational purposes and declare the site surplus. The majority of buildings retained by school boards are leased to other public or community organizations, while the remaining is used for specialized educational programming and district administration. Of the sites declared surplus by the boards, to date, the City has purchased approximately 50% of the buildings and 80% of playing fields. The City's purchase of fewer buildings than playing fields is tied to the fact that many buildings are at the end of their useful lifecycle, thus these buildings are in need of significant renovation and financial investment to extend their life. In older neighbourhoods where the closed schools are located, the City's purchase of the playing fields functions to maintain a neighbourhood's open space.

There is a need throughout the non-profit sector for affordable space in Edmonton and school closure could lend itself to more leasable space becoming available to these organizations. The non-profit and voluntary sector support a range of livability factors, including making residents feel welcome, fostering our heritage and multiculturalism, connecting and engaging citizens and improving the lives of the city's vulnerable population.

Development of multi-tenant non-profit space is emerging as a best practice across North America. Through sharing space, organizations realize multiple benefits that contribute to sustainability including stable leases, operating cost efficiencies, and innovative programming opportunities. These centers also build capacity for

the non-profit sector, support the various missions of their resident organizations, and help build healthy communities. Closed schools tend to be one type of building that meets the needs for developing these types of centers.

In the Greater Lawton Area, City staff are currently supporting several agencies that are working together to determine the feasibility of a Shared Space/Community Campus project. This initiative is the result of several agencies needing to relocate due to redevelopment plans for the Abbottsfield Mall. The mall, located in northeast Edmonton (118 Avenue and 34 Street) has been the long term home for several non-profit organizations serving families within this high needs area of the city. The co-housing of the agencies in the mall has created strong working relationships among the organizations which help ensure a more holistic response to the needs of families. In 2013, a realtor (in collaboration with agencies in the area) did a scan of potential space for lease which included commercial retail space and community space (e.g. Beacon Height Community League). This area of Edmonton was reported as having limited options for lease.

Potential Purchase Opportunities: In the event that Lawton School, R.J. Scott School and Rundle School are closed, the School Board may declare the site(s) surplus in the future. Conditional on the other two school boards declining their interest, the City will have an opportunity to purchase the property. The City would have a range of potential interests in these sites. Considerations in the City's decision making process may include the following:

- Cost of Acquisition - Lawton School, R.J. Scott School and Rundle School are located on non-reserve land, that is, the School Board acquired the lands prior to provincial legislation in the early 1960's enabling school and park sites to be assembled through the reserve entitlement provision. In accordance with the *Joint Use Agreement: Land*, the City's opportunity to purchase non-reserve land is at market value. The potential purchase of these properties would have budget implications.

- Access to Open Space – School sites and City parks are public lands available to residents for parks and recreation use. In mature neighbourhoods, school sites typically represent the major percentage of those lands. Purchase of school playing fields would maintain a community's access to playing fields and open space.

- Heritage Value - School sites in the mature neighbourhoods usually have significant community attachment and may have heritage value. Most schools get developed at the time the neighbourhoods were being built and thus were central community institutions. In earlier periods, schools were often a significant asset to the neighbourhoods and considerable resources were put into them to be local landmarks. Lawton School, R.J. Scott School and Rundle School are not currently on the *Inventory of Historic Resources* in Edmonton.

- Community Focal Point – Purchase of a school site could prioritize the preservation of a community focal point.

- Housing Needs – Consistent with the proposed Municipal Development Plan (The Way We Grow) priority reference "4.5.1.5. Review the potential of acquiring and using surplus lands owned by all orders of government, to accommodate the development of long-term affordable housing units", the City could consider purchasing a closed school site for the provision of affordable housing units.

Examples of Closed School Use:

Action	City's Decision on Right to Purchase	Current Use	Examples
Transferred to North Central Francophone Schools	n/a	Education program	• Strathearn Junior High – now the Ecole publique Gabrielle-Roy
Not declared surplus by school board	n/a	Education program re-opened	• King Edward Academy accommodates special education programming; • J.H. Picard School accommodates K-12 French Immersion
		District Administration	• Woodcroft School houses language consultants and resources.
		Lease to external organization	• Sherbrooke School is leased to Aurora Charter School Society; • Parkdale School is leased to Bent Arrow Traditional Healing Society • Fulton Place School serves as a community services hub and is leased to a variety of organizations
Declared surplus by school board	City exercised its right to purchase	City program	• Argyll - purchased for future program need(s) • Prince Rupert School – to be used for a community league facility
	City waived its right to purchase	External organization (other than City)	• Cromdale sold to Capital Health for Eastwood Comm. Health Clinic; • St. Thomas Aquinas purchased by La Cite Francophone. • St. Agnes purchased by CASA

6. SCHOOL CLOSURE IMPACT ON "ENHANCE USE OF PUBLIC TRANSIT AND ACTIVE MODES OF TRANSPORTATION"

6.1 Overview

The City's 10-year Strategic Goal to "Enhance Use of Public Transit and Active Modes of Transportation" requires an integrated approach to environmental, financial and social impacts thereby creating sustainable, livable communities that minimize the need for new infrastructure and increase quality of life. The approved Transportation Master Plan (The Way We Move) will implement this strategic goal by establishing a framework for how the City will meet its future transportation needs.

The closure of a school can result in the loss of a community destination and reduced walkability and social connectivity of the neighbourhood. Because some students will have further to travel, careful selection of the newly-designated school to encourage walking, cycling and use of public transit could mitigate impacts associated with single-vehicle use such as increased child physical inactivity, vehicle emissions and traffic congestion.

6.2 Current Transportation Supports

Rundle School: The school and the surrounding neighbourhood (Rundle Heights) are supported through the provision and maintenance of infrastructure and services which enable travel to and from the school site by all modes, including transit and active transportation. At this time, Neighbourhood Renewal is not planned for within the next five years for Rundle Heights.

Lawton School and R.J. Scott School: The schools and the surrounding neighbourhood (Beverly Heights) are supported through the provision and maintenance of infrastructure and services which enable travel to and from the school sites by all modes, including transit and active transportation. At this time, Neighbourhood Renewal is not planned for within the next five years for Beverly Heights.

6.3 Transportation Considerations – Re-purposing of a Closed School

With regard to each of the three schools, it is not anticipated that any significant changes to the operation of the existing transportation network surrounding the school would result from its closure. The potential re-purposing of a closed school site will impact the demand for transportation to serve the site; however, until the new land use is determined, the type and magnitude of this impact are unknown. Typically, trips generated by an operational school are very high, and it is noted that, should the site be re-purposed, the demand for transportation capacity and services may, in fact, decline. The land would need to be re-zoned as part of the site re-purposing, and the City of Edmonton would require a Traffic Impact Assessment. It should be noted that public involvement may be a requirement of rezoning. The rezoning process would be followed by a requirement of a development application to address site access, traffic and pedestrian circulation and parking.

6.4 Transportation Considerations – Future Increased Attendance

In the event one of the schools redevelops to support an increase in student enrolment resulting from other school closures, the development application would be required to address site access, traffic and pedestrian circulation and parking. A Traffic Impact Assessment may be required to determine the traffic impact on the respective neighbourhood and the school site as a result of pick-up and drop-off activities. In accordance with the Zoning Bylaw, a school drop-off would be required on the school site.

Replacement School Considerations:

The identified location for the proposed replacement K-9 school is adjacent to the current Rundle School site (11005 – 34 Street) and would see the closure of Lawton School, Rundle School, and R.J. Scott School. The Edmonton Public School Board has not identified parking and off-street pick-up and drop-off requirements for the replacement school at this time.

Following the Board of Trustees decision (anticipated in August 2014) on the recommended school closures and the replacement school site, a Traffic Impact Assessment will be prepared. The City will have an opportunity to review and provide comments once the results are available. The scope of this analysis would include reviewing the school on-site and roadway traffic accommodation for passenger vehicles, school bus operations, bicycles, pedestrians, and pick-up and drop-off operation. As more detailed site designs evolve, the City would continue to review and provide input into the final plan.

In the event the Edmonton Public School Board proceeds with development of a replacement school at the Rundle site, the City of Edmonton and the Edmonton Public School Board would discuss a variety of mechanisms to mitigate the traffic impacts of the school consolidation, including encouragement of alternate modes and use of public transportation and yellow school buses. If the development of the school site requires extensive changes to the transportation network, such as a traffic signal or pedestrian control upgrades, and if it is determined that this change is required due to the school site development versus existing traffic, cost sharing would have to be determined. Any funding impacts for the City would be addressed through annual operating and/or capital budgets.

7. CONCLUSION

There are several potential impacts that can occur as the result of a school closure and residents of the community are generally the most affected stakeholder. With the Edmonton Public Schools public meetings hosted in April and May 2014, City Administration heard numerous community members very excited about the possibility of having a new school in their area. The future use of the closed schools was also questioned by stakeholders and the potential for leased spaces to community organizations that would provide programs and services to residents was of interest to many community members.

The three schools identified for potential closure (Lawton School, R.J. Scott School and Rundle School) are all over 50 years of age and built at a time when their respective neighbourhoods were in development and growth cycles. In the 1970's the populations in these neighbourhoods saw significant decline. Current City strategies, such as infill development in the neighbourhoods that comprise the attendance area for the three schools are anticipated to result in some re-population. However, concurrently, population and household sizes tend to trend downward and it is not anticipated that there will be significant enough change in the number of children residing in these neighbourhoods to offset the population decline seen for student populations.

In relation to the consideration of the three school closures and proposed consolidation plan to develop a K-9 replacement school, the opportunity exists to have discussions within an ELEVATE context around the future use of these schools and their respective sites. As schools are highly integrated with other aspects of community well-being, the opportunity for re-purposing school infrastructure or renewing school sites towards what a community currently needs is important. To this end, the City envisions that in the spirit of ELEVATE, our partnering jurisdictions will work together and jointly explore opportunities with communities to determine a collaborative action strategy for these neighbourhoods.

The City of Edmonton and Edmonton Public Schools face similar challenges associated with changing demographics, urban growth and aging infrastructure. Collaborative efforts in the Greater Lawton Area could be a mechanism for multiple jurisdictions to successfully develop and implement unique strategies to help address demographic changes and move forward in successfully implementing a sustainable community plan for the future.

The complexity of school closure is recognized and the opportunity to submit a Community Impact Statement to support discussion is appreciated.

8. APPENDICES

A. Edmonton Public Schools – Draft Site Options

B. City of Edmonton Neighbourhood Profiles

C. Demographic Data - Federal Census Information

Appendix A

Edmonton Public Schools – Draft Site Options

OPTION 1: NEW SCHOOL CONSTRUCTION AT R.J. SCOTT SCHOOL

The cost to build a new replacement school at R.J. Scott School, including demolition of the existing building, would be approximately **$19,700,000**.

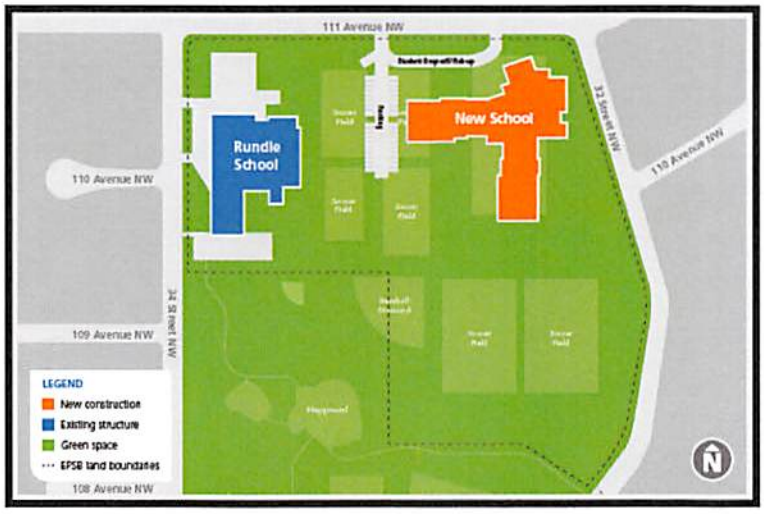


New School Construction:

- Create K-9 at R.J. Scott School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the new R.J. Scott K-9 School
- Close Lawton and Rundle schools
- Demolition of existing R.J. Scott School

OPTION 2 & 3: NEW SCHOOL CONSTRUCTION AT RUNDLE SCHOOL (TWO POSSIBLE OPTIONS)

The cost to build a new replacement school at Rundle School, including demolition of the existing building, would be approximately **$20,290,000**.



New School Construction:

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the new Rundle K-9 School
- Close Lawton, R.J. Scott and Rundle schools



New School Construction:

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the new Rundle K-9 School
- Close Lawton, R.J. Scott and Rundle schools

OPTION 4: MODERNIZATION AND ADDITION AT R.J. SCOTT SCHOOL

The cost to modernize R.J. Scott School to create a Kindergarten to Grade 9 site would be approximately $4,111,000. The required addition would cost approximately $13,455,000. This means the total cost to modernize and add an addition to R.J. School would be approximately **$17,566,000**.



New School Construction:

- Create K-9 at R.J. Scott School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the modernized R.J. Scott K-9 School
- Close Lawton and Rundle schools

OPTION 5: MODERNIZATION AND ADDITION AT RUNDLE SCHOOL

The cost to modernize Rundle School to create a Kindergarten to Grade 9 site would be approximately $5,907,000. The required addition would cost approximately $8,323,000. This means the total cost to modernize and add an addition to Rundle School would be approximately **$14,230,000.**



New School Construction:

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the modernized Rundle K-9 School
- Close Lawton and R.J. Scott schools

Note: The above information above was provided by Edmonton Public Schools (May 2014)

Note: The Lawton School site was not considered as a feasible option to not being considered as an option for the replacement school.

Appendix B

City of Edmonton – Neighbourhood Profiles

1. Beverly Heights
2. Rundle Heights
3. Abbotsfield
4. Beacon Heights
5. Bergman
6. Canon Ridge
7. Homesteader
8. Overlanders

Beverly Heights



On an 1882 map of the Edmonton Settlement, the area of Beverly Heights was shown as River Lots 36, 38 and 40. The area's population began to grow early in the 20th century when rich coal seams that lay beneath the soil were discovered and coal mining began. In 1913, the River Lots and land to the north were incorporated as the Village of Beverly. The village took its name from the Town of Beverly in Yorkshire, England.

By 1914, when the village population reached 1,000, Beverly was incorporated as a town. The boundary line between Edmonton and Beverly was 50th Street. Until after WWII the fortunes of Beverly rose and fell with the successes and failures of the local coal industry. When the last mine was closed in 1952 Beverly's population was 2,000.

One year later the Beverly Bridge spanning the North Saskatchewan River opened, linking the town's main street (118th Avenue) with the main highway to the east (Highway 16). Beverly was in a great position to grow as a residential suburb, housing workers from the new petro-chemical plants across the river in the County of Strathcona and from other industries building in northeast Edmonton. The town grew quickly until 1961, when Beverly, with a population of 9,000, was amalgamated with the City of Edmonton. The northern portion of the former town contains the neighbourhoods of Beacon Heights and Bergman, the southern portion is known as Beverly Heights.

Most single unit homes in Beverly were built in the decade leading up to amalgamation. Low rise apartment, located near commercial concentrations and traffic routes, were built between 1960 and 1980. Construction of infill housing has continued in the area since the 1980s.

The focus of community activity in Beverly Heights is Floden Park, the site of the Beverly Heights Community league facilities. The scenic North Saskatchewan River Valley frames the southwest boarder of Beverly Heights, and there are several access points to river valley trails from the community.

Visitors to Beverly Heights are sometimes surprised to find that the neighbourhood's avenues (with "avenue oriented" houses) do not line up with those in adjoining Highlands (where houses are "street oriented"). This is one physical reminder of the separate history of Beverly prior to 1961 when 50th Street formed the town's western boundary.

Plans in Effect

Mature Neighbourhood Overlay, Zoning Bylaw 12800

Period of Construction

	Occupied Units	% of Total	City%
Before 1946	90	6	4
1946 to 1960	615	40	17
1961 to 1970	510	33	16
1971 to 1980	205	13	24
1981 to 1985	35	2	10
1986 to 1990	25	2	6
1991 to 1995	25	2	6
1996 to 2000	10	1	6
2001 to 2006	10	1	12
Occupied Private Dwellings	**1,530**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Occupied Private Dwellings by Tenure

Tenure	Number	% of Total	City%
Owner Occupied	1,005	65	63
Renter Occupied	530	35	37
Total	**1,535**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Residential Units by Unit Type

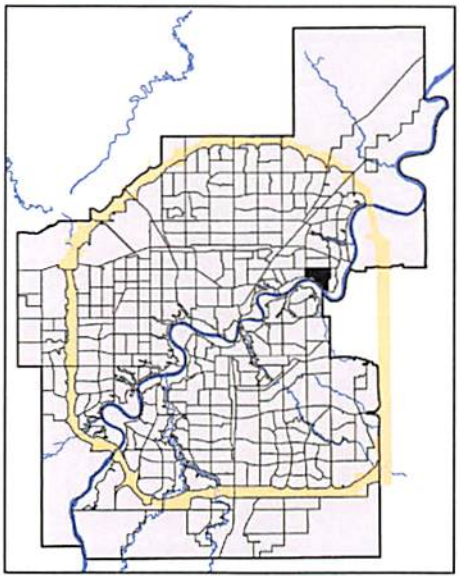
Type of Unit	Number	% of Total	City%
Single-detached house	1,080	70	50
Semi-detached, triplex, fourplex	100	7	7
Row house	-	-	10
Apartment over 5 storeys	-	-	9
Apartment under 5 storeys	355	23	23
Movable dwelling	-	-	1
Total	**1,535**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Note: totals may not sum due to random rounding

BEVERLY HEIGHTS

2010 Neighbourhood Indicators





How to Read Indicators

Legend

Indicators

Social Health and Wellness	NSA	City Avg
# Child Welfare Cases	12	10.62
# of Lone Parent Families	225	149.47
# of People Who Have Moved in Past Year	395	610.70
Hospital Emergency Room Visit	493.27	351.84
Hospitalization Rate	99.45	62.86

Personal and Community Safety	NSA	City Avg
# Incidents of Property Crime	213	153.24
# Incidents of Violent Crime	31	19.13
# Offenses Committed by Juveniles	15	16.91

Education	NSA	City Avg
% of Population 20+ with Less Than Grade 9	27.10	21.55
School Transiency Rate	0.20	0.29

Housing	NSA	City Avg
# Dwellings Needing Major Repairs	120	75.57
% Dwellings which are Rented	34.75	28.29
# Households Paying > Than 30% of Income on Shelter Costs	310	313.84

Economic/Employment	NSA	City Avg
# Households with Low Income	80	103.50
% Unemployed (25+)	3.78	2.69
# of Hamper Users	173	135.08
# SFI Recipients - (#)	57	86.80

Physical and Natural Environment	NSA	City Avg
Condition of Playgrounds	3.00	2.70
Condition of Sidewalks and Roadways	14.00	13.65

Demographics

	NSA	City Avg
Population 2009	3,375	782,439
Median Household Income*	56,681	57,085
Average House Assessment 2010	255,325	360,723
Average Rent Cost*	650	761

Note:

NSA - Neighbourhood Statistical Area

City Average (City Avg) is based on participating neighbourhoods used in the study.

Missing value indicates the absence of data available for the study.

* Base on 2006 Census

City of Edmonton Community Services

Rundle Heights



In 1882, the area now called Rundle Heights consisted of two land holdings at the northeast corner of the Edmonton Settlement. In those days a portion of the holdings (the flat land near 111th Avenue) was under construction. The area, located east of the Town of Beverly, remained a rural area beyond the limit of urban development until it was annexed to Edmonton in 1961, at the same time as Beverly was amalgamated with Edmonton. Prior to the annexation and for a decade after, the Beverly land fill site was located on the east side of Rundle Heights. The site was filled and restored progressively from south to north. When the land fill site was closed in 1972, the area had been transformed into Rundle Park, a multiple purpose educational and recreational resource located in the North Saskatchewan River Valley.

Residential development in Rundle Heights, including small scale row housing and apartment buildings, began in the neighbourhood's south west portion and proceeded north and east in the 1960s. Single unit housing in the most easterly portion of Rundle Heights was built in the early 1970s. Residents in houses at the south and east borders of the neighbourhood enjoy a scenic view of Rundle Park and the river valley. Apartment and row house complexes in the north were added through the 1970s. The curvilinear and cul-de-sac street pattern is characteristic of post-1960s subdivisions. An educational and recreation site is located at the centre of the neighbourhood's low density housing. Residents are served by businesses located off 118 Avenue, including those in nearby Abbottsfield Mall.

Rundle Heights was named in honour of Reverend Robert Rundle, the first Protestant missionary to take up residence in the Edmonton area. He was sent to Edmonton in 1840 by the Methodist Missionary Society at the request of the Hudson Bay Company. Mount Rundle near Banff, Alberta also bears the missionary's name.

Plans in Effect

Abbotsfield Rundle Heights Community Development Plan 1996
Mature Neighbourhood Overlay, Zoning Bylaw 12800

Period of Construction

	Occupied Units	% of Total	City%
Before 1946	-	-	4
1946 to 1960	30	2	17
1961 to 1970	690	52	16
1971 to 1980	445	33	24
1981 to 1985	85	6	10
1986 to 1990	10	1	6
1991 to 1995	10	1	6
1996 to 2000	25	2	6
2001 to 2006	35	3	12
Occupied Private Dwellings	**1,335**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Occupied Private Dwellings by Tenure

Tenure	Number	% of Total	City%
Owner Occupied	585	44	63
Renter Occupied	750	56	37
Total	**1,335**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Residential Units by Unit Type

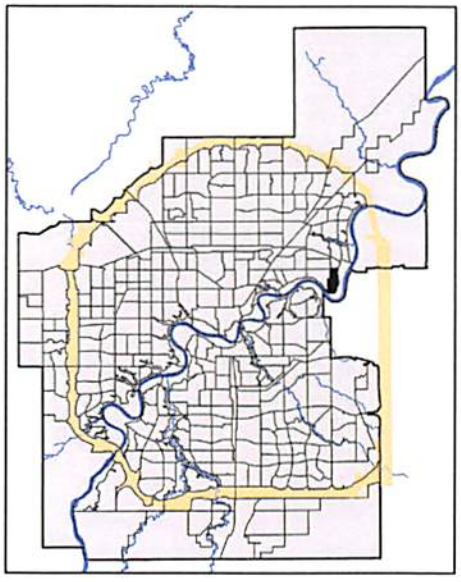
Type of Unit	Number	% of Total	City%
Single-detached house	490	37	50
Semi-detached, triplex, fourplex	80	6	7
Row house	430	32	10
Apartment over 5 storeys	-	-	9
Apartment under 5 storeys	335	25	23
Movable dwelling	-	-	1
Total	**1,335**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Note: totals may not sum due to random rounding

RUNDLE HEIGHTS

2010 Neighbourhood Indicators





How to Read Indicators

Legend

Indicators

Social Health and Wellness	NSA	City Avg
# Child Welfare Cases	23	10.62
# of Lone Parent Families	275	149.47
# of People Who Have Moved in Past Year	940	610.70
Hospital Emergency Room Visit	431.25	351.84
Hospitalization Rate	59.17	62.86

Personal and Community Safety	NSA	City Avg
# Incidents of Property Crime	169	153.24
# Incidents of Violent Crime	41	19.13
# Offenses Committed by Juveniles	19	16.91

Education	NSA	City Avg
% of Population 20+ with Less Than Grade 9	30.26	21.55
School Transiency Rate	0.46	0.29

Housing	NSA	City Avg
# Dwellings Needing Major Repairs	100	75.57
% Dwellings which are Rented		28.29
# Households Paying > Than 30% of Income on Shelter Costs	335	313.84

Economic/Employment	NSA	City Avg
# Households with Low Income	275	103.50
% Unemployed (25+)	4.11	2.69
# of Hamper Users	412	135.08
# SFI Recipients - (#)	124	86.80

Physical and Natural Environment	NSA	City Avg
Condition of Playgrounds	3.00	2.70
Condition of Sidewalks and Roadways	16.80	13.65

Demographics

	NSA	City Avg
Population 2009	3,405	782,439
Median Household Income*	47,034	57,085
Average House Assessment 2010	286,489	360,723
Average Rent Cost*	771	761

Note:

NSA - Neighbourhood Statistical Area

City Average (City Avg) is based on participating neighbourhoods used in the study.

Missing value indicates the absence of data available for the study.

* Base on 2006 Census

City of Edmonton Community Services

Abbottsfield



In 1882 the property which is now the neighbourhood of Abbottsfield was owned by E. F. Carey, co-founder of the merchandising firm of Norris and Carey and one of Edmonton's most prominent nineteenth century citizens. Since the Abbottsfield area was east of the Town of Beverly, it remained a rural area beyond the limit of urban development until it was annexed to the City in 1961.

For a decade after annexation there was no residential development in Abbottsfield. The area was thought to be too close to both the Beverly landfill site south of 118 Avenue and the chemical plants east of the North Saskatchewan River. At the end of the 1960s, however, work began on transforming the land fill site into Rundle Park, a multiple purpose educational and recreational resource on the banks of the North Saskatchewan River. After this change to the local environment, Abbottsfield developed rapidly. Abbottsfield was entirely constructed in the 1970s.

Abbottsfield is unique among Edmonton's pre-1980s neighbourhoods in that all residential development consists of row housing and walkup complexes. The housing is built around a centrally located multiple purpose school and recreation site. Situated near the junction of major traffic routes, Abbottsfield residents have good access to employment and commercial centres throughout the City. The inward orientation of the community is enhanced by a berm that partially encircles the neighbourhood to shield it from highway traffic noise. At the south end of the neighbourhood, off 118 Avenue, is Abbottsfield Mall that serves Abbottsfield residents as well as residents from other nearby neighbourhoods.

Abbottsfield Park, along with its close proximity to the river valley and park system, provides for a wide variety of recreational activities. The former Saint Sophia Elementary School was sold and converted into the Abbottsfield Recreation Centre (ARC). ARC provides space for recreational programs and community groups to deliver social and educational activities.

Plans in Effect

Abbottsfield - Rundle Heights Community Development Plan, October 21, 1996
Mature Neighbourhood Overlay, Zoning Bylaw 12800

Period of Construction

	Occupied Units	% of Total	City%
Before 1946	-	-	4
1946 to 1960	40	6	17
1961 to 1970	105	16	16
1971 to 1980	405	62	24
1981 to 1985	75	11	10
1986 to 1990	10	2	6
1991 to 1995	10	2	6
1996 to 2000	10	2	6
2001 to 2006	10	2	12
Occupied Private Dwellings	**655**	**102**	**100**

Source: 2006 Census of Canada, Statistics Canada

Occupied Private Dwellings by Tenure

	Number	% of Total	City%
Owner Occupied	205	31	63
Renter Occupied	455	69	37
Total	**660**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Residential Units by Unit Type

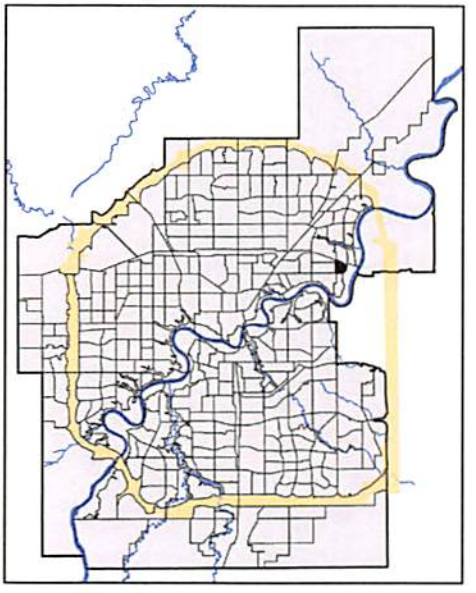
Type of Unit	Number	% of Total	City%
Single-detached house	-	-	50
Semi-detached house	-	-	7
Row house	415	63	10
Apartment under 5 storeys	-	-	9
Apartment over 5 storeys	240	37	23
Movable dwelling	-	-	1
Totals Units	**655**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Note: totals may not sum due to random rounding

ABBOTTSFIELD

2010 Neighbourhood Indicators





How to Read Indicators

Legend

Indicators

Social Health and Wellness	NSA	City Avg
# Child Welfare Cases	30	10.62
# of Lone Parent Families	200	149.47
# of People Who Have Moved in Past Year	420	610.70
Hospital Emergency Room Visit	443.98	351.84
Hospitalization Rate	57.39	62.86

Personal and Community Safety	NSA	City Avg
# Incidents of Property Crime	249	153.24
# Incidents of Violent Crime	55	19.13
# Offenses Committed by Juveniles	70	16.91

Education	NSA	City Avg
% of Population 20+ with Less Than Grade 9	38.93	21.55
School Transiency Rate	0.50	0.29

Housing	NSA	City Avg
# Dwellings Needing Major Repairs	55	75.57
% Dwellings which are Rented	69.47	28.29
# Households Paying > Than 30% of Income on Shelter Costs	150	313.84

Economic/Employment	NSA	City Avg
# Households with Low Income	190	103.50
% Unemployed (25+)	5.32	2.69
# of Hamper Users	403	135.08
# SFI Recipients - (#)	87	86.80

Physical and Natural Environment	NSA	City Avg
Condition of Playgrounds	3.00	2.70
Condition of Sidewalks and Roadways		13.65

Demographics

	NSA	City Avg
Population 2009	1,815	782,439
Median Household Income*	37,885	57,085
Average House Assessment 2010		360,723
Average Rent Cost*	625	761

Note:

NSA - Neighbourhood Statistical Area

City Average (City Avg) is based on participating neighbourhoods used in the study.

Missing value indicates the absence of data available for the study.

* Base on 2006 Census

City of Edmonton Community Services

Beacon Heights



The residential area now called Beacon Heights remained an undeveloped track of land northeast of the City of Edmonton until after 1910. The area's population began to grow however, when rich coal seams that lay beneath the soil were discovered and coal mining began. In 1913 the area was incorporated as the Village of Beverly. The village took its name from the Town of Beverly in Yorkshire, England.

By 1914 the population in the area reached 1,000 and Beverly was incorporated as a town. The boundary line between Edmonton and Beverly was 50th Street. Until after WWII the fortunes of Beverly rose and fell with the successes and failures of the local coal industry. When the last mine was closed in 1952 Beverly's population was 2,000.

One year later the Beverly Bridge spanning the North Saskatchewan River opened, linking the town's main street (118th Avenue) with the main highway to the east (Highway 16). Beverly was in a great position to grow as a residential suburb, housing workers from the new petro-chemical plants across the river in the County of Strathcona and from other industries building in northeast Edmonton. The town grew quickly until 1961, when Beverly, with a population of 9,000, was amalgamated with the City of Edmonton. The northern portion of the former town contains the neighbourhoods of Beacon Heights as well as Bergman, the southern portion is known as Beverly Heights.

