




Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, March 15, 2016
2:00 p.m.

Board Meeting #9

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes:
 - 1. DRAFT – Board Meeting #8 – March 1, 2016
- G. Recognition
 - 2. Edwin Parr Teacher Award
(Information) – *30 minutes has been set aside for this item.*
- H. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, March 14, 2016 to speak under this item.)
- I. Reports:
 - 3. Report #4 of the Caucus Committee (From the Meeting Held March 1, 2016)
(Information)
 - 4. Motion re Funding and Support for Syrian Students in Edmonton Public Schools
(Recommendation)
 - 5. School Utilization Rates
(Information) – *30 minutes has been set aside for this item.*
 - 6. Three Year Capital Plan 2017-2020
(Recommendation) – *10 minutes has been set aside for this item.*

AGENDA

**BOARD OF
TRUSTEES**

**Michelle Draper
Acting Board
Chair**

**Sherry Adams
Orville Chubb
Ken Gibson
Nathan Ip
Cheryl Johner
Ray Martin
Bridget Stirling**

- J. **Comments from the Public and Staff Group Representatives – 5:00 p.m.**
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, March 14, 2016 to speak under this item.)
- K. **Other Committee, Board Representative and Trustee Reports**
- L. **Trustee and Board Requests for Information**
- M. **Notices of Motion**
- N. **Meeting Dates**
- O. **Adjournment**

MINUTE BOOK**Board Meeting #8**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, March 1, 2016 at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Orville Chubb
Michelle Draper

Ken Gibson
Nathan Ip
Michael Janz

Cheryl Johner
Ray Martin
Bridget Stirling

Officials

Angela Anderson
Todd Burnstad
Ron MacNeil

Kathy Muhlethaler
Lorne Parker
Kent Pharis

Darrel Robertson
Sandra Stoddard
Mike Suderman

Board Chair: Michael Janz

Recording Secretary: Shirley Juneau

Staff Group Representatives

Edmonton Public Teachers – Nels Olsen

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

The Board Chair advised that the fire alarm system at the Centre for Education is a Two Stage alarm system. Stage One is a single repeating alarm tone indicating a warning only and that evacuation is not required. Stage Two is a triple repeating alarm tone indicating that evacuation is required.

A. O Canada 

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

The Superintendent advised that all Trustees were present.

C. **Approval of the Agenda**

MINUTE BOOK

MOVED BY Trustee Draper:

**"That the agenda for the March 1, 2016 board meeting be approved as printed."
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair provided communications.

E. Communications from the Superintendent of Schools

The Superintendent provided communications.

F. Minutes

1. Board Meeting #7 – February 16, 2016

MOVED BY Trustee Adams:

"That the minutes of Board Meeting #7 held February 16, 2016 be approved as printed." (UNANIMOUSLY CARRIED)

G. Comments from the Public and Staff Group Representatives

The Board of Trustees heard from Ms. Betty Wedman regarding Health and Wellness of students.

H. Reports

2. Strategic Planning Engaged and Effective Governance: School-Community Relationship Identifier

The Trustees received a presentation regarding engaged and effective governance regarding progress being made in the District to support strategic School-Community engagement.

3. Process and Timeline for the 2016-2017 Budget and for the Fall Review of the 2015-2016 Results and the Plans for 2016-2017

MOVED BY Trustee Gibson:

"1. That the Process and Timeline for the 2016-2017 Spring Budget and the 2016-2017 Fall Revised Budget, as outlined in Attachment I, be approved.

2. That the Process and Timeline for Review of the 2015-2016 Results and the 2016-2017 Plans, as outlined in this report be approved."

MINUTE BOOK

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

4. Amended District Calendar for the 2016-17 School Year

MOVED BY Trustee Chubb:

“That the draft 2016-17 school year calendar (Attachment II) be approved.”

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

5. End Poverty Edmonton: The Edmonton Public School Board Submission

The Board of Trustees received information regarding the End Poverty Edmonton initiative.

- I. Comments from the Public and Staff Group Representatives – None

- J. Other Committee, Board Representative and Trustee Reports

Trustees provided verbal reports.

- K. Trustee and Board Requests for Information – None

- L. Notices of Motion

Trustee Stirling served notice of motion for the March 15, 2015 Board meeting:

That the Board of Trustees write a letter of support requesting federal government funding and support for Syrian newcomers in our schools.

Rationale:

The federal government has made clear its priorities regarding Syrian resettlement in Canada, which is now over 25,000 across Canada, more than 1,500 of whom are in Edmonton, Alberta. The majority of Syrian newcomers are families with several children under the age of 18, most of who are attending or are expected to attend Edmonton Public Schools. Our District has excellent supports in place for students, both internally and with our community partners, but the large number of newcomers is placing additional demands on those resources.

- M. Next Board Meeting Date: Tuesday, March 15, 2016 at 2:00 p.m.

MINUTE BOOK**N. Adjournment (3:20 p.m.)**

The Board Chair adjourned the meeting.

Michael Janz, Board Chair

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

DATE: March 15, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Edwin Parr Teacher Award

ORIGINATOR: Angela Anderson, Managing Director, Human Resources

RESOURCE STAFF: Trish Kolotyluk, Bonnie Zack

ISSUE

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

BACKGROUND

Six first year teachers were nominated by their principals for the 2016 ASBA Edwin Parr Teacher Award. A committee of District leadership staff met on Friday, February 6, 2016, to review and assess the nominations relative to the selection criteria established by ASBA. Results from the committee's assessment, as well as points awarded based on scholastic achievement and student teaching evaluations were compiled. Based on the selection criteria, four semi-finalists were selected and invited to a luncheon with the District Support Team.

CURRENT SITUATION

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

Nominee	Principal
Courtney Barron	Tanis Marshall, George H. Luck School
Matthew Mudry	Mary Butlin, Dickinsfield School
Erin Yaschuk	Rob Cameron, L. Y. Cairns School
Chantal Smith	Andrew Lummis, Malmo School

KEY POINTS

- The District nominee for the Zone 2/3 2016 Edwin Parr Teacher Award will be announced by the Superintendent of Schools and will be presented with an engraved plaque.

BZ:cm

DATE: March 15, 2016

TO: Board of Trustees

FROM: Trustee Michelle Draper, Caucus Committee Chair

SUBJECT: Report #4 of the Caucus Committee (From the Meeting Held March 1, 2016)

ORIGINATOR: Sandra Stoddard, Executive Director Governance, Strategic Services and Support for Schools

REFERENCE: [Trustees' Handbook](#) – Caucus Committee - Section 5.4
[Trustees' Handbook](#) – Section 6 – Board Committees
[School Act](#) - Section 61

ISSUE

The Board approved the following recommendations at the March 3, 2015 Board meeting: That a resolution be approved directing that Section 5.4 of the Trustees' Handbook be revised to give the Caucus Committee final decision-making power on certain types of matters, and yet constrain that power so it is used only when absolutely necessary.

The following recommendations were approved at the March 15, 2016 Caucus Committee meeting:

Review of Board Policy GA.BP – Student Programs of Study Regarding Second Language Instruction in Grades 4-9

1. *a) the requirement for all students to have equitable access to student programs that include instruction in a second language (in addition to English) in Grades 4 to 9 be confirmed as mandatory at this time; and*

b) a thorough review of the board required components for all student programs of study offered in the District be conducted as part of the scheduled 2016–2017 review of Board Policy GA.BP - Student Programs of Study be approved."

c) in affirming a and b, the Caucus Committee directs the Superintendent to report at a future Caucus Committee meeting a revised Administrative Regulation to clarify application of student exemptions for mandatory second languages for Grades 4- 9."

BACKGROUND – Recommendation 1

At the 2015 Fall Trustee Retreat, the Superintendent of Schools (Superintendent) discussed challenges some schools experience with offering second language instruction for all Grades 4 to 9 students.

Surplus Declaration-Vacant Lot 34 at Archives and Museum

2. *That the non-reserve site legally described as Plan B, Block 4, Lot 34 be declared surplus to district*

need, be approved.

BACKGROUND – Recommendation 2

On November 4, 2014, the Board of Trustees granted Administration approval to pursue the sale of Lot 34 with proceeds to be available for further capital investment in the McKay Avenue Archives and Museum buildings.

Support for Exempt Staff Professional Development

3. *That \$150,000.00 from the Central surplus be allocated to support exempt staff professional improvement leaves and or tuition support for 2016 -2017.*

BACKGROUND – Recommendation 3

Five applications for the 2016-2017 Exempt Staff Professional Improvement Program Pilot were received. Assessments of the applications were completed by a committee of district leadership staff from February 3 through February 9, 2016. Based on the assessors' ratings of the applications, it has been recommended that two applicants to the Exempt Staff Professional Improvement Program Pilot receive their full request and that three applicants receive partial support.

The recommended tuition and leave support for exempt staff through this pilot is projected at \$142,446. This includes 1.267 FTE in leaves projected at \$106, 861 and tuition support projected at \$35,585.

Alberta School Boards Association (ASBA) Bylaw Submission

4. *That the Edmonton Public School Board approve the following proposed amendments to ASBA bylaws to be submitted to the ASBA by March 23, 2016 for debate at the June 6, 2016 Spring General Meeting.*

Recommendation A: That ASBA incorporates a bylaw to create a tier of membership "Health Plan Membership.

Recommendation B: That an amendment to the ASEBP Deed of Trust reflects that membership in ASBA shall not be a requirement for school boards to be eligible for continued participation in group benefits through ASEBP.

Recommendation C: That a Sexual Orientation and Gender Identity Policy be developed by ASBA.

Recommendation D: In order to increase engagement in association business and provincial education issues, meetings be audio recorded, posted online, and be available to the public and the membership.

BACKGROUND – Recommendation 4

The Board Chair solicited submissions via email from the Trustees the week prior to the March 1, 2016 Caucus committee meeting. From the recommendations that are passed, the Board Chair will draft rationale and a cover letter with arguments to submit to the ASBA by the March 23, 2016 deadline.

SS:sj

DATE: March 15, 2016

TO: Board of Trustees

FROM: Trustee Bridget Stirling

SUBJECT: Motion re Funding and Support for Syrian Students in Edmonton Public Schools

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

ISSUE

Notice of motion was served at the March 1, 2016, Board meeting.

BACKGROUND

The federal government has made clear its priorities regarding Syrian resettlement in Canada, which is now over 25,000 across Canada, more than 1,500 of whom are in Edmonton, Alberta. The majority of Syrian newcomers are families with several children under the age of 18, most of whom are attending or are expected to attend Edmonton Public Schools. Our District has excellent supports in place for students, both internally and with our community partners, but the large number of newcomers is placing additional demands on those resources.

RECOMMENDATION

That the Board of Trustees approve writing a letter of support requesting federal government funding and support for Syrian students in Edmonton Public Schools.

NEXT STEPS

A letter from the Board of Trustees will be sent to the Federal Government by March 31, 2016.

BS:sj

DATE: March 15, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: School Utilization Rates
(Response to Request for Information #130)

ORIGINATOR: Dr. Lorne Parker, Executive Director, Infrastructure

**RESOURCE
STAFF:** Shauna Bland, Roland Labbe, Aaron Seltz, Jennifer Thompson, Christopher Wright

REFERENCE: December 1, 2015 Caucus Committee meeting (Trustee Janz)
[Alberta School Capital Manual \(Section 9\)](#)

ISSUE

The following information was requested:

Provide a presentation regarding school utilization rates at a public Board meeting prior to consideration of the Capital Plan.

Annually, all school jurisdictions in Alberta are required to provide information regarding their school facilities to Alberta Education. The Province then completes a school by school and jurisdiction-wide assessment of capacity and utilization.

BACKGROUND

Alberta Education tracks student capacity, enrolment and space utilization for each school jurisdiction in the Province. This information is used to inform facility capital and operational funding decisions based on needs. A new methodology to calculate school jurisdiction capacity and utilization was adopted by the Government of Alberta for implementation in the 2014-2015 school year (Attachment I). The new methodology, referred to as the Instructional Area Model (IAM), only considers space that is designed and useable for instruction. The previous methodology assigned capacity to the entire area of a school building, regardless of the functionality of the space.

CURRENT SITUATION

Establishing the District's overall capacity and utilization under the new IAM methodology was a significant initiative which extended throughout the entire 2014-2015 school year. For each school building, small-scale floor plans were submitted, identifying instructional rooms, as well as an associated room by room data spreadsheet. Considerations that impact the student capacity include:

- room area and grade configurations
- information related to exempt uses, which include not-for-profit tenants and district uses, such as Metro Continuing Education

This was required for approximately 230 facilities, with nearly 200 tenancies and decentralized district administration groups. The submission and review process concluded in October 2015, when the provincial assessment of the District's utilization rate for 2014-2015 was confirmed at 75 per cent.

KEY POINTS

- The district utilization rate has increased in each of the past three years, primarily due to student enrolment growth of three per cent or higher each year (Attachment II).
- Capacity increased due to the inclusion of closed school space as required as part of implementing the IAM capacity methodology.
- The estimated overall district utilization rate for the current 2015-2016 school year is 77 per cent (Attachment III).
- While the utilization rate has increased, a jurisdiction is only considered fully utilized when it is at 100 per cent utilization under the IAM methodology, versus 85 per cent under the previous methodology.
- Excluding the high school sector, utilization is estimated at 78.5 per cent for the current school year, and it is estimated to range between 76 and 80 per cent in the following two years (Attachment IV), given:
 - increasing capacity
 - anticipated student enrolment growth
 - factoring for space reduction in 2017 related to the opening of Ivor Dent School
- Utilization estimates for this year by sector are:
 - 91 per cent for Southwest
 - 89 per cent for Southeast
 - 86 per cent for Northwest
 - 79 per cent for North Central
 - 77 per cent for West 2
 - 70 per cent for West 1 and South Central
 - 61 per cent for each of Central and Northeast
 - 81 per cent for High School
- The Northwest, Southwest and West 2 sectors have more students living within their boundaries than there are student spaces, while the Southeast sector has the largest number of total resident students and is close to matching the overall capacity in the sector.
- The South Central and West 1 sectors have the highest surplus capacity relative to student residency (approximately 7,700 student spaces each).
- The Central sector has 6,600 surplus spaces versus residency; however, there will be space reduction with the opening of Ivor Dent School in 2017, and potentially more once the Highlands School consolidation is completed, subject to funding approval.
- The District will need to balance utilization rate increases while retaining the ability to:
 - expand or shift programming in response to demand or district initiatives
 - address emergent student accommodation needs
 - retain or accommodate tenant or education partners

ATTACHMENTS & APPENDICES

ATTACHMENT I	<i>Alberta School Capital Manual (Section 9)</i>
ATTACHMENT II	District Historical Utilization Rate
ATTACHMENT III	School by School Capacity and Estimated Utilization Rate for 2015-2016
ATTACHMENT IV	Future K-9 Capacity/Enrolment Growth
ATTACHMENT V	Addendum to Report - Sector Bar Charts Added

RL: gm

9. Area, Capacity and Utilization

Every year, Alberta Infrastructure sends Area, Capacity and Utilization (ACU) reports to each jurisdiction. The reports provide information about the gross area, capacity and, utilization rate of their facilities. Gross area is used in the calculation of IMR funding, and capacity and utilization rates contribute to planning decisions such as modular classroom allocations and capital project approvals. It is important that jurisdictions carefully review these reports as jurisdictions are responsible for verifying the accuracy of the information and notifying Infrastructure of any errors or omissions.

9.1 Area

Instructional Area

Instructional area is defined as any room or area within a school that is or could be primarily designated as a learning area. This can include areas that have a variety of uses during the day but do not include areas that are used sporadically as teaching spaces or for occasional lectures. Instructional area includes but is not limited to classrooms, science labs, ancillary rooms, breakout rooms, computer and IT labs, stages, music, art and drama rooms.

Exempt Area

Some space in a school may be exempt from the instructional area, which will reduce the school and jurisdiction capacity.

Exemptions are:

- area leased to the public sector and non-profit groups, with the lease rate being at cost or for a nominal fee (e.g., not-for-profit daycare).
- area leased by private schools
- area leased by charter schools
- decentralized administration space in schools.

Area exemptions will not be granted for space leased to the private sector.

9.2 Capacity

Net capacity of a school is determined by dividing the instructional area of the school by an instructional area per student, and then adding the rated capacity for CTS labs, gymnasiums, physical activity rooms and libraries. Net capacity is calculated using the following formula:

$$\text{Net Capacity} = \frac{\text{Instructional Area}}{\text{Area per student}} + \text{Rated Capacities}$$

$$\text{Instructional Area} = \text{total area (m}^2\text{) of all instructional space}$$

Rated Capacities

$$= \text{CTS} + \text{Gyms} + \text{Physical Activity Rms} + \text{Learning Commons (Libraries)}$$

The small scale plan is used to identify all instructional spaces. Any exempt space is subtracted from the instructional area.

The total instructional area is divided by an instructional area per student which is the average from the Education Design Standards (see Appendix C) and varies according to the grade

configuration of the school.

Grade configuration of school	Instructional area per student
K-3 K-4 K-6	3.47 m ²
K-9 5-9	3.61 m ²
K-12 7-9 7-12	3.69 m ²
9-12 10-12	3.65 m ²

The instructional area, divided by the instructional area per student is the base capacity for the school.

Gymnasiums, libraries, physical activity rooms, and CTS labs are all given a rated capacity which is added to the base capacity.

- **CTS labs:** 20 student spaces per lab
 - CTS labs have a smaller capacity to allow for additional space for specialized equipment.
- **Physical activity room:** 20 student spaces per room
 - Physical activity rooms are typically weight rooms or fitness rooms, where equipment can often take up a large portion of the space.
- **Learning Commons (Libraries):** Zero student spaces will be assigned if the school offers any grade combination that includes Kindergarten to Grade 6 or if the base capacity is less than 300. Otherwise a capacity of 25 is assigned.
- **Gymnasiums:** Zero student spaces will be assigned if the school offers any grade combination that includes Kindergarten to Grade 6 or if the base capacity is less than 300. Otherwise gymnasiums are rated as follows:
 - gymnasiums 0 – 640 m² are rated at 25
 - gymnasiums 641 – 800 m² are rated at 50
 - gymnasiums greater than 801 m² are rated at 75.

Calculating Capacity of Outreach Facilities

The utilization rate for outreach schools is calculated differently from other schools because of the need to recognize the number of part-time students in attendance. A capacity of 25 spaces is assigned for the first 130 m² of gross area with an additional 25 spaces allocated for each additional 90 m² of gross area.

Examples:

Gross Area (m ²)	Capacity
130	25
220	50
310	75

Utilization is calculated by dividing the full-time equivalent (FTE) enrolment, as provided by Education, by the capacity.

In outreach schools where the FTE Enrolment (as opposed to headcount) exceeds the capacity (because of the number of part-time students), the utilization rate is set at 100 per cent. For example, a school with a capacity of 675 and a FTE enrolment of 1900 would have its utilization rate set at 100 per cent. Capacity and enrolment for outreach schools are not included in jurisdiction utilization rates.

9.3 Utilization Rate

The utilization rate measures the student capacity of a school or jurisdiction's facilities. Displayed as a percentage, utilization rates give insight into how close a school or jurisdiction is to its maximum student capacity. A school is considered to be full, using all of its instructional area, when the utilization rate is 100 per cent.

An instructional area model for determining capacity was approved for implementation in the 2014 - 2015 school year. It focuses on instructional area — the space in a school where students can learn.

The utilization rate for a school is determined using the following formula:

$$\text{Utilization Rate} = \frac{\text{Total Adjusted Enrolment}}{\text{Net Capacity}} \times 100$$

School jurisdictions, in consultation with Education and Infrastructure, have established geographic sectors within each school jurisdiction for the purposes of calculating utilization rates.

Enrolment

The revisions to the utilization formula did not impact the calculation of the adjusted enrolment used in determining the utilization rate. Education is currently conducting a review of the Special Education codes. Once this review is complete, the approach to determining adjusted enrolment in the utilization formula will be reviewed.

Total Adjusted Enrolment

$$= ECS \times 0.5 + (\text{Grades 1 to 12} - \text{severe disabilities}) + \text{severe disabilities} \times 3.0$$

Student enrolment numbers are submitted by jurisdictions to Education in the fall of each year. The adjusted enrolment for a school uses a Student Allowance Factor to account for the additional space required by some students with special needs for the effective and safe delivery of programs. Students with severe disabilities are counted at a factor of three.

Designated Special Needs Schools, Knowledge and Employability (K&E) Schools or ESL Schools

A school or a portion of a school may be designated as a Special Needs School, a K&E program school or an ESL program school where the entire student population will be students with special needs, K&E or ESL students as follows:

- In urban areas, school jurisdictions must identify an entire school for designation as a Special Needs, K&E or ESL School.
- In rural areas, school jurisdictions must identify a separate wing of a school as a Special Needs, K&E or ESL school.
- School jurisdictions may apply to Education to have a school or portion of a school (rural areas only) designated as a Special Needs, K&E or ESL School.

Education, in consultation with Infrastructure, will review the designation application. Infrastructure will also review the proposed facility to determine its ability to accommodate these programs. If the application and facility are acceptable, a school (urban location) or separate wing of a school (rural location) will be designated as a Special Needs, K&E or ESL school.

The Student Allowance Factors for these schools are 3.0 for students with severe disabilities and 1.5 for students with mild/moderate disabilities, K&E and ESL students.

The enrolment of the designated school or wing of a school will be included in the calculation of a jurisdiction's utilization rate, but will be excluded from a geographic sector utilization rate.

Annual Updates and Review Process

Each year school jurisdictions will be required to send updates to the Instructional Area Forms (Form 18) for each of their schools. This should include any changes to the instructional area (i.e., through the addition or removal of modulars), and any changes to the exempt space. In addition, for any new schools, jurisdictions are required to submit a new Instructional Area Form, as well as the small scale plans and data sheets to edc.cpdata@gov.ab.ca for review.

Each year school jurisdictions will be sent Area, Capacity, Utilization (ACU) reports with detailed information on each of their schools. These include information on gross area, instructional area, rated areas, adjusted enrolment, capacity (based on the Instructional Area form), and utilization rates. Utilization rates are provided for each individual school, for the jurisdiction overall, for open schools in the jurisdiction and for closed schools in the jurisdiction. Combined utilization rates do not include outreach facilities. If a jurisdiction identifies errors or omissions with the information on the ACU reports, they should contact Education, Capital Planning by email at edc.cpdata@gov.ab.ca to request a review. The email should include a detailed description of the concerns. If the concerns are related to capacity, the small scale plan and instructional area form along with room numbers, the room purpose, and a clear explanation of the issue or concern, should be included.

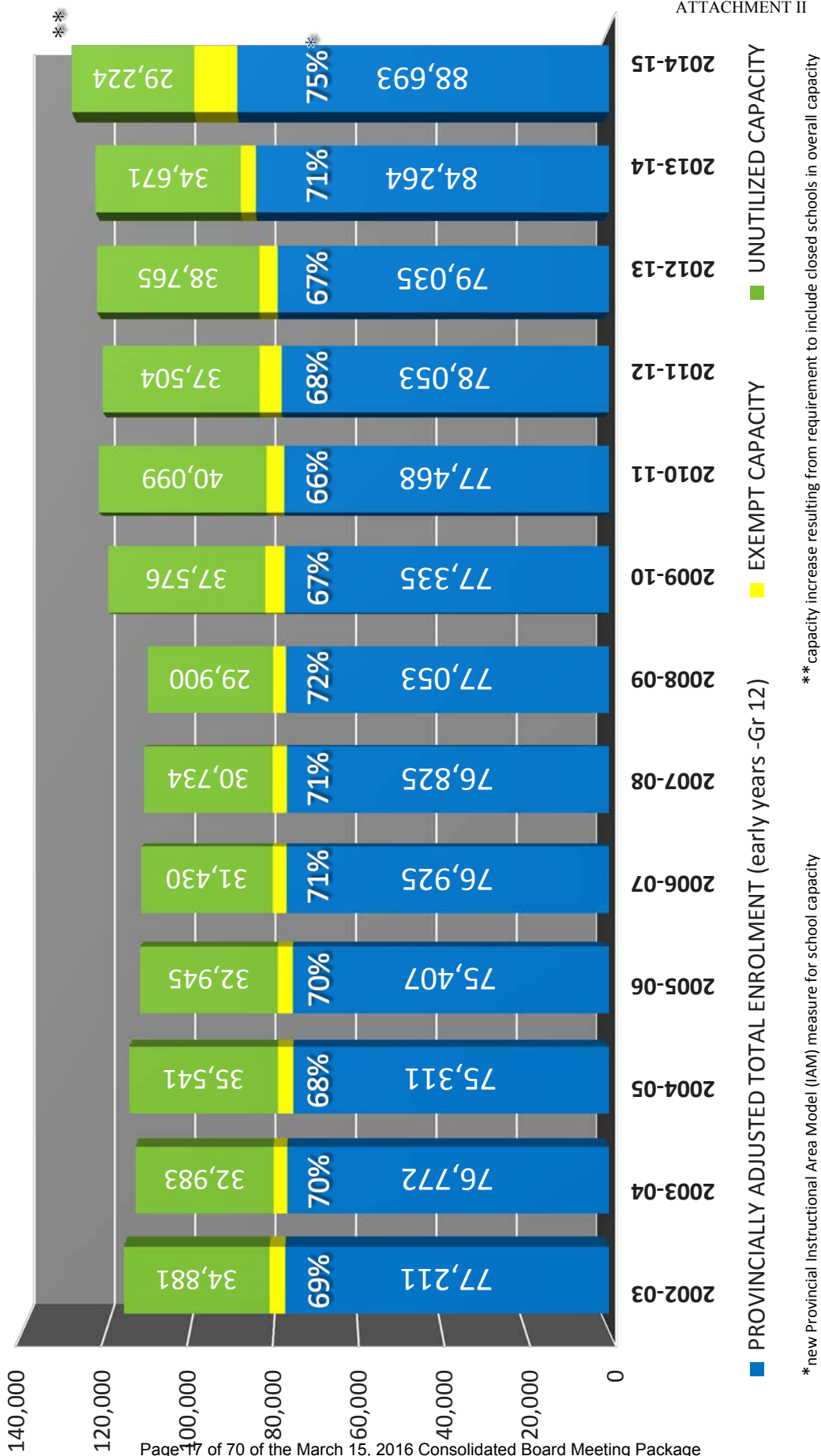
Education and Infrastructure will review the request and provide a response to the jurisdiction. In some cases the jurisdiction may be required to provide additional information.

10. Modular Classroom Program

Modular Classrooms are standard classroom units built at a central location and transported to schools across Alberta.

Funding is provided for modular classrooms to ease enrolment pressures in communities where school jurisdictions are experiencing high student enrolment growth. Modular classrooms are provided to address increases in enrolments and may be removed as enrolment declines. Funding may also be provided for new modular classrooms to replace older portable classrooms where there are demonstrated health and safety concerns.

DISTRICT UTILIZATION HISTORICAL SUMMARY



2015 EPSB Estimated School Utilization

Net Capacity is adjusted from the 2014 Alberta Infrastructure report to account for modular classrooms installed for the 2015/16 school

Facility Name	2015 Total Enrolment	2015 Adjusted Enrolment	Net Capacity	Vacant Student Spaces	Utilization %
A. Blair McPherson School	923	897	891	-6	101%
Abbott School	210	205	385	180	53%
Academy At King Edward	282	289	510	221	57%
Afton School	310	303	539	236	56%
Aldergrove School	299	318	392	74	81%
Allendale School	450	486	658	172	74%
Amiskwaciy Academy	199	223	838	615	27%
Athlone School	131	165	296	132	56%
Avalon School	455	475	751	276	63%
Avonmore School	173	205	670	466	31%
Balwin School	357	355	728	374	49%
Bannerman School	271	262	480	218	55%
Baturyn School	368	354	424	70	83%
Beacon Heights School	163	261	245	-16	107%
Belgravia School	141	137	153	17	89%
Belmead School	224	257	337	81	76%
Belmont School	295	280	369	89	76%
Belvedere School	226	207	350	143	59%
Bessie Nichols School	1,000	965	986	21	98%
Bisset School	419	394	456	62	86%
Braemar School	155	189	280	91	68%
Brander Gardens School	553	522	537	16	97%
Brightview School	220	245	478	234	51%
Britannia School	140	174	579	405	30%
Brookside School	381	358	376	18	95%
Caernarvon School	524	470	468	-2	100%
Calder School	201	219	392	174	56%
Callingwood School	285	300	349	49	86%
Centennial School	286	265	344	80	77%
Clara Tyner School	173	164	215	52	76%
Coronation School	176	173	274	101	63%
Crawford Plains School	483	509	411	-98	124%
Crestwood School	417	409	408	-1	100%
D S Mackenzie School	566	594	810	216	73%
Daly Grove School	550	519	483	-36	107%
Dan Knott School	544	560	707	147	79%
Delton School	411	408	663	255	62%
Delwood School	321	300	712	413	42%
Dickinsfield School	293	313	484	171	65%

2015 EPSB Estimated School Utilization

Net Capacity is adjusted from the 2014 Alberta Infrastructure report to account for modular classrooms installed for the 2015/16 school

Facility Name	2015 Total Enrolment	2015 Adjusted Enrolment	Net Capacity	Vacant Student Spaces	Utilization %
Donnan School	272	258	427	170	60%
Dovercourt School	267	259	402	144	64%
Dr. Donald Massey School	876	852	996	144	86%
Duggan School	350	321	460	139	70%
Dunluce School	465	438	525	88	83%
Earl Buxton School	571	552	505	-47	109%
Eastglen School	767	772	1,298	527	59%
Edith Rogers School	375	401	636	235	63%
Edmonton Christian High	306	282	480	199	59%
Edmonton Christian Northeast	607	571	702	131	81%
Edmonton Christian West	483	463	608	145	76%
Ekota School	266	271	294	24	92%
Elizabeth Finch School	964	945	990	45	95%
Ellerslie Campus	836	812	900	89	90%
Elmwood School	301	443	558	116	79%
Esther Starkman School	937	904	1,005	101	90%
Evansdale School	365	576	520	-56	111%
Florence Hallock School	717	719	756	38	95%
Forest Heights School	243	230	416	187	55%
Fraser School	218	215	343	128	63%
Garneau School	282	269	323	54	83%
George H Luck School	499	467	434	-33	108%
George P. Nicholson School	515	482	577	95	84%
Glendale School	150	154	206	53	75%
Glengarry School	627	583	702	120	83%
Glenora School	184	173	244	72	71%
Gold Bar School	144	162	412	250	39%
Grace Martin School	346	337	490	154	69%
Grandview Heights School	336	346	315	-31	110%
Greenfield School	519	488	730	242	67%
Greenview School	383	353	455	103	77%
Grovenor School	153	187	272	86	69%
Hardisty School	591	632	948	317	67%
Harry Ainlay School	2,384	2,349	2,702	353	87%
Hazeldean School	271	420	457	37	92%
High Park School (Aspen)	44	60	167	108	36%
Highlands School	186	214	715	501	30%
Hillcrest School	421	449	634	185	71%
Hillview School	238	361	326	-35	111%

2015 EPSB Estimated School Utilization

Net Capacity is adjusted from the 2014 Alberta Infrastructure report to account for modular classrooms installed for the 2015/16 school

Facility Name	2015 Total Enrolment	2015 Adjusted Enrolment	Net Capacity	Vacant Student Spaces	Utilization %
Holyrood School	432	397	514	117	77%
Homesteader School	275	395	355	-40	111%
Horse Hill School	97	98	561	464	17%
Inglewood School	147	137	261	125	52%
J A Fife School	416	389	547	158	71%
J Percy Page School	1,207	1,180	1,195	16	99%
Jackson Heights	291	295	405	111	73%
James Gibbons School	127	122	204	82	60%
Jasper Place School	2,402	2,436	3,470	1,034	70%
John A McDougall School	333	294	407	114	72%
John Barnett School	146	137	301	164	46%
John D Bracco School	487	523	636	113	82%
Johnny Bright School	1,096	1,065	1,005	-60	106%
Julia Kiniski School	294	314	443	130	71%
Kameyosek School	265	238	295	58	81%
Kate Chegwin School	714	742	654	-88	113%
Keheewin School	342	378	429	52	88%
Kenilworth School	348	382	592	210	65%
Kensington School	285	306	589	284	52%
Kildare School	518	485	625	141	78%
Killarney School	397	429	765	336	56%
King Edward School	152	186	237	51	78%
Kirkness School	287	274	352	79	78%
L Y Cairns School	455	535	1,053	519	51%
La Perle School	339	312	418	107	75%
Lago Lindo School	390	385	516	131	75%
Lansdowne School	273	254	252	-2	101%
Lauderdale School	153	147	294	148	50%
Laurier Heights School	469	446	660	214	68%
Lawton School	159	173	529	356	33%
Lee Ridge School	262	305	405	101	75%
Lendrum School	268	249	275	26	91%
Lillian Osborne High School	1,125	1,145	1,086	-59	105%
Londonderry School	697	707	736	29	96%
Lorelei School	361	383	486	104	79%
Lymburn School	282	287	422	136	68%
Lynnwood School	242	267	447	180	60%
M. E. Lazerte School	1,899	1,956	2,102	146	93%
Major General Griesbach School	509	506	559	54	90%

2015 EPSB Estimated School Utilization

Net Capacity is adjusted from the 2014 Alberta Infrastructure report to account for modular classrooms installed for the 2015/16 school

Facility Name	2015 Total Enrolment	2015 Adjusted Enrolment	Net Capacity	Vacant Student Spaces	Utilization %
Malcolm Tweddle School	249	235	368	134	64%
Malmo School	284	262	403	141	65%
Mary Butterworth School	496	526	741	215	71%
Mayfield School	250	466	380	-86	123%
McArthur School	181	170	432	263	39%
McKee School	317	337	416	80	81%
McKernan School	776	764	728	-36	105%
McLeod School	408	391	404	13	97%
McNally School	1,039	1,013	1,441	428	70%
Meadowlark Christian School	319	315	304	-11	104%
Meadowlark School	403	388	420	32	92%
Mee-Yah-Noh School	207	264	543	279	49%
Menisa School	262	268	325	57	82%
Meyokumin School	622	584	564	-20	104%
Meyonohk School	454	423	536	113	79%
Michael A Kostek School	557	530	634	105	84%
Michael Strembitsky School	1,095	1,034	1,050	16	98%
Mill Creek School	294	274	385	112	71%
Millwoods Christian School	881	843	761	-82	111%
Minchau School	307	290	349	59	83%
Montrose School	138	166	320	155	52%
Mount Pleasant School	356	330	366	36	90%
Mount Royal School	219	224	334	111	67%
Northmount School	318	301	516	215	58%
Norwood School	274	244	359	115	68%
Old Scona School	367	337	358	21	94%
Oliver School	259	241	495	255	49%
Ormsby School	274	264	452	189	58%
Ottewell School	540	574	800	226	72%
Overlanders School	273	316	324	9	97%
Parkallen School	223	216	390	175	55%
Parkview School	559	621	823	202	75%
Patricia Heights School	313	293	439	147	67%
Pollard Meadows School	528	495	459	-36	108%
Prince Charles School	367	349	431	83	81%
Princeton School	138	161	402	242	40%
Queen Alexandra School	119	111	341	230	33%
Queen Elizabeth School	1,257	1,273	1,549	276	82%
R J Scott School	105	111	249	138	45%