Most of the one and two-unit homes in Beacon Heights were built in the decade leading up to amalgamation. Higher density housing was built between 1960 and 1980. Beacon Heights has retained the character of a low density residential neighbourhood with higher density housing located near major commercial concentrations and traffic routes. The focus of community activity in Beacon Heights is the Beverly Jubilee Park and the adjoining Beacon Heights Community League facilities. Residents of Beacon Heights are served by businesses located along 118th Avenue, and the Abbotsfield Mall is located immediately east of the neighbourhood.

Plans in Effect

Abbotsfield / Rundle Heights Community Development Plan, 1996
Mature neighbourhood Overlay, Zoning Bylaw 12800

Period of Construction

	Occupied Units	% of Total	City%
Before 1946	65	5	4
1946 to 1960	585	46	17
1961 to 1970	430	34	16
1971 to 1980	135	11	24
1981 to 1985	25	2	10
1986 to 1990	10	1	6
1991 to 1995	-	0	6
1996 to 2000	10	1	6
2001 to 2006	10	1	12
Occupied Private Dwellings	**1,265**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Occupied Private Dwellings by Tenure

Tenure	Number	% of Total	City%
Owner Occupied	920	72	63
Renter Occupied	350	28	37
Total	**1,270**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Residential Units by Unit Type

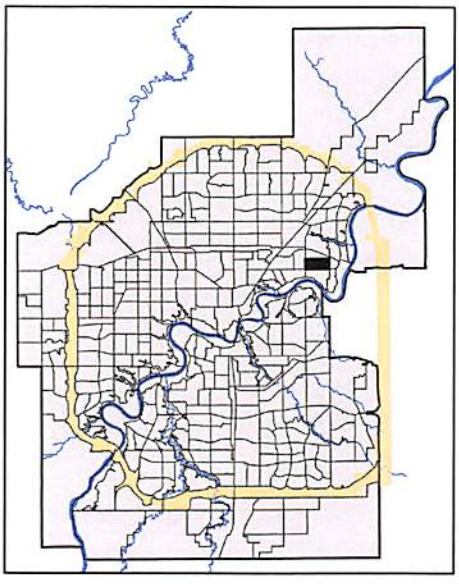
Type of Unit	Number	% of Total	City%
Single-detached house	945	75	50
Semi-detached, triplex, fourplex	125	10	7
Row house	10	1	10
Apartment over 5 storeys	-	-	9
Apartment under 5 storeys	185	15	23
Movable dwelling	-	-	1
Total	**1,265**	**100**	**100**

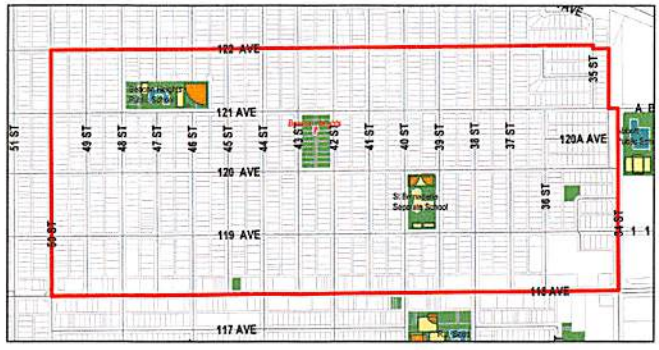
Source: 2006 Census of Canada, Statistics Canada

Note: totals may not sum due to random rounding

BEACON HEIGHTS

2010 Neighbourhood Indicators





How to Read Indicators **Legend**

Indicators

Social Health and Wellness	NSA	City Avg
# Child Welfare Cases	25	10.62
# of Lone Parent Families	250	149.47
# of People Who Have Moved in Past Year	500	610.70
Hospital Emergency Room Visit	505.48	351.84
Hospitalization Rate	84.49	62.86

Personal and Community Safety	NSA	City Avg
# Incidents of Property Crime	267	153.24
# Incidents of Violent Crime	58	19.13
# Offenses Committed by Juveniles	29	16.91

Education	NSA	City Avg
% of Population 20+ with Less Than Grade 9	39.77	21.55
School Transiency Rate	0.22	0.29

Housing	NSA	City Avg
# Dwellings Needing Major Repairs	125	75.57
% Dwellings which are Rented	27.67	28.29
# Households Paying > Than 30% of Income on Shelter Costs	245	313.84

Economic/Employment	NSA	City Avg
# Households with Low Income	130	103.50
% Unemployed (25+)	2.65	2.69
# of Hamper Users	266	135.08
# SFI Recipients - (#)	89	86.80

Physical and Natural Environment	NSA	City Avg
Condition of Playgrounds	3.00	2.70
Condition of Sidewalks and Roadways	13.40	13.65

Demographics

	NSA	City Avg
Population 2009	2,984	782,439
Median Household Income*	48,257	57,085
Average House Assessment 2010	228,502	360,723
Average Rent Cost*	746	761

Note:

NSA - Neighbourhood Statistical Area

City Average (City Avg) is based on participating neighbourhoods used in the study.

Missing value indicates the absence of data available for the study.

* Base on 2006 Census

City of Edmonton Community Services



The residential area now called Bergman remained an undeveloped tract of land northeast of the City of Edmonton until after 1910. The area's population began to grow however, when rich coal seams that lay beneath the soil were discovered and coal mining began. In 1913 the area was incorporated as the Village of Beverly.

By 1914 the population in the area reached 1,000 and Beverly was incorporated as a town. The boundary line between Edmonton and Beverly was 50th Street. Until after WWII the fortunes of Beverly rose and fell with the successes and failures of the local coal industry. When the last mine was closed in 1952 Beverly's population was 2,000.

One year later the Beverly Bridge spanning the North Saskatchewan River opened, linking the town's main street (118th Avenue) with the main highway to the east (Highway 16). Beverly was in a great position to grow as a residential suburb, housing workers from the new petro-chemical plants across the river in the County of Strathcona and from other industries building in northeast Edmonton. The town grew quickly until 1961, when Beverly, with a population of 9,000, was amalgamated with the City of Edmonton. The northeast portion of the former town included the neighbourhood of Bergman.

In the decade leading up to amalgamation, the southern part of Bergman shared in the residential construction boom experienced by the Town of Beverly. Much of south Bergman was developed but municipal services were not extended to the northern part of the neighbourhood until a major subdivision re-plot was initiated in 1974. As a result of re-subdivision and the construction of municipal service lines, significant new residential construction took place during the 1980s (45% of the residential units in Bergman were built in the 1980s).

A landscape berm was created along the northern boundary of Bergman to shield the new houses from the noise of Yellowhead Trail. The presence of both a grid and curvilinear / cul-de-sac street pattern in Bergman is evidence of the two distinct periods of construction.

Bergman was named in honour of Gustave C. Bergman, who was the first Mayor of the Town of Beverly.

Plans in Effect

Yellowhead Corridor Area Structure Plan 1983, Office Consolidation July 2008
Mature Neighbourhood Overlay, Zoning Bylaw 12800

Period of Construction

	Occupied Units	% of Total	City%
Before 1946	-	-	4
1946 to 1960	95	17	17
1961 to 1970	90	16	16
1971 to 1980	85	15	24
1981 to 1985	100	18	10
1986 to 1990	155	27	6
1991 to 1995	30	5	6
1996 to 2000	10	2	6
2001 to 2006	10	2	12
Occupied Private Dwellings	**565**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Occupied Private Dwellings by Tenure

Tenure	Number	% of Total	City%
Owner Occupied	495	87	63
Renter Occupied	75	13	37
Total	**570**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Residential Units by Unit Type

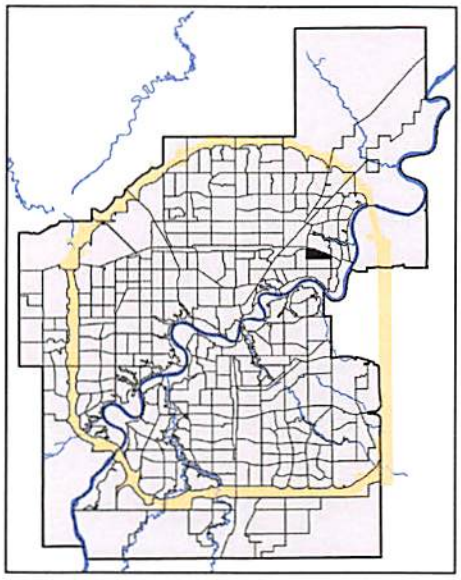
Type of Unit	Number	% of Total	City%
Single-detached house	475	83	50
Semi-detached, triplex, fourplex	25	4	7
Row house	60	11	10
Apartment over 5 storeys	-	-	9
Apartment under 5 storeys	10	2	23
Movable dwelling	-	-	1
Total	**570**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Note: totals may not sum due to random rounding

BERGMAN

2010 Neighbourhood Indicators





How to Read Indicators

Legend

Indicators

Social Health and Wellness	NSA	City Avg
# Child Welfare Cases	5	10.62
# of Lone Parent Families	110	149.47
# of People Who Have Moved in Past Year	265	610.70
Hospital Emergency Room Visit	400.99	351.84
Hospitalization Rate	51.23	62.86

Personal and Community Safety	NSA	City Avg
# Incidents of Property Crime	57	153.24
# Incidents of Violent Crime	3	19.13
# Offenses Committed by Juveniles	11	16.91

Education	NSA	City Avg
% of Population 20+ with Less Than Grade 9	34.34	21.55
School Transiency Rate		0.29

Housing	NSA	City Avg
# Dwellings Needing Major Repairs	35	75.57
% Dwellings which are Rented	13.27	28.29
# Households Paying > Than 30% of Income on Shelter Costs	90	313.84

Economic/Employment	NSA	City Avg
# Households with Low Income	50	103.50
% Unemployed (25+)	3.79	2.69
# of Hamper Users	22	135.08
# SFI Recipients - (#)		86.80

Physical and Natural Environment	NSA	City Avg
Condition of Playgrounds	3.00	2.70
Condition of Sidewalks and Roadways	13.85	13.65

Demographics

	NSA	City Avg
Population 2009	1,433	782,439
Median Household Income*	75,015	57,085
Average House Assessment 2010	279,276	360,723
Average Rent Cost*	1,053	761

Note:

NSA - Neighbourhood Statistical Area

City Average (City Avg) is based on participating neighbourhoods used in the study.

Missing value indicates the absence of data available for the study.

* Base on 2006 Census

City of Edmonton Community Services

Canon Ridge



Canon Ridge is one of three neighbourhoods within the Hermitage plan area. In 1875 Canon William Newton, an Anglican minister for whom Canon Ridge is named, arrived in the Edmonton settlement and built his first church, a home and a hospital in an area he called the Hermitage. The hermitage was located about ten kilometers from Fort Edmonton on the south side of a ravine overlooking the north Saskatchewan River Valley to the east. Reverend Newton's home remained there for more than 25 years.

For many years after settlement the Hermitage remained an agricultural area. During that time, the Grand Trunk Pacific Railway line formalized the area's southern boundary along the railroad right-of-way. In 1960 the area's two cattle farms were sold to a land development firm, and one year later the hermitage was annexed to the City of Edmonton.

Land development was held up during the 1960s while government officials and developers addressed concerns about residential development too near the industrial plants in the vicinity. By 1970 these concerns were resolved and Canon Ridge was included within the Hermitage Outline Plan area. Canon Ridge was the last of the three Hermitage neighbourhoods to begin residential development.

Although the plan of subdivision was approved in 1977 and some building occurred prior to the end of the decade, most single-detached housing units and all of the multiple units were built after 1980. Development has been continuing in this neighbourhood since the 1980s, and as of 2008 some multi-family dwellings and commercial parcels had yet to be developed.

Linkage to other Hermitage neighbourhoods on the west side of Canon Ridge is provided by collector roads and a system of bicycle and pedestrian pathways. Canon Ridge is split by Hermitage Road and Hooke Road which serve as collectors for curvilinear and cul-de-sac interior residential streets. Located at the centre of the neighbourhood is an area of public open recreation space. Victoria Trail, on the west boundary of Canon Ridge, was named after a pair of trails that ran parallel to the North Saskatchewan River from the earliest days of the Edmonton settlement. After 1864 the trail followed the river northeast to the Methodist mission at Victoria.

Plans in Effect

Hermitage Outline Plan, May 1970
Yellowhead Corridor Area Structure Plan 1983, Office Consolidation July 2008

Period of Construction

	Occupied Units	% of Total	City%
Before 1946	10	2	4
1946 to 1960	-	-	17
1961 to 1970	-	-	16
1971 to 1980	85	13	24
1981 to 1985	65	10	10
1986 to 1990	30	5	6
1991 to 1995	15	2	6
1996 to 2000	10	2	6
2001 to 2006	405	64	12
Occupied Private Dwellings	**630**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Occupied Private Dwellings by Tenure

Tenure	Number	% of Total	City%
Owner Occupied	495	79	63
Renter Occupied	135	21	37
Total	**630**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Residential Units by Unit Type

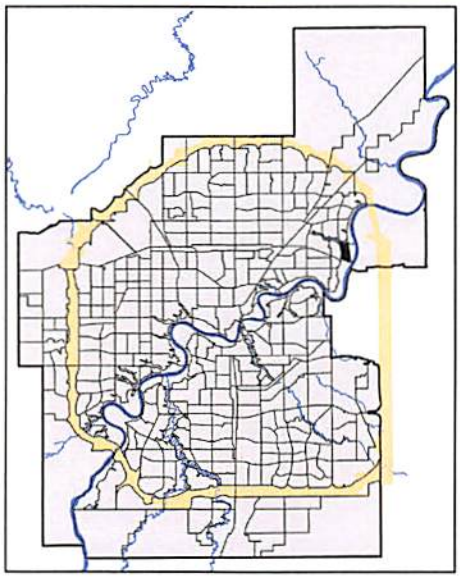
Type of Unit	Number	% of Total	City%
Single-detached house	160	25	50
Semi-detached, triplex, fourplex	-	-	7
Row house	195	31	10
Apartment over 5 storeys	-	-	9
Apartment under 5 storeys	275	44	23
Movable dwelling	-	-	1
Total	**630**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Note: totals may not sum due to random rounding

CANON RIDGE

2010 Neighbourhood Indicators





How to Read Indicators

Legend

Indicators

Social Health and Wellness	NSA	City Avg
# Child Welfare Cases	6	10.62
# of Lone Parent Families	95	149.47
# of People Who Have Moved in Past Year	505	610.70
Hospital Emergency Room Visit	457.37	351.84
Hospitalization Rate	55.05	62.86

Personal and Community Safety	NSA	City Avg
# Incidents of Property Crime	53	153.24
# Incidents of Violent Crime	6	19.13
# Offenses Committed by Juveniles	3	16.91

Education	NSA	City Avg
% of Population 20+ with Less Than Grade 9	18.75	21.55
School Transiency Rate		0.29

Housing	NSA	City Avg
# Dwellings Needing Major Repairs	10	75.57
% Dwellings which are Rented	21.43	28.29
# Households Paying > Than 30% of Income on Shelter Costs	125	313.84

Economic/Employment	NSA	City Avg
# Households with Low Income	70	103.50
% Unemployed (25+)	2.67	2.69
# of Hamper Users	80	135.08
# SFI Recipients - (#)		86.80

Physical and Natural Environment	NSA	City Avg
Condition of Playgrounds		2.70
Condition of Sidewalks and Roadways	13.20	13.65

Demographics

	NSA	City Avg
Population 2009	1,719	782,439
Median Household Income*	59,161	57,085
Average House Assessment 2010	314,716	360,723
Average Rent Cost*	778	761

Note:

NSA - Neighbourhood Statistical Area

City Average (City Avg) is based on participating neighbourhoods used in the study.

Missing value indicates the absence of data available for the study.

* Base on 2006 Census

City of Edmonton Community Services

Homesteader



Homesteader is one of three neighbourhoods within the Hermitage plan area. In 1875, an Anglican minister, Canon William Newton, arrived in the Edmonton settlement and built his first church, a home and a hospital in an area he called the Hermitage. The Hermitage was located about 10 kilometres from Fort Edmonton on the south side of a ravine overlooking the North Saskatchewan River to the east. Reverend Newton's home remained there for more than 25 years. For many years after, the Hermitage remained an agricultural area. During that time, the Grand Trunk Pacific Railway line formalized the area's south boundary along the railroad right-of-way. In 1960, the area's two cattle farms were sold to a land development firm. One year later, the Hermitage was annexed to the City of Edmonton. Land development was held up during the 1960s while government officials and developers addressed concerns about residential development too near the industrial plants in the vicinity. By 1970, these concerns were resolved and Homesteader was concluded within the Hermitage Outline Plan area.

Homesteader was the first of the three Hermitage neighbourhoods to begin residential development. The neighbourhood was subdivided in 1974 and building commenced within a year. By the end of the decade, most of the neighbourhood had been developed. Homesteader is bisected by Hermitage Road, the neighbourhood's main collector road, running east from 50 Street. Homes in the southeast corner of the neighbourhood access 50 Street via 127 Avenue. Interior residential streets are of curvilinear and cul-de-sac design. At the centre of the neighbourhood is a multi-purpose education and recreation site. A number of strategically placed pathways promote bicycle and pedestrian travel within the neighbourhood and join Homesteader to the other two Hermitage neighbourhoods to the east. Homesteader residents have access to the river valley park system via Kennedale Ravine. The residents of Homesteader are served by the businesses located on 50th Street and in the centrally located Hermitage Shopping Centre and Hermitage Plaza.

Homesteader was named in honour of the men and women who were the pioneers of settlement and agriculture in the Edmonton area.

Plans in Effect

Hermintage Outline Plan Central and East Neighbourhoods 1975, Office Consolidation December 2006
Yellowhead Corridor Area Structure Plan 1983, Office Consolidation July 2008

Period of Construction

	Occupied Units	% of Total	City%
Before 1946	-	-	4
1946 to 1960	25	2	17
1961 to 1970	120	9	16
1971 to 1980	855	66	24
1981 to 1985	150	12	10
1986 to 1990	50	4	6
1991 to 1995	50	4	6
1996 to 2000	25	2	6
2001 to 2006	-	-	12
Occupied Private Dwellings	**1,295**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Occupied Private Dwellings by Tenure

Tenure	Number	% of Total	City%
Owner Occupied	695	54	63
Renter Occupied	600	46	37
Total	**1,295**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Residential Units by Unit Type

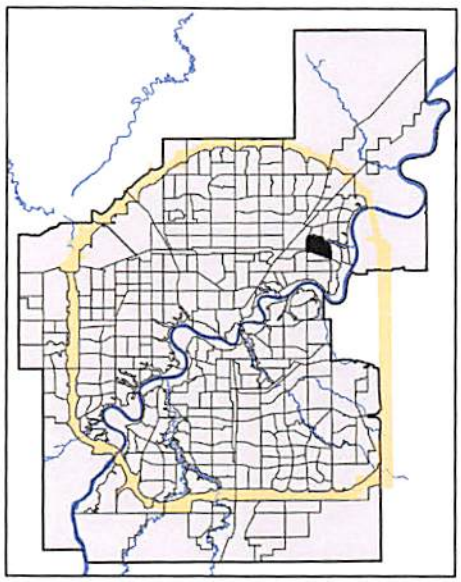
Type of Unit	Number	% of Total	City%
Single-detached house	440	34	50
Semi-detached, triplex, fourplex	85	7	7
Row house	520	40	10
Apartment over 5 storeys	-	-	9
Apartment under 5 storeys	225	20	23
Movable dwelling	-	-	1
Total	**1,300**	**100**	**100**

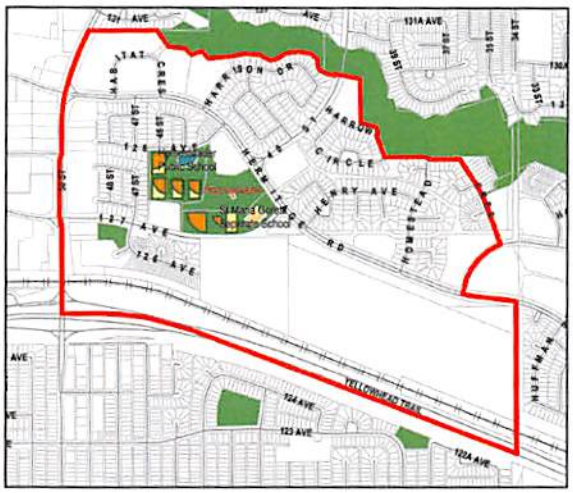
Source: 2006 Census of Canada, Statistics Canada

Note: totals may not sum due to random rounding

HOMESTEADER

2010 Neighbourhood Indicators





How to Read Indicators

Legend

Indicators

Social Health and Wellness	NSA	City Avg
# Child Welfare Cases	19	10.62
# of Lone Parent Families	290	149.47
# of People Who Have Moved in Past Year	835	610.70
Hospital Emergency Room Visit	439.07	351.84
Hospitalization Rate	48.62	62.86

Personal and Community Safety	NSA	City Avg
# Incidents of Property Crime	232	153.24
# Incidents of Violent Crime	43	19.13
# Offenses Committed by Juveniles	18	16.91

Education	NSA	City Avg
% of Population 20+ with Less Than Grade 9	26.70	21.55
School Transiency Rate	0.32	0.29

Housing	NSA	City Avg
# Dwellings Needing Major Repairs	70	75.57
% Dwellings which are Rented	46.33	28.29
# Households Paying > Than 30% of Income on Shelter Costs	355	313.84

Economic/Employment	NSA	City Avg
# Households with Low Income	225	103.50
% Unemployed (25+)	5.54	2.69
# of Hamper Users	266	135.08
# SFI Recipients - (#)	56	86.80

Physical and Natural Environment	NSA	City Avg
Condition of Playgrounds	3.00	2.70
Condition of Sidewalks and Roadways	13.10	13.65

Demographics

	NSA	City Avg
Population 2009	3,480	782,439
Median Household Income*	54,005	57,085
Average House Assessment 2010	289,990	360,723
Average Rent Cost*	852	761

Note:

NSA - Neighbourhood Statistical Area

City Average (City Avg) is based on participating neighbourhoods used in the study.

Missing value indicates the absence of data available for the study.

* Base on 2006 Census

City of Edmonton Community Services

Overlanders



Overlanders is one of three neighbourhoods located within the Hermitage plan area. In 1875 an Anglican minister, Canon William Newton, arrived in the Edmonton settlement and built his first church, a home and a hospital in an area he called the Hermitage. Reverend Newton's home remained there for more than 25 years. During that time, the Grand Trunk Pacific Railway line formalized the area's south boundary along the railroad right-of-way. Land in the Hermitage area was annexed to the City of Edmonton in 1961. Land development was held up during the 1960s while government officials and developers addressed concerns about residential development too near the industrial plants in the vicinity. By 1970, these concerns were resolved and Overlanders was included within the Hermitage Outline Plan area. The neighbourhood was subdivided in 1977 and building commenced within a year.

Almost all of the neighbourhood's single family houses and one third of the row houses were built by the end of the 1970s. Apartment housing and the majority of row housing structures were constructed during the 1980s. Linkage to other Hermitage neighbourhoods is provided by collector roads and a system of bicycle and pedestrian pathways. Located at the centre of the neighbourhood is a multi purpose educational and recreational site. Overlanders residents can access river valley parks directly on the neighbourhood's north side or by following roadways or paths through Canon Ridge to the east.

The neighbourhood was named Overlanders to commemorate a group of miners who travelled by Red River cart from Fort Gary to the Cariboo gold fields. A number of the miners abandoned this trek and settled in Edmonton in 1862. Victoria Trail, on the east boundary of Overlanders, was named after a pair of trails that ran parallel to the North Saskatchewan River from the earliest days of the Edmonton settlement. After 1864, the trail followed the river northeast to the Methodist mission at Victoria.

Plans in Effect

Hermitage Outline Plan - Central and East Neighbourhoods - 1975, Office Consolidation December 2006
Yellowhead Corridor Area Structure Plan 1983, Office Consolidation July 2008

Period of Construction

	Occupied Units	% of Total	City%
Before 1946	-	-	4
1946 to 1960	-	-	17
1961 to 1970	20	2	16
1971 to 1980	505	41	24
1981 to 1985	400	33	10
1986 to 1990	125	10	6
1991 to 1995	55	4	6
1996 to 2000	95	8	6
2001 to 2006	25	2	12
Occupied Private Dwellings	**1,230**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Occupied Private Dwellings by Tenure

Tenure	Number	% of Total	City%
Owner Occupied	385	31	63
Renter Occupied	845	69	37
Total	**1,230**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Residential Units by Unit Type

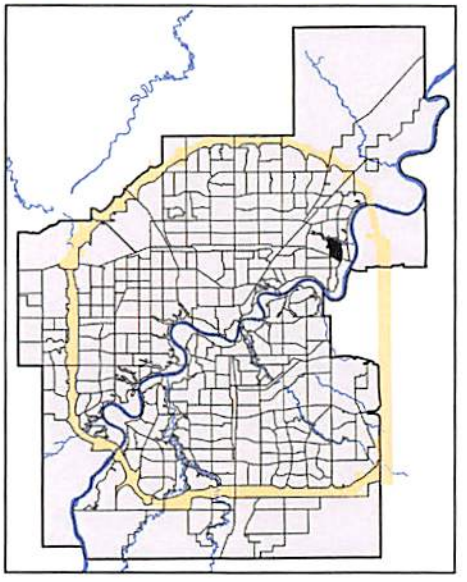
Type of Unit	Number	% of Total	City%
Single-detached house	295	24	50
Semi-detached, triplex , fourplex	60	5	7
Row house	370	30	10
Apartment over 5 storeys	-	-	9
Apartment under 5 storeys	510	41	23
Movable dwelling	-	-	1
Total	**1,235**	**100**	**100**

Source: 2006 Census of Canada, Statistics Canada

Note: totals may not sum due to random rounding

OVERLANDERS

2010 Neighbourhood Indicators





How to Read Indicators

Legend

Indicators

Social Health and Wellness	NSA	City Avg
# Child Welfare Cases	7	10.62
# of Lone Parent Families	170	149.47
# of People Who Have Moved in Past Year	795	610.70
Hospital Emergency Room Visit	483.03	351.84
Hospitalization Rate	56.54	62.86

Personal and Community Safety	NSA	City Avg
# Incidents of Property Crime	84	153.24
# Incidents of Violent Crime	11	19.13
# Offenses Committed by Juveniles	10	16.91

Education	NSA	City Avg
% of Population 20+ with Less Than Grade 9	28.30	21.55
School Transiency Rate	0.22	0.29

Housing	NSA	City Avg
# Dwellings Needing Major Repairs	55	75.57
% Dwellings which are Rented	68.70	28.29
# Households Paying > Than 30% of Income on Shelter Costs	330	313.84

Economic/Employment	NSA	City Avg
# Households with Low Income	95	103.50
% Unemployed (25+)	3.24	2.69
# of Hamper Users	103	135.08
# SFI Recipients - (#)		86.80

Physical and Natural Environment	NSA	City Avg
Condition of Playgrounds	3.00	2.70
Condition of Sidewalks and Roadways	13.80	13.65

Demographics

	NSA	City Avg
Population 2009	2,859	782,439
Median Household Income*	56,334	57,085
Average House Assessment 2010	308,832	360,723
Average Rent Cost*	815	761

Note:

NSA - Neighbourhood Statistical Area

City Average (City Avg) is based on participating neighbourhoods used in the study.

Missing value indicates the absence of data available for the study.