2015 EPSB Estimated School Utilization

Net Capacity is adjusted from the 2014 Alberta Infrastructure report to account for modular classrooms installed for the 2015/16 school

Facility Name	2015 Total Enrolment	2015 Adjusted Enrolment	Net Capacity	Vacant Student Spaces	Utilization %
Richard Secord School	635	599	586	-13	102%
Rideau Park School	220	218	279	62	78%
Rio Terrace School	410	380	514	134	74%
Riverbend School	763	773	792	19	98%
Riverdale School	112	101	182	81	55%
Ross Sheppard School	1,942	1,965	2,242	277	88%
Rosslyn School	368	458	683	225	67%
Rundle School	155	196	479	283	41%
Rutherford School	206	192	311	120	62%
S Bruce Smith School	572	578	689	111	84%
Sakaw School	358	338	467	130	72%
Satoo School	169	212	409	198	52%
Scott Robertson School	273	510	523	13	98%
Sherwood School	158	155	266	111	58%
Sifton School	266	296	351	55	84%
Spruce Avenue School	213	229	447	218	51%
Steele Heights School	415	455	733	278	62%
Steinhauer School	332	318	403	85	79%
Stratford	689	651	651	1	100%
Strathcona School	1,496	1,485	1,418	-67	105%
Sweet Grass School	381	357	461	105	77%
T D Baker School	685	753	812	59	93%
Talmud Torah School	155	144	478	334	30%
Thornccliffe School	220	243	464	221	52%
Tipaskan School	277	311	379	68	82%
Velma E. Baker School	498	463	399	-64	116%
Vernon Barford School	825	835	731	-104	114%
Victoria School	1,818	1,804	1,974	171	91%
Vimy Ridge Academy	824	832	1,101	269	76%
Virginia Park School	186	189	265	77	71%
W P Wagner School	1,459	1,497	2,069	572	72%
Waverley School	271	392	657	265	60%
Weinlos School	291	302	430	129	70%
Westbrook School	494	476	562	86	85%
Westglen School	290	279	257	-22	108%
Westlawn School	250	298	640	342	47%
Westminster School	495	515	756	241	68%
Westmount School	213	229	549	320	42%
Windsor Park School	184	173	218	46	79%

2015 EPSB Estimated School Utilization

Net Capacity is adjusted from the 2014 Alberta Infrastructure report to account for modular classrooms installed for the 2015/16 school

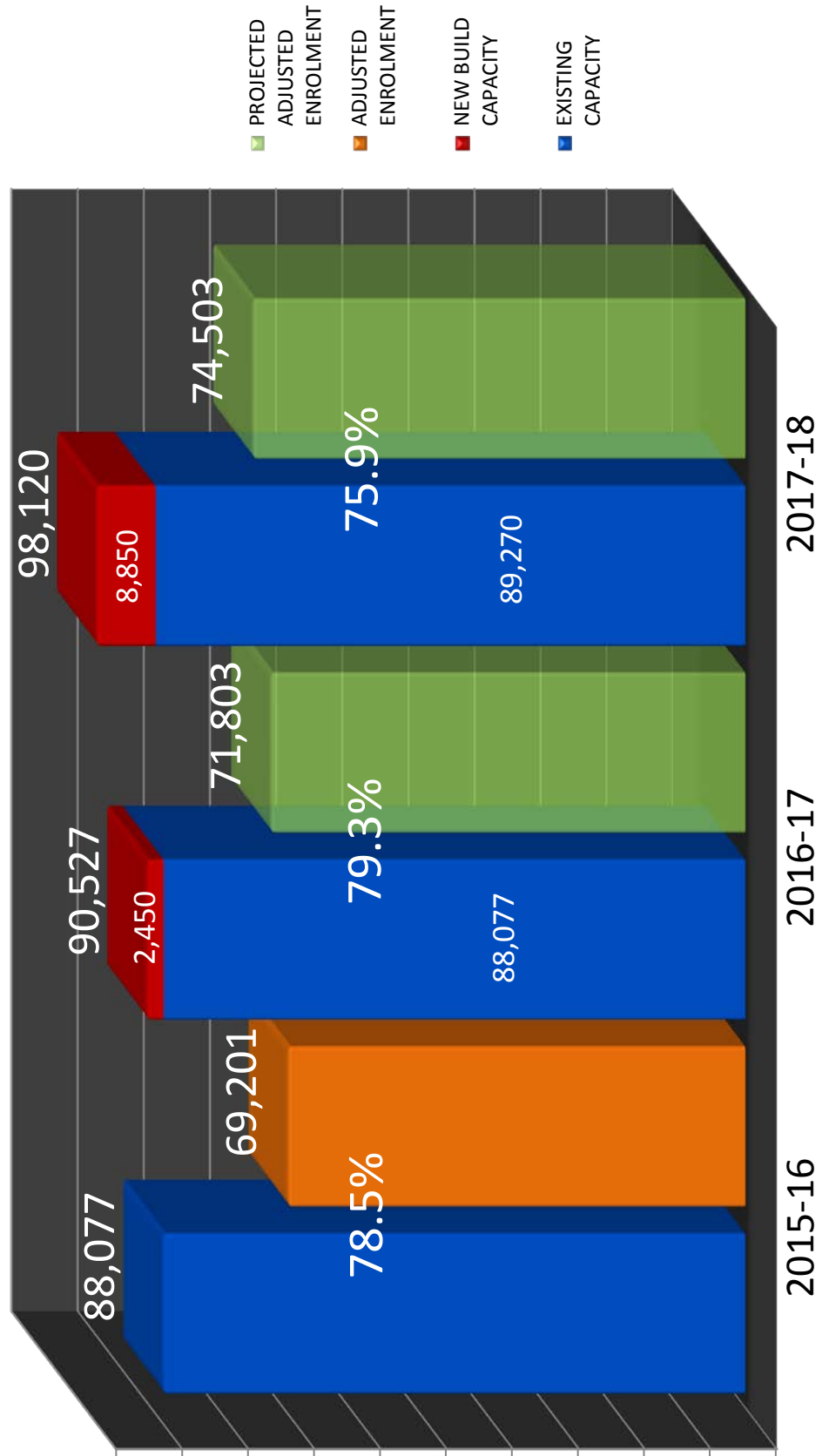
Facility Name	2015 Total Enrolment	2015 Adjusted Enrolment	Net Capacity	Vacant Student Spaces	Utilization %
Winterburn School	550	529	550	21	96%
York School	209	199	400	201	50%
Youngstown School	334	299	563	264	53%
Total School Facilities	87,664	88,950	116,171	27,222	77%
Centre High	2,375	1,650	1,650	0	100%
Learning Store at Blue Quill	72	50	50	0	100%
Learning Store at Northgate (Londonderry)	136	50	50	0	100%
Learning Store at West Edmonton	107	25	25	0	100%
Learning Store on Whyte	61	61	100	39	61%
Total Outreach Facilities	2,751	1,836	1,875	39	98%
Total District Facilities	90,415	90,786	118,046	27,261	77%

-Didn't include Learning Store at Circle Square (removed from inventory)

-Didn't include as Alberta Infrastructure does not report a net capacity for the facility:

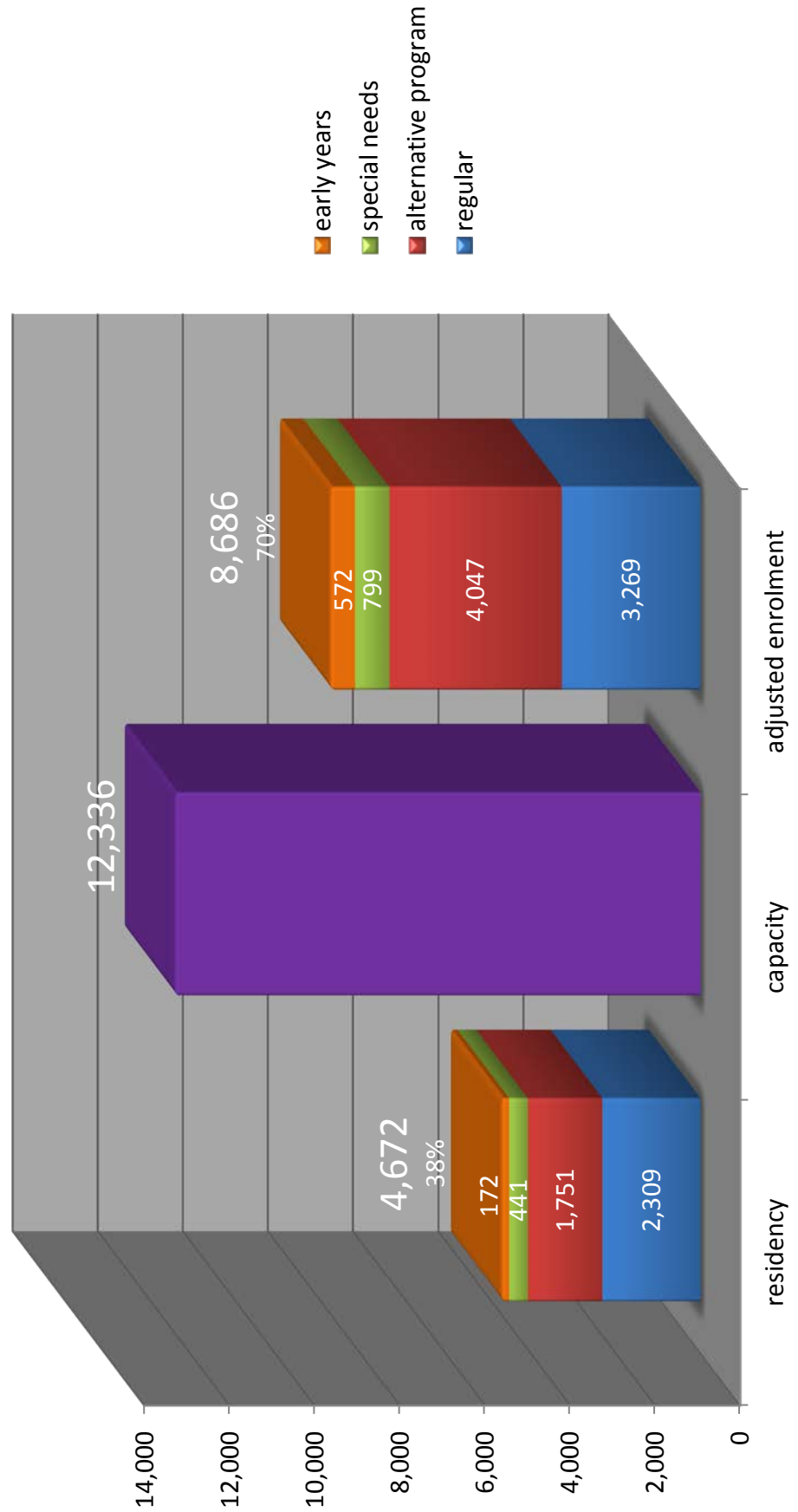
- Alberta School for the Deaf
- Argyll Centre (lease on Terrace Heights)
- Hospital Campuses
- Institutional Service Schools
- Metro Continuing Education
- Out of District
- Rosecrest
- Tevie Miller Heritage School (ASD)
- Transitions at the Y

FUTURE K-9 CAPACITY / ENROLMENT GROWTH



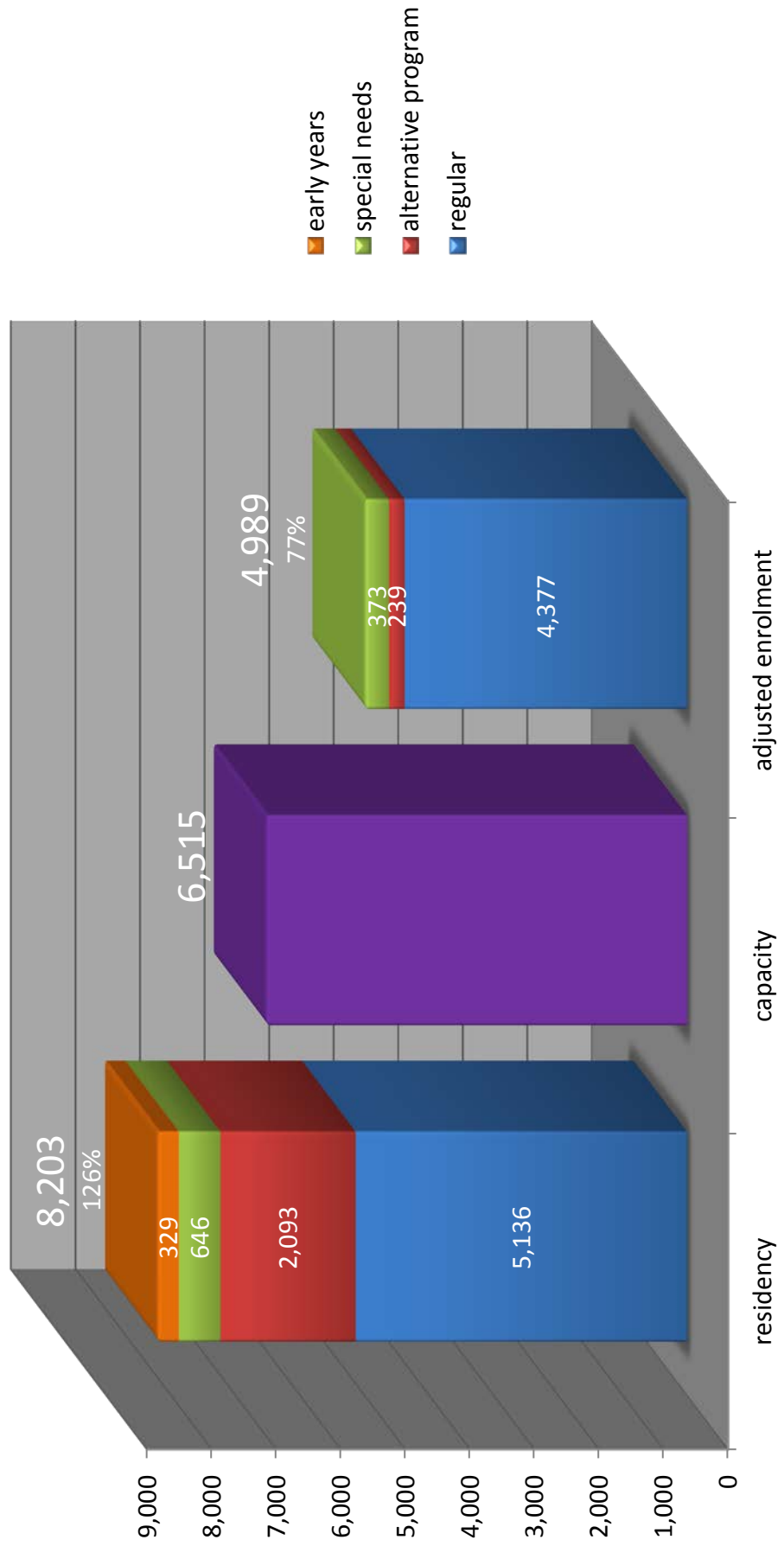
WEST 1 SECTOR

KINDERGARTEN – GRADE 9



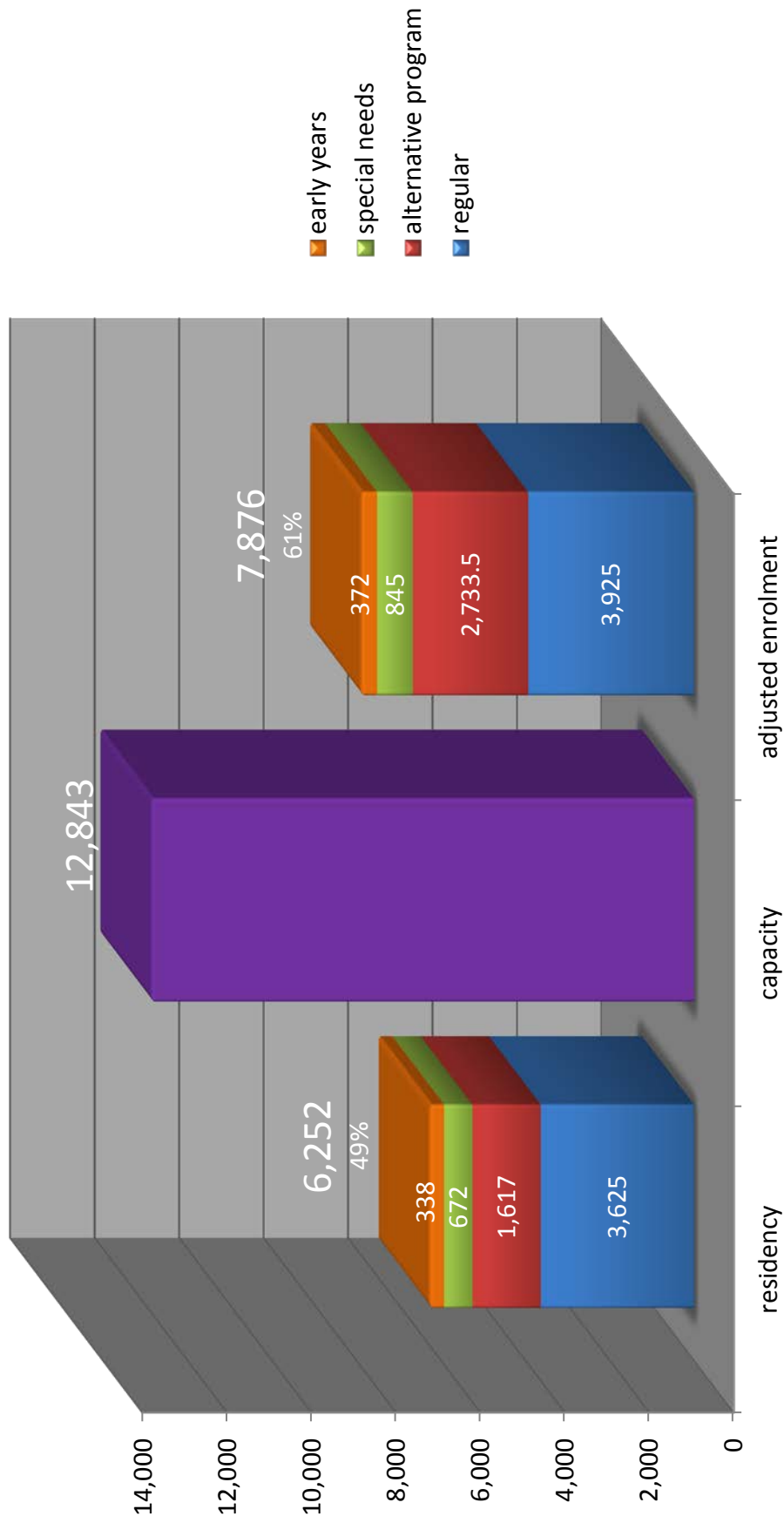
WEST 2 SECTOR

KINDERGARTEN – GRADE 9



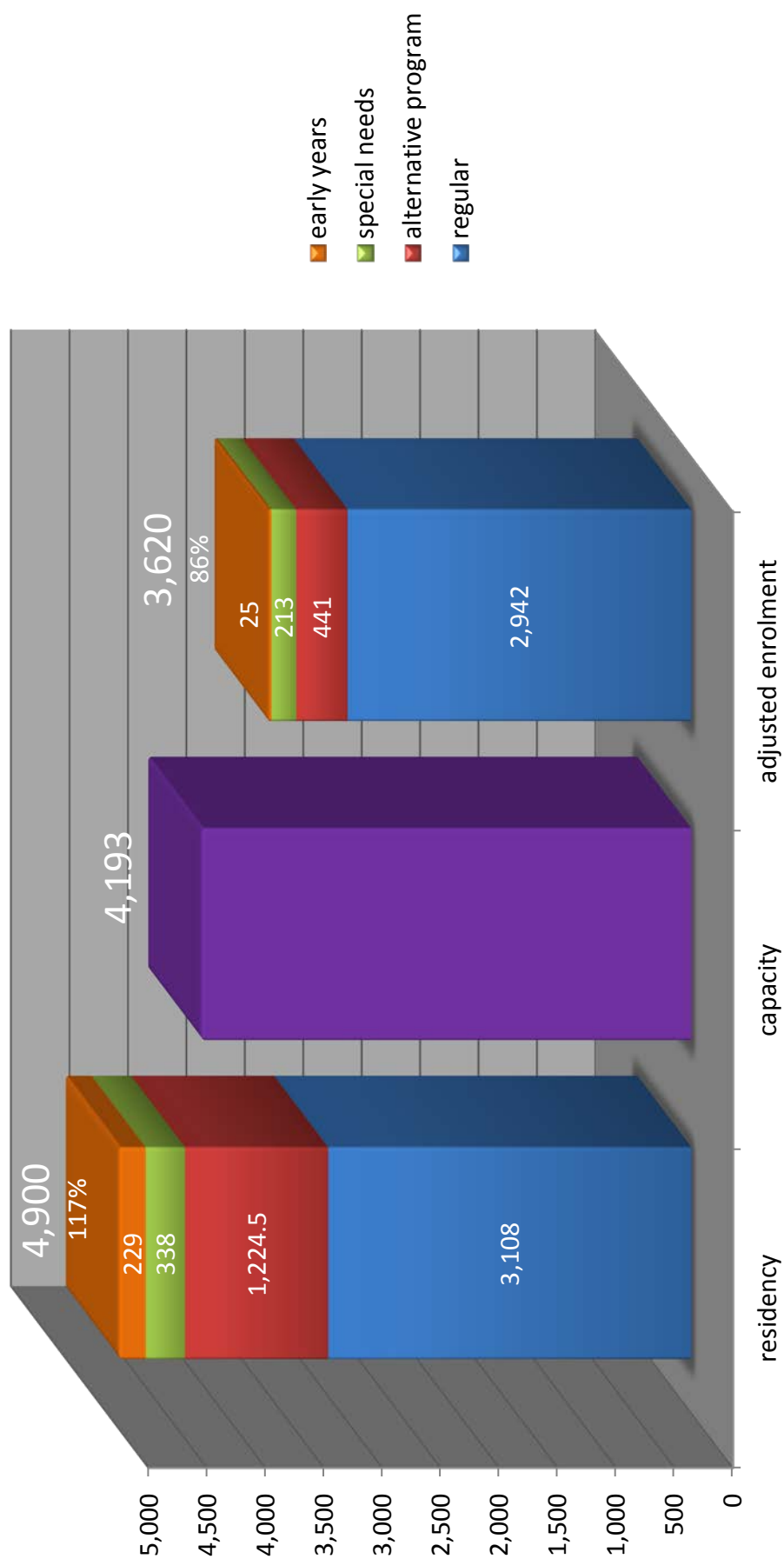
CENTRAL SECTOR

KINDERGARTEN – GRADE 9



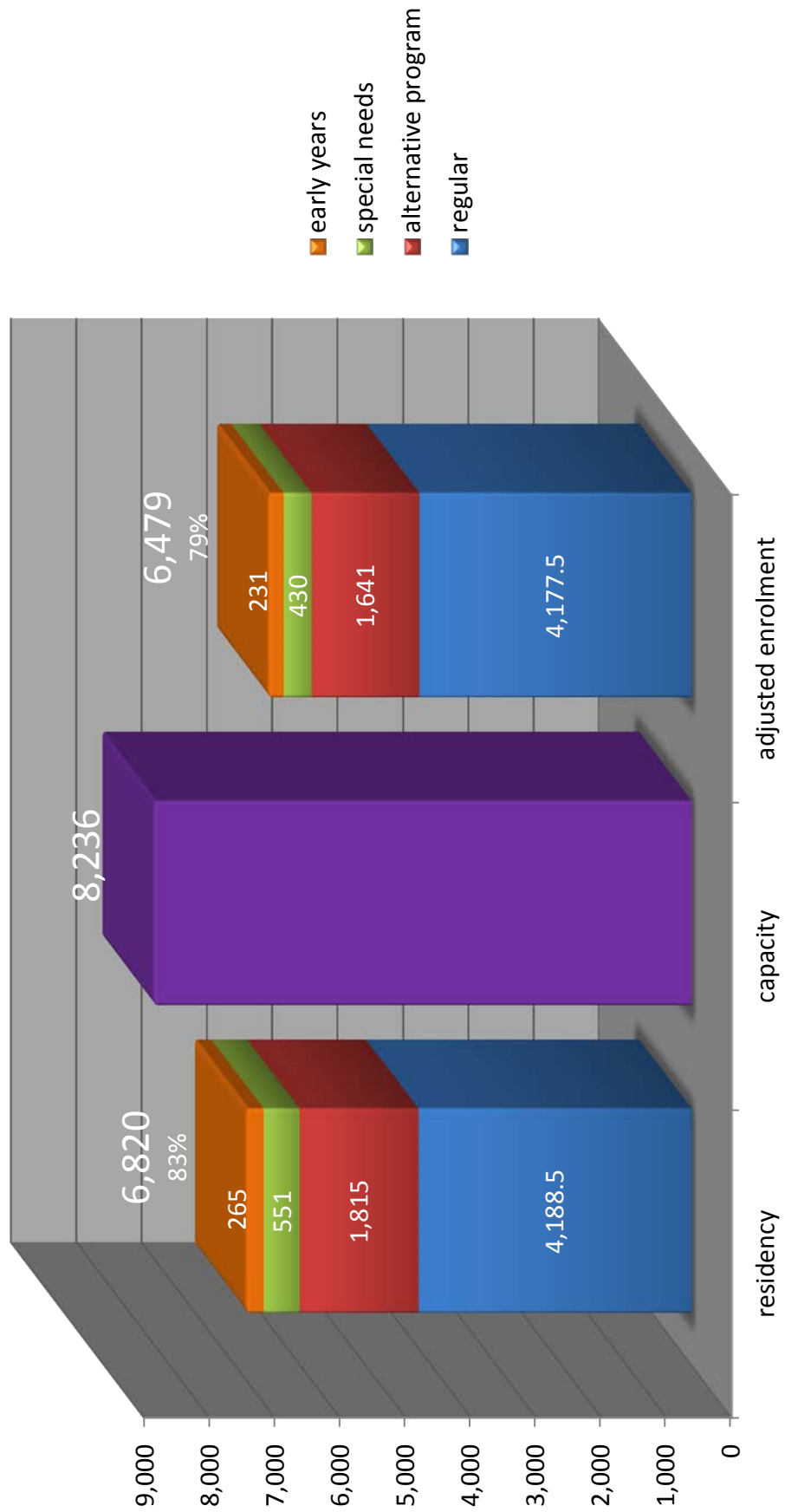
NORTHWEST SECTOR

KINDERGARTEN – GRADE 9



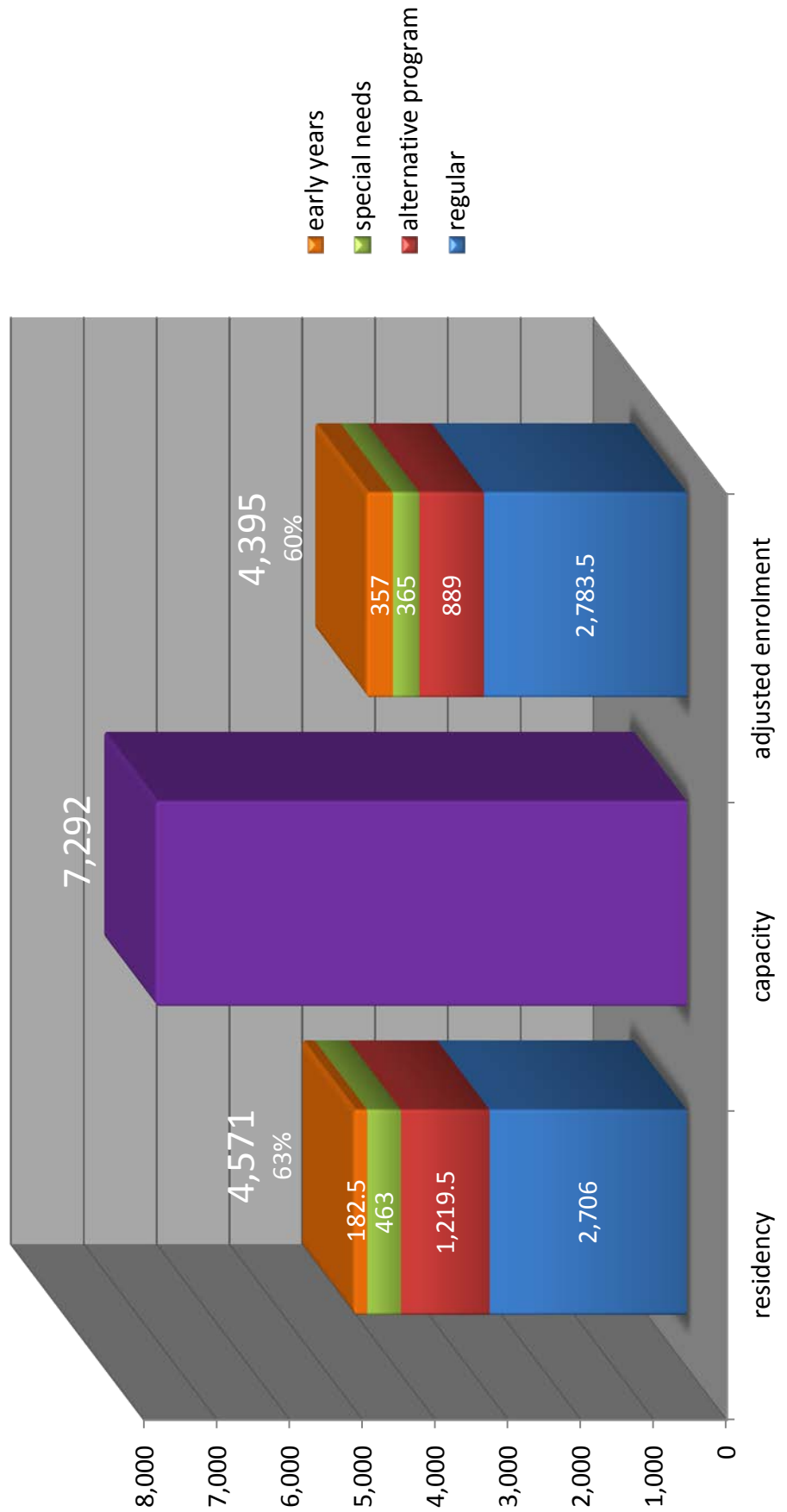
NORTH CENTRAL SECTOR

KINDERGARTEN – GRADE 9



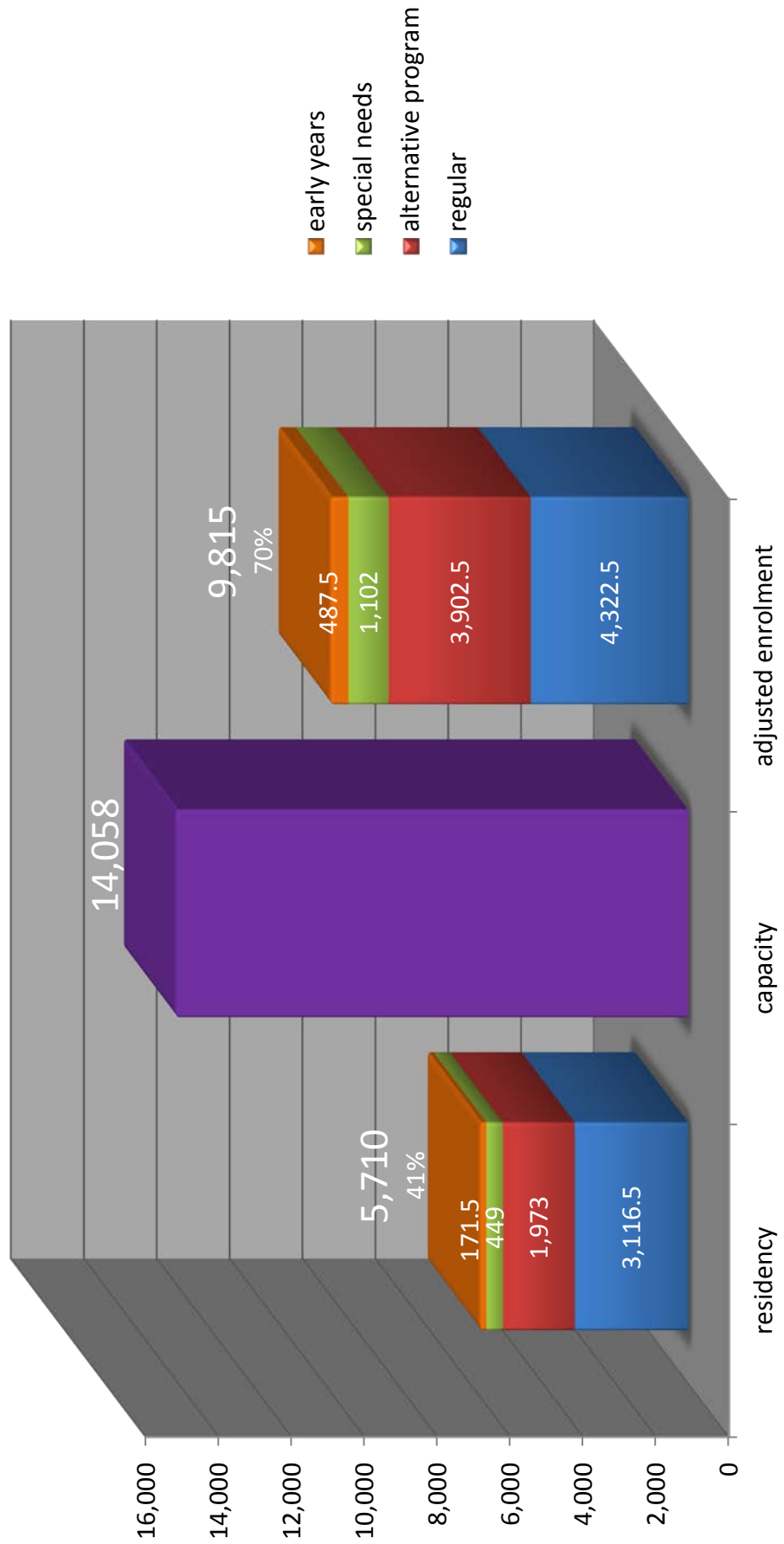
NORTHEAST SECTOR

KINDERGARTEN – GRADE 9



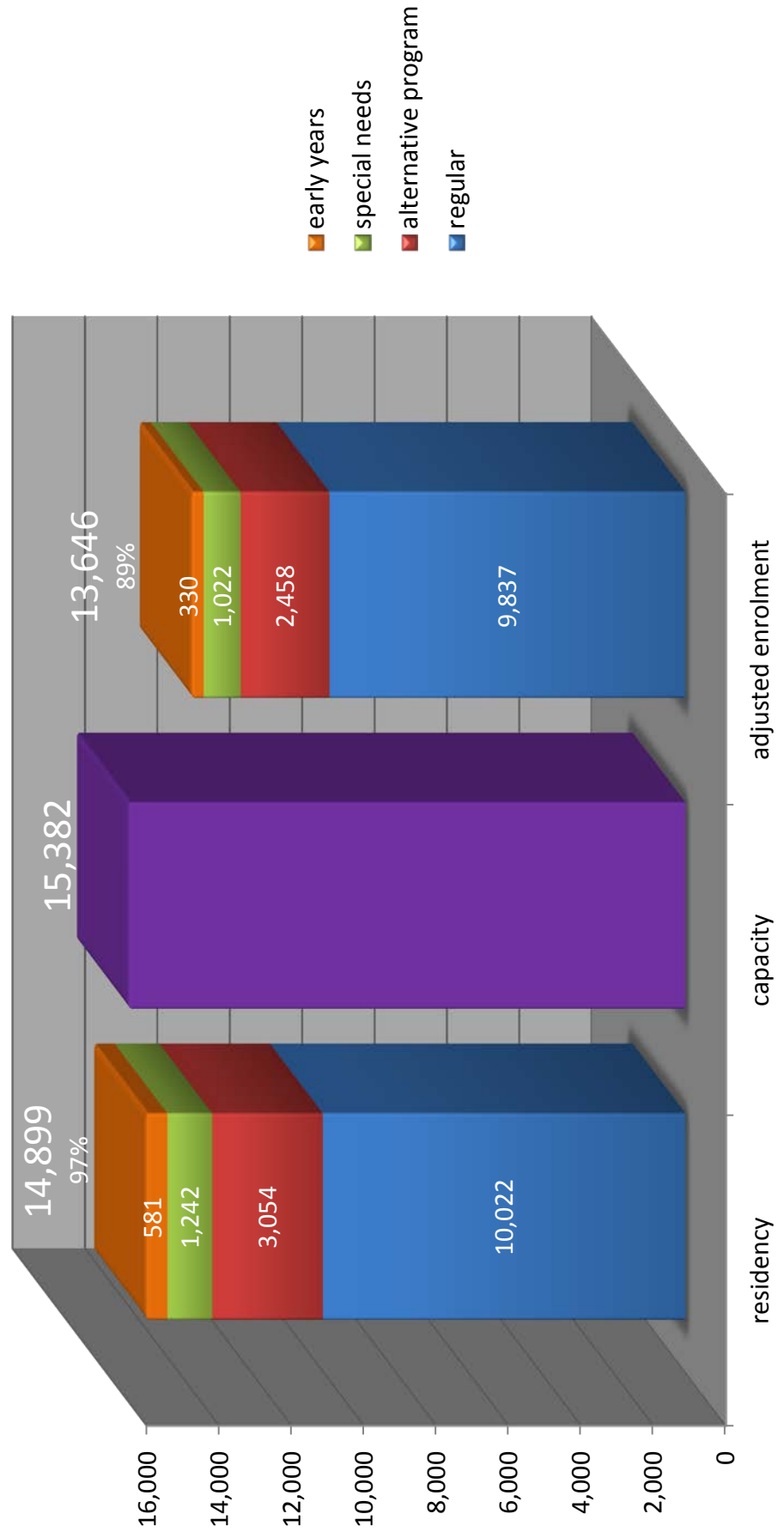
SOUTH CENTRAL SECTOR

KINDERGARTEN – GRADE 9



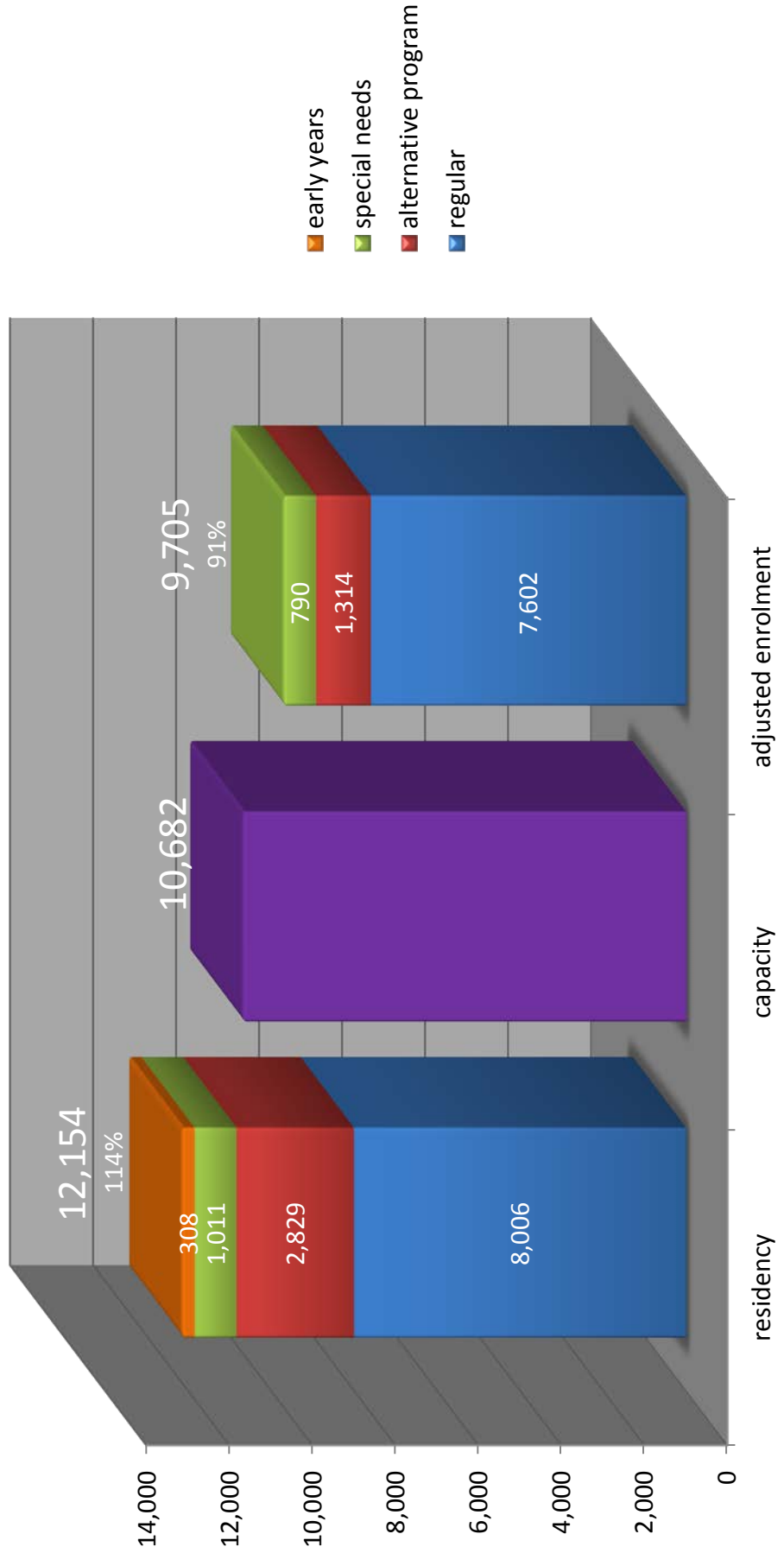
SOUTHEAST SECTOR

KINDERGARTEN – GRADE 9



SOUTHWEST SECTOR

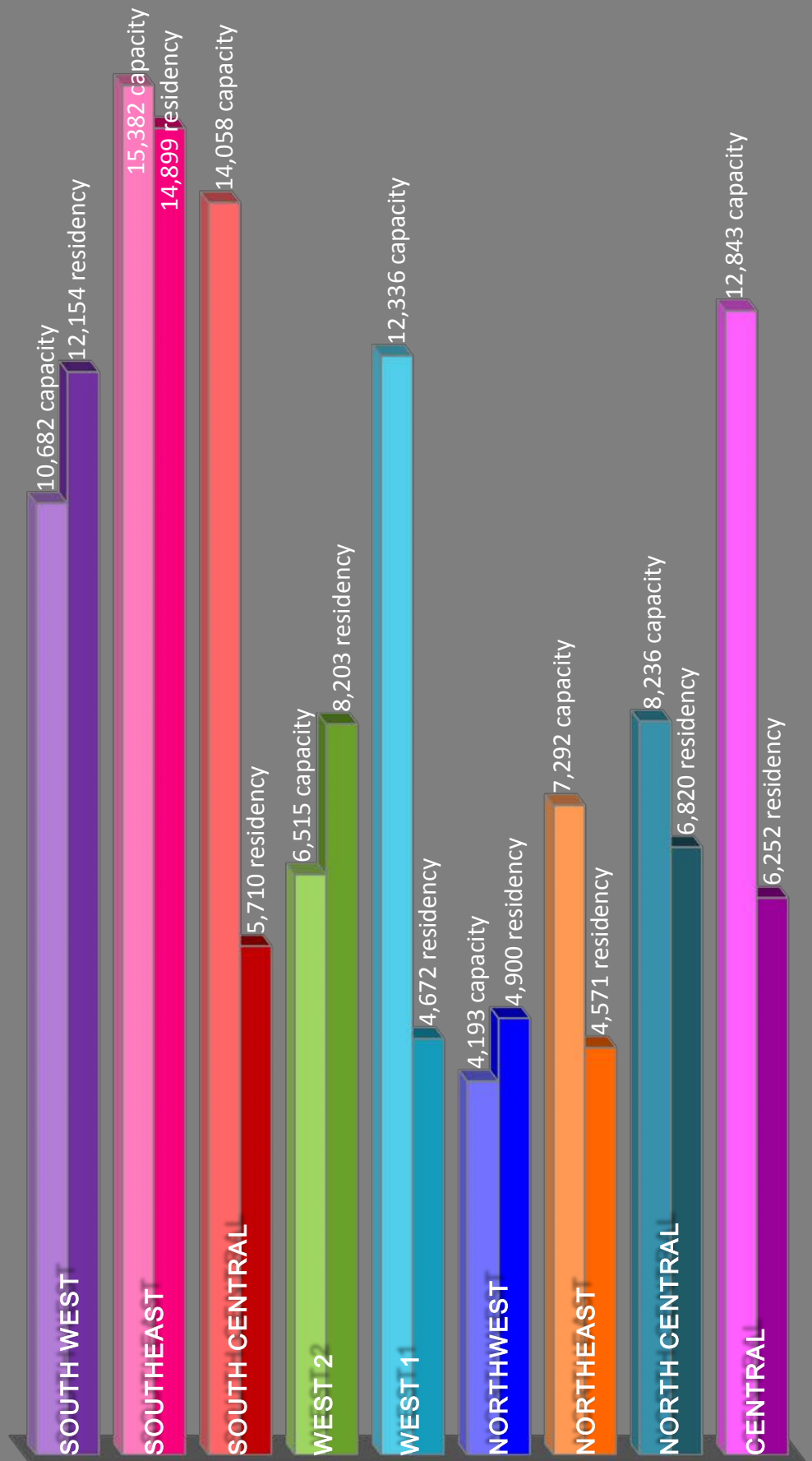
KINDERGARTEN – GRADE 9



K – 9 UTILIZATION BY SECTOR



K – 9 CAPACITY vs RESIDENCY BY SECTOR



HIGH SCHOOL UTILIZATION



DATE: March 15, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Three-Year Capital Plan 2017-2020

ORIGINATOR: Lorne Parker, Executive Director, Infrastructure

RESOURCE

STAFF: Jane Crowell-Bour, Josephine Duquette, Jon Dziadyk, Jenifer Elliott, Terri Gosine, Leanne Fedor, Gary Holroyd, Roland Labbe, Fraser Methuen, Aaron Seltz, Jennifer Thompson, Christopher Wright

REFERENCE: [School Capital Manual – March 2015](#)

ISSUE

The District's Three-Year Capital Plan must be approved by the Board of Trustees on an annual basis (Attachment I). The deadline for submission of the *Three-Year Capital Plan 2017-2020* to Alberta Education is April 1, 2016.

BACKGROUND

Infrastructure Planning Principles

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

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

These principles guide the actions of the Board, the Superintendent and Administration when allocating financial resources, creating priorities for capital funding, maintaining and building new school buildings, acquiring land or declaring it surplus, establishing programming, exploring partnerships and creating places for safe, caring, healthy, respectful, diverse, inclusive and equitable learning. The capital priorities

for modernizations and new construction proposed in this Three-Year Capital Plan reflects these principles.

District Infrastructure Plan

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

- ensure the District has sufficient infrastructure to offer high quality learning environments, geographically located to serve district demographics
- align district infrastructure operations to effectively support the infrastructure management plan
- asset management plans for all buildings
- sufficient space available for partnerships and community supports
- sustainable transportation system designed to serve district needs
- commitment to continuous evergreening of infrastructure needs beyond 2022
- create financial efficiencies to ensure district funds are directed to the areas that provide benefits for the most students

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

The District has incorporated administrative space into the new schools and modernizations that allows for wrap around services. These spaces can be used by service providers that support students, staff and parents. In addition, the learning commons, food service and food dispensary areas have been relocated to create an area that can be used by the community in a variety of ways. Furthermore, the new schools can easily be adapted to facilitate potential attached partnership spaces, should partner funding be made available. The District will work with the City of Edmonton to identify potential partnership opportunities as projects are funded. Through the Space for Students in Mature Communities projects, we have the opportunity to design space in schools to reflect the needs of the community, as was the case in Ivor Dent School. The Ivor Dent School was designed to allow for increased use by the community. As we go forward with additional new school construction and Space for Students in Mature Communities projects, we will explore the opportunity to incorporate spaces that respond to the unique community needs and foster connections to partner space.

Edmonton Public Schools recognizes that minimizing environmental impacts will act to enhance its operational efficiency. The District has identified the need to monitor and calculate our carbon footprint so that strategies can be put in place to manage and reduce it. In 2015, the District EnviroMatters Office partnered with EcoAmmo Sustainable Consulting to create an Annual Carbon and Sustainability Report in

an effort to increase the accuracy and reliability of our environmental footprint data. Having consistent environmental reporting and being able to analyze the District's annual carbon footprint will play an informative role in the infrastructure planning process and will lead to sustainable improvement suggestions. Formal carbon reports will assist in determining the sustainable cost of all buildings to the District, including closed schools, and help the District adapt to the new Alberta Carbon tax in coming years. Environmental report trends can inform new school construction and modernization designs based on the District's specific sustainability needs and areas for improvement.