* Base on 2006 Census

City of Edmonton Community Services

Appendix C

Demographic Data

1. Neighbourhood Population 0-14 years (Federal Census: 1971 – 2011)
2. Immigrant Population and Resources for Newcomers (Federal Census 2011)
3. Aboriginal Resources With Percent of Population Who Identify As Aboriginal (Federal Census 2011)
4. Social Vulnerability With Basic Needs Resources (Federal Census 2006)

Federal Census (1971 – 2011)

Neighbourhood	Year	0 to 4	5 to 9	10 to 14	Total
Beverly Heights	1971	515	645	670	1830
	1976	290	385	580	1255
	1981	200	210	325	735
	1986	225	140	190	555
	1991	220	210	165	595
	1996	180	175	170	525
	2001	160	185	175	520
	2006	130	130	140	400
	2011	175	130	120	425

Neighbourhood	Year	0 to 4	5 to 9	10 to 14	Total
Rundle Heights	1971	400	335	210	945
	1976	585	665	490	1740
	1981	455	510	545	1510
	1986	425	365	375	1165
	1991	485	400	370	1255
	1996	340	340	330	1010
	2001	310	350	265	925
	2006	320	285	265	870
	2011	330	245	235	810

Abbottsfield	Year	0 to 4	5 to 9	10 to 14	Total
	1971	n/a	n/a	n/a	n/a
	1976	270	240	160	670
	1981	355	305	200	860
	1986	275	270	195	740
	1991	335	260	255	850
	1996	230	200	165	595
	2001	225	200	175	600
	2006	195	140	125	460
	2011	185	140	95	420

Beacon Heights	Year	0 to 4	5 to 9	10 to 14	Total
	1971	465	625	625	1,715
	1976	315	360	500	1,175
	1981	250	250	315	815
	1986	210	215	215	640
	1991	225	195	195	615
	1996	200	220	200	620
	2001	170	180	200	550
	2006	155	130	180	465
	2011	160	145	140	445

Federal Census (1971 – 2011)

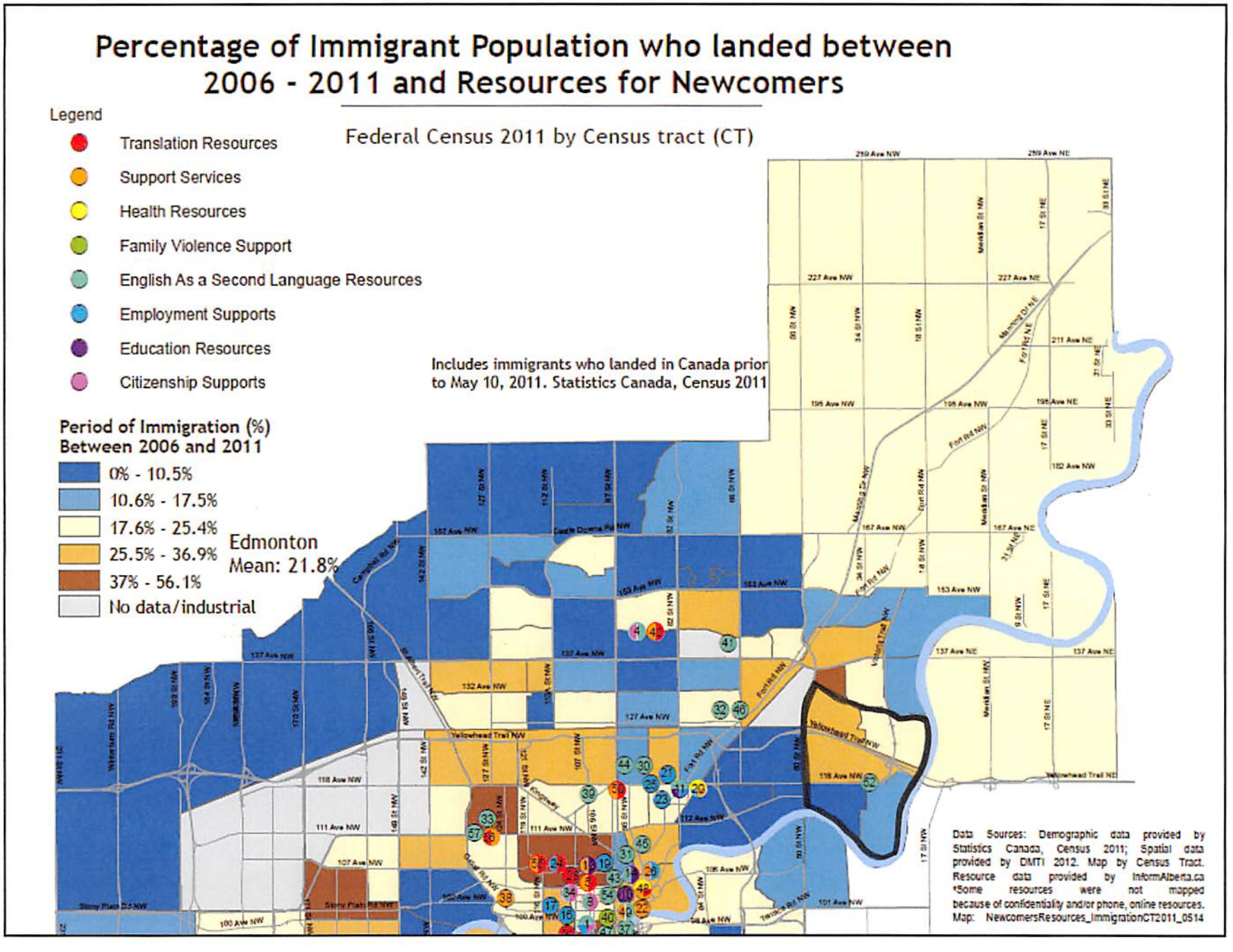
Bergman	Year	0 to 4	5 to 9	10 to 14	Total
	1971	90	135	145	370
	1976	55	70	110	235
	1981	40	40	70	150
	1986	85	70	55	210
	1991	150	115	100	365
	1996	125	130	110	365
	2001	75	110	140	325
	2006	70	80	120	270
	2011	115	85	80	280

Canon Ridge	Year	0 to 4	5 to 9	10 to 14	Total
	1971	n/a	n/a	n/a	n/a
	1976	n/a	n/a	n/a	n/a
	1981	n/a	n/a	n/a	n/a
	1986	100	75	40	215
	1991	115	90	65	270
	1996	85	80	60	225
	2001	60	60	65	185
	2006	115	85	65	265
	2011	140	110	100	350

Overlanders	Year	0 to 4	5 to 9	10 to 14	Total
	1971	n/a	n/a	n/a	n/a
	1976	n/a	n/a	n/a	n/a
	1981	220	150	115	485
	1986	325	250	150	725
	1991	265	265	180	710
	1996	230	200	210	640
	2001	255	225	190	670
	2006	160	175	180	515
	2011	220	185	160	565

Homesteader	Year	0 to 4	5 to 9	10 to 14	Total
	1971	n/a	n/a	n/a	n/a
	1976	170	135	85	390
	1981	535	480	365	1,380
	1986	515	490	395	1,400
	1991	425	430	385	1,240
	1996	370	390	365	1,125
	2001	315	310	295	920
	2006	260	280	260	800
	2011	265	280	265	810

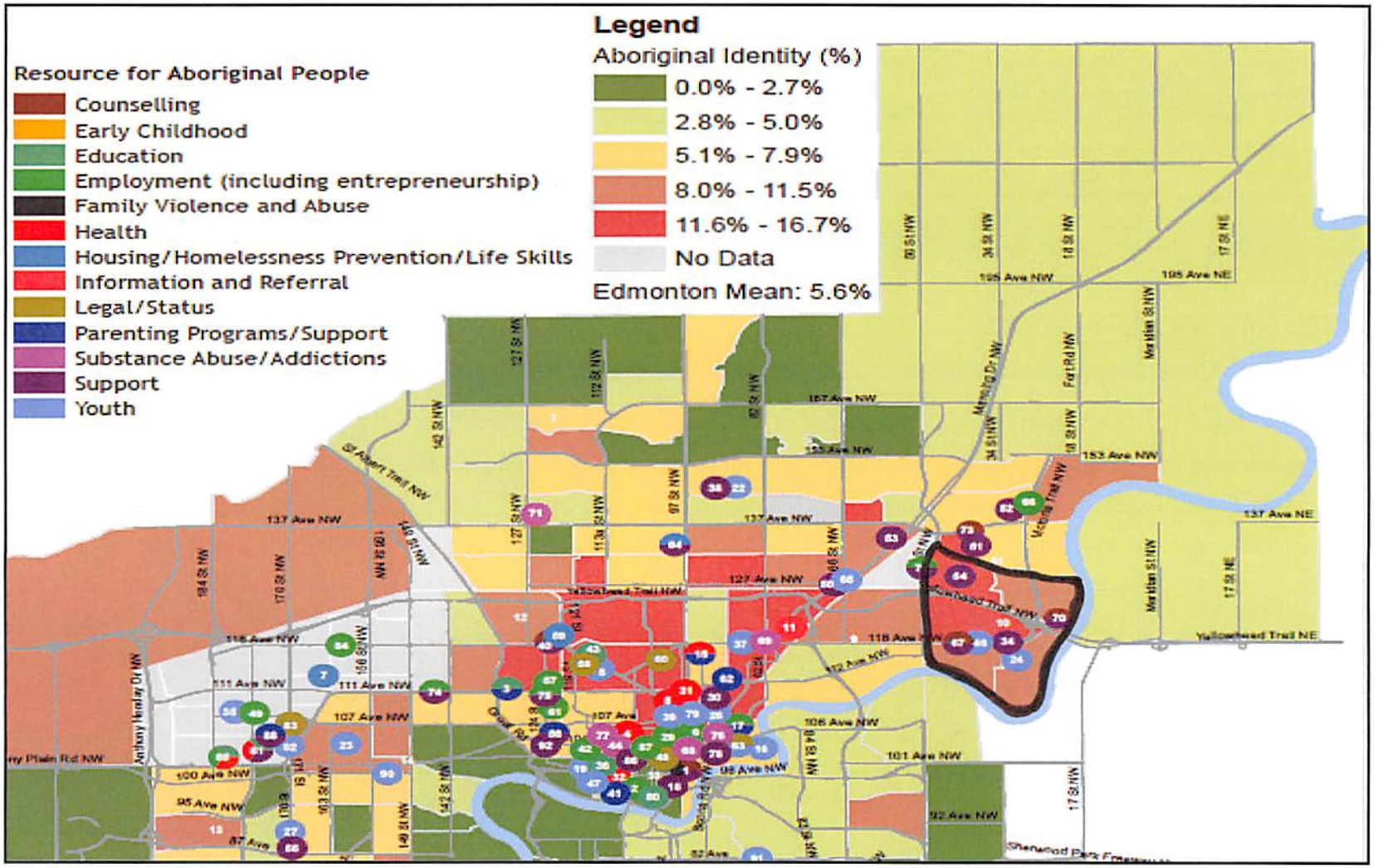
Percentage of Immigrant Population who landed between 2006 - 2011 and Resources for Newcomers



This map was created for the purposes of collaborative planning. The information presented in the map is accurate to the best of our knowledge using the data available. We accept no liability for the use or misuse of this information. M.A.P.S. Alberta Capital Region 05/2014 (note: map has been modified to more clearly identify the Greater Lawton Area – City of Edmonton, August 2014)

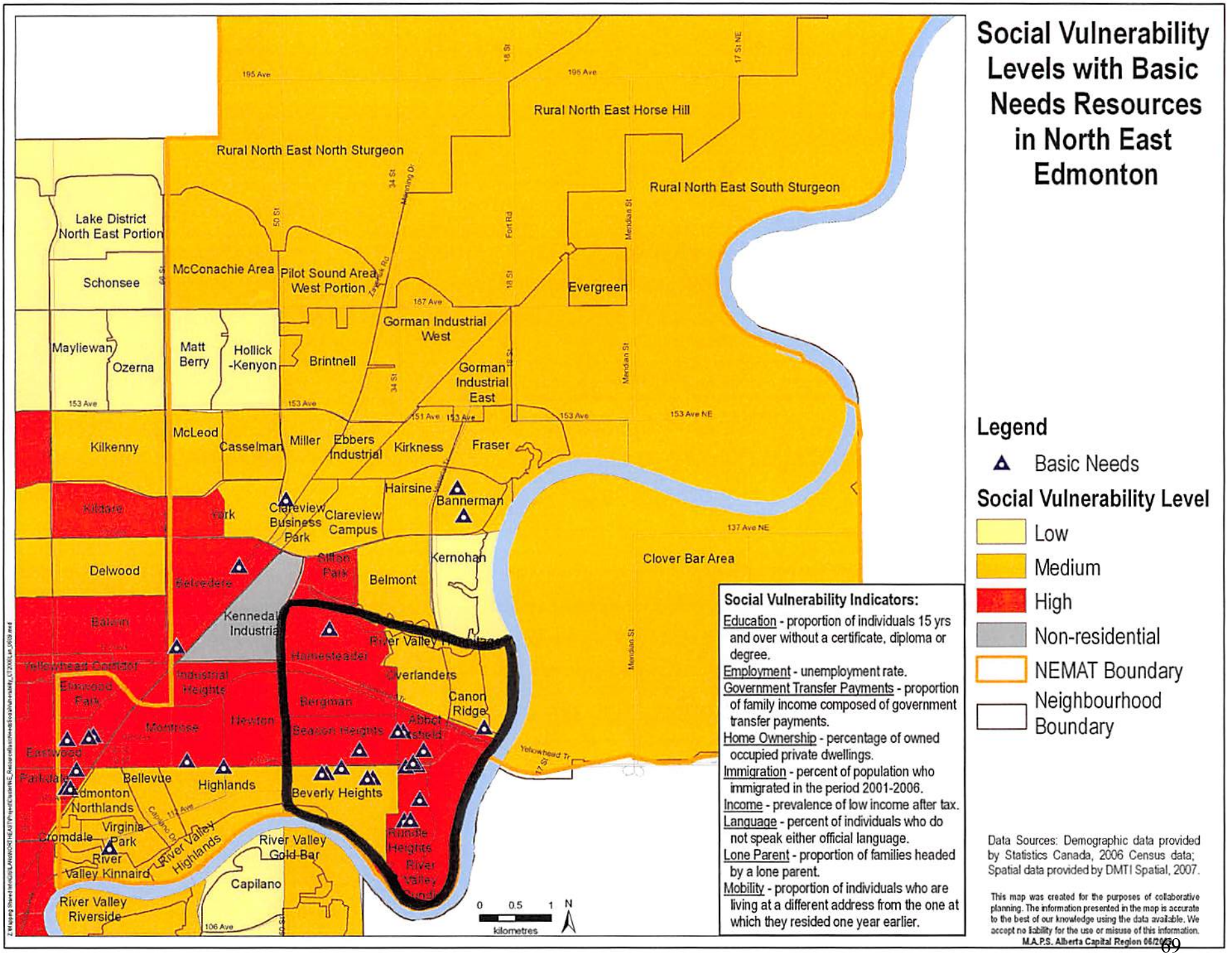
Aboriginal Resources with Percent of Population Who Identify As Aboriginal

Federal Census 2011 by Census Tract



Data Sources: Demographic data provided by Statistics Canada, Federal Census 2011 Survey; Spatial data provided by DMTI Spatial. Map Title: AboriginalEDM_CT2011 This map was created for the purposes of collaborative planning. The information presented in the map is accurate to the best of our knowledge using the data available. We accept no liability for the use or misuse of this information. M.A.P.S. Alberta Capital Region 01/2014 (note: map has been modified to more clearly identify the Greater Lawton Area – City of Edmonton, August 2014)

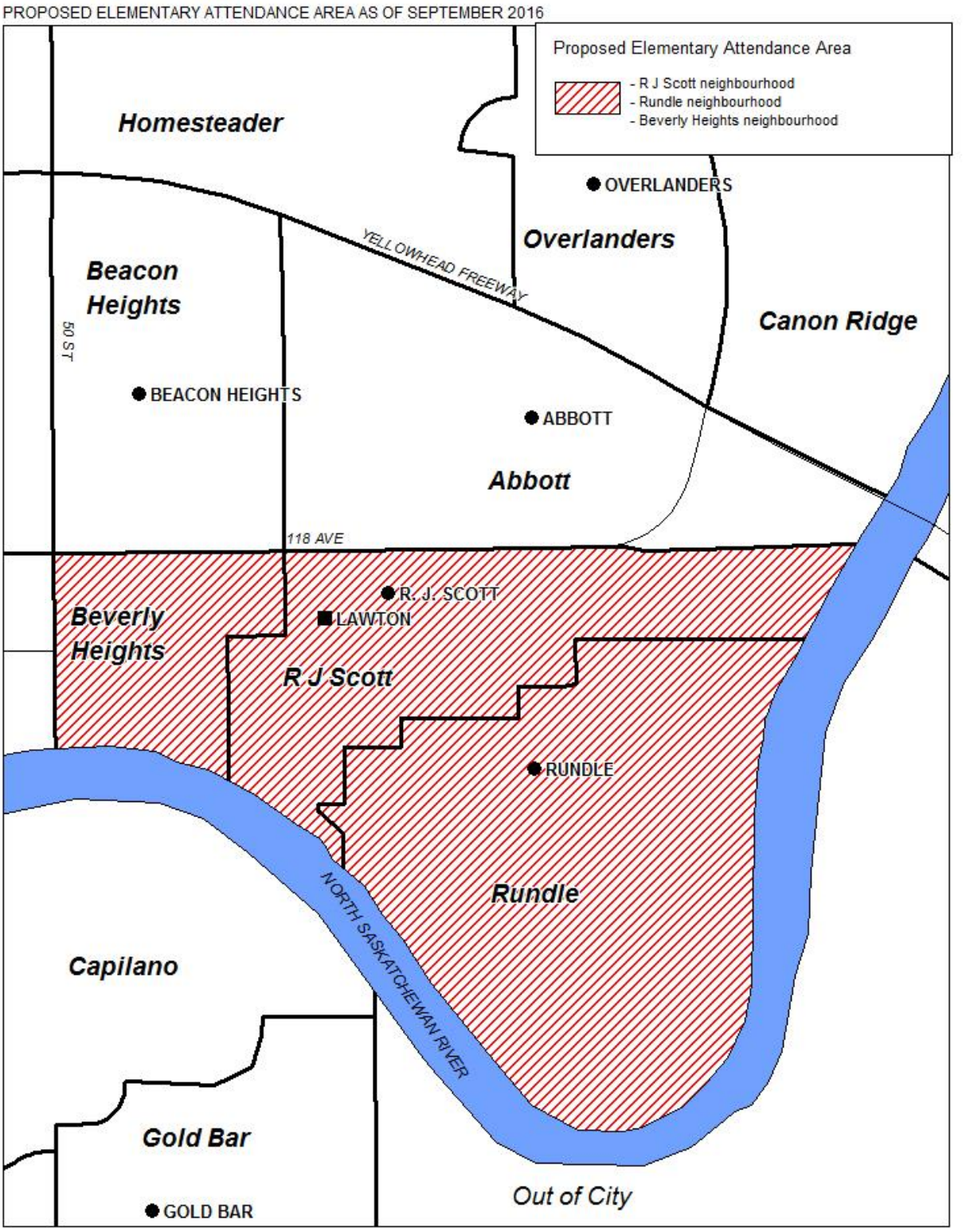
'Aboriginal Identity' includes persons who reported being an Aboriginal person, that is, First Nations (North American Indian), Metis or Inuk (Inuit) and/or those who reported Registered or Treaty Indian status, that is registered under the Indian Act of Canada, and/or those who reported membership in a First Nation or Indian band. Aboriginal peoples of Canada are defined in the Constitutional Act, 1982, section 35 (2) as including the Indian, Inuit and Metis peoples of Canada. (2011 National Household Survey - Statistics Canada)


Social Vulnerability Levels with Basic Needs Resources in North East Edmonton
Rural North East Horse Hill
Rural North East North Sturgeon
Rural North East South Sturgeon
Lake District North East Portion
McConachie Area
Pilot Sound Area West Portion
Schonsee
Evergreen
Gorman Industrial West
Mayliewan
Ozerna
Matt Berry
Hollick -Kenyon
Brintnell
Gorman Industrial East
McLeod
Kilkenny
Casselman
Miller
Ebbers Industrial
Kirkness
Fraser
Hairsine
Bannerman
Clareview Business Park
Clareview Campus
Delwood
Belmont
Kernohan
Clover Bar Area
Kennedale Industrial
Riverview
Homesteader
Overlanders
Canon Ridge
Bergman
Newton
Beacon Heights
Abbott Field
Montrose
Eastwood
Bellevue
Highlands
Beverly Heights
Edmonton Northlands
Virginia Park
Cromdale
River Valley Kinnaird
River Valley Highlands
River Valley Gold Bar
Capilano
River Valley Riverside
Rundle Heights
Legend
Basic Needs
Social Vulnerability Level
Low
Medium
High
Non-residential
NEMAT Boundary
Neighbourhood Boundary
Social Vulnerability Indicators:
Education - proportion of individuals 15 yrs and over without a certificate, diploma or degree.
Employment - unemployment rate.
Government Transfer Payments - proportion of family income composed of government transfer payments.
Home Ownership - percentage of owned occupied private dwellings.
Immigration - percent of population who immigrated in the period 2001-2006.
Income - prevalence of low income after tax.
Language - percent of individuals who do not speak either official language.
Lone Parent - proportion of families headed by a lone parent.
Mobility - proportion of individuals who are living at a different address from the one at which they resided one year earlier.
0 0.5 1 N
kilometres
Data Sources: Demographic data provided by Statistics Canada, 2006 Census data; Spatial data provided by DMTI Spatial, 2007.
This map was created for the purposes of collaborative planning. The information presented in the map is accurate to the best of our knowledge using the data available. We accept no liability for the use or misuse of this information.
M.A.P.S. Alberta Capital Region 06/2008

Replacement School Recommended Location – Rundle School Site



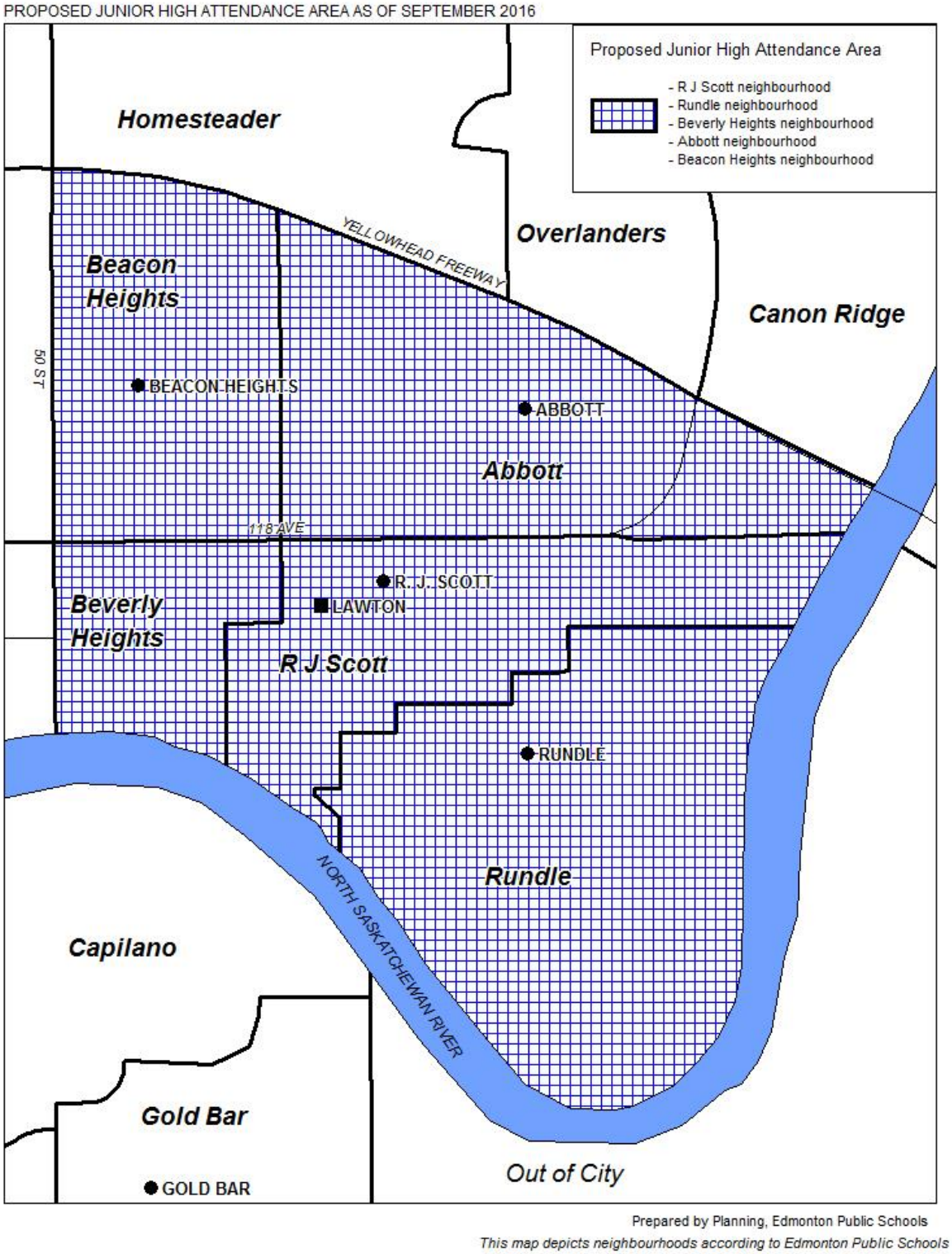
Possible New Elementary Attendance Area



Prepared by Planning, Edmonton Public Schools

This map depicts neighbourhoods according to Edmonton Public Schools

Possible New Junior High Attendance Area



ETS Service Options to and from the replacement school at the Rundle site

- Student Transportation has reviewed ETS service based on 2013-2014 schedule and times to the Rundle School site.

- ETS service has been assessed based on current times for Rundle School (8:35am regular morning bell, 3:25pm regular dismissal, 2:15pm Thursday dismissal) from three locations within the proposed new junior high attendance area:

    - Assessment Location 1 (123 Avenue/50 Street NW)
    - Assessment Location 2 (114 Avenue/50 Street NW)
    - Assessment Location 3 (118 Avenue/50 Street NW)

- Student Transportation will continue to review ETS service in the area to ensure it meets acceptable standards for students.

Assessment Location 1 (123 Avenue/50 Street NW)

AM: Route 142: Depart 1177 @ 7:51am, Arrive 1522 @ 8:07am
Route 142: Depart 1177 @ 8:01am, Arrive 1522 @ 8:22am



PM: Route 141: Depart 1282 @ 3:40pm, Arrive 1340 @ 3:59pm
Route 141: Depart 1282 @ 3:55pm, Arrive 1340 @ 4:14pm



THURS: Route 141: Depart 1282 @ 2:29pm, Arrive 1340 @ 2:50pm
Route 141: Depart 1282 @ 3:55pm, Arrive 1340 @ 4:14pm



Assessment Location 2 (114 Avenue/50 Street NW)

AM: Route 141: Depart 1561 @ 8:04am, Arrive 1326 @ 8:12am
Route 142: Depart 1177 @ 8:19am, Arrive 1522 @ 8:27am



PM: Route 142: Depart 1459 @ 3:51pm, Arrive 1367 @ 4:02pm

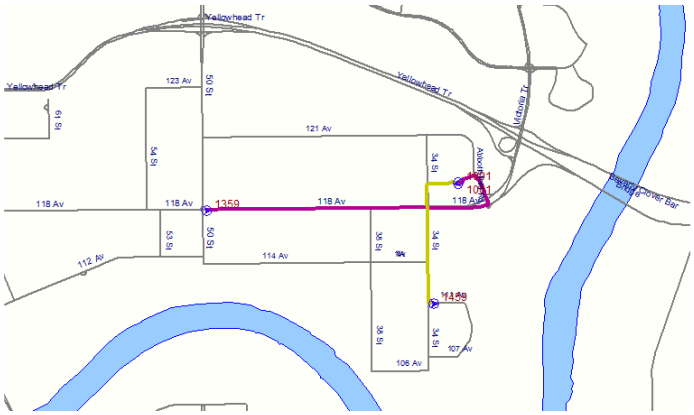


THURS: Route 142: Depart 1459 @ 2:55pm, Arrive 1367 @ 3:06pm
Route 142: Depart 1459 @ 2:25pm, Arrive 1367 @ 2:36pm



Assessment Location 3 (118 Avenue/50 Street NW)

AM: Route 8 to 141: Depart 1359 @ 8:03am, Arrive 1459 @ 8:21am
Route 8 to 141: Depart 1359 @ 7:48am, Arrive 1459 @ 8:06am



PM: Route 141 to 8: Depart 1326 @ 3:42pm, Arrive 1261 @ 4:02pm



THURS: Route 141 to 8: Depart 1326 @ 2:31pm, Arrive 1261 @ 2:47pm
Route 141 to 8: Depart 1326 @ 2:57pm, Arrive 1261 @ 3:17pm



INFORMATION REGARDING THE POTENTIAL CLOSURE OF RUNDLE SCHOOL

In January 2014, the Province announced Edmonton Public Schools would be receiving a new replacement or modernized school for a mature neighbourhood. In order to qualify for this investment, three schools must be consolidated into one. Depending on the decision to build new or to modernize one of the existing buildings, up to three schools will be closed.

Several mature communities were considered as potential sites for the new school. Three communities were identified to participate in the process.

Greater Highlands
- Highlands School
- Montrose School
- Mount Royal School

Greater Lawton
- Lawton School
- R.J. Scott School
- Rundle School

Greater Westmount
- Westmount School
- Coronation School
- Inglewood School

On April 22-24, the first series of public consultation meetings were held in each cluster community to share preliminary information and gather initial feedback. A meeting was held in May for each community cluster to continue the process of gathering input/feedback on the project and the resulting school closures.

The information provided in the next sections is in response to the *Closure of Schools Regulation* as set out in the *School Act*.

The schools recommended for closure will remain operational until the replacement opens for students.

1. How the school closure would affect the attendance area defined for Rundle School.

Rundle School, located at 11005 - 34 Street NW, offers a Kindergarten and Grades 1 to 6 regular program and Grades 1 to 6 Behaviour and Learning Assistance program. The Board is considering the closure of all programs accommodated at Rundle School within the context of the replacement school project.

The Rundle School attendance area consists of the Rundle Heights neighbourhood and a portion of the Beverly Heights city neighbourhood. **Students residing within the Rundle School attendance area will be designated to the new replacement school on the Rundle**

School site. A decision on the location of the replacement school will be made by the Board at the June 24, 2014 public board meeting.

The Behaviour and Learning Assistance (BLA) program is a special education district centre program that accommodates students whose residences are broadly distributed throughout the northeast part of the City. Special education district centres do not have an attendance area. Should the replacement school be unable to accommodate the BLA program, the District will endeavour to place students at a school within the same transportation zone as they reside. Rundle School is located in Transportation Zone 6. A BLA program is being considered for the replacement school.

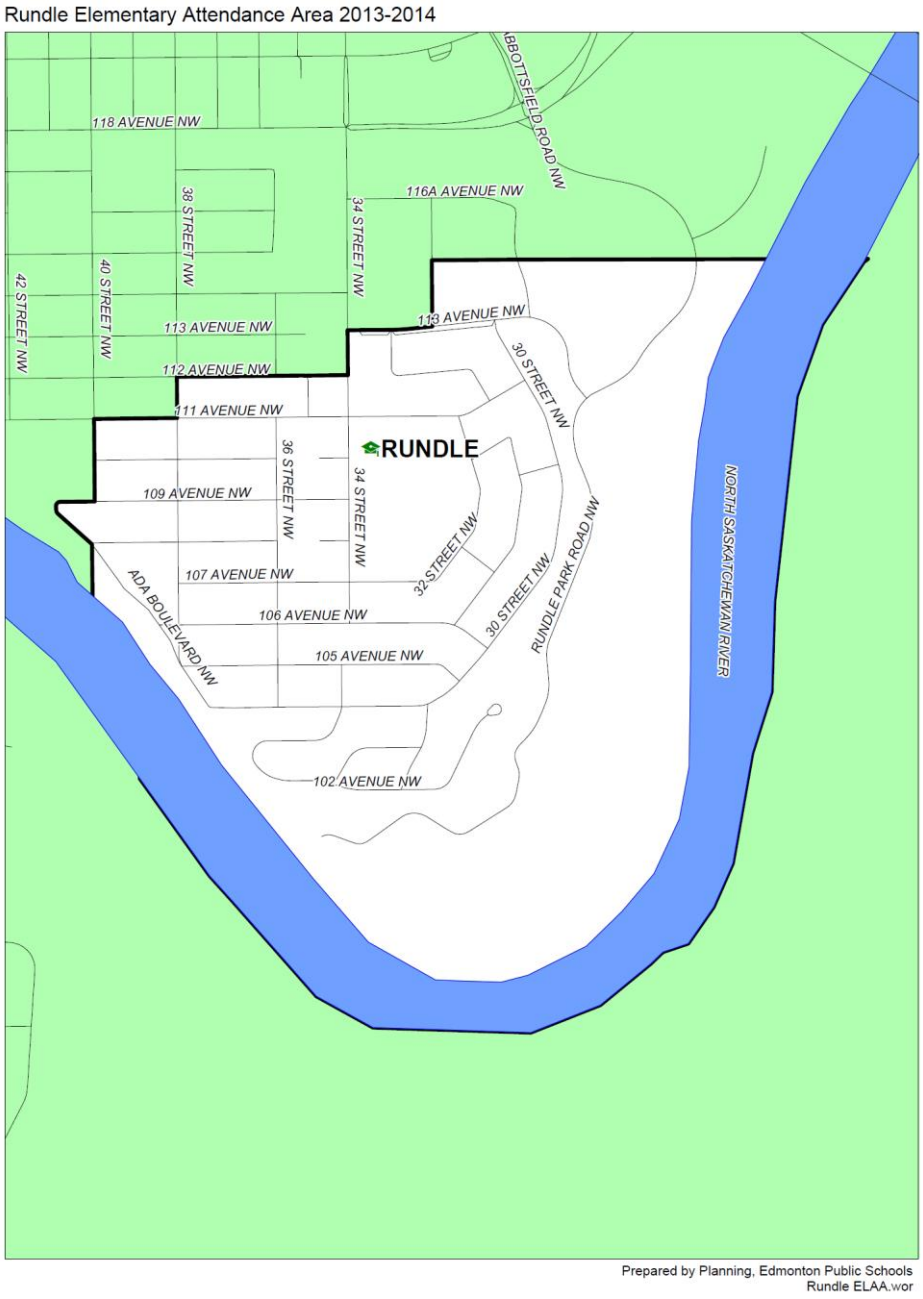
District Support Services will consult with parents and the principal to determine the best location for individual special education students in the event that the BLA program is not accommodated at the replacement school.