The capital planning process remains challenging from a few perspectives. Through the District's Infrastructure Plan, Edmonton Public Schools will remain committed to a responsive, representative approach to capital plan requests. Continued advocacy for a process that is collaborative, responsive, and sustainable when requesting capital projects is a priority for administration. Dynamic factors such as the progress of Space for Students in Mature Communities discussions with stakeholders, program distribution based on demographics, and the evolution of maintenance needs within school buildings will require a more rigorous capital planning mechanism than the current static aggregated list entered annually into the Building and Land Information Management System.

Ten-Year Facilities Plan

The *Ten-Year Facilities Plan 2015-2024* provides a broad overview of the District's facilities and identifies long-range facility needs. As per Alberta Education guidelines, the plan provides an overview of district facility information by sector and includes enrolment trends and projections, demographic data, facility condition information, current and projected utilization rates and programming opportunities. The plan identifies future modernization and expansion needs, and informs the development of the District's Three-Year Capital Plan.

Capital Planning Methodology

The *Three-Year Capital Plan 2017-2020* outlines the District's capital priorities for the next three-year period. It includes a detailed breakdown of project costs by facility required, and demonstrates that the District has evaluated its ability to deliver the requested projects during the three-year period. Once approved, the priorities are entered into the provincial database system, including copies of Site Readiness Checklists for new or replacement school projects included in Year 1 of the submission.

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

- schools involvement in previous consolidation processes
- condition of building (as per five-year Facility Condition Index and lifecycle cost reduction)
- school enrolment trend
- sector utilization trend
- cost-benefit analysis (project cost/number of students enrolled)

Predominantly, the requests for new construction are located within developing suburban areas. Two recent initiatives were completed in mature areas of the District, which serve as a model for addressing the need to reinvest in aging facilities with excess capacity. The Greater Lawton project led to a community desire to see three local aging school facilities combined into one new replacement facility - the new Ivor Dent School. The Greater Highlands Area Consolidation Plan, once funded, will also serve to demonstrate how better to serve students and community in a mature area through a modernized historic building and re-imagined new addition. Whether through new replacement schools or re-envisioned existing buildings, Ivor Dent School and the Greater Highlands Area Consolidation Plan provide a model for future engagement efforts with other communities. A number of placeholders are proposed

within the project priorities to support the outcomes of future Space for Students in Mature Communities projects, as part of the Infrastructure Plan. These initiatives provide opportunities to collaborate with provincial and municipal governments, partner agencies, as well as community groups, to contribute positively to community sustainability, such as ELEVATE.

In recent years, the City of Edmonton has experienced significant residential growth in new suburban areas that has affected our ability to provide local accommodation to students within these growth areas. According to municipal census data, the City of Edmonton has grown by 60,428 residents between 2012 and 2014. Edmonton's population is expected to grow by another two per cent over the next four years. Young families with small children are concentrated in developing neighbourhoods, creating pressure for services such as new schools (Attachment II). Developing neighbourhoods have experienced the highest population growth and have gained over 76,000 people since 2009 - over 50,000 more than all core, mature and established neighbourhoods combined (Attachment III).

According to Applications Management Consulting Ltd, "Overall, it is projected that the population of school age children in the City of Edmonton will increase by 1.6% in 2015 and 2.0% in 2016, with significant variation in the magnitude of population change across neighbourhoods. It is estimated that almost 50% of Developing Area neighbourhoods will experience greater than 5% growth between 2014 and 2015. The overall rate of school age population growth is down from previous years, reflecting the general slowdown of the economy in Alberta and the Capital Region." "The core area, encompassing 12 neighbourhoods is projected to grow by 4.1%, equal to an estimated 138 school age students (5-17 years)." The 99 mature area neighbourhoods student population is projected to increase in 2015 by 277 students from 2014 levels, representing an increase of about one per cent. The 90 established neighbourhoods are projected to decline in the K-12 student population in 2015.