Enrolment and Programs at Rundle School (September 30, 2013 data)

Program	K	1	2	3	4	5	6	TOTAL
Regular	21	24	15	18	13	16	22	129
BLA	0	1	3	6	6	5	6	27
TOTAL	**21**	**25**	**18**	**24**	**19**	**21**	**28**	**156**

Current enrolment at Rundle School includes students who reside inside and outside the Rundle School attendance area.

The following map illustrates Rundle School's attendance area for 2013-2014:



2. How the closure of Rundle School would affect the attendance at other schools.

The replacement school is expected to have a capacity of 650 student spaces. The replacement school will be able to accommodate all current and future students enrolled in the regular program at Rundle School causing little or no impact on other schools.

As mentioned, District Support Services will consult with parents and the principal to determine the best district centre location for individual special education students.

3. ***Information on the Board's long-range capital plan.***

Edmonton Public Schools has a plan to build new schools in growth areas, renew existing schools in areas where enrolments are sustainable and transform the way facilities are managed into a model of efficiency for the future.

The complete Edmonton Public Schools *Ten-Year Facilities Plan 2015-2024* and *Three-Year Capital Plan 2015-2018*, are available at:

- http://www.epsb.ca/ourdistrict/results/capitalplanning/; and
- Rundle School general office

Rundle School is located in the North East Sector, which is made up of mature neighbourhoods.

The recommendation to close Rundle School, as part of the replacement school project, is part of a long-term infrastructure strategy 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.

4. ***The number of students who would need to be relocated as a result of the closure of Rundle School.***

If Rundle School closes, regular program students will be designated to the replacement school for elementary and junior high programming. There will be space available in the replacement school to accommodate all regular program Rundle School students. The remaining BLA students attending Rundle School and requesting an elementary BLA program will be accommodated at the replacement school, or provided access to an existing special education district centre closer to their resident address. Establishment of a district centre BLA program is being considered for the new school.

Students have direct access to their designated attendance area school as determined by their address. If Rundle School closes, some students may choose other district schools. Should parents of Rundle School students request to register in a different school other than the designated replacement school, students will be able to register in that school as long as the school has space and provides the appropriate program and the student meets any required entrance criteria.

5. ***The need for, and the extent of, busing.***

A Transportation Service Area (TSA) will be established for the replacement school and yellow bus service will be available for eligible elementary students. The transportation fee will be subsidized at the rate set for students who attend their designated school. The Edmonton Transit System (ETS) remains the preferred means of transportation for all junior high students in the District. For more information on eligibility and fees, please visit http://www.epsb.ca/schools/gettoschool/.

6. Program implications for other schools and for the students when they are attending other schools.

If Rundle School closes, the regular program students designated to the replacement school could have access to single grade class groupings. There would be increased funds to consider purchasing resources, curriculum-related resources, library materials, physical education equipment, technology upgrades and mathematics and science manipulative materials. Students could also have access to a wider range of options and opportunities to be involved in a wide variety of clubs and leadership opportunities.

Information gathered through the public consultation process will be used to shape programming options, facilities, support services and extra-curricular offerings.

7. The educational and financial impact of closing Rundle School, including the effect on operational costs and capital implications.

Educational Impact

If Rundle School closes, students in the regular program will become part of a larger peer group at the new school.

At the new school, the students will be exposed to a greater number of students at the same grade level and/or ability level and experience increased opportunities for peer group interactions and age-appropriate activities.

Financial Impact – Operational and Capital

The 2013-2014 school budget for Rundle School was $1,642,534.

Number of Full-time Equivalents to Staff Rundle School (2013-2014):

Staff	Staff Full-time Equivalent
Custodial	1.750
Exempt	0
Support	4.200
Teacher	11.443
Total	**17.393**

Allocations and Grants Required to Staff and Operate Rundle School (2013-2014):

Description	Amount ($)
Regular Kindergarten (Full Day)	106,890
Regular Elementary (Grades 1-6)	407,200
E.L.L. (Division I)	71,260
E.L.L. (Division II)	60,192
E.L.L. Foreign Born Refugee Background	28,356

G & T Challenge Elementary	5,090
Deafness	18,833
Learning Disability	9,452
Mild Cognitive Disability	18,904
Severe Emotional/Behavioural Disability	376,660
Severe Physical or Medical Disability	37,666
Alberta Small Class Size Initiative	124,970
Base Allocation	249,525
Community Use of Schools	1,728
FNMI	26,131
High Social Vulnerability	72,516
Plant Operations & Maintenance	27,161
Total Budget	**$1,642,534**

If Rundle School is closed, the budgeted funds will be available for use in the new replacement school and possibly other schools. According to the 2014 Value Management Study, the basic building structure of Rundle School is sound but considerable work is required architecturally, mechanically and electrically to meet the target life expectancy of another 40 years. The total cost of essential upgrades has been estimated at $7,039,980. If Rundle School closes, the $7,039,980 needed to modernize the school will not be required.

8. The educational and financial impact if Rundle School were to remain open.

Educational Impacts

The school would continue to offer regular programming for students in multi-grade class groupings. As well, Rundle School would continue to offer the Behaviour and Learning Assistance program. The school will need to continue to combine grades into multi-grade groupings and it will be limited in programming options available for its students.

In addition, resources for the purchase of instructional materials and equipment will continue to be limited or further reduced.

The challenges for teachers working in the regular program in multiple subject areas or combined grade groupings could include:

- Limited flexibility when organizing for instruction related to student learning groups;
- Challenges in managing multiple curricular levels of instruction and assessment in a single subject area;
- Challenges in daily, unit and long range planning across numerous subject areas;
- Increased responsibility to meet varying individual needs of students across combined grades in a single classroom;
- Decreased ability to select adequate resources to reflect range of student interests, abilities and needs in a classroom;

- Limited opportunities to share ideas, strategies and resources with other teachers of similar course offerings at the same grade level or in the same subject area; and
- Limited opportunities to attend or engage in professional development opportunities in or out of district.

Financial Impact – Operational and Capital

Based on staffing and operating costs, the total annual cost to operate Rundle School would be consistent with this year's budget of $1,642,534. The school would continue to require $7,039,980 in deferred maintenance costs.

9. The capital needs of the schools that may have increased enrolment as a result of the closure of Rundle School.

As most students would be expected to enrol at the replacement school, there would be minimal impact on other schools.

10. What is the proposed use of the school building if it is closed?

Part of the public consultation process involves identifying the needs of the community and potential services that may occupy space in the closed school. Should Rundle School be closed, the school will first be considered by the District for other District or educational purposes. Alternatively, the closed school could be leased to nonprofit organizations or sold.

11. What are the impacts on Lease Agreements if the school were to be closed?

Tenants in the building will be provided with four options:

a. The tenant (or tenants) may remain in the building for the remainder of the term of the lease;
b. The tenant (or tenants) may express an interest to remain in the building for future lease renewal term;
c. The tenant (or tenants) may terminate the lease at any time without penalty; or
d. The tenant (or tenants) may express an interest to relocate to another district school.

INFORMATION REGARDING THE POTENTIAL CLOSURE OF R.J. SCOTT SCHOOL

In January 2014, the Province announced Edmonton Public Schools would be receiving a new replacement or modernized school for a mature neighbourhood. In order to qualify for this investment, three schools must be consolidated into one. Depending on the decision to build new or to modernize one of the existing buildings, up to three schools will be closed.

Several mature communities were considered as potential sites for the new school. Three communities were identified to participate in the process.

Greater Highlands
- Highlands School
- Montrose School
- Mount Royal School

Greater Lawton
- Lawton School
- R.J. Scott School
- Rundle School

Greater Westmount
- Westmount School
- Coronation School
- Inglewood School

On April 22-24, the first series of public consultation meetings were held in each cluster community to share preliminary information and gather initial feedback. A meeting was held in May for each community cluster to continue the process of gathering input/feedback on the project and the resulting school closures.

The information provided in the next sections is in response to the *Closure of Schools Regulation* as set out in the *School Act*.

The schools recommended for closure will remain operational until the replacement school opens for students.

1. How the school closure would affect the attendance area defined for R.J. Scott School.

R.J. Scott School, located at 11610 - 38 Street NW, offers a full day Kindergarten and Grades 1 to 6 regular program. The Board is considering the closure of all programs accommodated at R.J Scott School within the context of the replacement school project.

The R.J Scott School attendance area consists of the majority of the Beverly Heights city neighbourhoods. A portion of the Beverly Heights neighbourhood has a dual designation to R.J. Scott and Mount Royal schools. In the event of the closure of Rundle School, the

attendance area for the new replacement school will be under review. **Students residing within the R.J. Scott attendance area will be designated to the new replacement school.** Removal of the dual designation is under consideration which may mean students in the dual designated area will no longer be designated to Mount Royal School. A decision on the location of the replacement school will be made by the Board at the June 24, 2014 public board meeting.

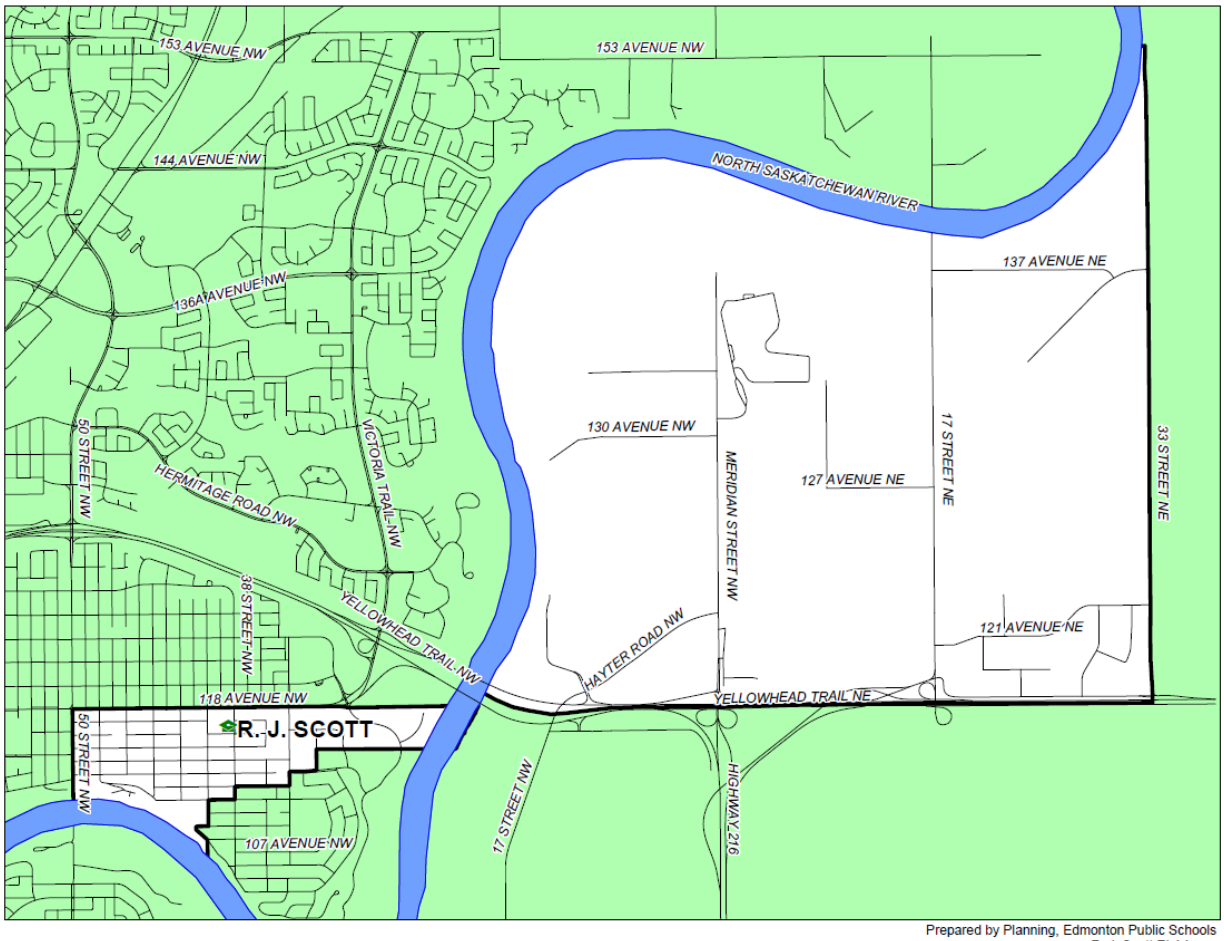
Enrolment and Programs at R.J. Scott School (September 30, 2013 data)

Program	K	1	2	3	4	5	6	TOTAL
Regular	19	16	22	12	13	17	15	114

Current enrolment at R.J. Scott School includes students who reside inside and outside the R.J. Scott School attendance area.

The following map illustrates R.J. Scott School's attendance area for 2013-2014:

R. J. Scott Elementary Attendance Area 2013-2014



Prepared by Planning, Edmonton Public Schools
R. J. Scott ELAA.wor

2. ***How the closure of R.J. Scott School would affect the attendance at other schools.***

   The replacement school is expected to have a capacity of 650 student spaces. The replacement school will be able to accommodate all current and future students enrolled in the regular program at R.J. Scott School causing little or no impact on other schools.

3. ***Information on the Board's long-range capital plan.***

   Edmonton Public Schools has a plan to build new schools in growth areas, renew existing schools in mature areas where enrolments are sustainable and transform the way facilities are managed into a model of efficiency for the future.

   The complete Edmonton Public Schools *Ten-Year Facilities Plan 2015-2024* and *Three-Year Capital Plan 2015-2018*, are available at:

   - http://www.epsb.ca/ourdistrict/results/capitalplanning/; and
   - R.J. Scott School general office

   R.J. Scott School is located in the North East Sector, which is made up of mature neighbourhoods. The recommendation to close R.J. Scott School, as part of the replacement school project, is part of a long-term infrastructure strategy 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.

4. ***The number of students who would need to be relocated as a result of the closure of R.J. Scott School.***

   If R.J. Scott School closes, regular program students will be designated to the replacement school for regular elementary and junior high programming. There will be space available in the replacement school to accommodate all regular program R.J. Scott School students. Establishment of a district centre Behaviour and Learning Assistance (BLA) program is being considered for the new school.

   Students have direct access to their designated attendance area school as determined by their address. If R.J. Scott School closes, some students may choose other district schools. Should parents of R.J. Scott School students request to register in a different school other than the designated replacement school, students will be able to register in that school as long as the school has space and provides the appropriate program and the student meets any required entrance criteria.

5. ***The need for, and the extent of, busing.***

   A Transportation Service Area (TSA) will be established for the replacement school and yellow bus service will be available for eligible elementary students. The transportation fee will be subsidized at the rate set for students who attend their designated school. Edmonton Transit System (ETS) remains the preferred means of transportation for all junior high

students in the District. For more information on eligibility and fees, please visit http://www.epsb.ca/schools/gettoschool/.

6. ***Program implications for other schools and for the students when they are attending other schools.***

If R.J. Scott School closes, the regular program students designated to the replacement school could have access to single grade class groupings. There would be increased funds to consider purchasing resources, curriculum-related resources, library materials, physical education equipment, technology upgrades and mathematics and science manipulative materials. Students could also have access to a wider range of options and opportunities to be involved in a wide variety of clubs and leadership opportunities.

Information gathered through the public consultation process will be used to shape programming options, facilities, support services and extra-curricular offerings.

7. ***The educational and financial impact of closing R.J. Scott School, including the effect on operational costs and capital implications.***

Educational Impact

If R.J. Scott School closes, students in the regular program will become part of a larger peer group at the new school.

At the new school, the students will be exposed to a greater number of students at the same grade level and/or ability level and experience increased opportunities for peer group interactions and age-appropriate activities.

Financial Impact – Operational and Capital

The 2013-2014 school budget for R.J. Scott School was $1,317,687.

Number of Full-time Equivalents to Staff R.J. Scott School (2013-2014)

Staff	Staff Full-time Equivalent
Custodial	1.000
Exempt	0.150
Support	4.000
Teacher	7.814
Total	**12.964**

Allocations and Grants Required to Staff and Operate R.J. Scott School (2013-2014)

Description	Amount ($)
Regular Kindergarten (Full Day)	96,710
Regular Elementary (Grades 1-6)	305,400

E.L.L. (Division I)	55,990
E.L.L. (Division II)	21,888
E.L.L. Foreign Born Refugee Background	37,808
Learning Disability	37,808
Mild Cognitive Disability	9,452
Moderate Emotional/Behavioural Disability	18,904
Severe Emotional/Behavioural Disability	112,998
Severe Physical or Medical Disability (7)	18,833
Severe Physical or Medical Disability (8)	52,936
Institutional Alternate Allocation	129,373
Alberta Small Class Size Initiative	97,988
Base Allocation	238,380
FNMI	23,057
High Social Vulnerability	41,855
Plant Operations & Maintenance	18,307
Total Budget	**$1,317,687**

If R.J. Scott School is closed, the budgeted funds will be available for use in the new replacement school and possibly other schools. According to the 2014 Value Management Study, the basic building structure of R.J. Scott School is sound but considerable work is required architecturally, mechanically and electrically to meet the target life expectancy of another 40 years. The total cost of essential upgrades has been estimated at $5,786,728. If R.J. Scott School closes, the $5,786,980 needed to modernize the school will not be required.

8. The educational and financial impact if R.J. Scott School were to remain open.

Educational Impacts

The school would continue to offer regular programming for students in multi-grade class groupings and would be limited in programming options available for its students.

In addition, resources for the purchase of instructional materials and equipment will continue to be limited or further reduced.

The challenges for teachers working in the regular program in multiple subject areas or combined grade groupings could include:

- Limited flexibility when organizing for instruction related to student learning groups;
- Challenges in managing multiple curricular levels of instruction and assessment in a single subject area;
- Challenges in daily, unit and long range planning across numerous subject areas;
- Increased responsibility to meet varying individual needs of students across combined grades in a single classroom;
- Decreased ability to select adequate resources to reflect range of student interests, abilities and needs in a classroom;

- Limited opportunities to share ideas, strategies and resources with other teachers of similar course offerings at the same grade level or in the same subject area; and
- Limited opportunities to attend or engage in professional development opportunities in or out of district.

Financial Impact – Operational and Capital

Based on staffing and operating costs, the total annual cost to operate R.J. Scott School would be consistent with this year's budget of $1,317,687. The school would continue to require $5,786,980 in deferred maintenance costs.

9. The capital needs of the schools that may have increased enrolment as a result of the closure of R.J. Scott School.

As most students would be expected to enrol at the replacement school, there would be minimal impact on other schools.

10. What is the proposed use of the school building if it is closed?

Part of the public consultation process involves identifying the needs of the community and potential services that may occupy space in the closed school. Should R.J. Scott School be closed, the school will first be considered by the District for other District or educational purposes. Alternatively, the closed school could be leased to non profit organizations or sold.

11. What are the impacts on Lease Agreements if the school were to be closed?

Tenants in the building will be provided with four options:

a. The tenant (or tenants) may remain in the building for the remainder of the term of the lease;
b. The tenant (or tenants) may express an interest to remain in the building for future lease renewal term;
c. The tenant (or tenants) may terminate the lease at any time without penalty; or
d. The tenant (or tenants) may express an interest to relocate to another district school.

INFORMATION REGARDING THE POTENTIAL CLOSURE OF LAWTON SCHOOL

In January 2014, the Province announced Edmonton Public Schools would be receiving a new replacement or modernized school for a mature neighbourhood. In order to qualify for this investment, three schools must be consolidated into one. Depending on the decision to build new or to modernize one of the existing buildings, up to three schools will be closed.

Several mature communities were considered as potential sites for the new school. Three communities were identified to participate in the process.

Greater Highlands
- Highlands School
- Montrose School
- Mount Royal School

Greater Lawton
- Lawton School
- R.J. Scott School
- Rundle School

Greater Westmount
- Westmount School
- Coronation School
- Inglewood School

On April 22-24, the first series of public consultation meetings were held in each cluster community to share preliminary information and gather initial feedback. A meeting was held in May for each community cluster to continue the process of gathering input/feedback on the project and the resulting school closures.

The information provided in the next sections is in response to the *Closure of Schools Regulation* as set out in the *School Act*.

The schools recommended for closure will remain operational until the replacement school opens for students.

1. How the school closure would affect the attendance area defined for Lawton School.

Lawton School, located at 11005 - 34 Street NW, offers a Grades 7-9 regular program, Grades 7-9 Literacy program and Grades 7-9 Opportunity program. The district centre Literacy program has been deactivated for the 2014-2015 school year. The Board is considering the closure of all programs accommodated at Lawton School within the context of the replacement school project.

The Lawton School attendance area consists of the Beverly Heights, Rundle Heights, Beacon Heights, Abbottsfield, Bergman, Homesteader, Canon Ridge, and Overlanders city

neighbourhoods. In the event of the closure of Lawton School, the attendance area for the new replacement school will be under review. **Students residing within the Beverly Heights and Rundle Heights neighbourhoods will be designated to the new replacement school on the Rundle School site for Kindergarten through Grade 9. Grades 7-9 students living in the Beacon Heights, Abbottsfield and Bergman city neighbourhoods will be designated to the replacement school.** Re-designation of the Homesteader, Overlanders and Canon Ridge city neighbourhoods for Grades 7-9 is also being considered. A decision on the location of the replacement school and the resulting school closures will be made by the Board at the June 24, 2014 public board meeting.

The Literacy and Opportunity programs are special education district centre programs that accommodate students whose residences are broadly distributed throughout the northeast part of the City. Special education district centres do not have an attendance area. The district centre Literacy program will be deactivated for the 2014-2015 school year due to lack of demand. Should the replacement school be unable to accommodate the Opportunity program, the District will endeavour to place students at a school within the same transportation zone as they reside. Lawton School is located in Transportation Zone 6. A Behaviour and Learning Assistance (BLA) program is being considered for the replacement school.

District Support Services will consult with parents and the principal to determine the best location for individual special education students in the event that the Opportunity program is not accommodated at the replacement school.

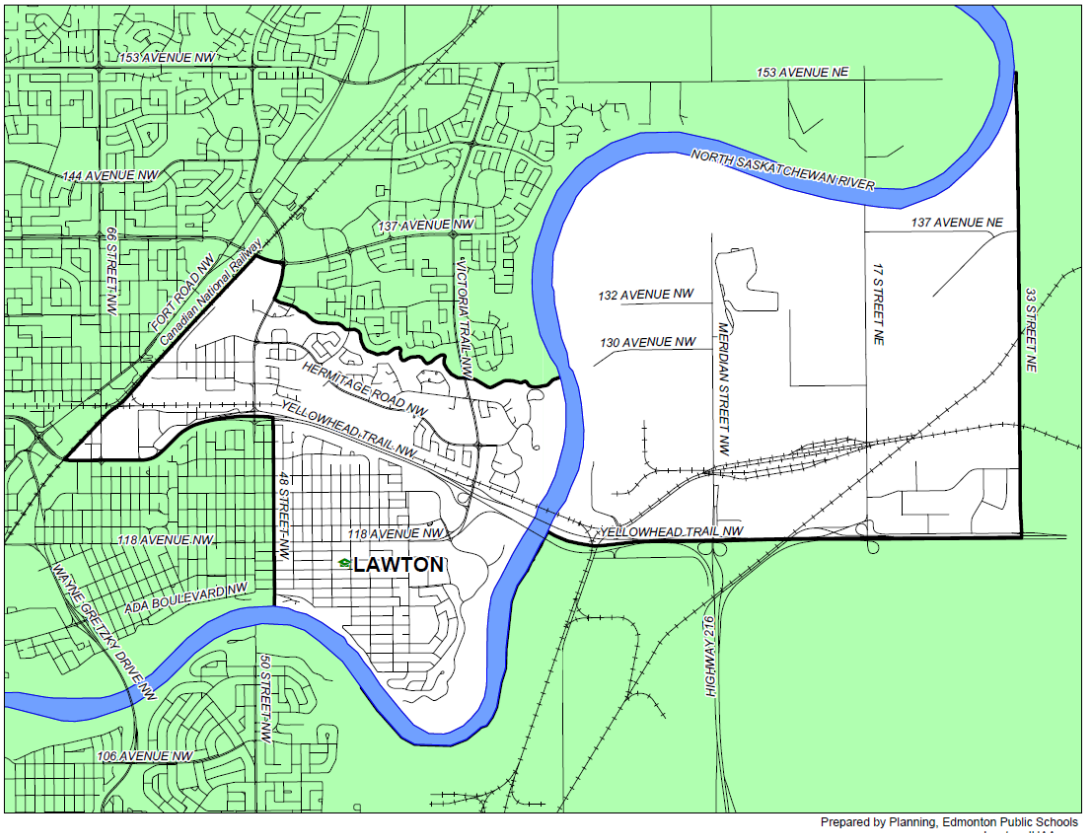
Enrolment and Programs at Lawton School (September 30, 2013)

Program	7	8	9	TOTAL
Regular	46	35	51	132
Literacy	3	5	6	14
Opportunity	5	4	3	12
TOTAL	**54**	**44**	**60**	**158**

Enrolment at Lawton School includes students who reside inside and outside the Lawton School attendance area.

The following map illustrates Lawton School's attendance area for 2013-2014:

Lawton Junior High Attendance Area 2013-2014



2. How the closure of Lawton School would affect the attendance at other schools.

The replacement school is expected to have a capacity of 650 student spaces. The replacement school will be able to accommodate all students currently enrolled in the regular program at Lawton School causing little or no impact on other schools. The possible re-designation of the Homesteader, Overlanders and Canon Ridge city neighbourhoods will have minimal impact on another school as there are only 17 students from these neighbourhoods currently attending Lawton School.

As mentioned, District Support Services will consult with parents and the principal to determine the best district centre location for individual Special Education students.

3. Information on the Board's long-range capital plan.

Edmonton Public Schools has a plan to build new schools in growth areas, renew existing schools in areas where enrolments are sustainable and transform the way facilities are managed into a model of efficiency for the future.

The complete Edmonton Public Schools *Ten-Year Facilities Plan 2015-2024* and *Three-Year Capital Plan 2015-2018*, are available at:

- http://www.epsb.ca/ourdistrict/results/capitalplanning/; and
- Lawton School general office

Lawton School is located in the North East Sector, which is made up of mature neighbourhoods. The recommendation to close Lawton School, as part of the replacement school project, is part of a long-term infrastructure strategy 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.

4. The number of students who would need to be relocated as a result of the closure of Lawton School.

If Lawton School closes, regular program students will be designated to the replacement school for regular elementary and junior high programming. There will be space available in the replacement school to accommodate all regular program Lawton School students. The remaining Opportunity program students attending Lawton School and requesting junior high Opportunity program will be provided access to an existing special education district centre as close as possible to their resident address. Establishment of a district centre BLA program is being considered for the new school.

Students have direct access to their designated attendance area school as determined by their address. If Lawton School closes, some students may choose other district schools. Should parents of Lawton School students request to register in a different school other than the designated replacement school, students will be able to register in that school as long as the school has space and provides the appropriate program and the student meets any required entrance criteria.

5. The need for, and the extent of, busing.

ETS remains the preferred means of transportation for all junior high students in the District. A Transportation Service Area (TSA) will be established for the replacement school and yellow bus service will be available for eligible elementary students. The transportation fee will be subsidized at the rate set for students who attend their designated school. For more information on eligibility and fees, please visit http://www.epsb.ca/schools/gettoschool/.

6. Program implications for other schools and for the students when they are attending other schools.

If Lawton School closes, there would be increased funds to consider purchasing resources, curriculum-related resources, library materials, physical education equipment, technology upgrades and mathematics and science manipulative materials. Students could also have access to a wider range of options and opportunities to be involved in a wide variety of clubs, and leadership opportunities.

Information gathered through the public consultation process will be used to shape programming options, facilities, support services and extra-curricular offerings.

7. The educational and financial impact of closing Lawton School, including the effect on operational costs and capital implications.

Educational Impact

If Lawton School closes, students in the regular program will become part of a larger peer group at the new school.

At the new school, the students will be exposed to a greater number of students at the same grade level and/or ability level and experience increased opportunities for peer group interactions and age-appropriate activities.

Financial Impact – Operational and Capital

The 2013-2014 school budget for Lawton School was $1,490,468.

Number of Full-time Equivalents to Staff Lawton School (2013-2014)

Staff	Staff Full-time Equivalent
Custodial	2.000
Exempt	0
Support	2.643
Teacher	10.000
Total	**14.643**

Allocations and Grants Required to Staff and Operate Lawton School (2013-2014)

Description	Amount
Regular Junior High	524,270
E.L.L. (Junior High)	60,192
E.L.L. Foreign Born Refugee Background	94,520
Learning Disability	66,164
Literacy	56,712
Mild Cognitive Disability	85,068
Moderate Cognitive Disability	10,556
Moderate Emotional/Behavioural Disability	9,452
Non-Verbal Learning Disabled	9,452
1 Pervasive Developmental Disorder	10,556
Severe Emotional/Behavioural Disability	112,998
Severe Physical or Medical Disability	37,666
Base Allocation	177,349
Community Use of Schools	4,037

FNMI	43,040
Guaranteed Enrolment	9,452
High Social Vulnerability	66,189
Hold Harmless Max Variance 7%	70,808
Plant Operations & Maintenance	42,087
Total Budget	**$1,490,568**

If Lawton School is closed, the budgeted funds will be available for use in the new replacement school and possibly other schools. According to the 2014 Value Management Study, the basic building structure of Lawton School is sound but considerable work is required architecturally, mechanically, and electrically to meet the target life expectancy of another 40 years. The total cost of essential upgrades has been estimated at $12,095,542. If Lawton School closes, the $12,095,542 needed to modernize the school will not be required.

8. The educational and financial impact if Lawton School were to remain open.

Educational Impacts

The school would continue to offer regular programming and the Opportunity program. The school will continue to be limited in programming options available for its students.

In addition, resources for the purchase of instructional materials and equipment will continue to be limited or further reduced.

The challenges for teachers working in the regular program in multiple subject areas or combined grade groupings could include:

- Limited flexibility when organizing for instruction related to student learning groups;
- Challenges in managing multiple curricular levels of instruction and assessment in a single subject area;
- Challenges in daily, unit and long range planning across numerous subject areas;
- Increased responsibility to meet varying individual needs of students across combined grades in a single classroom;
- Decreased ability to select adequate resources to reflect range of student interests, abilities and needs in a classroom;
- Limited opportunities to share ideas, strategies and resources with other teachers of similar course offerings at the same grade level or in the same subject area; and
- Limited opportunities to attend or engage in professional development opportunities in or out of district.

Financial Impact – Operational and Capital

Based on staffing and operating costs, the total annual cost to operate Lawton School would be consistent with this year's budget of $1,490,568.

9. The capital needs of the schools that may have increased enrolment as a result of the closure of Lawton School.

As most students would be expected to enrol at the replacement school, there would be minimal impact on other schools.

10. What is the proposed use of the school building if it is closed?

Part of the public consultation process involves identifying the needs of the community and potential services that may occupy space in the closed school. Should Lawton School be closed, the school will first be considered by the District for other District or educational purposes. Alternatively, the closed school could be leased to non profit organizations or sold.

11. What are the impacts on Lease Agreements if the school were to be closed?

Tenants in the building will be provided with four options:

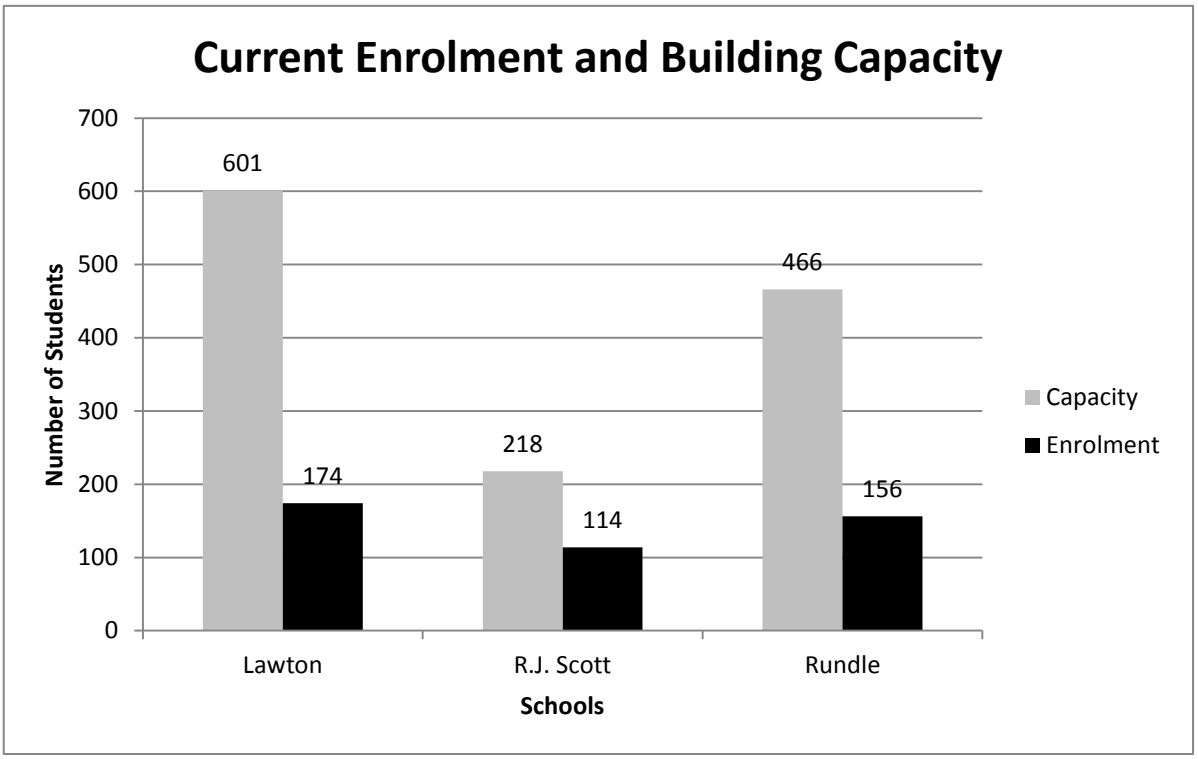
a. The tenant (or tenants) may remain in the building for the remainder of the term of the lease;
b. The tenant (or tenants) may express an interest to remain in the building for future lease renewal term;
c. The tenant (or tenants) may terminate the lease at any time without penalty; or
d. The tenant (or tenants) may express an interest to relocate to another district school.

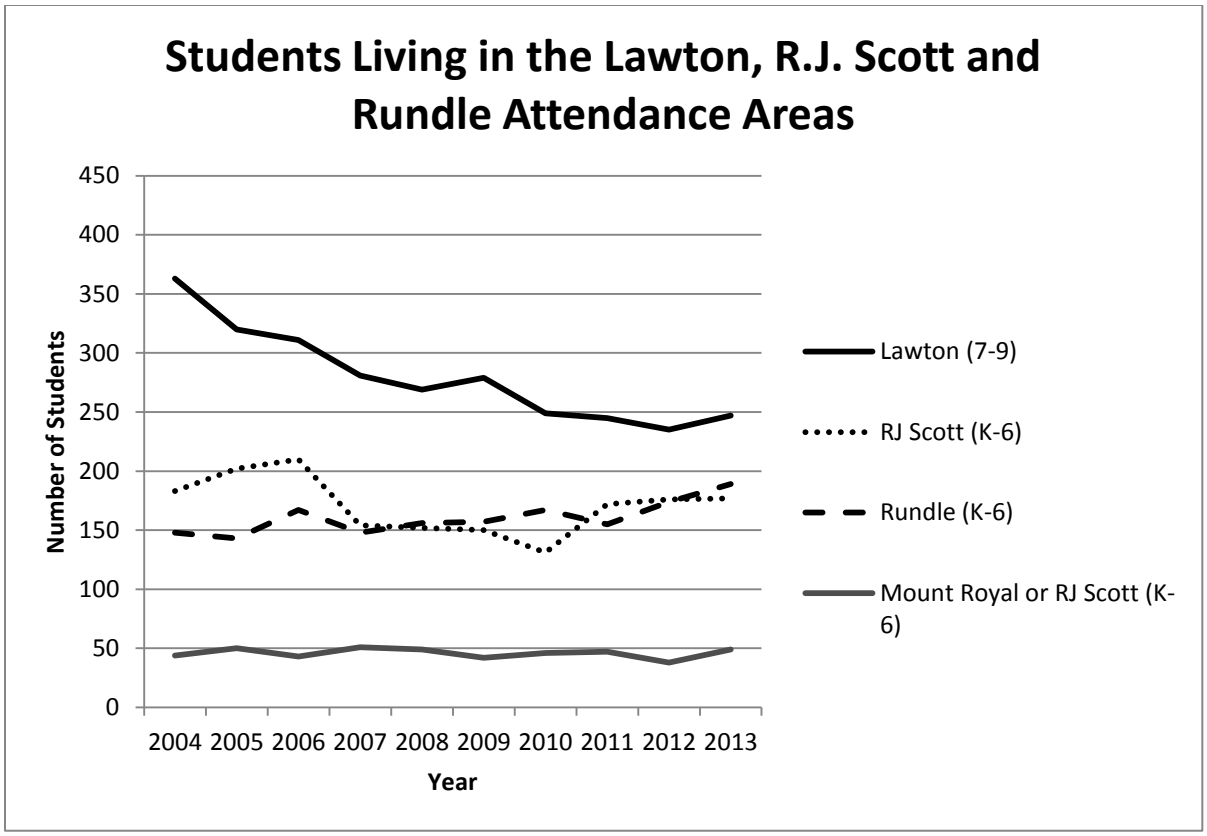
GREATER LAWTON FACT SHEET

School Building Facts			
School Name	**Year Built**	**Capacity ***	**Building Condition****
Lawton	1956	601	Fair (20.80%)
R.J. Scott	1958	218	Fair (35.71%)
Rundle	1966	466	Fair (20.27%)

**Based on new Provincial Instructional Area Model (IAM) for calculating capacity.*
***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. This reflects a change in condition categorization from five categories to three; good, fair and poor. Condition changes and ratings will be reassessed annually.*

Historical School Enrolments										
School Name	**2004**	**2005**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**	**2012**	**2013**
Lawton	251	209	209	208	183	171	151	156	164	158
R.J. Scott	115	106	99	82	88	100	102	118	115	114
Rundle	207	213	224	206	187	210	206	173	170	156





Greater Lawton Area Residential Trends

With respect to the Lawton cluster, significant increases to the student population in the mature neighbourhoods of the Greater Lawton Area are not expected. A review of Major Development, House, and Rezoning Applications made to the City of Edmonton from February 24, 2010 to March 6, 2014 uncovered one notable application in the neighbourhoods identified in the Greater Lawton Area cluster - a rezoning application approved in Beverly Heights (possible apartment building up to four stories). A Habitat for Humanity project in Beacon Heights, called Anderson Gardens, created 47 family homes on land that previously occupied a single family lot. Construction started in 2010 and was completed in December 2012.

FEEDBACK SUMMARY

Greater Lawton Area
Replacement School Project Public Meeting #1
April 23, 2014
Feedback Review

Cluster: Greater Lawton Completed by: K.H.

What concerns do you have about a new replacement school being built in your community?
• Maintaining a sense of community in a large school • Traffic congestion, parking, drop-off a concern • Design of a new school • Impacts on staff • Fear that a large school = institutionalization, larger class sizes, disconnect • Impact on enrolment in surrounding area schools • Maintaining green space • Effects on fundraising opportunities – casino revenue • Closed buildings – future uses, becoming derelict • Attendance area for new school • Impact on special needs programs provided in the cluster • If cluster not chosen, what next? • Capacity – future growth • New school culture – influence of older students on younger ones • Walkability • School access hours • Impact on taxes/real estate values • Incorporating/honouring the history of the Beverly community • Why not modernize all, retrofit vs. new • Continuation of E4C • Proximity to Tegler Centre • Naming of a new school • Play space – both indoor and outdoor • Why consolidate elementary & junior high, why not junior & senior high • Including the community group voice • How to rally and show support for the project • Including feedback from students

What additional Information do you need about the project that you currently do not have?

- Attendance area
- Cost of new vs. retrofit
- Consideration for heritage style schools
- Future of current district centre special needs programs – continued?
- Future growth in the communities
- Capacity of new building – how is capacity determined (formula) in all buildings
- Potential designs for new building and site (including parking, drop off areas)
- Transportation
- Benefits of a K-9 school – feedback from existing ASAP schools
- Criteria for decision
- Can other schools be included in the consolidation?
- Will community partnerships be maintained, will there be space within new building
- More awareness of upcoming meetings in May – encourage higher attendance

What would you like to see in a new Kindergarten to Grade 9 replacement school?

- Programming: many options, supports for special needs students, full day Kindergarten, BLA program, band, sports, leadership programs, extracurricular programming, ESL supports
- Building design: natural light, environmentally friendly, inner courtyard, rooftop garden, allows for the addition of modular, solar energy, LEED certification, parking/drop off areas, full accessibility for people with disabilities
- Green Space: soccer, baseball, garden, rubberized surface for playground, multiple play areas for the different divisions
- Facilities: large classrooms, two music rooms, two gyms, dance studio, drama room, art/science rooms, state of the art technology areas, separate spaces for elementary and junior high students, cafeteria/lunchroom, auditorium, appropriate storage, CTS spaces (construction, foods, drama, music, permaculture), wifi, EMF free zone, bus for field trips, computer labs, lockers for all students, speakers and FM systems in all classrooms, up-to-date library and study space, prayer room, fitness room, staff room, flex spaces, ergonomic desks and seats, Smartboards
- Family/Community Supports: breakfast, lunch and snack programs, permanent space for community partners, wrap around services, success coaches, out of school hours access
- Safety: security of building
- Reuse materials from closed schools (ex. playground equipment)
- Input into the naming of the school

What potential community supports would you like to see provided should your area be selected?
• Space for partner organizations within the school and in closed buildings • Day care/afterschool care • Access to gym • Nurse/Counsellor on site full time • Evening classes for adults - ESL • Community gardens, multi-generational activities • Health centre • Big Brothers Big Sisters • Roots and Wings • Breakfast, lunch & snack programs • Library • Drop-in centre for students • Healthy Living Coach • Tegler Centre • Family Centre (Outreach) • Vineyard Christian Fellowship • Wrap-around services • ESL supports • Homework club • Library • Addictions and Mental Health Centre • Kids in Action • Abbotsfield Youth project • E4C • Young Chefs program

Greater Lawton Area
Replacement School Project Web Survey #1
Closed on: May 12, 2014
Feedback Review

Cluster: Greater Lawton Completed by: J.E.

What concerns do you have about a new replacement school being built in your community?
No concerns (20) - Exciting possibility for the area - An updated school is needed **Bullying** (12) - Concerns about K-9 model (mixing older and younger kids) **Transportation** (10) - School needs to be within walking distance - Heavy reliance on public transportation or walking in this area **Location** (7) - Needs to be central because of walking distances, proximity to services such as the Tegler Youth Centre - Rundle site is perfect because of green space, distance from 118 Ave **Class sizes/capacity** (6) - Too many kids in the school leading to larger class sizes **Future of the existing buildings** (2) - Need to retain as much green space as possible Process is **too rushed** (2) - project timelines are unrealistic

What additional Information do you need about the project that you currently do not have?
Location (11) **Class sizes/capacity** (8) - Will students residing in these neighbourhoods currently choosing to attend elsewhere come back? Selection **criteria** (5) - How the decision will be made - What specifics the District is looking at prior to making a recommendation - Project timeline - How the community will be informed/involved in the process **Transportation** and distance (2) Current operating and maintenance **costs** for Lawton, R.J. Scott and Rundle (2) **Future of the existing buildings** (1) **Services/supports** available for parents and students at new school (1) **Staffing** implications (1)

What would you like to see in a new Kindergarten to Grade 9 replacement school?

Two gyms (**physical activity spaces**) with up-to-date sports equipment (25)
- Fitness centre
- Separate spaces for elementary and junior high
- Swimming pool

State of the art **technology** (iPads, Smart Boards, etc.) (17)

Cafeteria/kitchen area/food garden (17)
- Continue breakfast/hot lunch programs

Improved learning spaces (15):
- Bigger, better library, Music, Art, Drama, Science Labs
- Spaces for music, art, drama (i.e. auditorium)
- Science labs
- Bigger classrooms

New **playground** (11)
- Equipment for all ages

Small class sizes (9)
- Better spaces for improved learning environments/opportunities

Sensory rooms (6)

Supports for students and families (6)
- Mental health
- ELL
- Reading

Daycare & Before and After school care (6)

Space for **community groups** (5)

Alternative programming (3)
- French Immersion?
- Arts Core?

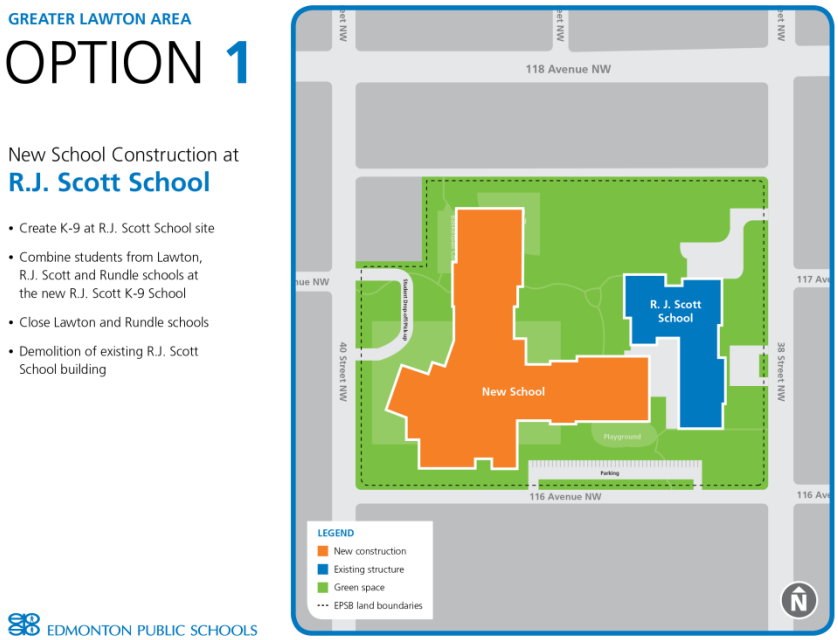
Security measures (3)
- Cameras
- School Resource Officer

What potential community supports would you like to see provided should your area be selected?

1. Child services
2. Daycare
3. Recreation Centre
4. Health Centre
5. Adult Learning Centre
6. Multi-Cultural Centre
7. Senior Drop In

Greater Lawton Area
Replacement School Project Public Meeting #2
May 21, 2014
Feedback Review

Cluster: Greater Lawton Completed by: J.E.



What do you consider to be the strengths of this option?
Central location (5) **Minor transition** for R.J. Scott and Lawton students (5) Lawton could become a **hub for community services** (i.e. childcare) (5) Proximity to **Tegler Youth Centre** (5) - Mentoring program for students (learning opportunities) - Centre won't be well utilized without students from Lawton, R.J. Scott Access to **ETS** (4) **No disruption** due to construction (4) New building provides **curb appeal**, something to be proud of (3) - Will attract families back to area **Site can accommodate traffic flow** (2) **Better playground** could be built (1) More **economical** than mod/addition at R.J. Scott (1) **None** (1)

What do you consider to be the challenges of this option?

Proximity to 118 Avenue (9)
- Safety concerns
- Close to bars, pawnshops, liquor stores
- Older students may take off and not return (close access to stores, fast food)
- Students walking in this area
- Reduces curb appeal

Loss of greenspace (8)
- Site is small even with existing building demolished
- No greenspace whatsoever until demolition is complete
- This option has the least amount of greenspace (not enough for 600 students)
- Minimal room to expand if necessary

Impact on existing **playground** (7)
- No access during construction
- Additional costs to replace it
- Health impacts on students and community by not having a playground

Location may not be able to accommodate **traffic/parking demand** (5)
Transportation from Rundle area (many parents do not drive)(3)
Uncertain **future of Lawton building** (2)
Current schools are in good condition(2)
Safety during construction (1)
New school will be **too large** (1)
New school is very **expensive** (1)
No challenges- a new school is desired no matter where it is located (1)

GREATER LAWTON AREA

OPTION 2

New School Construction at
Rundle School

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the new Rundle K-9 School
- Close Lawton and R.J. Scott schools

EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?
Plenty of **green space** (11) - Minimal disruption to the overall site - Fields are already in place - Opportunity to separate the different age groups **Proximity to amenities** (Rundle Park, the River Valley and ACT) for learning opportunities, activities (7) **Traffic**: (7) - A safe area (low traffic volumes) - Site is large enough to handle increased school traffic, parking Existing Rundle School could become **a hub for community services** (5) **Removed from 118 Avenue** (negative influences) (4) Directly on an **ETS route** (4) **Brand new** building (3) Close to high density housing (**more accessible to families**) (1) **None** (1)

What do you consider to be the challenges of this option?
Transportation from R.J. Scott area (10) - Costs - An increase in driving behaviour **Not central** within cluster (8) - Not visible/isolated - Not accessible - Far from community supports like the Tegler Youth Centre - Not desirable because of distance away from communities north of 118 **Further from playground** (2) **Loss of some well-used sportsfields** (2) **Difficulty in finding appropriate user group** for existing school (1) **Close to refineries** (1) **Drop-off area is too small** (1) **None** (1)

GREATER LAWTON AREA

OPTION 3

New School Construction at
Rundle School

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the new Rundle K-9 School
- Close Lawton and R.J. Scott schools

EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?
Plenty of **green space** (11) - Less disruption to green space than Option 2 - Fields are already in place - Opportunity to separate the different age groups **Traffic** (6) - Safe (low traffic volumes) - 32 St. is less busy than 111 Ave. - Site is large enough to handle increased school traffic, parking **Closer to playground** than Option 2 (4) **Proximity to amenities** (Rundle Park, the River Valley and ACT) for learning opportunities, activities (4) Existing Rundle School could become **a hub for community services** (3) **Minimal disruption to students** compared to modernization (2) **Removed from 118 Avenue** (negative influences) (2) Directly on an **ETS route** (2) **Brand new** building (2) **None** (1)

What do you consider to be the challenges of this option?

Not central (10)
- Not visible/accessible
- Isolated
- Far from community supports (i.e. Tegler Youth Centre)
- Too far from communities north of 118 Ave (enrolment impacts)

Future of closed school buildings (7)
- No vacant buildings (must be proactive in finding groups to use these spaces)

Closer to St. Jerome (5)
- Tension between students
- Traffic congestion
- Playground is too small for students from both schools

Traffic congestion (4)
- Road is narrow for buses, parking
- Less street parking

Transportation from R.J. Scott area (3)

Close to refineries (2)

Close to Rundle Park (2)
- students could wander off

Loss of well-used sportsfields (2)

GREATER LAWTON AREA

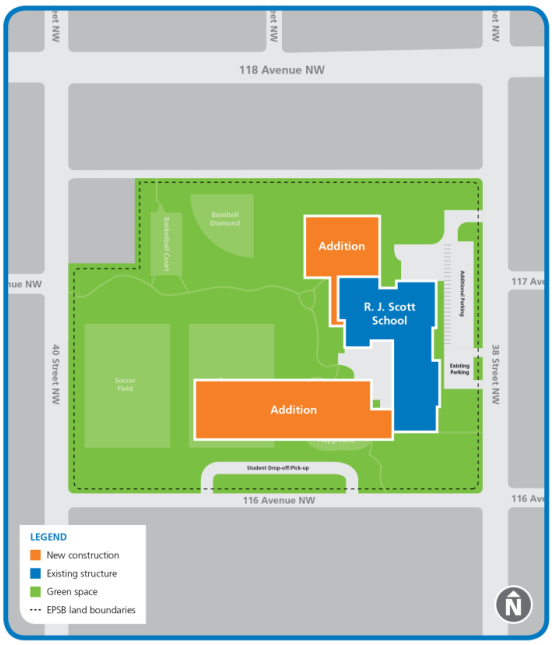
OPTION 4

Modernization and addition at

R.J. Scott School

- Create K-9 at R.J. Scott School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the modernized R.J. Scott K-9 School
- Close Lawton and Rundle schools

EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?
Existing R.J. Scott school remains operational (6) - Sense of community, familiarity continued - Recognizes historical value (first school in Beverly) **Central location** (4) - More practical for transportation - Proximity to Tegler Youth Centre **Cost effective** (3) Addition allows for **separation of K-6, 7-9** (2) **Good drop-off area** (quiet street) (2) Allows for continued **green space** (1) Larger parent group to draw **volunteers** from (1)

What do you consider to be the challenges of this option?
Demolition of playground (4) - Would it be replaced or is fundraising necessary? **Traffic congestion** (3) - Not ideal for drop-off demands of a 600 capacity school - Narrow roads **Transportation costs from Rundle area** (3) **Proximity to 118 Avenue** (3) **Reduction in green space** (2) Existing part of **R.J. Scott is still aging** (1) **Casino money** will have to be combined (1)

GREATER LAWTON AREA

OPTION 5

Modernization and addition at

Rundle School

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the modernized Rundle K-9 School
- Close Lawton and R.J. Scott schools



EDMONTON PUBLIC SCHOOLS

What do you consider to be the strengths of this option?
Retains the greatest amount of **green space** (10) - Room to expand in the future if needed Most **cost effective** (5) **Least disruptive to the site, the community** (3) - Curb appeal - Keeps traffic in same spot **Proximity to amenities** (Rundle Park, the River Valley and ACT) for learning opportunities, activities (3) **Smaller addition required** than Option 4 (3) - Construction time may be shorter Rundle is the **newest building** (2) **Existing Rundle School remains operational** (2) **Removed from 118 Avenue** (negative influences) (1) **No impact on playground** (1)

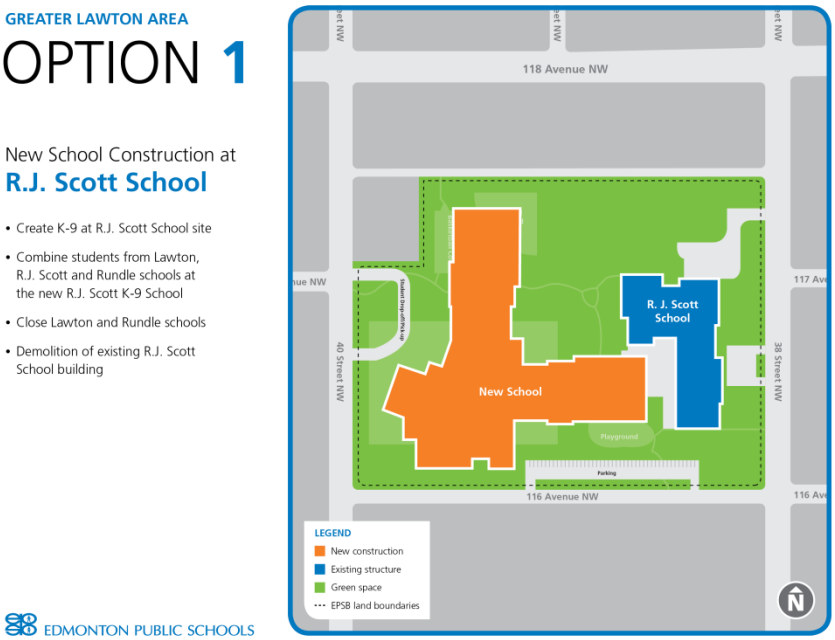
What do you consider to be the challenges of this option?
Disruption to students during modernization (6) - Safety issue **No 'community campus'** concept (4) - No extra space left for community supports **Traffic challenges** (3) - Small drop-off area **New building is preferred** (3) - Rundle School is aging **Transportation** (2) - Costs - Distance **Less access to ETS** (1) Close to **refinery** (1) Proximity to **St. Jerome** (1) No basketball court (1)

Additional Comments
Proposed locations are good If this is successful with Lawton, R.J. Scott and Rundle, similar projects may happen elsewhere Support for consolidation- strengthens the supports in one location as opposed to spreading them out amongst several buildings Supportive of the 'community campus' idea where the existing school stays to serve the community in other ways *(applicable in Option 1 between R.J. Scott and Lawton and in Options 2 &3 between new Rundle and existing Rundle)* A new school will draw families back (revitalization)/keep current students in the neighbourhood Community desperately needs a new school We want a new K-9 in our area Needs to be large enough to accommodate future growth Strong parent support for this project Concerns re: bullying in a K-9 setting - Could be an opportunity for a buddy/mentoring system; leadership opportunities for older students Could lead to large class sizes New school should continue current community programming (i.e. hot lunch programs) Serious concerns that older students will leave the community Questions: Will a playground be replaced as part of the project (no fundraising needed)? Attendance area? Future of closed buildings? - What upgrades will be required in these schools for them to operate as community hubs? How will transportation work? Will the old dump and coal mines effect project costs? What supports will be in place for refugee children arriving at a later age?

If the Greater Lawton Area is not recommended at this time, what would you like us to consider in future replacement school consultations?
We need this school now! REALLY REALLY want the NEW school!!! WE WANT THE NEW BIG SCHOOL! Increase maintenance funding and the number of modernization projects Upgrade all three schools to a reasonable standard Schools and community services need to work as a team when occupying space to save money (i.e. Clareview Rec Centre- school doesn't need to provide community amenities on their own) Appreciation for consultation process - Good timelines (not drawn out) - Plenty of opportunity to share voices and be heard Consider the Greater Lawton Cluster at the top of the list next round - Go back to the Province and get us a new school ASAP - Continued advocacy for this community Greater consultation with community groups already active in the schools to create synergies Future consultation should prioritize the needs of the students Wider range of translation services in consultation process (surveys, meetings, website) Earlier meeting times Provide computer access at meetings for those who do not have one at home (for survey access) If Lawton Cluster is not selected, how will it affect my kids? If Highlands Cluster is selected, where does this leave us? - Students may leave Lawton area for new school in Highlands - Are school closures possible? Would a consolidation of just elementary schools in this area be possible? K-9 is beneficial because it keeps students in the same school for a longer period of time (easier for families) Bigger school will provide more programs, community resources Easier for community support when consolidated in one building A community liason is needed to communicate with parents This process has been too rushed to make a decision by June (unfair) A comprehensive plan is preferred to closing individual schools

Greater Lawton Area
Replacement School Project Web Survey #2
Closed on: June 6, 2014
Feedback Review

Cluster: Greater Lawton Completed by: J.E.