Despite various infill initiatives happening in Edmonton, developing neighbourhoods have accounted for 83 per cent of total residential growth in 2014. Approximately half of all newly serviced residential lots are located in new neighbourhoods in the southeast and southwest, where the majority of development activity is happening. Residential development trends in 2014 have seen an increase in the number of lot registrations and servicing activity, building permits issued and housing starts. Permitting realized the largest increase, indicating that building construction activity continues to be on the rise. In 2014, three developing neighbourhoods (Windermere, McConachie and Summerside) had the greatest number of housing unit gains for a combined total of 1,971 units. These three neighbourhoods gained more new housing units than in all of the core and established neighbourhoods in the City combined.

Between 2002 and 2010, no new school buildings were opened in the District despite the significant amount of student population growth in new suburban areas during this time. The District's inability to keep up with providing local accommodation for the significant residential growth has resulted in critical enrolment pressures at many schools serving the students from the new suburban areas.

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

- number of 0-4 year olds residing in the new areas
- number of Edmonton Public Schools' students currently residing in the new areas
- available student capacity in the plan areas
- future residential growth potential in the new areas
- pace of residential development in the new areas

- status of school site assembly
- average travel time by yellow bus to a designated receiving school
- ability of nearby schools to accommodate current and projected growth in the new areas
- number of K-6 students who will enter high school beginning in three years

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

RELATED FACTS

- The Province requires that a Three-Year Capital Plan to be submitted annually and an up to date Ten-Year Facilities Plan must be available upon request.
- The District Infrastructure Plan will guide all future decisions regarding capital priorities for district facilities based on the Infrastructure Planning Principles.
- Modernization and replacement school priorities will be identified through outcomes of future Space for Students in Mature Communities initiatives conducted where enrolment and utilization trends are low, facilities are oversized and significant infrastructure investment is required.
- New school construction projects are considered in growing suburban areas where the District is challenged to provide local accommodation to students.
- Priorities for modernizations, additions, replacement schools and new construction projects are required by the Province to be aggregated within one priority list.
- A two school tender package closed on March 1, 2016 with an average bid 19 per cent below the budgeted amount. Indicating that there is a value in investing in infrastructure at this time.
- Advocacy for school infrastructure investment is required to emphasize to other levels of government that investment in school infrastructure is a responsible economic stimulus action, given the current economic downturn, low interest rates and our high need for new schools and modernizations.

RECOMMENDATION

That the Board of Trustees approve the proposed capital priorities for modernizations and new construction identified in the *Three-Year Capital Plan 2017-2020*.

OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Forward the approved *Three-Year Capital Plan 2017-2020*, as presented for submission to Alberta Education.
2. Forward the approved *Three-Year Capital Plan 2017-2020*, as amended for submission to Alberta Education.

CONSIDERATIONS & ANALYSIS

The uncertainty of access to capital funding creates challenges in prioritizing projects, for both modernizations and new school construction. Funding for modernization projects has been consistently below levels required to maintain high quality learning environments in all of the District's aging infrastructure. The pace of residential development in new suburban areas has outpaced capital funding for constructing new local accommodation for the large numbers of students residing in these areas. The *Three-Year Capital Plan 2017-2020* reflects investment in both mature areas and new growth areas in the District's capital priorities. Population growth in Edmonton since 2012 has been very rapid (7.4 per cent). Although this trend is city-wide, the majority of population growth is occurring in the developing neighbourhoods in the south. Nine of the top 10 fastest growing neighbourhoods between 2010 and 2014

are in the south (Summerside, Windermere, Walker, Laurel, Rutherford, South Terwillegar, Ambleside, Tamarack and Charlesworth). These 10 neighbourhoods have a combined total population growth of approximately 42,000 over the last five years. All core, mature and established neighbourhoods, encompassing 201 neighbourhoods, have a combined total population increase of less than 20,000 over the same time frame (Attachment III).

Based on capital priorities outlined in the previous *Three-Year Capital Plan 2016-2019*, the Province announced funding for the construction of five schools that were previously funded for design. In addition to the eight other new school projects announced in 2014, these new schools will serve students living in new suburban areas. In January 2016, the Province approved the District's request for 13 modular classrooms at schools currently accommodating students residing in growing neighbourhoods.

Although these projects will increase the District's capacity to accommodate students residing in these areas, there are now 83 developing neighbourhoods in the City of Edmonton, as of December 2014. Forty-six of these neighbourhoods are less than 75 per cent complete so we can expect that student residency numbers will continue to climb across the City as development of these areas continues. More schools will face organizational and program delivery challenges as they struggle to accommodate these students. In order to meet the demand for student learning spaces in these areas, students will continue to be designated to schools with space to accommodate them. Many of these schools are aging facilities in mature neighbourhoods located a significant distance away from where these students live. This accommodation pattern of designating students to aging buildings is reflected in the District modernization priorities, as modernization projects should provide the most benefit to the most students in today's context.

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

NEXT STEPS

The approved *Three-Year Capital Plan 2017-2020* will be submitted to Alberta Education by April 1, 2016.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Draft Three-Year Capital Plan 2017-2020
ATTACHMENT II	<i>Percentage of Families with Children by Neighbourhood (City of Edmonton 2015 Annual Growth Report)</i>
ATTACHMENT III	<i>Population Growth by Residential Neighbourhood (City of Edmonton 2015 Annual Growth Report)</i>
ATTACHMENT IV	Excerpt from <i>School Capital Manual</i>

JE:kk

Three-Year Capital Plan 2017-2020

Introduction

The proposed Three-Year Capital Plan identifies the District's capital priorities for two project types: modernizations and new school construction/major additions. In accordance with provincial direction, the overall priorities for these two categories must be submitted as one aggregated list. A separate list for each of the two categories is included to provide clarity of priorities within each category. It is important to note that capital priorities are not rolled over from one year to the next. The priorities indicated in the *Three-Year Capital Plan 2017-2020* are based on a review of all current data, with no consideration given to rankings indicated in previous years. It is difficult to prioritize new construction projects as each one listed is required to meet the immediate and imminent future demands of new growth areas.

The *Three-Year Capital Plan 2017-2020* is guided by a set of planning principles to guide decision-making around infrastructure capital investment. The Infrastructure Planning Principles are as follows:

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

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

District Infrastructure Plan

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

- ensure the District has sufficient infrastructure to offer high quality learning environments, geographically located to serve district demographics
- align district infrastructure operations to effectively support the infrastructure management plan
- asset management plans for all buildings
- sufficient space available for partnerships and community supports
- sustainable transportation system designed to serve district needs
- commitment to continuous evergreening of infrastructure needs beyond 2022
- create financial efficiencies to ensure district funds are directed to the areas that provide benefits for the most students

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

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

Modernization priorities will be informed through the evaluation of factors such as building condition, utilization rates and project cost-benefit analysis. Priorities in future Three-Year Capital Plans may change, based on the outcome of conversations to be held with communities as per the Space for Students in Mature Communities initiative.

Modernization Projects

Over the past 27 years, the Province has provided funding to the District for modernization projects at 60 schools within the mature areas. Over \$250 million has been invested in mature area schools through Infrastructure, Maintenance and Renewal (IMR), Capital Projects or other provincial capital funding programs. The District has not historically received modernization project funding on an annual basis. The funding for modernizing mature area schools has been consistently below the levels needed to keep the District's entire aging infrastructure in fair to good condition.

Three-Year Capital Plan	Number of Projects Funded	Number of Projects Requested	Number of Projects Carried Over from Previous Year
2016-2019	0	7	7
2015-2018	2	9	4
2014-2017	4	16	8
2013-2016	0	17	17
2012-2015	2	19	19
2011-2014	0	19	17
2010-2013	0	18	16

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

- schools involvement in previous consolidation processes
- condition of building (as per five-year Facility Condition Index and lifecycle cost reduction)
- school enrolment trend
- sector utilization trend
- cost-benefit analysis (project cost/number of students enrolled)

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

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

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

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

The District recognizes the critical need to reinvest in our existing buildings. At 50 years, major building components such as mechanical and electrical systems reach the end of the expected life-cycle and require replacement.

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

Edmonton Public Schools recognizes that minimizing environmental impacts will act to enhance its operational efficiency. The District has identified the need to monitor and calculate our carbon footprint so that strategies can be put in place to manage and reduce it. In 2015, the District EnviroMatters Office partnered with EcoAmmo Sustainable Consulting to create an Annual Carbon and Sustainability Report in an effort to increase the accuracy and reliability of our environmental footprint data. Having consistent environmental reporting and being able to analyze the District's annual carbon footprint will play an informative role in the infrastructure planning process and will lead to sustainable improvement suggestions. Formal carbon reports will assist in determining the sustainable cost of all buildings to the District, including closed schools, and help the District adapt to the new Alberta Carbon tax in coming years. Environmental report trends can inform new school construction and modernization designs based on the District's specific sustainability needs and areas for improvement.

The uncertainty of capital funding creates challenges in prioritizing projects, for both school modernizations and new schools. The challenges are intensified when blending the priorities of modernizations with new construction projects, a requirement of the submission to the Province. A balance of investment in both mature areas and new growth areas is represented in the proposed aggregate priority order. The criteria for both modernization and new construction projects are aligned

with the provincial capital funding criteria (Attachment IV - School Capital Manual).

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

Priority 2017-2020	Previous Plan	School Name	Project Description	Sector	Costs (millions)
1	Y	Brander Gardens*	Major Modernization	SW	\$9
2	Y	Gold Bar	Major Modernization	SC	\$8.6
3	Y	Lansdowne	Major Modernization	SC	\$7.8
4	Y	Hillcrest	Major Modernization	W1	\$14.7
5	Y	Belmont*	Major Modernization	NE	\$9.0

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

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

- space reconfigurations including expansions and reductions to total floor areas
- upgrading of educational areas to meet specialized program requirements in the school
- changes to circulation and way-finding within the building

Minor modernizations would achieve the following objectives:

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

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

Modernization Requests Project Descriptions

Brander Gardens School

Brander Gardens School opened in 1976 and currently serves 553 elementary students. Brander Gardens School offers Regular and French Immersion programming.

Project Rationale:

- provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- provincial Utilization Rating (IAM) of 93 per cent
- measures required to manage growing student enrolment were included in the report on *Managing Student Growth in New and Developing Neighbourhoods*
- two new schools will open in 2016 to serve some students currently designated to Brander Gardens School
- long-term student stability is anticipated given the French Immersion program parallel to accommodation of Regular programming

Gold Bar School

Gold Bar School opened in 1959 and currently serves 144 elementary students. Gold Bar School offers Regular and Behaviour and Learning Assistance programming.

Project Rationale:

- viability was confirmed as a result of the Greater Hardisty sector review in 2009-2010
- provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- provincial Utilization Rating (IAM) of 47 per cent

Lansdowne School

Lansdowne School opened in 1969 and currently serves 273 elementary students. Lansdowne School offers Regular programming.

Project Rationale:

- designated receiving school for students residing in a developing neighbourhood (Terwillegar South) in the 2014 Growth Accommodation Plan
- provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- provincial Utilization Rating (IAM) of 73 per cent

Hillcrest School

Hillcrest School opened in 1962 and currently serves 421 junior high students. Hillcrest School offers Regular, Literacy and Opportunity programming.

Project Rationale:

- designated receiving school for students residing in developing neighbourhoods (Glastonbury and Granville)
- provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- provincial Utilization Rating (IAM) of 69 per cent

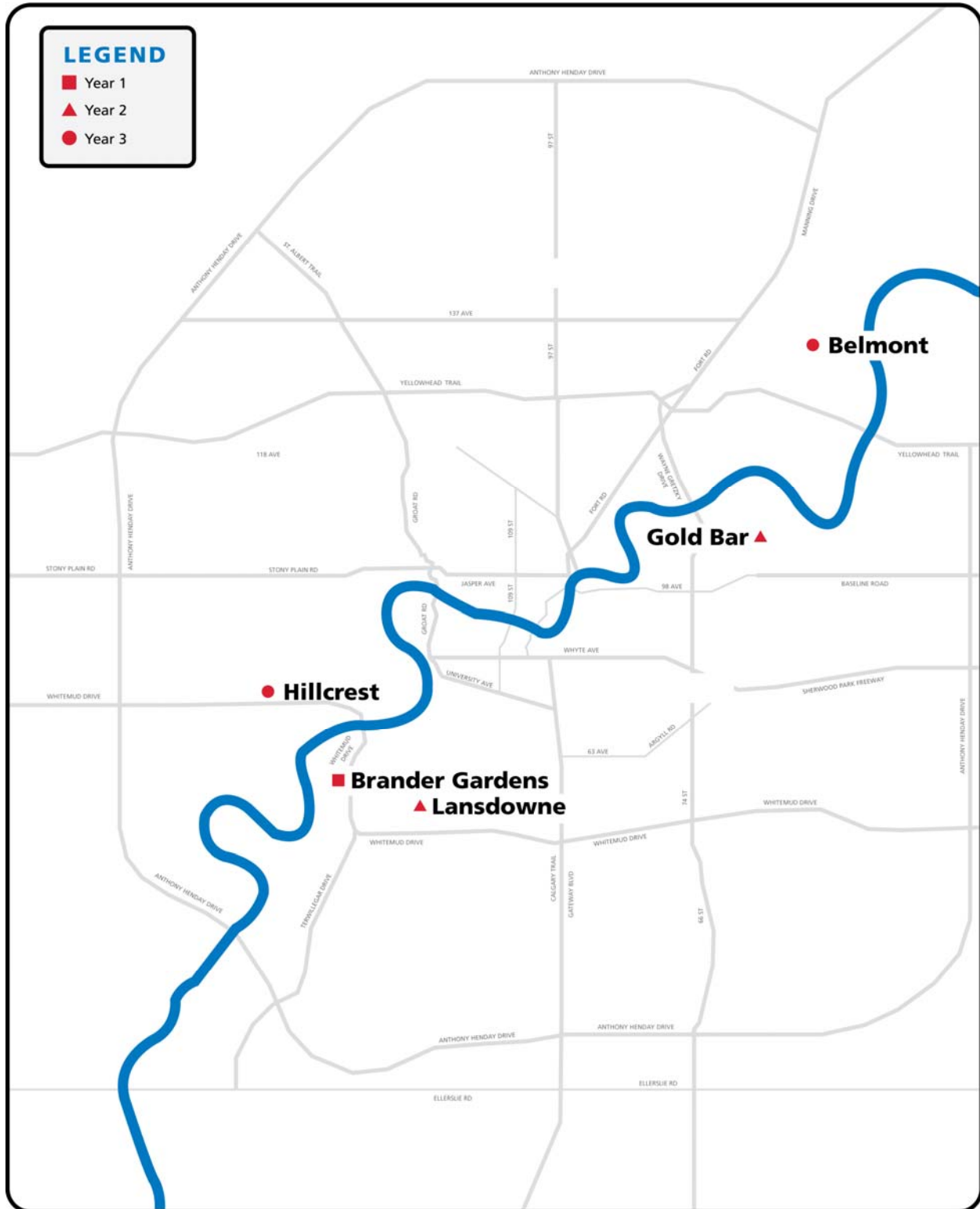
Belmont School

Belmont School opened in 1979 and currently serves 295 elementary students. Belmont School offers Regular and Logos programming.

Project Rationale:

- provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- provincial Utilization Rating (IAM) of 84 per cent
- could be a future receiving school for students residing in the Horse Hill Plan Area in northeast Edmonton

Proposed Modernization Priorities



Space for Students in Mature Communities

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

In April 2014, the District began an extensive consultation process with the Greater Highlands Area around school consolidation concepts. A working committee was created to explore this concept with the ultimate goal of placing a community driven plan for consideration in the *Three-Year Capital Plan 2016-2019*. The working committee consisted of principals, parents and community representatives. The concepts developed through the committee were taken to the general public in February 2015 and a preferred design was identified and approved by the Superintendent in the spring of 2015. The approved concept will consolidate Highlands, Montrose and Mount Royal schools at a modernized Highlands K-9 School. The approved design is in the conceptual stage. Detailed design work will begin once funding is announced and a budget is confirmed.

Space for Students in Mature Communities Project Descriptions

Greater Highlands Area Consolidation Plan

- In 2014, the Province announced funding for a replacement school in a mature neighbourhood.
- Based on the consultation process that took place for this project, the Greater Highlands Area expressed interest in being considered for a future consolidation/replacement project.
- A working committee was formed with the goal of developing a community supported concept for this project.
- Three options were designed and cost-estimated for consideration following stakeholder input, including a replacement school at Mount Royal and two options for a partial demolition/new addition at Highlands School.
- Based on feedback received, the Superintendent approved a Highlands School Modernization Concept that will include the consolidation of Highlands, Montrose and Mount Royal schools

A replacement of Delton and Spruce Avenue schools on a one-to-one basis, outside of consolidation discussions, is included in the plan. These schools were involved in previous consolidation and closure processes, which determined their long-term sustainability. For each school, a Value Management Study will be conducted to determine if a replacement school or a modernization approach is most cost-effective.

Delton School

Delton School opened in 1946 and currently serves 411 elementary students. Delton School offers Regular, Early Learning, Opportunity and Behaviour and Learning Assistance programming.

Project Rationale:

- viability was confirmed after undergoing sector review in 2009-2010
- designated receiving school for students relocated due to the closure of Eastwood and Parkdale schools in 2010
- provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- provincial Utilization Rating (IAM) of 64 per cent

Spruce Avenue School

Spruce Avenue School opened in 1929 and currently serves 213 junior high students. Spruce Avenue School offers Regular, Literacy and Behaviour and Learning Assistance programming.

Project Rationale:

- viability was confirmed for the junior high program after undergoing a sector review in 2009-2010; the elementary program was closed in 2010
- designated receiving school for students relocated due to the closure of Eastwood, McCauley and Parkdale schools in 2010
- provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- provincial Utilization Rating (IAM) of 57 per cent
- will be future receiving school for students residing in the City Centre Airport (Blatchford) re-development

New Construction Projects

Between 2002 and 2010, no new school buildings were opened in the District despite the significant amount of student population growth in new suburban areas during this time, however, ASAP I and ASAP II schools were funded in 2007 and 2008. In June 2007, the Government of Alberta announced funding for six schools that opened in 2010: A. Blair McPherson, Elizabeth Finch, Esther Starkman, Florence Hallock, Dr. Donald Massey and Johnny Bright. An additional three schools were announced in 2008 that opened in 2012: Bessie Nichols, Michael Strembitsky, and Major-General Griesbach. The following table indicates the number of projects requested versus approved since 2010:

Three-Year Capital Plan	Number of Projects Funded	Number of Projects Requested	Number of Projects Carried Over from Previous Year
2016-2019	5*	27	18
2015-2018	4 (+6*)	27	13
2014-2017	6	18	7
2013-2016	0	7	6
2012-2015	0	6	6
2011-2014	0	7	3
2010-2013	0	3	2

**Project funded only for design. Construction funding for five of these projects was funded in 2015.*

Suburban growth within the City of Edmonton accounts for the majority of the residential growth; the rate of growth has been substantial and is projected to continue at a rapid pace. This has resulted in a significant rise in student population in new suburban areas. Over the course of 2014 and 2015, the Province announced funding for 13 new construction projects and a 600 capacity addition to Lillian Osborne School. These projects are underway and are expected to open in 2016 and 2017. These projects were all based on priorities outlined in the *Three-Year Capital Plan 2014-2017* and *Three-Year Capital Plan 2015-2018*.

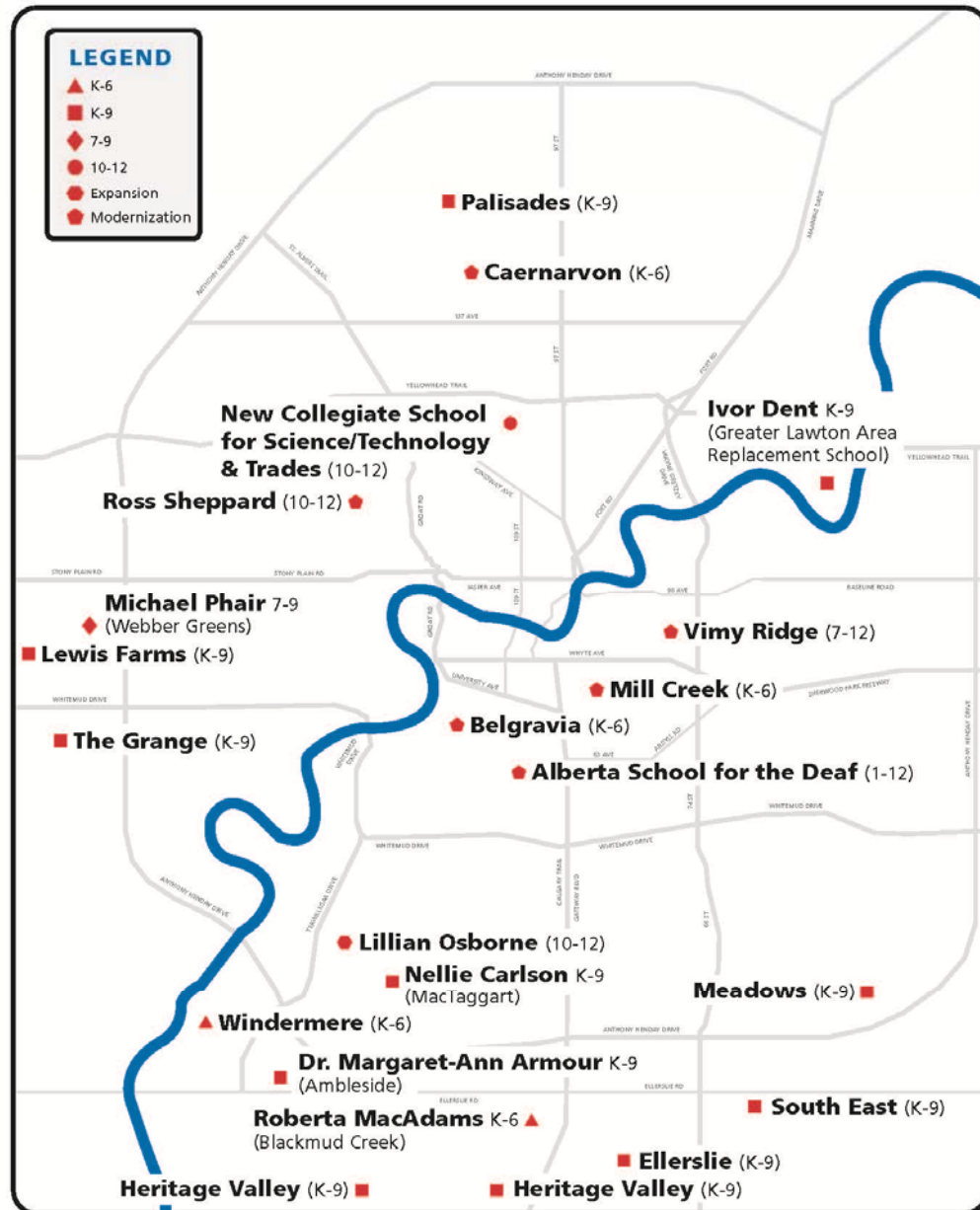
The District is currently tendering construction packages for nine new school projects projected to open in 2017. One of the tender packages closed in early March 2016 with an average bid 19 per cent below the budgeted amount, indicating that there is a value in investing in infrastructure at this time.

Current funded new construction project details are as follows:

Location	Sector	Grade Configuration	Project Scope*
Blackmud Creek (Roberta MacAdams School)	SW	K-6	Scheduled to open September 2016
MacTaggart (Nellie Carlson School)	SW	K-9	Scheduled to open September 2016
Ambleside (Dr. Margaret-Ann Armour School)	SW	K-9	Scheduled to open September 2016
Lillian Osborne School - Addition	HS	10-12	Scheduled to open December 2016
Webber Greens (Michael Phair School)	W2	7-9	Tentatively scheduled to open September 2017
Rundle Heights (Ivor Dent School)	NE	K-9	Scheduled to open in 2017
Windermere	SW	K-6	Scheduled to open in 2017
The Grange(Granville)	W2	K-9	Scheduled to open in 2017
Heritage Valley (Allard)	SW	K-9	Scheduled to open in 2017
Ellerslie (The Orchards)	SE	K-9	Scheduled to open in 2017
Meadows (Laurel)	SE	K-9	Scheduled to open in 2017
South East (Walker)	SE	K-9	Scheduled to open in 2017
Lewis Farms (Secord)	W2	K-9	Scheduled to open in 2017
Heritage Valley(Chappelle West)	SW	K-9	Scheduled to open in 2017
Palisades (Hudson)	NW	K-9	Scheduled to open in 2017
Collegiate School for Science, Technology & Trades	C	10-12	Construction Completion Anticipated for 2018
Vimy Ridge	HS	10-12	Construction Completion Anticipated for November 2016
Ross Sheppard	HS	10-12	Construction Completion Anticipated for September 2018
Alberta School for The Deaf	SC	1-12	Construction Completion Anticipated for September 2017
Belgravia	SC	K-6	Completed January 2016
Mill Creek	SC	K-6	TBD
Caernarvon	NW	K-6	TBD

PROJECTS APPROVED OR UNDER CONSTRUCTION

New Schools and Modernizations



Note: Exact locations of new schools have not been determined. Locations are approximate only.

C15-0026 – August 18, 2015

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

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

- number of 0-4 year olds living in the new areas
- number of Edmonton Public Schools' students currently residing in the new areas
- number of K-6 students who will enter high school beginning in three years
- available student capacity in the plan areas
- future growth potential in the new areas (based on remaining single family lots to be developed)
- total population potential in the new areas
- pace of residential development in the new areas
- status of school site assembly
- ability of nearby schools to accommodate current and projected growth in new areas
- average travel time by yellow bus to a designated receiving school

These criteria take into consideration both current demand and projected future growth in the new suburban areas that have a site available and a Neighbourhood Structure Plan (NSP) in place. A NSP is required for development activity in a neighbourhood to begin. This document provides the land use framework, population and density estimates and the number of housing units by type. At the end of 2014, 10 neighbourhoods in developing areas do not have NSP's. The Decoteau, Horse Hill and Riverview areas are expected to generate 15 neighbourhoods as well. Although the District has school sites in many of these neighbourhoods, they will not be requested in the *Three-Year Capital Plan 2017-2020* as development has yet to begin there.

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

Within the scope of the District's Infrastructure Plan, the High School Accommodation Plan will address the changing needs and shifting demographics within our high school population. To date, high school principals have provided initial expertise and perspective regarding possible supports required as students in younger grades reach high school. Conversations are now being expanded through a series of community stakeholder consultations.

The District believes discussions will identify a range of short, medium, and long term supports that will evolve in-step with high school demographics. No decisions have been made, yet possible supports could involve concepts such as:

- revised attendance areas and feeder school patterns
- shifts in program distribution

- alternate grade or program delivery configurations
- new school construction requests through the District's Capital Plan

Following at least two rounds of conversations with community, recommendations regarding proposed High School Accommodation Plan actions will be forwarded to the Superintendent for review and consideration. The anticipated timeline for final recommendations is spring 2017.

As per the *Three-Year Capital Plan 2015-2018*, the Province announced design funding for a Collegiate School for Science, Technology & Trades in the Blatchford area. This project will support the growth and success of students through high school completion and beyond by utilizing partnership opportunities to offer students alternative educational programming. This project is currently in the planning stage which has included drafting a partnership charter and developing working committees for areas such as curriculum and space design. In collaboration with Edmonton Catholic Schools, the District has recently had the opportunity to meet with key ministries from the Province in regards to this project. Discussions are also ongoing with the City of Edmonton concerning the placement of the school within the Blatchford area.

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

The following chart indicates the District's proposed new construction and Space for Students in Mature Communities priorities based on the considerations listed above.

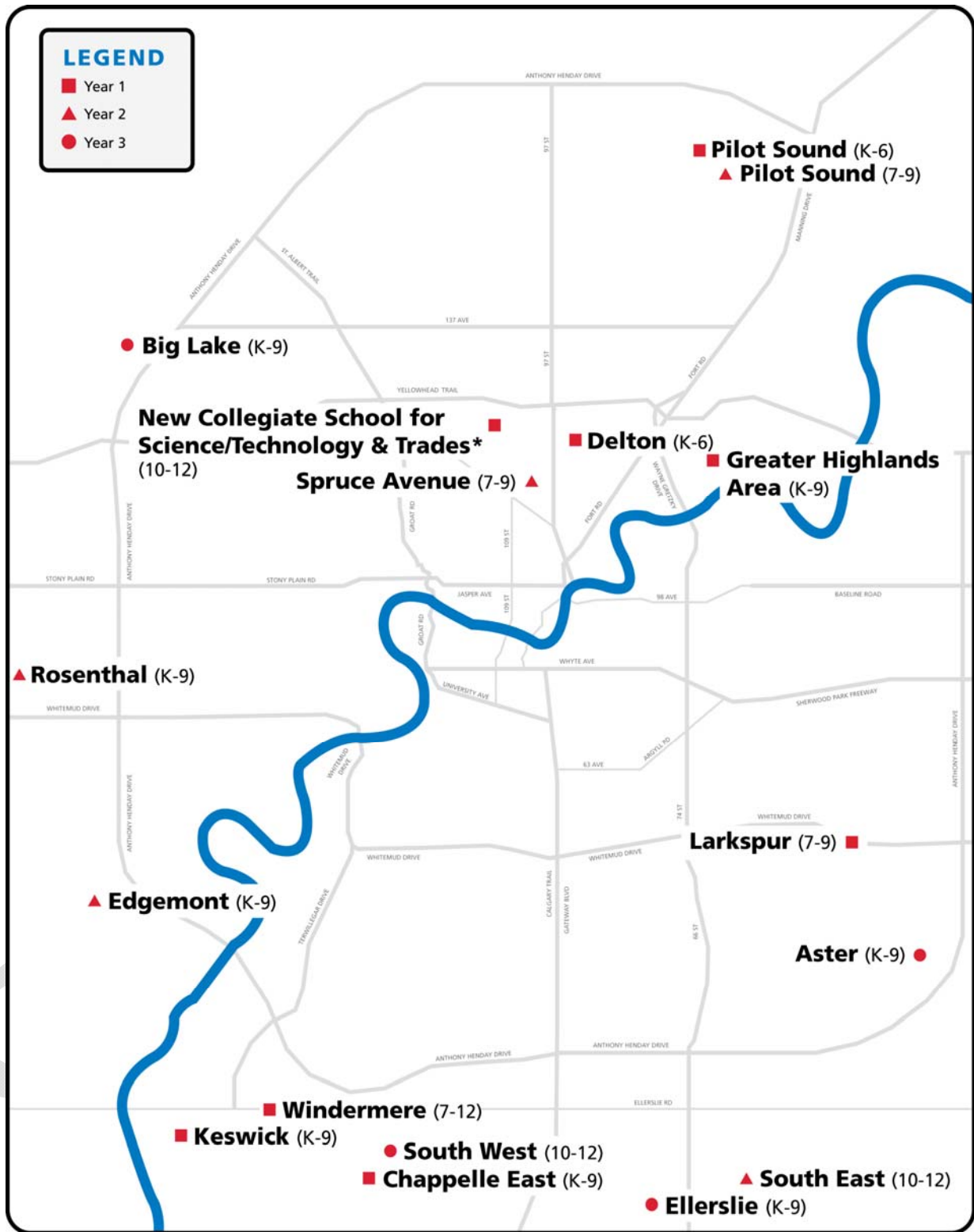
Priority 2017-2020	New Construction Project Location	Capacity	Sector	Cost (millions)
Year 1				
1	K-9 Highlands Modernization Concept 2	800	NE	\$27
2	7-9 Meadows (Larkspur)	900	SE	\$31
3	K-6 Pilot Sound (McConachie)	650	NC	TBD
4	7-12 Windermere (Glenridding Heights)	2400	SW	TBD
5	K-9 Heritage Valley (Chappelle East)	900	SW	\$28
6	K-9 Windermere (Keswick)	900	SW	\$28
7	Delton	Replacement or Modernization**	C	TBD
8	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD

Priority 2017-2020	New Construction Project Location	Capacity	Sector	Cost (millions)
9	Collegiate School for Science, Technology & Trades *	1600 (of 2400)	C	TBD
Year 2				
10	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD
11	7-9 Pilot Sound (McConachie)	900	NC	\$31
12	K-9 Edgemont	900	W2	\$28
13	K-9 Lewis Farms (Rosenthal)	900	W2	\$28
14	South East High School (10-12)	2400	HS	\$86
15	Spruce Avenue	Replacement or Modernization**	C	TBD
16	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD
Year 3				
17	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD
18	K-9 Meadows (Aster)	900	SE	\$28
19	K-9 Ellerslie (Ellerslie Neighbourhood #4)	900	SE	\$28
20	South West High School (10-12)	2400	HS	\$86
21	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD
22	K-9 Big Lake (Hawks Ridge)	900	W2	\$28

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

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

Proposed New School Construction and Replacement Priorities



Proposed Three-Year Capital Plan 2017-2020 Aggregated Priorities

Priority 2017-2020	Project Description	Category	Capacity	Sector	Cost (millions)
Year 1					
1	K-9 Highlands Modernization Concept 2	Modernization	800	NE	\$27
2	7-9 Meadows (Larkspur)	New	900	SE	\$31
3	K-6 Pilot Sound (McConachie)	New	650	NC	TBD
4	7-12 Windermere (Glenridding Heights)	New	2400	SW	TBD
5	K-9 Heritage Valley (Chappelle East)	New	900	SW	\$28
6	K-9 Windermere (Keswick)	New	900	SW	\$28
7	Delton School	Replacement/ Modernization	TBD	C	TBD
8	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD
9	Collegiate School for Science, Technology & Trades	New	1600	C	TBD
10	Brander Gardens School	Modernization	-	SW	\$9.0
Year 2					
11	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD
12	7-9 Pilot Sound (McConachie)	New	900	NC	\$31
13	K-9 Edgemont	New	900	W2	\$28
14	K-9 Lewis Farms (Rosenthal)	New	900	W2	\$28
15	South East High School (10-12)	New	2400	SE	\$86
16	Spruce Avenue School	Replacement/ Modernization	TBD	C	TBD

Priority 2017-2020	Project Description	Category	Capacity	Sector	Cost (millions)
17	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD
18	Gold Bar School	Modernization	-	SC	\$8.6
19	Lansdowne School	Modernization	-	SC	\$7.8
Year 3					
20	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD
21	K-9 Meadows (Aster)	New	900	SE	\$28
22	K-9 Ellerslie (Nbhd #4)	New	900	SE	\$28
23	South West High School (10-12)	New	2400	SW	\$86
24	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD
25	Hillcrest School	Modernization	-	W1	\$14.7
26	Belmont School	Modernization	-	NE	\$9.0
27	K-9 Big Lake (Starling)	New	900	W2	\$28

Proposed Three-Year Capital Plan 2017-2020 Aggregated Priorities including Rationale

Priority 2017-2020	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
Year 1						
1	K-9 Highlands Modernization Concept 2	Modernization	800	NE	\$27	<ul style="list-style-type: none"> • In 2014, the Province announced funding for a replacement school in a mature neighbourhood. • Based on the consultation process that took place for this project, the Greater Highlands Area expressed interest in being considered for a future consolidation/replacement project. • A working committee was formed with the goal of developing a community supported concept for this project. • A preferred option has been approved following stakeholder input, which shows a partial demolition/new addition at Highlands School.
2	7-9 Meadows (Larkspur)	New	900	SE	\$31	<ul style="list-style-type: none"> • Larkspur site (located adjacent to Velma E. Baker School) is assembled. • 1,222 junior high students currently reside in the Meadows and Burnewood areas. • A. Blair McPherson School is 107% utilized and is the only school with junior high capacity in the Meadows. • All existing junior high schools in the Meadows and Mill Woods are accommodating students residing in new neighbourhoods. • Kate Chegwin School, the current designated junior high school for Larkspur and Silver Berry, is 109% utilized. • T.D. Baker School, the current designated junior high school for Laurel, is 92% utilized. • K-9 students in the Meadows have been designated to schools in the South Central sector for junior high programming as space in the South East sector is limited. • Ottewell School, the current designated junior high school for Maple and Wild Rose, is 70% utilized. Ride times to Ottewell School range from 30-50 minutes. • There are 6,712 remaining potential single family lots to be developed in the Meadows.