What do you consider to be the strengths of this option?
Central location (15) - Minor transition for R.J. Scott and Lawton students **Accessible** for pedestrians, ETS service (6) Proximity to **Tegler Youth Centre** (5) - Mentoring program for students (learning opportunities) - Centre won't be well utilized without students from Lawton, R.J. Scott New building **supports revitalization** efforts in the area (5) - Will attract families back to area **No disruption** due to construction (4) Existing **R.J. Scott will be demolished** (4) **Site can accommodate traffic flow** (2) **None** (1)

What do you consider to be the challenges of this option?
Loss of greenspace (12) - Site is small even with existing building demolished - No greenspace whatsoever until demolition is complete - Impacts on well used playground, basketball court **Proximity to 118 Avenue, The Drake** (9) - Safety concerns - Close to bars, pawnshops, liquor stores - Older students may take off and not return (close access to stores, fast food) - Students walking in this area - Reduces curb appeal **No challenges** (6) Location may not be able to accommodate **traffic/parking demand** (5) New school will be **too large** (3) **Distance from Rundle** area (1) Uncertain **future of Lawton building** (1)

GREATER LAWTON AREA

OPTION 2

New School Construction at
Rundle School

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the new Rundle K-9 School
- Close Lawton and R.J. Scott schools

EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?
Plenty of **green space** (17) - Minimal disruption to the overall site - Fields are already in place **Brand new** building (5) **None** (4) **Proximity to amenities** (Rundle Park, the River Valley and ACT) for learning opportunities, activities (3) **Traffic**: (3) - A safe area (low traffic volumes) - Site is large enough to handle increased school traffic, parking **Accessible** for pedestrians, ETS service (3) Existing Rundle School could become **a hub for community services** (2) **Removed from 118 Avenue** (negative influences) (2) Distance between new school and **St. Jerome** (1)

What do you consider to be the challenges of this option?
Transportation from R.J. Scott area (10) - Costs - Not within walking distance - Poor ETS access **Increased traffic** will disrupt quiet neighbourhood (7) **Not central** within cluster (6) - Not visible/isolated - Not accessible - Far from community supports like the Tegler Youth Centre - Not desirable because of distance away from communities north of 118 **Loss of greenspace (well-used sportsfields)** (4) **None** (3) **Further from playground** (2) New school will be **too large** (2) **Difficulty in finding appropriate user group** for existing school (1)

GREATER LAWTON AREA

OPTION 3

New School Construction at
Rundle School

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the new Rundle K-9 School
- Close Lawton and R.J. Scott schools

EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?
Plenty of **green space** (12) **None** (7) Site is large enough to handle increased school **traffic, parking** (4) **Proximity to amenities** (Rundle Park, the River Valley and ACT) for learning opportunities, activities (2) Directly on an **ETS route** (2) **Brand new** building (2) Better **curb appeal** compared to Option 2 (2)

What do you consider to be the challenges of this option?
Closer to St. Jerome (7) - Traffic congestion - Playground is too small for students from both schools **Traffic congestion** (6) **Loss of well-used sportsfields** (6) **Poor ETS access** (3) **Not central** (4) **Distance from existing building** & the community services (2) New school will be **too large** (2) **Further from playground** (2) **Close to refineries** (1) **None** (1)

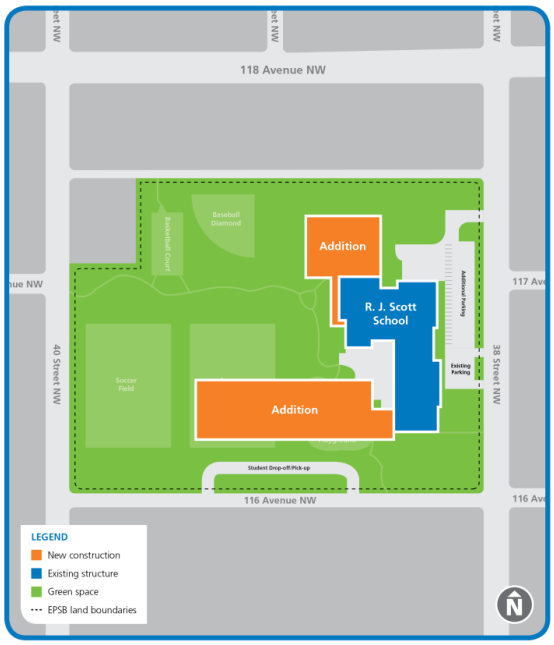
GREATER LAWTON AREA

OPTION 4

Modernization and addition at
R.J. Scott School

- Create K-9 at R.J. Scott School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the modernized R.J. Scott K-9 School
- Close Lawton and Rundle schools

EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?
Central location (8) - More practical for transportation - Close to existing community supports **Existing R.J. Scott school remains operational** (7) - Sense of community, familiarity continued Allows for continued **green space** (6) **None** (3) **Cost effective** (2)

What do you consider to be the challenges of this option?
Existing **R.J. Scott is still aging** (12) - Previous additions at other schools aren't appealing (piecemeal construction) - May not be cost-effective - Not a new school **Proximity to 118 Avenue** (4) **None** (4) **Construction will be disruptive** for students (4) **Reduction in green space** (3) **Demolition of playground** (3) **Too many students** (2)

GREATER LAWTON AREA

OPTION 5

Modernization and addition at
Rundle School

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the modernized Rundle K-9 School
- Close Lawton and R.J. Scott schools

EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?
Maximizes **green space** (10) - Minimal disruption to the overall site - Fields are already in place **Least disruptive** for students, the neighbourhood (5) **None** (4) **Existing Rundle school remains operational** (3) **Accessible** for pedestrians, ETS service (1) **Cost effective** (1)

What do you consider to be the challenges of this option?
Existing **Rundle is still aging** (7) - Previous additions at other schools aren't appealing (piecemeal construction) - May not be cost-effective - Not a new school **Not central** (6) **None** (4) **Reduction in green space** (3) Looks **too small** (2) **Construction will be disruptive** for students (2) **Traffic disruption** in quiet neighbourhood (1) **Poor ETS access** (1)

Additional Comments
- RJ Scott site is the best option because it is central and within walking distance - Rename the school Beverly Heights School - What is the process for dispersing the vacant buildings? - New build creates more of a community feeling, positive vibes than a retrofit - Central location and public transportation are important issues - Best option is the addition onto RJ Scott because it is central (close to community resources), has green space left for students - School would be best located at Rundle because of greenspace - New school is preferred over dealing with ongoing maintenance issues at old schools - Build school larger than planned capacity to allow for extra spaces for community, options (music, art, etc.) - Hope this area is chosen because of strong community support - Not all families are low-income… Need to see advanced programming available for all students - A new addition onto an old building doesn't address the fact that the existing building is old and will require ongoing maintenance (not as cost effective as people would think… not a longterm solution) - Going to be expensive no matter what, let's build this project properly - Rundle site offers the least amount of disruption for all students - Rundle site will allow for an emphasis on physical activity, health and the environment - Amalgamating schools makes sense… Putting all the money into one building will improve programming - This is a great opportunity - Supports revitalization (curb appeal)

If the Greater Lawton Area is not recommended at this time, what would you like us to consider in future replacement school consultations?
- We actually want this school- It would be foolish to build the school in a community where it is unwanted - New school is needed desperately to support revitalization - Area needs to be considered in the future to provide equity (students deserve to have same opportunities as others) - If not selected this time, then must be next time - Early learning needs to be offered in every new building - District needs to be upfront with the options, the future of surplus buildings and the future of underutilized schools - It would be nice to modernize existing schools rather than build big new ones - Are large schools the best way to help high-needs students? - More consultation with City of Edmonton regarding potential partnerships prior to site selection - A vote should be held (give the power of choice to tax payers) - Get public input for how to utilize the old buildings… Must connect with community (partners are essential to smooth operation)

Value Management Study Executive Summary – Lawton School

Executive Summary

1. BUILDING ASSESSMENT AND UPGRADES

The evaluation teams were requested to identify the upgrades required to bring the school to "as new or modern condition" with an expected life of 40 years. Lawton Junior High School in it's present state is made up of an original building constructed in 1957 and additions in 1960 and 1967. Although the basic structure is sound, considerable work is required Architecturally, Mechanically and Electrically to meet the target life expectancy.

The total cost of essential upgrades has been estimated at $12,095,542.00*

2. RIGHT FIT TO K-9 (600)

Although there are area shortfalls within individual program components when compared with the ACU Design Standards for a K-9 School, overall there is an area surplus at Lawton Junior High School (5648.6m^2 Lawton vs. 5221 m^2 ACU)

The Right Fit to K-9 costs associated with Lawton Junior High School have been estimated at $14,635,729.00.*

2. SITE SELECTION

The evaluation team was requested to investigate and assess the Lawton Junior High School site as a candidate for a new K-9 facility – to be constructed on the site while the existing school remains open. With an existing building occupying almost half the site, combined with a relatively narrow site, a new K-9 facility could not be built without significant demolition of sections of the existing school. As there is another site within the area that can accommodate construction of a new K-9 school, Lawton Junior High School site does not seem to be a suitable candidate for a new school.

* Note: this is not a Total Project Cost

Value Management Study Executive Summary –R.J. Scott School

Executive Summary

1. BUILDING ASSESSMENT AND UPGRADES

The evaluation teams were requested to identify the upgrades required to bring the school to "as new or modern condition" with an expected life of 40 years. R.J. Scott Elementary School in it's present state is made up of an original building constructed in 1958 and an addition in 1974. Although the basic structure is sound, considerable work is required Architecturally, Mechanically and Electrically to meet the target life expectancy.

The total cost of essential upgrades has been estimated at $5,786,728.00

2. RIGHT FIT TO K-9 (600)

There are significant area shortfalls in almost every program category when R.J. Scott Elementary is compared with current ACU Design Standards. The analysis of existing program areas by function suggests that the size of the addition required is in the order of magnitude of 3111m2.

The Right Fit to K-9 costs associated with R.J. Scott Elementary School have been estimated at $19,242,015.00*

2. SITE SELECTION

The evaluation team was requested to investigate and assess the R.J. Scott Elementary School site as a candidate for a new K-9 facility – to be constructed on the site while the existing school remains open. Two options were developed – one with the main school entrance off 40th Street and the other with the main school entrance off 111th Avenue. Construction of a new K-9 School would have considerable impact on existing school operations and if/when the existing school was demolished playing field/playground area is restricted. R.J. Scott is not the best fit site in the area for a new facility.

* Note this is not a Total Project Cost – includes building construction, site development, and an allowance for some equipment

Value Management Study Executive Summary –Rundle School

Executive Summary

1. BUILDING ASSESSMENT AND UPGRADES

The evaluation teams were requested to identify the upgrades required to bring the school to "as new or modern condition" with an expected life of 40 years. Rundle Elementary School in it's present state is made up of an original building constructed in 1966 and an addition in 1972. Although the basic structure is sound, considerable work is required Architecturally, Mechanically and Electrically to meet the target life expectancy.

The total cost of essential upgrades has been estimated at $7,039,980.00

2. RIGHT FIT TO K-9 (600)

There are area shortfalls in almost every program category when Rundle Elementary is compared with current ACU Design Standards. The most significant area shortfalls are however, those associated with the Gymnasium , Science Classrooms and Administration and Staff Areas. The analysis of existing program areas by function suggests that the size of the addition required is in the order of magnitude of 2000m2. The addition would contain a new Gymnasium and classroom space.

The Right Fit to K-9 costs associated with Rundle Elementary School has been estimated at $15,363,308.00*

2. SITE SELECTION

The evaluation team was requested to investigate and assess the Rundle Elementary School site as a candidate for a new K-9 facility – to be constructed on the site while the existing school remains open. Two options were developed – one with the main school entrance off 111 Avenue and the other with the main school entrance off 32nd Street. Given the size of the Rundle school site it appears as if a new K-9 facility could be constructed with minimal impact on existing school operations.

* Note this is not a Total Project Cost – includes building construction, site development, and an allowance for some equipment

EDMONTON PUBLIC SCHOOLS - CLOSED SCHOOLS AND USES

Edmonton Public Schools has an inventory of 17 closed schools. Current uses of closed schools include: other district purposes, and leasing to other school jurisdictions, community service agencies and other agencies as tenants. The list below provides a list of closed schools, the year it was closed in brackets and a brief description of past and current uses.

Closed Schools Sold by EPSB
(Year Closed) [Year Sold]

Central School (1973)
- Sold to Grant MacEwan College for Jasper Place Campus development.

Canora School (1973)
- Sold to Turkish Canadian Cultural Society [1999]; used as a cultural centre and child care (Playground dedicated to the City of Edmonton).

Cromdale School (1980)
- Sold to Capital Health Authority [2005]; Incorporated into the Eastwood Health Centre.

McQueen School (1984)
- Sold to Edmonton Christian Schools [1999]; Continues to be used to accommodate students.

H. A. Gray School (1984)
- Partially acquired by the City of Edmonton as parkland (playground dedicated); building and some land sold to Vanguard College [2005] for use as a bible college, college residence, child care centre and the development of a Shepherd's Care senior's aging-in-place care building.

Westview Village School (2000)
- Sold to Millwoods Christian School Society [2001]; Continues to be used to accommodate students at Millwoods Christian School.

Strathearn (Junior High) School (2005)
- Sold to the Greater North Central Francophone School District [2006]; Houses Ecolé Gabrielle Roy (Grades K-12).

Bellevue School (2003)
- Sold to the Distinctive Employment Counseling Services of Alberta (DECSA), a community based nonprofit organization that operates a centre that supports people with barriers to employment, by successfully training and placing them in workplace [2013].

North Edmonton School (2005)
- Partially acquired by the City of Edmonton as parkland, and the building and some land sold to Excel Society, who renovated and expanded the building into Balwin Village, an enhanced Designated Living site designed specifically for clients with early onset dementia, mental illness or brain injury.

Closed School Acquired by the City of Edmonton
(Year Closed) [Year Sold]

Beverly Heights School (1981)
- Acquired by the City of Edmonton [1999]; Building demolished for open space.

Argyll School (1983)
- Acquired by the City of Edmonton [2007]; Building demolished for open space.

Strathearn Elementary School (1983)
- Acquired by the City of Edmonton [1999]**;** Building demolished for open space.

Prince Rupert School (1995)
- Acquired by the City of Edmonton [2012]; Building scheduled for demolition to facilitate development of a new community league facility.

Closed Schools Retained by EPSB
(Year Closed)

Donald Ross School (1974)
- Since 2009, the facility is used by an Aboriginal artists group. The building previously served as the 1978 Commonwealth Games planning committee offices, the 2001 World Track and Field Games planning committee, and the City of Edmonton - River Valley Outdoor Centre.

Alex Taylor School (2001)
- Has served as the centre for Edmonton City Centre Church Corporation (E4C) since September 2001. The E4C delivers multiple programs including adult literacy, hot lunch programs, family counseling services, and services to schools in mature areas of the city.

Sherbrooke School (2003)
- Leased to Aurora Charter School Society since 2007; previously housed Metro Continuing Education as well as multiple tenants, including the Shumka Dancers.

Wellington School (2005)
- Leased to the City of Edmonton, who lease it to the Council of African Canadians for the delivery of a wide range of services to Edmonton families who are originally from Africa, and to the Winnifred Stewart Association to provide services to adults with developmental disabilities.

Ritchie School (2008)
- Leased to Greater North-Central Francophone School District (Ecole Joseph-Moreau for Grades 7 to 9).

Capilano School (2010)
- Leased to Suzuki Charter School Society since September 2010.

Eastwood School (2010)

- The building has been used by Alberta Justice and Solicitor General as a training centre.

Fulton Place School (2010)

- Serves as a community services hub with a variety of tenants that include the Victorian Order of Nurses, The Alberta Caregivers, The Learning Disabilities Association of Alberta - Edmonton Chapter, South Side Dance Experience, and L'Arche Association of Edmonton.

Fulton Place Annex (unknown)

- Leased to the Fulton Child Care Association/Fulton Out - of - School Association.

McCauley School (2010)

- Used as the Multicultural Health Brokers and The Intercultural Daycare, serving immigrant and refugee families.

Parkdale School (2010)

- Leased to Bent Arrow Traditional Healing Society providing support to Aboriginal children, youth, and their families.

Closed Schools Retained for Other EPSB Uses
(Year Closed)

Bennett School (1973)

- Serves since 1981 as the Bennett Centre, an educational field trip destination for Alberta schools offering day programs, overnight school programs, environmental lessons, and outdoor activities.

McKay Avenue School (1983)

- Serves as the District's Archives and Museum, providing archival records services, and interactive educational programming for students on early Edmonton history and early Canadian and provincial government history, in an authentically restored historical setting.

Queen Mary Park School (2001)

- Houses several different central services groups, including Human Resources and ancillary space for Bennett Centre.

Idylwylde School (2002)

- Serves as a Metro Continuing Education site used predominantly for adult English Language Learning programming.

Terrace Heights School (2005)

- Serves as the Argyll Home Education Centre, providing support and services to families and students enrolled in distance learning and home educated programs.

Newton School (2007)

- Since September 2008, houses School Service Teams providing support to District schools and schools in the Edmonton region, in relation extra supports and services for students with individualized needs.

Woodcroft School (2008)

- Houses the Institute for Innovation in Second Languages Education, a language centre housing teacher resources and supports for the numerous languages taught in the District.

REPLACEMENT SCHOOL CRITERIA AND INFRASTRUCTURE PLANNING PRINCIPLES

REPLACEMENT SCHOOL CRITERIA

In addition to the provincial requirement of consolidating three schools into one, the following criteria were developed to review and evaluate the possible options for each site in a given cluster:

- Will the option address the educational needs of students for the long term?
- Will the option provide quality learning environments for all students?
- Does the option consider the values and needs of the community?
- Will the school site's physical layout accommodate a new school or modernization/addition?
- What level of disruption for students and families will result?
- Does the option meet the objectives of the Infrastructure Planning Principles:
  - Accountability
  - Centres for Educational Excellence
  - Environmental Stewardship
  - Equitable Access
  - Fiscal Responsibility
  - Service to Community
  - Supports for the Whole Child

EA.BP - Infrastructure Planning Principles

- **Accountability**: Infrastructure decisions shall be transparent, evidence based and reflect meaningful engagement with stakeholders.

- **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.

- **Environmental Stewardship**: All decisions relating to infrastructure management shall demonstrate a commitment to environmental conservation and conform to best practices in minimizing environmental impacts.

- **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.

- **Fiscal Responsibility:** Decisions on infrastructure shall consider long-term needs and current realities, and reflect effective management of district resources.

- **Service to Community**: District infrastructure assets are public buildings intended to serve district 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.

- **Supports for the Whole Child**: Space shall be available to enable partnerships with shared responsibilities to provide integrated services that support district students.

Replacement School Closure Communication Tactics

Board approves recommendation report on September 16, 2014

Date	Audience	Message	Medium	Responsibility
Sept. 16	Trustees	• Board is provided with briefing notes and key messages about school closure process	Email	Planning and communications
Sept. 16	Principals and staff of impacted schools	• Inform them that the Board approved the beginning of school closure process. • Lay out staff roles and responsibilities for the process. • Provide key messages to help staff answer student and parent questions. • Communicate how the administration will support schools.	Email	Planning and communications
Sept. 16	All other staff	• The Board approved the beginning of school closure process.	Staff Room posting	Superintendent (Communications)
Sept. 16	Parents	• Announce that the school closure process begins. • Describe subsequent phases of consultation and stress that children will not be moved until their new school is built.	Backpack letter and SchoolZone posting	Planning and communications
Sept. 16	Media	• Announce that the school closure process begins. • Describe subsequent phases of consultation and stress that children will not be moved until their new school	Media kit (Media release, backgrounder, maps, fact sheet)	Communications

		is built.		
Sept. 16	Community stakeholders	• Announce that the school closure process begins. • Describe subsequent phases and stress that children will not be moved until new school is built.	News story on epsb.ca and social media posts	Planning and communications
Sept. 17	Leasees/day cares/before and after school care/community leagues/municipal and provincial government	• Announce that the school closure process begins. • Describe subsequent phases and stress that children will not be moved until new school is built. • Highlight how the school closures will affect these organizations.	Letters by post or email	Planning and communications
Sept. 17	External stakeholders	• Announce that the school closure process begins.	Social media postings and news story on epsb.ca	Communications

DATE: September 16, 2014

TO: Board of Trustees

FROM: Trustee Michelle Draper, Chair Policy Review Committee
Trustee Sarah Hoffman, Policy Review Committee
Trustee Nathan Ip, Policy Review Committee

SUBJECT: Board Policy CO.BP – Fiscal Oversight and Accountability

RESOURCE STAFF: Brian Barclay, Lisa Boston, Todd Burnstad, Candace Cole, Noel Gareau, David Fraser, Cheryl Hagen, Amanda Lanctot, Madonna Proulx, Anne Sherwood, Sandra Stoddard

REFERENCE: December 04, 2012 Board Motion re: Public Disclosure of Expenses
Alberta Government Public Disclosure of Travel and Expense Policy

ISSUE

As part of the comprehensive review of all board policy, a new policy is required to address the Board of Trustees' fiscal stewardship responsibilities under the *Education Act* S 33(1)(i) "ensure effective stewardship of the Board's resources". The policy needs to provide an accountability framework to ensure the fiscal integrity of the District and effective oversight of the use and management of district funds which includes compliance with all legislative requirements, Public Sector Accounting Standards, effective financial planning and management processes, the application of internal controls and clearly defined roles and responsibilities. In addition, this new policy must address the Board of Trustees' expectation for public disclosure of travel and expenses of Trustees and senior officials in alignment with Alberta Government practices as per the Board motion approved December 4, 2012.

RECOMMENDATION

1. **That new draft Board Policy CO.BP – Fiscal Oversight and Accountability (Attachment I) be considered for the second time.**
2. **That new draft CO.BP – Fiscal Oversight and Accountability be considered for the third time and approved.**
3. **That, Board Policy CO.BP – Fiscal Oversight and Accountability having been approved, the following board policies in Appendix III be rescinded:**
   a. **Current Board Policy CO.BP – Fiscal Oversight and Management**
   b. **Board Policy CT.BP – Appointment of Principal Banker**
   c. **Board Policy CVE.BP – Auditor**
   d. **Board Policy CW.BP – Purchasing**
   e. **Board Policy HNB.BP – Instructional Fees**
   f. **Board Policy IAC.BP – Funding and Endorsement Requests from External Organizations**
   g. **Board Policy IH.BP – Public Gifts**

BACKGROUND

The Board of Trustees gave first consideration to a new draft Board Policy CO.BP – Fiscal Oversight and Accountability on June 10, 2014 which was subsequently posted for stakeholder

feedback from June 13, 2014 to July 13, 2014. The Policy Review Committee reviewed the results of the survey and made some revisions to the recommended draft policy for clarity.

As shown in Appendix I, four major themes or categories of resources were identified (infrastructure, human, information and financial) for development of policy to address the Board of Trustees' responsibilities under the *Education Act* s 33(1)(i) "to ensure effective stewardship of the Board's resources." New draft Board Policy CO.BP – Fiscal Oversight and Accountability is addressing the policy theme for financial resources.

A working group comprised of representatives from Accounts Payable, General Accounting, Revenue Accounting, Purchasing and Contract Services, Internal Audit and Budget Services was formed to assist in the development of the new policy. As shown in Appendix II, existing board policies that address fiscal stewardship responsibilities were identified and reviewed to identify connections, redundancies and omissions. Copies of the identified policies and sections of the Trustees' Handbook are attached in Appendix IIIa through IIIi.

A plan for a new draft policy addressing fiscal stewardship of district funds was developed to consolidate, where possible, the existing policies related to financial stewardship responsibilities and include additional Board of Trustees' expectations with respect to:

- public disclosure of travel and expenses for Trustees and senior officials in alignment with Alberta Government practices;
- site-based decision making and financial stewardship on behalf of the District;
- an emphasis on demonstrated accountability for the use of district funds;
- clarification of purchasing criteria to include cost and quality; and
- ensuring that current practices such as acknowledging the death of a staff member or Trustee with a donation to a charity in lieu of flowers is compatible with Board Policy IAC.BP – Funding and Endorsement Requests from External Organizations, whereby the District does not provide funding to external organizations seeking funding for their own activities.

RELATED FACTS

- There is growing public expectation for and increasing media attention on the accountability of government and public institutions for the use of public funds.
- The District has a history and culture of site-based decision making that gives each site some discretion in how work is accomplished. The District's Vision, Mission, Priorities, and board policies and administrative regulations establish the parameters within which all decisions must be made.
- Public disclosure of travel and expenses for Trustees and senior officials will bring with it an increased expectation for consistency in the application of good judgment when using public funds. All district records are subject to the *Freedom of Information and Protection of Privacy Act* (FOIP) and the records of travel and expenses for other staff are disclosed upon request in accordance with FOIP.
- Administrative regulations, procedures and processes will need to be reviewed, revised and, or developed to be able to efficiently support proactive public disclosure and accountability for the use of district funds.

OPTIONS

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

1. The Board of Trustees consider and approve new draft Board Policy CO.BP – Fiscal Oversight and Accountability for second consideration, third consideration and final approval.
2. The Board of Trustees consider new draft Board Policy CO.BP – Fiscal Oversight and Accountability for the second consideration and provides direction to the Policy Review Committee to revise the policy before bringing back to the Board of Trustees for third consideration and final approval.

CONSIDERATIONS & ANALYSIS

There were 32 responses to the stakeholder survey on draft Board Policy CO.BP – Fiscal Oversight and Accountability of which 85 to 100 percent, depending on the section of the policy being reviewed, supported the proposed policy as written. The Policy Review Committee reviewed the few comments provided by stakeholders and noted that the inclusion of a definition of expenses for the purpose of reporting Trustees and senior officials expenses incurred on district business gave some readers the impression that there was not the same level of oversight expected or applied to all district expenditures and decision makers. To avoid confusing the intent of the policy and clarify the Board of Trustees' expectation for oversight and accountability for the use of all district funds, the following changes were made as shown in Attachment II by strikeout and shading:

- a definition of internal controls was added;
- the definition of expense was removed as it only addresses expenses for the purpose of routine public disclosure which can be better addressed in administrative regulations (see Expectation 1.a. of the policy that requires disclosure procedures to be in alignment with Alberta Government elected and senior official expense public disclosure practices); and
- a minor revision to the definition of site-based decision making was made to clarify that all financial decisions must be made within the parameters of board policies, administrative regulations and procedures.

The new draft policy retains the same code as current Board Policy CO.BP – Fiscal Oversight and Management however the name was changed to Board Policy CO.BP – Fiscal Oversight and Accountability in order to place the emphasis on accountability.

Current Board Policy CO.BP – Fiscal Oversight and Management (Appendix IIIa) and other board policies that address Board of Trustees' expectations for fiscal stewardship (Appendix IIIb though IIIi) were reviewed and the concepts consolidated in the proposed new draft policy with some wording changes for clarity and consistency of message as shown in (Appendix III). A definition of district funds was provided for the policy to ensure that funds from all sources, not just public funds from Alberta Education, are covered by the policy expectations for oversight and accountability. This definition made way for incorporating the existing policies related to accountability for funds derived from public gifts, donations and school fees into the new draft policy. Authority to approve district endorsement of and participation in community activities and projects is with the Superintendent of Schools. Clarification on when district funds may be used for donations to other organizations will be provided in administrative regulations and district expense reporting procedures. The Board of Trustees retains authority for approval of the annual budget and results review process, the annual distribution of funds and the appointment of the external auditor and principal banker from existing policies.
The policy also addresses the Board of Trustees' expectations for:

- Seeking maximum educational value for the expenditure of district funds through appropriate purchasing practices.

- Conducting budget and results review for continuous improvement and as a means of communication with and involving stakeholders.
- Safeguarding and providing effective oversight and accountability for the use of district funds and asset management, through:
  - administrative regulations, processes and best practices aligned with provincially and federally legislated requirements, Public Sector Accounting Standards and Alberta Government elected and senior official expense disclosure practices;
  - the assignment of responsibilities and accountabilities; and
  - a system of internal controls.

The Policy Review Committee believes that the new draft policy provides the basis for appropriate fiscal oversight and accountability procedures and processes that will support the Board of Trustees, the Superintendent of Schools and district staff in meeting their respective responsibilities for the stewardship of district resources for the delivery of educational services on behalf of the public. The Policy Review Committee also believes that the work being done on the District Strategic Plan, with articulated strategies and goals and aligned outcomes and performance measures, will provide a basis for the development of operational plans and performance measures for all district decision units which will support fiscal accountability with routine and proactive public disclosure of results.

NEXT STEPS

Should the Board of Trustees approve the recommendations, implementation of the new policy will require review, revision and or development and communication of administrative regulations and processes to effectively and efficiently support public disclosure and accountability for the use of all district funds.

ATTACHMENTS & APPENDICES

ATTACHMENT I New draft Board Policy CO.BP – Fiscal Oversight and Accountability

ATTACHMENT II Deletions and Additions from the June 10, 2014 Version of Draft CO.BP – Fiscal Oversight and Accountability

APPENDIX I Policy Themes for Stewardship of Resources (*Education Act* s33(1)(i))

APPENDIX II Relationship of Responsive Current Policies for Fiscal Stewardship (*Education Act* S33(1)(I))

APPENDIX III New draft Board Policy CO.BP – Fiscal Oversight and Accountability showing policy consolidation

a. Current Board Policy CO.BP – Fiscal Oversight and Management
b. Board Policy CT.BP – Appointment of Principal Banker
c. Board Policy CVE.BP – Auditor
d. Board Policy CW.BP – Purchasing
e. Board Policy HNB.BP – Instructional Fees
f. Board Policy IAC.BP – Funding and Endorsement Requests from External Organizations
g. Board Policy IH.BP – Public Gifts
h. Administrative Regulation AFA.AR – Results Review (formerly a board policy/regulation)
i. Trustees' Handbook S6.1.2 Audit Committee, S6.2 Four-Year Budget Planning and Results Review

CH/AS:lb

EDMONTON PUBLIC SCHOOLS

Board Policy

CODE: CO.BP

TOPIC: Fiscal Oversight and Accountability

EFFECTIVE DATE: (dd-mm-yyyy)

ISSUE DATE: (dd-mm-yyyy)

REVIEW YEAR: (yyyy)

PURPOSE

To provide an accountability framework to ensure the fiscal integrity of the District and effective oversight of the use and management of district funds to achieve the District's Vision, Mission, Priorities, board policies, and requirements of Alberta Education.

DEFINITIONS

District funds are derived primarily from Alberta Education funding but include funds from all revenue sources including but not limited to conditional grants, public gifts and donations, sale of district owned assets, facilities rental and service charges, investments, transportation service fees, school shop customer service charges, student user fees for instructional supplies, materials and optional materials and services.

Senior Officials are those individuals occupying the following positions:

- Superintendent of Schools
- Assistant Superintendents
- Executive Directors
- Treasurer
- Corporate Secretary
- General Counsel
- Managing Directors

Site-Based Decision Making, sometimes called decentralized decision making, is a process of empowering those most closely affected by a decision to play a significant role in making those decisions. Managerial authority and accountability for financial decisions is delegated by the Superintendent of Schools to specific school/decision unit (DU) administrators for their respective school/DU budget. The District's Vision, Mission, Priorities, board policies, administrative regulations and procedures establish the parameters within which all decisions must be made.

Stewardship is the careful and responsible planning and management of district financial resources to achieve the educational objectives of the District's Vision, Mission and Priorities on behalf of the public. Stewardship of financial resources begins with transparency and compliance with legislation, policies, regulations, and internal controls.

Internal controls are the checks and balances established by the District to provide reasonable assurance about the achievement of objectives for reliability of financial reporting, effectiveness and efficiency of operations, safeguarding of resources and assets, and compliance with applicable laws and regulations.

POLICY

The Board of Trustees (the Board) is responsible for ensuring effective and efficient stewardship of district financial resources and assets placed in its trust for the provision of public education now and into the future.

The Board recognizes that the fulfillment of the District's Vision, Mission, and Priorities is dependent on compliance with all legislative requirements and Public Sector Accounting Standards (PSAS), effective financial planning and management, the application of internal controls, and clearly defined roles and accountabilities. The Board also believes that the management of district finances is based on a foundation of integrity, prudent stewardship, public accountability and full disclosure of results.

The Board is committed to a system-wide culture of collaboration and site-based decision making and as such, trustees, senior officials and all staff share responsibility for modelling effective and efficient stewardship of district financial resources. The Board expects all school/DU administrators to exercise their stewardship of district financial resources by knowing and understanding their respective managerial authority, responsibility and accountability for decisions that have a financial impact on the District.

The Board seeks maximum educational value for the expenditure of district funds through purchasing practices that are fair, transparent and promote competition among vendors.

The annual district budget is the fiscal plan to achieve the Vision, Mission, Priorities and strategic plan of the District and the province. The District's individual school/DU budget development processes include a review of the results from the previous year for continuous improvement. The budget process serves as a means to improve communications and involvement both within the school system and with the broader community.

The Board shall approve:

- the annual budget and results review process;
- the annual distribution of funds and any updates that are required during the year;
- the annual operating budget;
- the annual appointment of the external auditor for the District; and
- the appointment of the principal banker for the District.

The Board believes that it is fair and appropriate to reimburse trustees and staff for approved travel and other expenses incurred while carrying out district business. To ensure accountability and public transparency, all trustees and staff shall adhere to district administrative processes for reimbursement and, or payment of expenses incurred on district business. Furthermore, expenses incurred by and on behalf of trustees and senior officials on district business shall be routinely and publicly disclosed in alignment with the elected and senior officials public disclosure practices of the Government of Alberta.

The Board acknowledges that schools cannot charge for instruction but schools may charge minimal fees with respect to instructional supplies or materials, in accordance with the *School Act.* While the Board recognizes the need to charge fees, economic circumstances shall not be a barrier to a student's access to curricular outcomes. Fees and the rationale for them shall be transparent and the funds derived shall be used for the purposes for which they were collected.

Edmonton Public Schools is a "Registered Canadian Charitable Organization" within the meaning of the *Income Tax Act* and, as such, all gifts and donations shall be accounted for and used to enhance educational opportunities offered to students consistent with district priorities, policies and values. In order to assist community groups seeking funding for their own activities, the Board delegates authority to the Superintendent of Schools to approve district endorsement of and participation in community activities or projects that reflect the District's Vision, Mission, and Priorities and support teaching and learning.

EXPECTATIONS

1. To safeguard and provide effective oversight and accountability for the use of district funds and asset management, the Superintendent of Schools shall implement this policy through:
   a. administrative regulations, processes and best practices aligned with provincially and federally legislated requirements, PSAS and Alberta Government elected and senior official expense disclosure practices;
   b. the assignment of responsibilities and accountabilities; and
   c. a system of internal controls.

2. District purchasing practices shall conform to provincial agreements and purchasing standards established for all Municipalities, Academic Institutions, School Boards and Hospital Institutions (MASH sector).
   a. District purchasing practice shall give consideration to the following:
      - cost relative to quality and or suitability of the product or service;
      - vendor/manufacturer performance: reputation/experience, ability to deliver, after sales service, maintenance and warranty;
      - the vendor/manufacturer of the product can demonstrate supporting sustainability of our environment through recognized certifications and standards within the industry; and
      - the vendor/manufacturer of the product can provide evidence of recognized acceptable social ethical standards through policies, practices, and procedures.
   b. All factors being equal, consideration shall be given to local, provincial, and national suppliers in that order.

3. At intervals not exceeding five years, requests for proposals shall be posted and made available to all:
      - financial institutions for appointment as the District's principal banker; and
      - qualified firms or individuals for appointment as district auditor.

4. The annual budget development and results review process shall provide trustees, staff, students, parents and community members with an opportunity for involvement.

5. Annual district and school budgets, audited financial statements, and results achieved by the District shall be made publicly available.

6. The acceptance of donations of property (cash and gifts in kind), that may be eligible for official tax donation receipts in accordance with Canada Revenue Agency, shall be for the advancement of education which includes, but is not limited to the following:
   a. the establishment of scholarships or memorial funds;

b. the giving of special prizes or awards to students;
c. the promotion of co-curricular or extra-curricular activities;
d. the purchase of equipment; and
e. the funding of facility additions or enhancements**.**

ACCOUNTABILITY

The Administration shall provide the following monitoring reports to the Board of Trustees:

- interim quarterly financial reports;
- annual audited financial statements;
- school and decision unit annual plans;
- results review documentation; and
- annual Alberta Education Results Report.

REFERENCES

AD.BP – District Vision, Mission, Values and Priorities
CSGA.AR - School Generated funds
CSGB.AR - Administration of School Collected Funds
CSGE.AR - Customer Service Charges
CVB.AR - Guidelines for Carry Forward of Funds for Central and Decision Units
CW.AR - Purchasing and Disposal
CWA.AR - Expenditure of Public Funds
HNB.AR - School Assessed Fees
IAA.BP – Educational Partnerships and Sponsorships
IH.AR - Public Gifts
Trustees' Handbook s.6.1.2 Audit Committee
Trustees' Handbook s. 6.2 Four-Year Budget Planning and Results Reviews
School Act s. 60(2)(j)(k), 146,
Freedom of Information and Protection of Privacy Act
Income Tax Act s.149.1
Public Sector Accounting Standards (PSAS)
New West Partnership Trade Agreement (NWPTA)
Trade Investment and Labour Mobility Agreement (TILMA)

EDMONTON PUBLIC SCHOOLS

Board Policy

CODE: CO.BP

TOPIC: Fiscal Oversight and Accountability

EFFECTIVE DATE: (dd-mm-yyyy)

ISSUE DATE: (dd-mm-yyyy)

REVIEW YEAR: (yyyy)

PURPOSE

To provide an accountability framework to ensure the fiscal integrity of the District and effective oversight of the use and management of district funds to achieve the District's Vision, Mission, Priorities, board policies, and requirements of Alberta Education.

DEFINITIONS

District funds are derived primarily from Alberta Education funding but include funds from all revenue sources including but not limited to conditional grants, public gifts and donations, sale of district owned assets, facilities rental and service charges, investments, transportation service fees, school shop customer service charges, student user fees for instructional supplies, materials and optional materials and services.

~~**Expenses** are costs incurred or allowances claimed by or on the behalf of an individual in the course of district business and include:~~

- ~~business travel and conferences (including registration, transportation, parking, accommodation, meals and incidentals)~~
- ~~hospitality (applies only when the event involves participants from outside of the District)~~
- ~~working sessions (applies only when individuals who work for the District are involved)~~
- ~~other business expenses (including mobile devices, home internet, professional memberships, etc.)~~

Senior Officials are those individuals occupying the following positions:

- Superintendent of Schools
- Assistant Superintendents
- Executive Directors
- Treasurer
- ~~Board~~ Corporate Secretary
- General Counsel
- Managing Directors

Site-Based Decision Making, sometimes called decentralized decision making, is a process of empowering those most closely affected by a decision to play a significant role in making those decisions. Managerial authority and accountability for financial decisions is delegated by the Superintendent of Schools to specific school/decision unit (DU) administrators for their respective school/DU budget. The District's Vision, Mission, Priorities, ~~and~~ board policies, ~~and~~ administrative regulations and procedures establish the ~~broad framework~~ parameters within which all decisions must be ~~are~~ made.

Stewardship is the careful and responsible planning and management of district financial resources to achieve the educational objectives of the District's Vision, Mission and Priorities on behalf of the

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public. Stewardship of financial resources begins with transparency and compliance with legislation, policies, ~~and~~ regulations, ~~transparency~~ and internal controls.

Internal controls are the checks and balances established by the District to provide reasonable assurance about the achievement of objectives for reliability of financial reporting, effectiveness and efficiency of operations, safeguarding of resources and assets, and compliance with applicable laws and regulations.

POLICY

The Board of Trustees (Board) is responsible for ensuring effective and efficient stewardship of district financial resources and assets placed in its trust for the provision of public education now and into the future.

The Board recognizes that the fulfillment of the District's Vision, Mission, and Priorities is dependent on compliance with all legislative requirements and Public Sector Accounting Standards (PSAS), effective financial planning and management, the application of internal controls, and clearly defined roles and accountabilities. The Board also believes that the management of district finances is based on a foundation of integrity, prudent stewardship, public accountability and full disclosure of results.

The Board is committed to a system-wide culture of collaboration and site-based decision making and as such, trustees, senior officials and all staff share responsibility for modelling effective and efficient stewardship of district financial resources. The Board expects all school/DU administrators to exercise their stewardship of district financial resources by knowing and understanding their respective managerial authority, responsibility and accountability for decisions that have a financial impact on the District.

The Board seeks maximum educational value for the expenditure of district funds through purchasing practices that are fair, transparent and promote competition among vendors.

The annual district budget is the fiscal plan to achieve the Vision, Mission, Priorities and strategic plan of the District and the province. The District's individual school/DU budget development processes include a review of the results from the previous year for continuous improvement. The budget process serves as a means to improve communications and involvement both within the school system and with the broader community.

The Board shall approve:

- the annual budget and results review process;
- the annual distribution of funds and any updates that are required during the year;
- the annual operating budget;
- the annual appointment of the external auditor for the District; and
- the appointment of the principal banker for the District.

The Board believes that it is fair and appropriate to reimburse trustees and staff for approved travel and other expenses incurred while carrying out district business. To ensure accountability and public transparency, all trustees and staff shall adhere to district administrative processes ~~regulations governing the expenditure of district funds~~ for reimbursement and payment of expenses incurred on district

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business. Furthermore, ~~all~~ expenses incurred ~~made~~ by and on behalf of trustees and senior officials on district business shall be routinely and publicly disclosed in alignment with the elected and senior officials public disclosure practices of the Government of Alberta.

The Board acknowledges that schools cannot charge for instruction but schools may charge minimal fees with respect to instructional supplies or materials, in accordance with the *School Act.* While the Board recognizes the need to charge fees, economic circumstances shall not be a barrier to a student's access to curricular outcomes. Fees and the rationale for them shall be transparent and the funds derived shall be used for the purposes for which they were collected.

Edmonton Public Schools is a "Registered Canadian Charitable Organization" within the meaning of the *Income Tax Act* and, as such, all gifts and donations shall be accounted for and used to enhance educational opportunities offered to students consistent with district priorities, policies and values. In order to assist community groups seeking funding for their own activities, the Board delegates authority to the Superintendent of Schools to approve district endorsement of and participation in community activities or projects that reflect the District's Vision, Mission, and Priorities and support teaching and learning.

EXPECTATIONS

1. To safeguard and provide effective oversight and accountability for the use of district funds and asset management, the Superintendent of Schools shall implement this policy through:
   a. administrative regulations, processes and best practices aligned with provincially and federally legislated requirements, ~~public sector accounting~~ PSAS and Alberta Government elected and senior official expense disclosure practices;
   b. the assignment of responsibilities and accountabilities; and
   c. a system of internal controls.

2. District purchasing practices shall conform to provincial agreements and purchasing standards established for all Municipalities, Academic Institutions, School Boards and Hospital Institutions (MASH sector).
   a. District purchasing practice shall give consideration to the following:
      - cost relative to quality and or suitability of the product or service;
      - vendor/manufacturer performance: reputation/experience, ability to deliver, after sales service, maintenance and warranty;
      - the vendor/manufacturer of the product can demonstrate supporting sustainability of our environment through recognized certifications and standards within the industry; and
      - the vendor/manufacturer of the product can provide evidence of recognized acceptable social ethical standards through policies, practices, and procedures.
   b. All factors being equal, consideration shall be given to local, provincial, and national suppliers in that order.

3. At intervals not exceeding five years, requests for proposals shall be posted and made available to all:
      - financial institutions for appointment as the District's principal banker; and
      - qualified firms or individuals for appointment as district auditor.

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4. The annual budget development and results review process shall provide trustees, staff, students, parents and community members with an opportunity for involvement.

5. Annual district and school budgets, audited financial statements, and results achieved by the District shall be made publicly available.

6. The acceptance of donations of property (cash and gifts in kind), that may be eligible for official tax donation receipts in accordance with Canada Revenue Agency, shall be for the advancement of education which includes, but is not limited to the following:
   a. the establishment of scholarships or memorial funds;
   b. the giving of special prizes or awards to students;
   c. the promotion of co-curricular or extra-curricular activities;
   d. the purchase of equipment; and
   e. the funding of facility additions or enhancements**.**

ACCOUNTABILITY

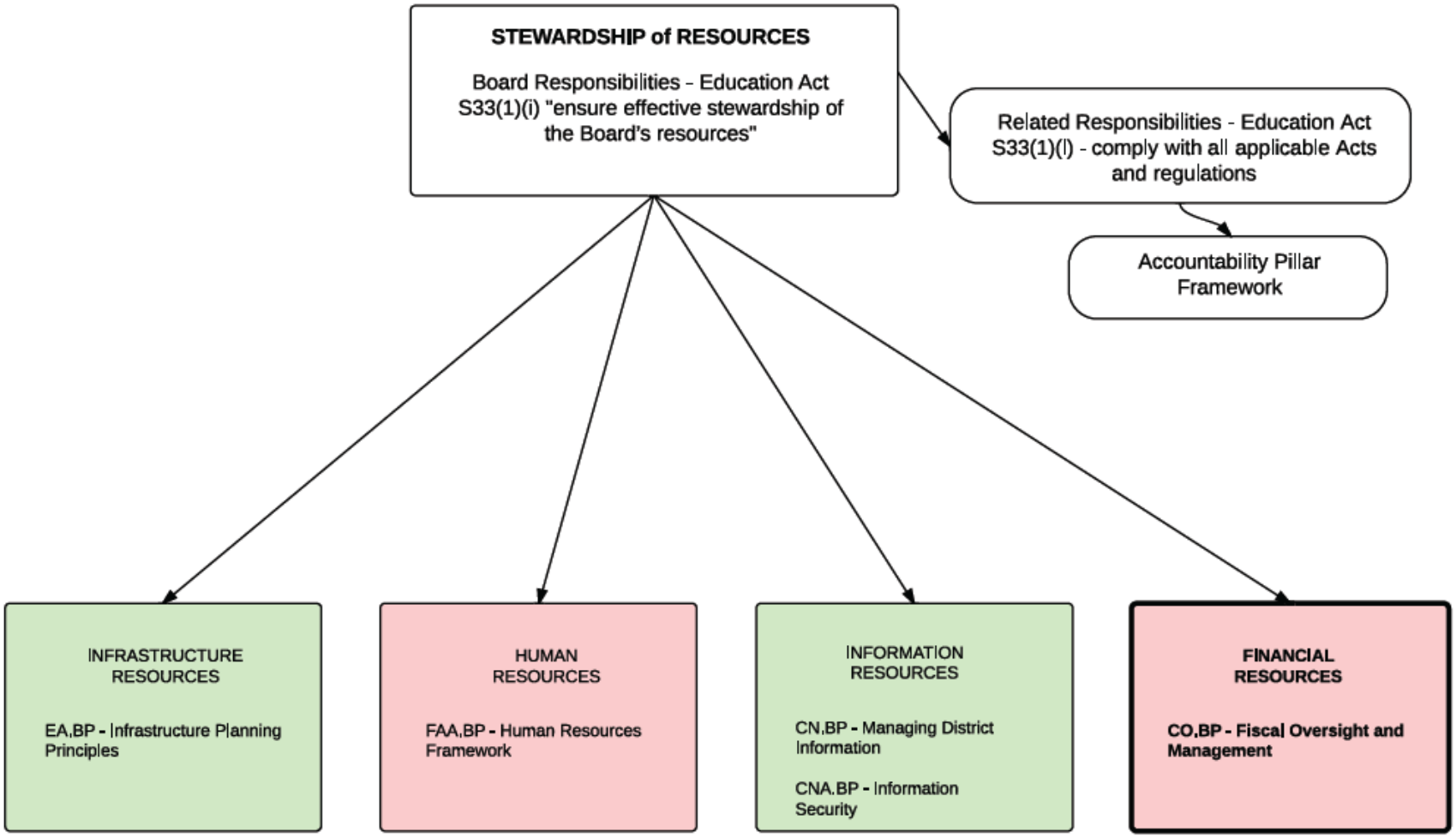
The Administration shall provide the following monitoring reports to the Board of Trustees:

- interim quarterly financial reports;
- annual audited financial statements;
- school and decision unit annual plans;
- results review documentation; and
- annual Alberta Education Results Report.

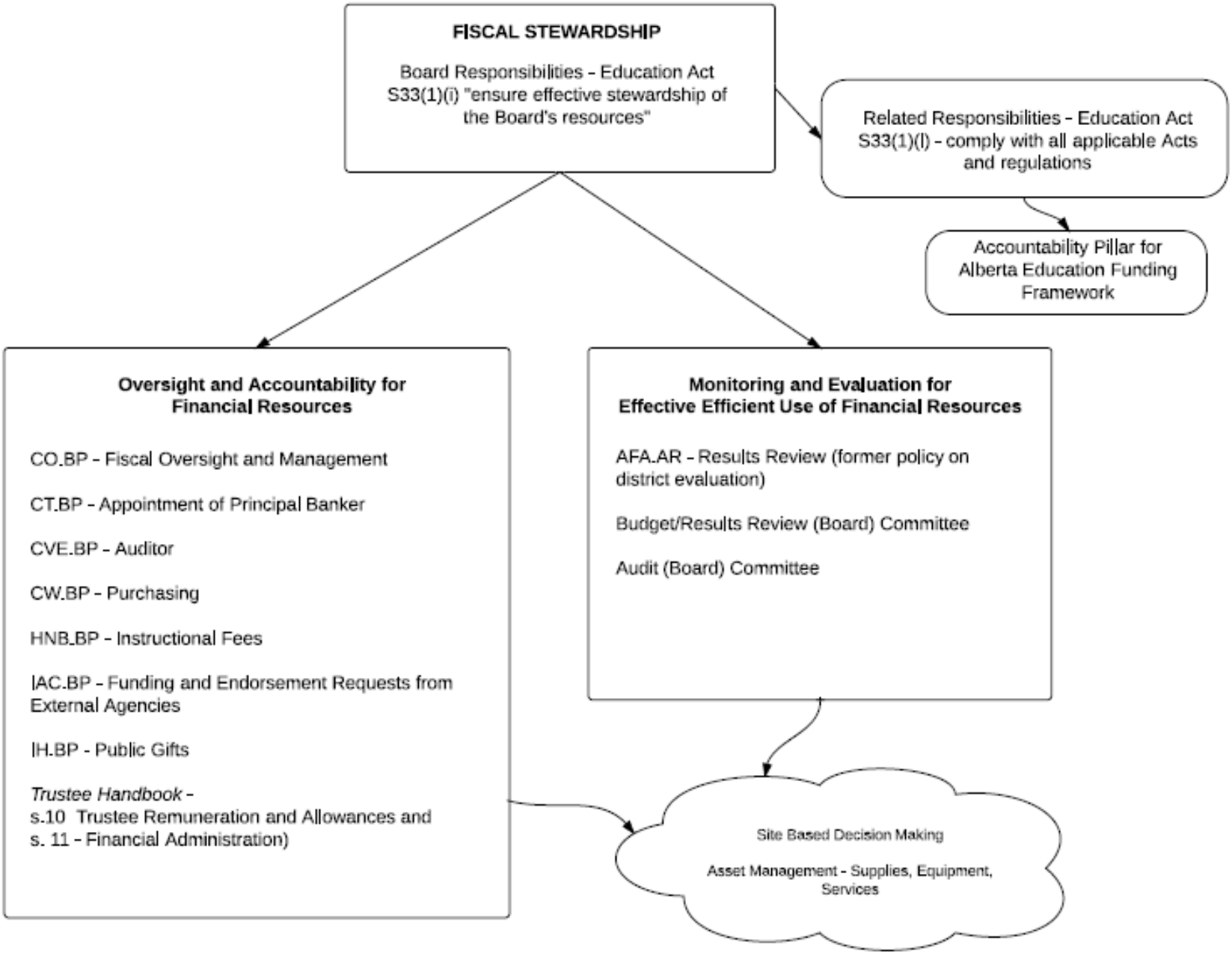
REFERENCES

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CW.AR - Purchasing and Disposal
CWA.AR - Expenditure of Public Funds
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IAA.BP – Educational Partnerships and Sponsorships
IH.AR - Public Gifts
Trustees' Handbook s.6.1.2 Audit Committee
Trustees' Handbook s. 6.2 Four-Year Budget Planning and Results Reviews
School Act s. 60(2)(j)(k), 146,
Freedom of Information and Protection of Privacy Act
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Public Sector Accounting Standards (PSAS)
New West Partnership Trade Agreement (NWPTA)
Trade Investment and Labour Mobility Agreement (TILMA)

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STEWARDSHIP of RESOURCES
Board Responsibilities - Education Act S33(1)(i) "ensure effective stewardship of the Board's resources"
Related Responsibilities - Education Act S33(1)(l) - comply with all applicable Acts and regulations
Accountability Pillar Framework
INFRASTRUCTURE RESOURCES
EA,BP - Infrastructure Planning Principles
HUMAN RESOURCES
FAA,BP - Human Resources Framework
INFORMATION RESOURCES
CN,BP - Managing District Information
CNA,BP - Information Security
FINANCIAL RESOURCES
CO,BP - Fiscal Oversight and Management

APPENDIX I


FISCAL STEWARDSHIP
Board Responsibilities - Education Act S33(1)(i) "ensure effective stewardship of the Board's resources"
Related Responsibilities - Education Act S33(1)(l) - comply with all applicable Acts and regulations
Accountability Pillar for Alberta Education Funding Framework
Oversight and Accountability for Financial Resources
CO.BP - Fiscal Oversight and Management
CT.BP - Appointment of Principal Banker
CVE.BP - Auditor
CW.BP - Purchasing
HNB.BP - Instructional Fees
IAC.BP - Funding and Endorsement Requests from External Agencies
IH.BP - Public Gifts
Trustee Handbook - s.10 Trustee Remuneration and Allowances and s. 11 - Financial Administration)
Monitoring and Evaluation for Effective Efficient Use of Financial Resources
AFA.AR - Results Review (former policy on district evaluation)
Budget/Results Review (Board) Committee
Audit (Board) Committee
Site Based Decision Making
Asset Management - Supplies, Equipment, Services

APPENDIX II

EDMONTON PUBLIC SCHOOLS

Board Policy

CODE: CO.BP

TOPIC: Fiscal Oversight and Accountability

EFFECTIVE DATE: (dd-mm-yyyy)

ISSUE DATE: (dd-mm-yyyy)

REVIEW YEAR: (yyyy)

PURPOSE

To provide an accountability framework to ensure the fiscal integrity of the District and effective oversight of the use and management of district funds to achieve the District's Vision, Mission, Priorities, board policies, and requirements of Alberta Education.

DEFINITIONS

District funds are derived primarily from Alberta Education funding but include funds from all revenue sources including but not limited to conditional grants, public gifts and donations, sale of district owned assets, facilities rental and service charges, investments, transportation service fees, school shop customer service charges, student user fees for instructional supplies, materials and optional materials and services.

Senior Officials are those individuals occupying the following positions:

- Superintendent of Schools
- Assistant Superintendents
- Executive Directors
- Treasurer
- Corporate Secretary
- General Counsel
- Managing Directors

Site-Based Decision Making, sometimes called decentralized decision making, is a process of empowering those most closely affected by a decision to play a significant role in making those decisions. Managerial authority and accountability for financial decisions is delegated by the Superintendent of Schools to specific school/decision unit (DU) administrators for their respective school/DU budget. The District's Vision, Mission, Priorities, board policies, administrative regulations and procedures establish the parameters within which all decisions must be made.

Stewardship is the careful and responsible planning and management of district financial resources to achieve the educational objectives of the District's Vision, Mission and Priorities on behalf of the public. Stewardship of financial resources begins with transparency and compliance with legislation, policies, regulations and internal controls.

Internal controls are the checks and balances established by the District to provide reasonable assurance about the achievement of objectives for reliability of financial reporting, effectiveness and efficiency of operations, safeguarding of resources and assets, and compliance with applicable laws and regulations.

POLICY

The Board of Trustees (Board) is responsible for ensuring effective and efficient stewardship of district financial resources and assets placed in its trust for the provision of public education now and into the future.

The Board recognizes that the fulfillment of the District's Vision, Mission, and Priorities is dependent upon compliance with all legislative requirements and Public Sector Accounting Standards, effective financial planning and management, the application of internal controls, and clearly defined roles and accountabilities. The Board also believes that the management of district finances is based on a foundation of integrity, prudent stewardship, public accountability and full disclosure of results. **(CO.BP – Fiscal Oversight and Management)**

The Board is committed to a system-wide culture of collaboration and site-based decision making and as such, trustees, senior officials and all staff share responsibility for modelling effective and efficient stewardship of district financial resources. The Board expects all school/DU administrators to exercise their stewardship of district financial resources by knowing and understanding their respective managerial authority, responsibility and accountability for decisions that have a financial impact on the District.

The Board seeks maximum educational value for the expenditure of District funds through purchasing practices that are fair, transparent and promote competition among vendors. **(CW.BP – Purchasing)**

The annual district budget is the fiscal plan to achieve the Vision, Mission, Priorities and strategic plan of the District and the province. The District's individual school/DU budget development processes include a review of the results from the previous year for continuous improvement. The budget process serves as a means to improve communications and involvement both within the school system and with the broader community.

The Board shall approve:

- the annual budget and results review process; **(AFA.AR – Results Review)**
- the annual distribution of funds and any updates that are required during the year; **(CO.BP – Fiscal Oversight and Management)**
- the annual operating budget; **(CO.BP) – Fiscal Oversight and Management**
- the annual appointment of the external auditor for the District; and **(CO.BP) – Fiscal Oversight and Management**
- the appointment of the principal banker for the District. **(CO.BP – Fiscal Oversight and Management)**

The Board believes that it is fair and appropriate to reimburse trustees and staff for approved travel and other expenses incurred while carrying out district business. To ensure accountability and public transparency, all trustees and staff shall adhere to district administrative processes for reimbursement and, or payment of expenses incurred on district business. Furthermore, expenses incurred by and on behalf of trustees and senior officials on district business shall be routinely and publicly disclosed in alignment with the elected and senior officials public disclosure practices of the Government of Alberta.

The Board acknowledges that schools cannot charge for instruction but schools may charge minimal fees with respect to instructional supplies or materials, in accordance with the *School Act*. While the Board recognizes the need to charge fees, economic circumstances shall not be a barrier to a student's access to curricular outcomes. Fees and the rationale for them shall be transparent and the funds derived shall be used for the purposes for which they were collected. **(HNB.BP – Instructional Fees)**

Edmonton Public Schools is a "Registered Canadian Charitable Organization" within the meaning of the *Income Tax* Act and, as such, all gifts and donations shall be accounted for and used to enhance educational opportunities offered to students consistent with district priorities, policies and values. **(IH.BP - Public Gifts)**

In order to assist community groups seeking funding for their own activities, the Board delegates authority to the Superintendent of Schools to approve district endorsement of and participation in community activities or projects that reflect the District's Vision, Mission and Priorities and support teaching and learning. **(IAC.BP – Funding and Endorsement Requests from External Organizations)**

EXPECTATIONS

1. To safeguard and provide effective oversight and accountability for the use of district funds and asset management, the Superintendent of Schools shall implement this policy through:
   a. administrative regulations, processes and best practices aligned with provincially and federally legislated requirements, PSAS and Alberta Government elected and senior official expense disclosure practices;
   b. the assignment of responsibilities and accountabilities; and
   c. a system of internal controls.

2. District purchasing practices shall conform to provincial agreements and purchasing standards established for all Municipalities, Academic Institutions, School Boards and Hospital Institutions (MASH sector).
   a. District purchasing practice shall give consideration to the following:
      - cost relative to quality and or suitability of the product or service;
      - vendor/manufacturer performance: reputation/experience, ability to deliver, after sales service, maintenance and warranty;
      - the vendor/manufacturer of the product can demonstrate supporting sustainability of our environment through recognized certifications and standards within the industry; and
      - the vendor/manufacturer of the product can provide evidence of recognized acceptable social ethical standards through policies, practices, and procedures. **(CW.BP – Purchasing)**
   b. All factors being equal, consideration shall be given to local, provincial, and national suppliers in that order. **(CW.BP – Purchasing)**

3. At intervals not exceeding five years, requests for proposals shall be posted and made available to all:
   - financial institutions for appointment as the District's principal banker; and **(CT.BP – Appointment of Principal Banker**)
   - qualified firms or individuals for appointment as district auditor. **(CVE.BP – Auditor)**

4. The annual budget development and results review process shall provide trustees, staff, students, parents and community members with an opportunity for involvement. **(AFA.AR – Results Review)**

5. Annual district and school budgets, audited financial statements, and results achieved by the District shall be made publicly available. **(AFA.AR – Results Review)**

6. The acceptance of donations of property (cash and gifts in kind), that may be eligible for official tax donation receipts in accordance with Canada Revenue Agency, shall be for the advancement of education which includes, but is not limited to the following:
   a. the establishment of scholarships or memorial funds;
   b. the giving of special prizes or awards to students;
   c. the promotion of co-curricular or extra-curricular activities;
   d. the purchase of equipment; and
   e. the funding of facility additions or enhancements**. (IH.BP – Public Gifts)**

ACCOUNTABILITY

The Administration shall provide the following monitoring reports to the Board of Trustees:
- interim quarterly financial reports;
- annual audited financial statements;
- school and decision unit annual plans;
- results review documentation; and **(CO.BP – Fiscal Oversight and Management)**
- annual Alberta Education Results Report.

REFERENCES

CSGA.AR – School Generated funds
CSGB.AR – Administration of School Collected Funds
CSGE.AR – Customer Service Charges
CVB.AR – Guidelines for Carry Forward of Funds for Central and Decision Units
CW.AR – Purchasing and Disposal
CWA.AR – Expenditure of Public Funds
HNB.AR – School Assessed Fees
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IH.AR – Public Gifts
Trustees' Handbook s.6.1.2 Audit Committee
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School Act s. 60(2)(j)(k), 146,
Freedom of Information and Protection of Privacy Act
Income Tax Act s.149.1
Public Sector Accounting Standards (PSAS)
New West Partnership Trade Agreement (NWPTA)
Trade Investment and Labour Mobility Agreement (TILMA)

EDMONTON PUBLIC SCHOOLS

Board Policy

CODE: CO.BP

TOPIC: Fiscal Oversight and Management

EFFECTIVE DATE: (24-03-2009)

ISSUE DATE: (26-03-2009)

REVIEW YEAR: (2016)

POLICY

The Board believes that the fulfillment of its mission, priorities and strategic plan is dependent upon sound financial planning and management.

The Board ensures the fiscal integrity of the organization by providing leadership, oversight and management philosophy that directs the management of district resources to meet the Board's policy objectives, district priorities and requirements of Alberta Education.

The main goal of financial management is to achieve a long-term, stable and positive financial position. The Board also believes that the management of district finances should be based upon a foundation of integrity, prudent stewardship, planning, accountability and full disclosure of results.

The Board shall be responsible for approval of:

- the annual planning base and any updates that are required during the year
- the annual operating budget
- the three-year capital plan
- the ten-year facilities plan

The Board receives for information from the Administration the:

- interim quarterly financial reports
- annual audited financial statements
- school and decision unit annual plans
- results review documentation

The Superintendent of Schools shall ensure that the District's resources are spent and managed according to board policy, district priorities and Alberta Education requirements.

EDMONTON PUBLIC SCHOOLS

Board Policy

CODE: CT.BP

TOPIC: Appointment of Principal Banker

EFFECTIVE DATE: (28-10-2008)

ISSUE DATE: (30-10-2008)

REVIEW YEAR: (2015)

POLICY

At intervals not exceeding five years, proposals shall be requested from all financial institutions for appointment as the District's principal banker.

REFERENCES

School Act Section 60(2)(k)

EDMONTON PUBLIC SCHOOLS

Board Policy

CODE: CVE.BP

TOPIC: Auditor

EFFECTIVE DATE: (28-10-2008)

ISSUE DATE: (30-10-2008)

REVIEW YEAR: (2015)

POLICY

1. The appointment of a board auditor shall be made by the Board on a yearly basis.

2. At intervals not exceeding five years, proposals shall be requested from all qualified firms or individuals for appointment as board auditor.

REFERENCES

School Act Section 146

EDMONTON PUBLIC SCHOOLS

Board Policy

CODE: CW.BP

TOPIC: Purchasing

EFFECTIVE DATE: (24-03-2009)

ISSUE DATE: (26-03-2009)

REVIEW YEAR: (2016)

POLICY

The Board believes in purchasing competitively and seeking maximum educational value for every dollar expended through good purchasing practices which give consideration to the following:

- the vendor/manufacturer of the product can demonstrate supporting sustainability of our environment through recognized certifications and standards within the industry
- the vendor/manufacturer of the product can provide evidence of recognized acceptable social ethical standards through policies, practices, and procedures
- all factors being equal, preference shall be given to local, provincial, and national suppliers in that order.

REFERENCES

CW.AR - Purchasing and Disposal

EDMONTON PUBLIC SCHOOLS

Board Policy

CODE: HNB.BP

TOPIC: Instructional Fees

EFFECTIVE DATE: (27-09-2011)

ISSUE DATE: (29-09-2011)

REVIEW YEAR: (2018)

POLICY

The Board believes all children should be able to access a public education regardless of economic circumstances. Schools shall not charge fees for instruction but may charge minimal fees with respect to instructional supplies or materials in accordance with the *School Act*.

REFERENCES

HNB.AR - School Assessed Fees
School Act Section 60.2.j

EDMONTON PUBLIC SCHOOLS

Board Policy

CODE: IAC.BP

TOPIC: Funding and Endorsement Requests from External Organizations

EFFECTIVE DATE: (08-05-2012)

ISSUE DATE: (16-05-2012)

REVIEW YEAR: (2019)

POLICY

As a publicly funded and non-profit organization, Edmonton Public Schools does not provide funding for external community activities or projects, as the District regularly seeks financial support for its own activities and projects.

In order to assist community groups wishing to support teaching and learning through their own activities, the Board delegates its authority to the Superintendent of Schools to approve district endorsement of and participation in community activities or projects that reflect the District Vision, Mission and Priorities. The Superintendent of Schools' decision on such matters is final.

EDMONTON PUBLIC SCHOOLS

Board Policy

CODE: IH.BP

TOPIC: Public Gifts

EFFECTIVE DATE: (11-05-2010)

ISSUE DATE: (13-05-2010)

REVIEW YEAR: (2017)

POLICY

INCOME TAX DEDUCTIBLE DONATIONS

The Board encourages and welcomes donations to Edmonton Public Schools, for the enhancement of educational opportunities offered students, which are consistent with District priorities, policies and values.

The Edmonton School District No. 7 is a "Registered Canadian Charitable Organization" within the meaning of the *Income Tax Act*. This permits the acceptance of donations of property (cash and gifts in kind) that may be eligible for official donation receipts. Such donations shall be for the advancement of education which includes, but is not limited to the following:

a. the establishment of scholarships or memorial funds;
b. the giving of special prizes or awards to students;
c. the promotion of co-curricular or extra-curricular activities;
d. the purchase of equipment; and
e. the funding of facility additions or enhancements.

REFERENCES

CSGA.AR - School Generated Funds
IAA.BP - Educational Partnerships and Sponsorships
IH.AR - Public Gifts
Income Tax Act Section 149.1

EDMONTON PUBLIC SCHOOLS

Administrative Regulation

CODE: AFA.AR

TOPIC: Results Review

EFFECTIVE DATE: (04-04-2001)

ISSUE DATE: (05-04-2001)

REVIEW YEAR: (2006)

REGULATION

1. The Board of Trustees shall approve the results review process for schools and central services.

2. School and central services results shall be provided to the Superintendent of Schools and Trustees.

3. Trustees, staff, students, parents, and community members shall be provided with an opportunity for involvement in the review process.

4. Results achieved by the District shall be communicated to staff, parents, and the community.

5. Individual school results shall be shared with the community.

REFERENCES

Alberta Learning Program, School and School System Evaluation Policies Section 2 - Accountability in Education Policy Requirements

6.1.2 Audit Committee

Purpose

The purpose of the Audit Committee is to assist the Board of Trustees in ensuring the assets of the corporation are preserved and resources utilized effectively. The Audit Committee is part of a system of checks and balances and as guardian of the District's interests, assesses whether the organization is appropriately administering public funds.

Terms of Reference

The committee meets at least twice a year in-camera, generally once in the fall, and the second taking place later in the year.

1. The Audit Committee meets prior to the annual audit to:

- recommend the appointment of an external Board auditor to the Board of Trustees on an annual basis and in accordance with Board Policy CVE.BP - Auditor and the *School Act* (part 6, division 1);

- meet with the external auditor prior to commencement of the audit to review the engagement letter and assure the auditor's independence from management; and

- review and discuss the audit plan with the external auditor and make a recommendation to Board.

2. The Audit Committee meets following the annual audit to:

- meet with the external auditor and Administration to review the external auditor's assessment of the District's system of internal controls and accounting policies, the draft annual audit report, accept receipt of the external auditor's independence letter, audit findings report and accompanying draft management letter;

- provide information to demonstrate due diligence was undertaken in reviewing the financial information, and make a recommendation to Board on whether to accept the annual audit report and financial statements for forwarding to the Minister of Education; and

- receive the Superintendent of School's report on internal audit activities.

Composition

The membership of the Audit Committee shall be comprised of:
- three Trustees, including the Board Chair
- two external members who are designated accountants.

Term of appointment shall be one year for Trustees, consistent with all Trustee Standing Committees. The term of appointment for external members shall be four years. Notwithstanding any such term, each committee member shall serve at the pleasure of the Board of Trustees who reserves the right to terminate any appointment without notice, with or without cause.

Selection Process for External Committee Members

The Administration will post a request for Audit Committee members on the following websites:
• Certified Management Accountants of Alberta
• Certified General Accountants of Alberta
• Institute of Chartered Accountants of Alberta
• University of Alberta business department

The Audit Committee, with support of the Superintendent of Schools and the Executive Director Finance and Infrastructure, will select the two external members of the Audit Committee.

Quorum

A quorum of the Audit Committee consists of three members of the Committee; two members which must be from the Board of Trustees.

Trustees' Handbook Page 52

Rules of Order

The agenda format, rules of order and confidentiality requirements for Caucus Committee will be observed. All committee members shall commit to ethical conduct; proper use of authority, decorum and professional conduct.

Budget

There is no identified budget for this committee. External committee members are not entitled to honoraria.

Resources

Financial Statement Readability Tool Kit (Alberta Education, Auditor General and Association of School Business Officials (ASBOA))

Trustees' Handbook Page 61

6.2 Four-Year Budget Planning and Results Reviews

Purpose

To provide an opportunity for Trustees to review and discuss with principals and central service administrators about:

- the extent to which results for the previous year have been achieved; and
- the proposed budget plans in relation to the District priorities and Trustee initiatives.

Terms of Reference

• The Board, each year, as part of the budget and results review process, will approve the requirements, format and timelines for review meetings.

• Meetings will be open to the public. Notice of the meetings will be provided to parents, Parent Councils and/or other stakeholders to encourage attendance and participation.

• Budget planning and results review sessions take place in November once District achievement and financial results have been compiled.

• Trustees will be provided information packages of the schools they are scheduled to visit in their Ward; however, information for all schools and central departments will be made available electronically for Trustees.

• Trustees are expected to preside over the budget meeting and lead the discussion. Staff presentations are often a key component and the Trustee(s) may ask questions to further their understanding of the annual results and budget plans.

• Each year, Trustees are strongly encouraged to attend, and partake in asking questions in one additional budget planning and/or results review session in a Ward other than their own.

*No election required – All Trustees participate in the annual budget planning and results reviews of school and central service decision units.

*In an election year; the process and timelines for Results Review will be provided to the Trustee Candidates on Nomination Day.

DATE: September 16, 2014

TO: Board of Trustees

FROM: Trustee Orville Chubb, Superintendent and Board Evaluation Committee, Chair
Trustee Sarah Hoffman, Superintendent and Board Evaluation Committee
Trustee Ken Gibson, Superintendent and Board Evaluation Committee

SUBJECT: 2013-2014 Board Self-Evaluation

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

RESOURCE STAFF: Manon Fraser

REFERENCE: Trustees' Manual – Board Committees - Board and Superintendent of Schools Evaluation Committee Terms of Reference

ISSUE

The Board of Trustees annually provides a summary report of the Board's self-evaluation survey results to the public. The summary report will be given verbally by the Chair of the Board and Superintendent Evaluation (BSEC) Committee at the September 16, 2014 public board meeting.

BACKGROUND

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

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

From June 9, 2014 to July 7, 2014, Trustees completed a comprehensive on-line, summative board self-evaluation survey (ATTACHMENT I). This self-evaluation gathered both qualitative and quantitative data in eleven key areas comprised of 112 performance indicators. Trustees were asked to rate the Board's overall effectiveness on each indicator using a four-point rating scale. In addition, below each of the eleven key areas, Board members were requested to describe one or more examples that illustrated or supported their rating. This qualitative data provided additional context for the ratings and is useful for the Board in the development of their strategic work plan. On August 27, 2014 the Board held a Trustee retreat to review the feedback and data for the Board self-evaluation. This report reflects additional feedback provided at that time.

RELATED FACTS

Strengths were identified in eight of the eleven key areas. The average rating of each area is reported in brackets.

- Board and Superintendent Relationships (3.61);
- Decision Making (3.46);
- Mission, Vision and Values (3.38);
- Community Relations (3.24);
- Policy Governance (3.22);
- Committee and Representative Work (3.17);
- School Board Relationships and Conduct (3.17); and
- Climate and Culture (3.02).

Specifically, Trustees indicated that the following themes contributed to their overall success in these key areas:

- The relationship between the Board and the Superintendent is strong. The Board reported that ongoing, open, honest and transparent communication mechanisms are in place, fostering trusting relationship between the Board and the Superintendent. It was felt that the sharing of complete and unbiased information has resulted in organizational respect. The Superintendent's openness to conducting a 360-degree evaluation was commended.

- The Board reported that they have become a cohesive team, built on a foundation of collegiality and a value for democratic governance. These are factors that they believe have contributed to a strength in the area of decision making. In addition, it was noted that all Trustees exercised their opportunity to ask questions before voting and made decisions through a lens of what is best for students. The Board is proud of actively seeking out student voice to support decision making and taking responsibility for actions once decisions were made.

- The development of the Vision, Mission, Values and Priorities was a very comprehensive, evidence-based and inclusive process that has, and will, continue to support strategic planning, policy development and decision making throughout the four-year term of the Board. This was the first time the Board and Administration co-created the Vision, Mission, Values and Priorities. The Board felt this resulted in strategic alignment between the governance work of the Board, and the Administration. Collectively the Board and the Administration are living the values of equity, collaboration, accountability and integrity.

- Stakeholder and community engagement was a common priority identified by Trustees. They voiced a continued commitment to engaging parents and the community by providing ongoing opportunities for input and feedback into decision making. Being more proactive in their communication with the public was also identified as an area of continued importance.

Aspects where the Board desires further development were noted. These key areas are:

Results Oriented (2.77);
Alignment of Resources (2.77); and
Budget (3.0)

Trustees identified the following as areas for further growth:

- The Board sees an opportunity for the strategic use of data to guide evidence-based decision making and to tie performance measures to the evaluation of the Board and the Superintendent. The Board is pleased to know that metrics and an online dashboard are currently being developed to support public accountability, decision making and resource allocation.

- While the results review and budget planning process were identified as excellent ways to update Trustees on the progress being made at the school and department level, there is a desire to produce a summary of the Annual Education Results Report (AERR) that provides parents and community members with easy-to-understand information relative to District progress.

- Making decisions around the distribution of District funds is a responsibility the Board takes seriously. Further building the expertise of the Board in the area of budget/finance, and audit processes were identified as priorities. As such, the Board will engage in professional development in these areas.

- Distributing funds equitably continues to be a concern; however, the Board is optimistic that their approval of the establishment of an Equity Fund will help to support the success of all students.

- Concerns continue to persist around adequate, predictable, sustainable funding. Resource constraints were reported to be one of the Board's biggest challenges. The Board acknowledges that the classrooms of today are more complex and diverse than in the past, and ensuring the success of all students will require more resource support. In addition, a sense of urgency was expressed around advocating for new schools in areas where growth pressures exist. The Board places a high priority for focused advocacy in this area.

CONSIDERATIONS & ANALYSIS

This was the first year in a four-year term for this Board of Trustees. An annual evaluation report being delivered at this time of year will support the transition to a second year of office. The strong working relationship between the Board, the Superintendent and Administration; the development of metrics tied to District Priorities and using this data to support the Board in making evidence-based decisions will be key strategies to support the achievement of the District Mission, Vision and Priorities. Stakeholder and community engagement was a common value identified by Trustees. Collectively, they voiced a continued commitment to engage parents and the community by providing ongoing opportunities for input and feedback into decision making. Moving forward into the second year, there will be a strong generative governance focus, of which stakeholder voice and engagement will be a priority.

NEXT STEPS

The Board report will be used to inform action planning, the development of a strategic work plan and identification of a targeted Board professional development plan.

ATTACHMENTS & APPENDICES

ATTACHMENT I 2013-2014 Board Self-Evaluation Instrument

SS:mmf

About the Board Evaluation Questionnaire

The questionnaire is organized into sections around the Board's Role and Responsibility statement. The Board has a number of reference/source documents which address board governance and how the Board will carry out its role and responsibilities:

- Province of Alberta School Act
- Board Role and Responsibility Statement
- Principles of Board Operation
- Board Committees
- ASBA – Role of the School Trustee
- Trustee Code of Ethics

District Vision, Mission, Values and Priorities

Vision
Transforming the learners of today into the leaders of tomorrow.

Mission
We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

Values
Supporting the Vision, Mission and Priorities are the District's core values of accountability, collaboration, equity and integrity.

District Priorities 2014-2018

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

Completing the Board Evaluation Questionnaire

For each section of the online questionnaire, there is a listing of board objectives derived from some of the source documents related to the section question(s) for Trustee reference and consideration. Trustees may want to refer to the specific source documents or consider other indicators such as significant board events and decisions over the past year.

For each question, Trustees are asked to provide a rating for each question on a four-point scale. Trustees are encouraged to describe one or more examples that illustrate or support their rating. This qualitative data will be helpful during the discussion of the results of the evaluation and will be used to inform action planning.

****

Trustees completed the evaluation individually using the following rating scale:

4 - Fully Achieved -
(The Board is a model of excellence)

3 - Mostly Achieved -
(The Board is very effective and demonstrates an area of strength)

2 - Partially Achieved -
(The Board's performance is satisfactory/ demonstrates an area for potential growth)

1 - Beginning to Achieve -
(The Board's performance is not satisfactory/demonstrates an area requiring immediate attention)

Each board member is required to complete the on-line evaluation by June 28, 2013 so that the results can be electronically compiled.

MISSION, VISION AND PRIORITIES

1. Stakeholder representatives (school board, executive team, central staff, school staff, employee organizations, students, parents and the community) helped to create the vision, mission and priorities.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

2. We discussed the core beliefs and values of our school district and community, and ensured these values were reflected in our vision, mission and priorities.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

3. We have a written vision, mission and priorities that guide decision making and commits the success of all students as the top priority.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

4. Our vision, mission and priorities are clearly articulated and known to all stakeholders.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

5. The vision, mission and priority statements are prominently displayed, regularly communicated and referred to often when making decisions.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

6. We frequently revisit and reaffirm our vision to ensure our constancy of purpose.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

7. Our vision, mission and priorities form the basis for our strategic planning and policy decisions.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

8. We base our resource and budget decisions on our vision, mission and priorities.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

9. Use the space below to describe one or more examples that illustrate your response:

RESULTS ORIENTED

10. Our district publishes an annual report of progress (Annual Education Results Report).

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

11. Our annual report includes data on student achievement and district performance related to district priorities and goals.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

12. The format of our report is consistent from year to year and includes data from prior years.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

13. The report is shared with stakeholders and used to develop targets around areas for growth.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

14. We produce a summary of the Annual Education Results Report that provides parents and community members with easy to understand information about the district's progress.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

15. Our Board compares our data with data from other districts that are similar to ours.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

16. We disaggregate our data to measure the success of all students (Special Needs; ELL. FNMI).

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

17. We use our student achievement data to make decisions and establish district priorities.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

18. We communicate to the public how our decisions are linked to student achievement data.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

19. We tie our evaluation of ourselves, as a Board, to our results.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

20. We tie the evaluation of the Superintendent to the results of our students.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

21. Annual reports and Results Reviews provide clear evidence of progress towards achieving our priorities and goals. Consistency is needed.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

22. Annual reports and Results Reviews are used to guide reflection, questions and dialogue that enhance decision making and lead to the identification of areas requiring additional focus.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

23. Use the space below to describe one or more examples that illustrate your response:

ALIGNMENT OF RESOURCES

24. We have established a specific and limited set of priorities for improving student learning that gives everyone in the district clear focus.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

25. We ensure resource equity by providing additional supports to students and schools with higher needs.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

26. We use the budget as a vehicle to accomplish our mission, vision and priorities.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

27. Programs and initiatives are added, continued, changed or deleted based on analysis of results, district priorities and available resources.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

28. We consider the strengths, expertise and capacity of district staff when making resource decisions.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

29. Plans and actions in the area of infrastructure (eg. Three Year Capital Plan, Infrastructure Strategy, Ten Year Facilities Plan) clearly support the vision, mission and priorities.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

30. Use the space below to describe one or more examples that illustrate your response:

BUDGET

31. The budget planning and allocation process is clear and communicated to the district and the public.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

32. The budget planning process involves community input.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

33. We demonstrate our fiduciary responsibility by maintaining an Audit Committee that assists us in mitigating present and future risks to the District.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

34. Financial statements are thoroughly reviewed and we seek legal and ethical compliance assurances from the Superintendent.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

35. We report regularly to the public on the District's financial position and future.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

36. We advocate for adequate, predictable and sustainable funding.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

37. Use the space below to describe one or more examples that illustrate your response:

CLIMATE AND CULTURE

38. We model the core values and beliefs of our shared vision and mission.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

39. We have created a climate that values and celebrates staff and students for high achievement and high levels of improvement.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

40. We are building a diverse workforce that reflects our student population.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

41. We promote continuous learning in which change, innovation and creativity is embraced as a value.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

42. We foster a culture that supports the belief that all children can learn at high levels and have policies to reflect this philosophy.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

43. We ensure periodic assessment of school climate throughout the District through attendance data, discipline data, staff turnover data, surveys of students, staff, and parents, and student enrolment trends.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

44. We ensure a safe, caring and respectful working and learning environment for staff and students.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

45. We value distributed leadership that results in decisions being made at the level closest to implementation.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

46. We demonstrate our value of building leadership capacity.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

47. We demonstrate our commitment to continuous improvement by engaging in ongoing professional development related to governance.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

48. We value transparency.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

49. Use the space below to describe one or more examples that illustrate your response:

SCHOOL BOARD AND SUPERINTENDENT RELATIONSHIPS

50. We seek to maintain a professional relationship with the Superintendent and understand, and respect the executive function of the role.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

51. Ongoing, open, honest, transparent communication mechanisms are in place, fostering trusting relationships between the Board, Superintendent and administration.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

52. Full, complete and unbiased information is shared between the Board and the Superintendent to maintain an organizational culture of respect and trust.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

53. We receive advice from the Superintendent in a respectful manner.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

54. We are kept informed in a timely fashion on district matters.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

55. In searching for the best solutions, we demonstrate respect for healthy debate and the value of democratic decision-making.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

56. Our Board and the Superintendent share a common understanding of the district culture.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

57. The Superintendent's performance is regularly assessed and communicated in consideration of agreed-upon indicators. The evaluation process for the Superintendent is fair and valid.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

58. We hold the Superintendent accountable for implementation of the policies (including the mission, vision, and priorities) and achievement of the strategic plan.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

59. Use the space below to describe one or more examples that illustrate your response:

SCHOOL BOARD RELATIONSHIPS AND CONDUCT

60. We cooperate with each other to get the work done.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

61. We respect the confidentiality of private conversations.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

62. We are respectful of everyone's time: our own, staff's, and community members'. This includes being on time and prepared for meetings.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

63. We model respect and courtesy for all through our choice of words, body language, and actions.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

64. We endeavor to keep each other well informed as to our actions and comments.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

65. We model ideals of democracy by engaging fully in debate, disagreeing respectfully, and being open to the ideas and opinions of others.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

66. We refrain from expressing how we will vote in the media, websites, blogs, correspondence, or in private conversations with community members but freely discuss various considerations that will inform the upcoming discussion.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

67. When asked about a board decision we fairly reflect the discussion, demonstrate support for the democratic process, and focus on next steps.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

68. When asked about a board decision we fairly reflect the discussion, demonstrate support for the democratic process, and focus on next steps.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

69. The system for addressing divergence from our protocols is clear and followed.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

70. We share the responsibility of representing the Board at EPSB and partner events.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

71. Use the space below to describe one or more examples that illustrate your response:

COMMUNITY RELATIONS

72. Our communication with stakeholders and the community is a two way process.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

73. We have policies and practices in place to encourage parents to be active partners in their children's education.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

74. We encourage parents and members of the community to share responsibility for the success of schools and students.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

75. Our communication with the media is effective.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

76. We use social media responsibly.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

77. We provide opportunities for stakeholder and community input into key actions of the Board.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

78. Our vision and priorities reflect community needs and interests.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

79. We engage communities before important decisions are made and invite them to keep us informed about emerging issues and opportunities.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

80. We work to maintain and develop Partnerships with organizations, other districts and government to serve the needs and achievement of students and the District.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

81. We regularly report on student achievement and accomplishment of District priorities to the public.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

82. We communicate regularly with other elected officials to ensure public education is a top priority for investment and support.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

83. We actively seek out student voice and perspective.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

84. Use the space below to describe one or more examples that illustrate your response:

POLICY GOVERNANCE

85. Our policy-making process is well-defined and understood.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

86. Opportunities are provided for stakeholders and the public to give input to policy decisions and planning.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

87. The policy manual is updated regularly.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

88. The policies are clearly communicated to stakeholders.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

89. Board policies are accessible.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

90. The policy process provides timely guidance for the operation of the school district.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

91. We use policy as our primary governance tool to articulate our goals, define principles that guide the actions of the administration and assess the effectiveness of decisions.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

92. We monitor the implementation of our policies.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

93. Use the space below to describe one or more examples that illustrate your response:

COMMITTEE AND REPRESENTATIVE WORK

94. We approve the Terms of Reference and scope of work for all Board committees and Board representatives to external organizations.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

95. The roles and responsibilities of each committee, and each representative, clearly assist us in achieving our roles and responsibilities.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

96. Each committee and representative provides written reports and recommendations to assist us in our work.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

97. Committees and representatives do background reading and consult with staff, when required, before they make recommendations to the Board.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

98. We share the responsibility of committee work and board representation on external committees and boards.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

99. Each committee uses staff support effectively to achieve its goals.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

100. Use the space below to describe one or more examples that illustrate your response:

DECISION MAKING

101. We wait to make decisions until complete information is available.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

102. Decisions are made based on analysis of risks/benefits/implications.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

103. Members of the public have opportunities to express their opinions before decisions are made.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

104. Each Trustee has an opportunity to ask questions and to speak before the Board votes on issues.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

105. We stay focused on issues and not personalities.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

106. We explore consequences of potential decisions and engage in "If, then" discussions.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

107. We make decisions based on what is best for students.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

108. We make decisions on the basis of facts and evidence, not hearsay.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

109. All decisions are made or ratified in public.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

110. We are not involved in decision making if there is a conflict of interest.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

111. We take responsibility for decisions once they are made.

- ◯ 4 - Fully Achieved (The Board is a model of excellence.)
- ◯ 3 - Mostly Achieved (The Board is very effective/demonstrates and area of strength.)
- ◯ 2 - Partially Achieved (The Board's performance is satisfactory/demonstrates an area for potential growth.)
- ◯ 1 - Beginning to Achieve (The Board's performance is not satisfactory/demonstrates an area requiring immediate attention.)

112. Use the space below to describe one or more examples that illustrate your response:

113. What was the proudest moment for the Board this year?

EDMONTON PUBLIC SCHOOLS **Information Report**

DATE: September 16, 2014

TO: Board of Trustees

FROM: Trustee Orville Chubb, Board and Superintendent Evaluation Committee, Chair
Trustee Ken Gibson, Board and Superintendent Evaluation Committee
Trustee Sarah Hoffman, Board and Superintendent Evaluation Committee

SUBJECT: Board and Superintendent Evaluation Committee: 2013-2014 Superintendent's Evaluation

RESOURCE STAFF: Dr. Sandra Stoddard

REFERENCE: February 18, 2014 – Board Report – Report #4 of the Caucus Committee
Board Policy FGB.BP – Evaluation of Superintendent of Schools
Trustees' Handbook – Section 6.1.3 (pages 52 to 58) – Board and Superintendent of Schools Evaluation Committee

ISSUE

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

BACKGROUND

On February 18, 2014, the Board approved the following recommendations:

1. *That a new Superintendent evaluation instrument be developed to align with the Strategic Plan. The evaluation process will occur once a year and will include a 360- degree process.*

2. *That Conroy Ross assist the Board and Superintendent Evaluation Committee in the development of a new Superintendent evaluation instrument that could link to the Ideal Candidate Profile and include in a 360-degree feedback process.*

Survey questions were developed in the following areas:

- Visionary Leadership
- Instructional Leadership
- Human Resources Leadership
- Effective Relationships
- Organizational Leadership and Management
- Board Interface
- General Questions and opportunity for comment

Mr. Gordon Syme, Conroy Ross Partners, met one-on-one with all members of the Board and District Support Team as well as additional external stakeholders to gather input. An on-line survey was administered to members of the District Leadership Team (including principals and central leaders) and several key external stakeholders.

CURRENT SITUATION

A letter from Mr. Syme with respect to the results of the 2013-2014 Superintendent's evaluation is attached (Attachment I).

KEY POINTS

- During 2013-2014, the Superintendent achieved an overall rating of 4.6 on a scale of 1-5. This represents a rating in the outstanding range.

ATTACHMENTS & APPENDICES

ATTACHMENT I - Letter from Conroy Ross re 2013-2014 Superintendent's Evaluation

SS:mmf

CONROY ROSS PARTNERS

SEARCH &
CONSULTING

Trustee Orville Chubb
Chair, Board and Superintendent Evaluation Committee
Edmonton Public Schools

Re: 2013-2014 Superintendent Evaluation

We have completed the 2013-2014 Superintendent Evaluation on Mr. Darrel Robertson as requested by the Board of Trustees of the Edmonton Public School Board. Our comprehensive evaluation was comprised of a 360 degree review including all Trustees, the District Support Team, the District Leadership Team and a number of external stakeholders. A mix of in-person interviews and on-line surveys were used to collect the feedback from over 266 participants. An overall comprehensive report of the results was prepared for the Board.

The Superintendent achieved an overall rating of 4.6 on a scale of 1 – 5. This represents a rating in the outstanding range. The Superintendent is perceived to be an exceptional leader, who in his brief tenure has been able to create and communicate a strong vision for the future of EPSB. Most stakeholders acknowledged that there has been good progress made in improving the direction of the District and they are confident that this trend will continue during the coming years.

The Superintendent embraces the District Values of Integrity, Equity, Collaboration and Accountability. All respondents were consistent in remarking that the Superintendent "walks the talk" with these values. He has communicated them in a variety of ways, resulting in the values being adopted as foundational to how the District operates.

The opportunities for the Superintendent to develop were focused on the lack of time he has been in the role and that he required more time to make additional positive changes to move EPSB forward. There was a clear expectation that these changes would occur.

In summary, the Superintendent has made an excellent start to his tenure, with very positive feedback across all stakeholder groups.

Regards,

Gord Syme

Principal, Consulting

Conroy Ross Partners

T 780 432 5490 F 780 432 5936
720 MANULIFE PLACE 10180 101ST STREET EDMONTON, ALBERTA T5J 3S4
CONROYROSS.COM

DATE:	September 16, 2014
TO:	Board of Trustees
FROM:	Darrel Robertson, Superintendent of Schools
SUBJECT:	Bereavements
ORIGINATOR:	David Fraser, Executive Director, Corporate Services
RESOURCE STAFF:	Sandy Boyce
REFERENCE:	FM.BP – Acknowledgement of Deaths and Bereavements FM.AR – Deaths and Bereavements

Mrs. Theresa Allen lost her battle with ALS and passed away on August 22, 2014, at the age of 51 years. Mrs. Allen began her career with Edmonton Public Schools in 2007 as a member of the support staff group. Since that time she worked at Woodcroft and Callingwood schools as a library technician. At the time of Theresa's passing she was on sick leave. Mrs. Allen is survived by her husband Ted, two daughters, Claire and Paige.

In honour of Mrs. Allen, a memorial donation will be made to the ALS Society on behalf of the Administration and Board of Trustees.

Mrs. Bonnie Kyle passed away August 9, 2014, at the age of 63 years. Mrs. Kyle began her career with Edmonton Public Schools as a member of the support staff group. She started working at Woodcroft School in 1989 and held positions as a program aide, library assistant and teacher aide. She moved to Garneau School in 2006 and worked as their library technician. At the time of Mrs. Kyle's death, she was on leave. Bonnie is survived by her husband Rod, daughter Jaime, and son Ian.

A memorial donation in honour of Mrs. Kyle will be made to the Royal Alexandra Hospital Foundation, da Vinci Robotic Surgical system, on behalf of the Administration and Board of Trustees.

Mrs. Lisa Ross passed away August 26, 2014, at the age of 37 years. Lisa began her teaching career with Edmonton Public Schools on October 13, 2011, at Greenfield School, and continued working there until she took a leave of absence on September 2, 2013. She is survived by her husband Raymond and daughter Ashlyn.

A memorial donation will be made in honour of Mrs. Ross to the Cross Cancer Institute, on behalf of the Administration and Board of Trustees.

DF:sb