Priority 2017-2020	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
3	K-6 Pilot Sound (McConachie)	New	650	NC	TBD	<ul style="list-style-type: none"> The 252 K-6 students currently residing in McConachie are designated to schools outside of Pilot Sound ASP. Travel time by yellow bus is 24 minutes. McConachie had the second largest number of housing units built in Edmonton in 2014. McConachie is 42% built out with 1,703 remaining potential single family lots. McConachie is projected to have 12,122 residents. As of Census 2014, 2,743 people reside in McConachie.
4	7-12 Windermere (Glenridding Heights)	New	2400	SW	TBD	<ul style="list-style-type: none"> Junior high and senior high school space in the Riverbend/Terwillegar area is becoming very limited as new areas continue to grow. With no junior high or senior high school space currently in the Windermere area, students will continue to be transported significant distances to go to school. Riverbend School, the current designated junior high school, is 89% utilized. Windermere Estates is almost double the size of a typical neighbourhood. The neighbourhood is 58% built out, with 1,758 remaining potential single family lots. There are 1,997 lots remaining in Glenridding Heights and Glenridding Ravine neighbourhoods. Windermere Estates neighbourhood is projected to have 16,771 residents. As of Census 2014, 5,336 people reside in Windermere Estates. There are 335 residing in Glenridding Area, with an anticipated population of 13,548.
5	K-9 Heritage Valley (Chappelle East)	New	900	SW	\$28	<ul style="list-style-type: none"> The nearest school able to accommodate students from Chappelle is 12 km away on average. Travel time by yellow bus is 25 minutes. Chappelle is almost double the size of a typical neighbourhood. Chappelle is 18% built out, with 3,588 remaining single family lots. Chappelle is projected to have 22,208 residents. As of Census 2014, 1,607 people reside in Chappelle.

Priority 2017-2020	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
6	K-9 Windermere (Keswick)	New	900	SW	\$28	<ul style="list-style-type: none"> • With student spaces in the Riverbend/ Terwillegar area becoming very limited as new areas continue to grow, students residing in Keswick will continue to be transported significant distances to go to school. • The nearest school able to accommodate students from Keswick is 13 km away, located in the West 1 Sector. • Travel time by yellow bus is 51 minutes. • Keswick is still in the early stages of development (8% build-out). There are 3,656 single family lots remaining to develop. It is expected to generate a population of 15,430.
7	Delton School	Replacement/ Modernization	TBD	C	TBD	<ul style="list-style-type: none"> • Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. • Provincial Utilization Rating (IAM) of 64%. • Viability was confirmed after undergoing sector review in 2009-2010. • Designated receiving school for students relocated due to the closure of H.A. Gray School in 1984 and Eastwood and Parkdale schools in 2010. • Value Management Study will be conducted to determine replacement versus modernization approach.
8	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD	<ul style="list-style-type: none"> • In mature neighbourhoods, the combination of multiple schools in proximity, the age of these schools and their deferred maintenance is a challenge. • A replacement school, which could include the consolidation of a number of schools, could address these challenges.
9	Collegiate School for Science, Technology & Trades	New	1600	C	TBD	<ul style="list-style-type: none"> • In 2014, the Province announced funding for the conceptual design of this project. • The District is requesting additional funding be provided for the detailed design and construction phase. • Capacity and costing is preliminary, reflects EPSB proportion of project, exclusive of NAIT and Edmonton Catholic Schools' component of the project, and excludes any potential land acquisition costs.

Priority 2017-2020	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
10	Brander Gardens School	Modernization	-	SW	\$9.0	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (IAM) of 93%. Measures required to manage growing student enrolment were included in the report on <i>Managing Student Growth in New and Developing Neighbourhoods</i>. Two new schools will open in 2016 to serve some students currently designated to Brander Gardens School.
Year 2						
11	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD	<ul style="list-style-type: none"> In mature neighbourhoods, the combination of multiple schools in proximity, the age of these schools and their deferred maintenance is a challenge. A replacement school, which could include the consolidation of a number of schools, could address these challenges.
12	7-9 Pilot Sound (McConachie)	New	900	NC	\$31	<ul style="list-style-type: none"> Junior high space in the Pilot Sound area is very limited. Dr. Donald Massey School is 89% utilized and is the only school with junior high capacity in Pilot Sound. Travel time by ETS to the designated school outside of the Pilot Sound area is 32 minutes. McConachie is 42% built out with 1,703 remaining potential single family lots. McConachie is projected to have 12,122 residents. As of Census 2014, 2,743 people reside in McConachie. Potential partnership opportunity on this site with Edmonton Public Libraries (discussions regarding this are ongoing). The site was not planned for a K-9 grade configuration, and anticipated peak student generation preclude combining this project with priority 3 as a single request.

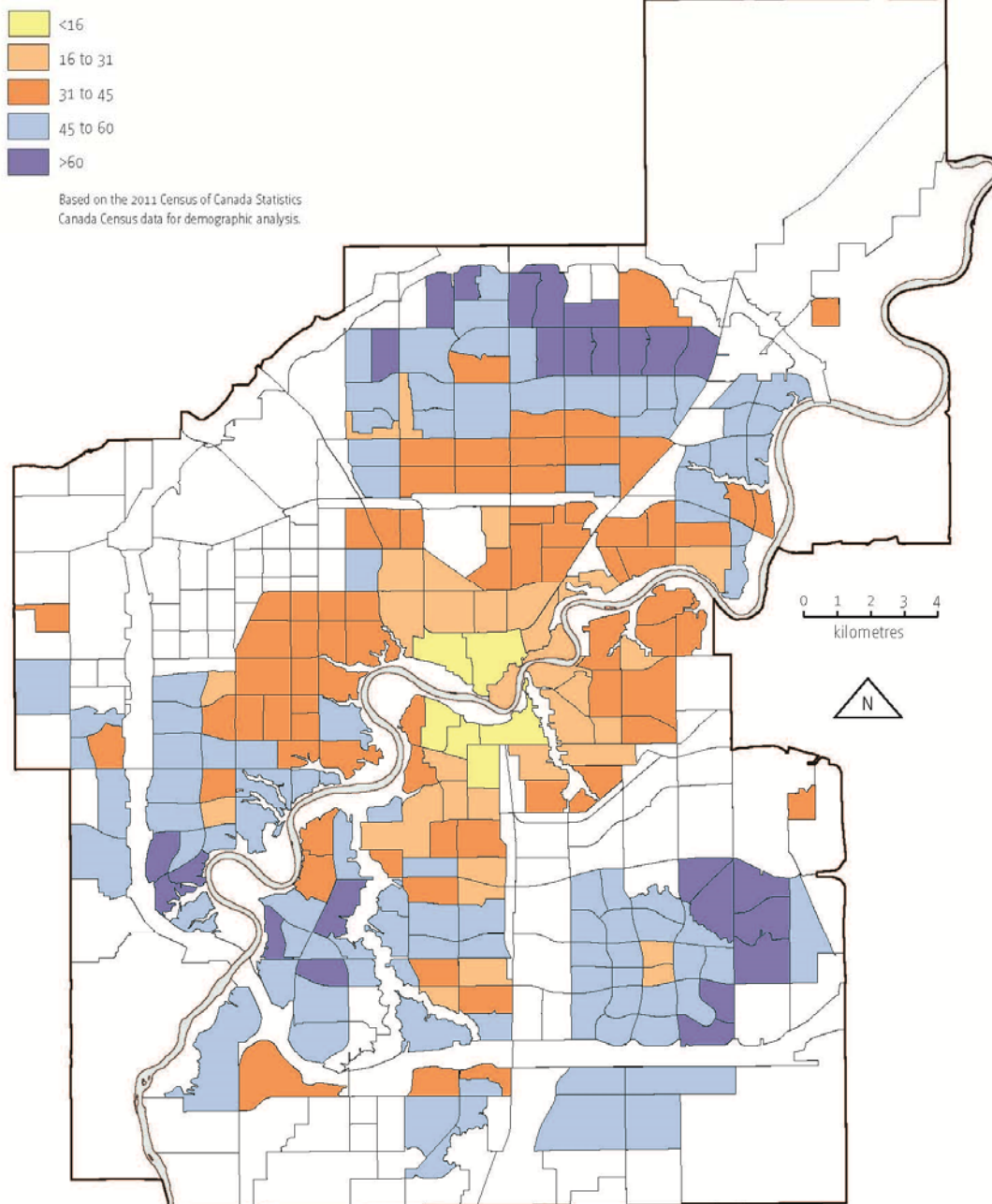
Priority 2017-2020	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
13	K-9 Edgemont	New	900	W2	\$28	<ul style="list-style-type: none"> Edgemont is still in the early stages of development (11% build-out). There are 3,426 single family lots remaining to develop. Edgemont is projected to have 14,836 residents. As of Census 2014, 115 people reside in Rosenthal. Travel time by yellow bus is 28-33 minutes.
14	K-9 Lewis Farms (Rosenthal)	New	900	W2	\$28	<ul style="list-style-type: none"> Students residing in Rosenthal are designated to schools outside of Lewis Farms ASP. Travel time by yellow bus is 33 minutes. Rosenthal is 20% built out with 2,383 remaining potential single family lots. Rosenthal is projected to have 12,294 residents. As of Census 2014, 106 people reside in Rosenthal.
15	South East High School (10-12)	New	2400	SE	\$86	<ul style="list-style-type: none"> Senior high school space in the South East area is becoming very limited as new areas continue to grow. J. Percy Page School, the current designated high school for most of the South East growth areas, is 102% utilized. Students will continue to be travel significant distances to go to school.
16	Spruce Avenue School	Replacement/Modernization	TBD	C	TBD	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (IAM) of 57%. Viability was confirmed for the junior high after undergoing sector review in 2009-2010. The elementary program was closed in 2010. Designated receiving school for students relocated due to the closure of H.A. Gray School in 1984, John A. McDougall School's junior high program in 2001, and Eastwood, McCauley and Parkdale schools in 2010. Value Management Study will be conducted to determine replacement versus modernization approach.

Priority 2017-2020	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
17	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD	<ul style="list-style-type: none"> In mature neighbourhoods, the combination of multiple schools in proximity, the age of these schools and their deferred maintenance is a challenge. A replacement school, which could include the consolidation of a number of schools, could address these challenges.
18	Gold Bar School	Modernization	-	SC	\$8.6	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (IAM) of 47%. Viability was confirmed after undergoing sector review in 2009-2010.
19	Lansdowne School	Modernization	-	SC	\$7.8	<ul style="list-style-type: none"> Designated receiving school for students residing in a developing neighbourhood (Terwillegar South) in the 2014 Growth Accommodation Plan. Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (IAM) of 73%.
Year 3						
20	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD	<ul style="list-style-type: none"> In mature neighbourhoods, the combination of multiple schools in proximity, the age of these schools and their deferred maintenance is a challenge. A replacement school, which could include the consolidation of a number of schools, could address these challenges.
21	K-9 Meadows (Aster)	New	900	SE	\$28	<ul style="list-style-type: none"> The Neighbourhood Structure Plan (NSP) for Aster was approved in January 2016, rezoning and subdivision may now begin. Aster is projected to have 8,761 residents.
22	K-9 Ellerslie (Nbhd #4)	New	900	SE	\$28	<ul style="list-style-type: none"> Ellerslie Neighbourhood #4 and Mattson do not have approved NSP's and have not yet begun to develop. Ellerslie Neighbourhood #4 is projected to have 1,089 single family lots and Mattson is projected to have 3,680. Ellerslie Neighbourhood #4 is projected to have 5,517 residents and Mattson is projected to have 13,868 residents.

Priority 2017-2020	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
23	South West High School (10-12)	New	2400	SW	\$86	<ul style="list-style-type: none"> Senior high school space in the South West area is becoming very limited as new areas continue to grow. Harry Ainlay School, the current designated high school for most of the South West growth areas, is 87% utilized. Lillian Osborne School, which is undergoing a 600 capacity expansion, is 99% utilized.
24	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD	<ul style="list-style-type: none"> In mature neighbourhoods, the combination of multiple schools in proximity, the age of these schools and their deferred maintenance is a challenge. A replacement school, which could include the consolidation of a number of schools, could address these challenges.
25	Hillcrest School	Modernization	-	W1	\$14.7	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (IAM) of 69%. Designated receiving school for students residing in developing neighbourhoods (Glastonbury and Granville).
26	Belmont School	Modernization	-	NE	\$9.0	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (IAM) of 84%. Could be a future receiving school for students residing in growth areas in the northeast.
27	K-9 Big Lake (Starling)	New	900	W2	\$28	<ul style="list-style-type: none"> The nearest school able to accommodate students from the Big Lake area is 9 km away, located in the Central Sector. Travel time by yellow bus is 15 minutes. As of Census 2014, there are 504 people residing in Trumpeter, 179 in Starling and 57 in Hawks Ridge. Starling and Trumpeter are expected to generate a combined population of 15,607. There are 2,796 remaining single family lots yet to develop in these neighbourhoods.

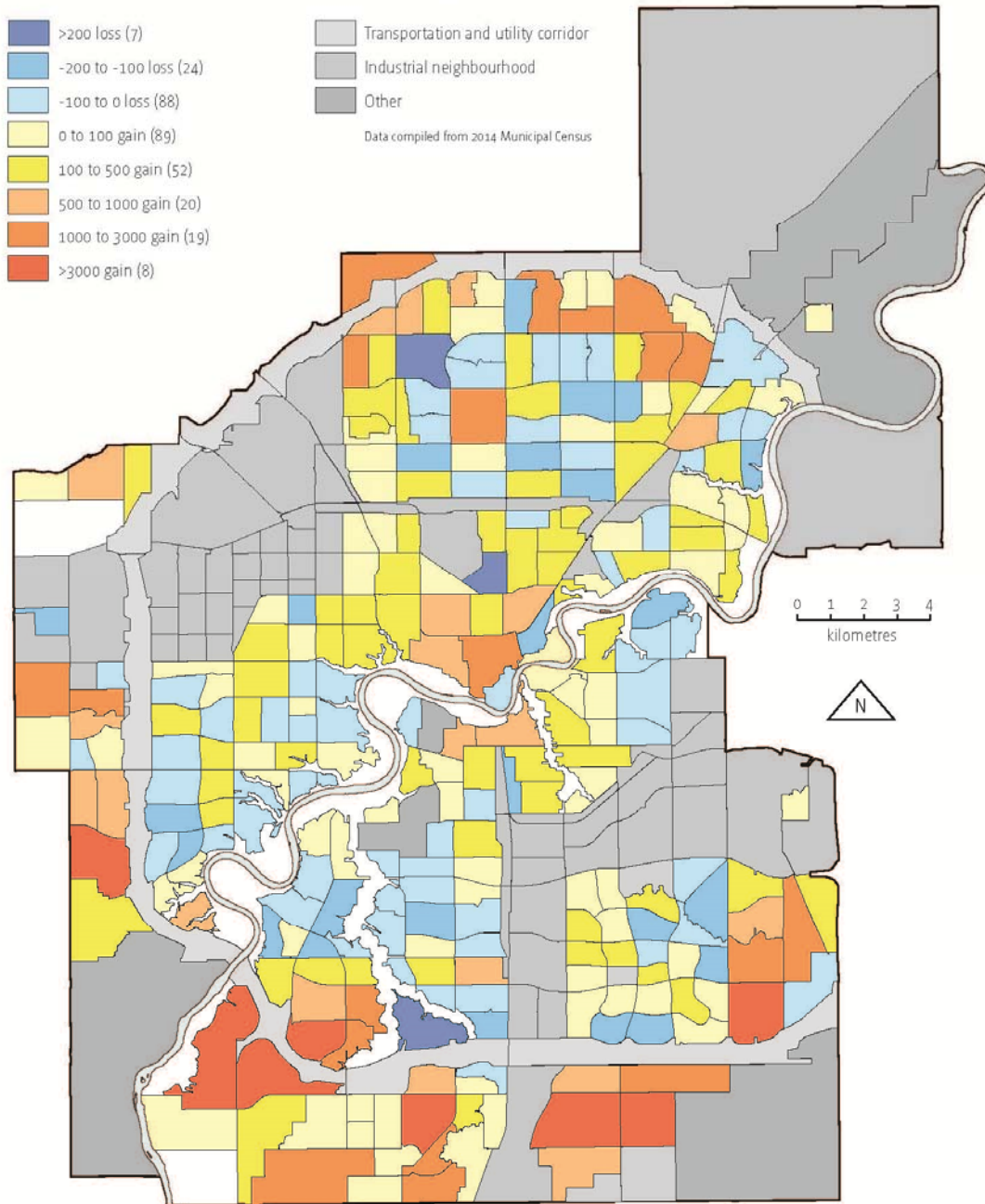
Note: Provincial Utilization Rating (IAM) or utilization rates in the above table are referenced from the Area Capacity & Utilization Report 2014/15, Alberta Infrastructure, September 16, 2015.

PERCENTAGE OF FAMILIES WITH CHILDREN BY NEIGHBOURHOOD



Source: City of Edmonton 2015 Annual Growth Report

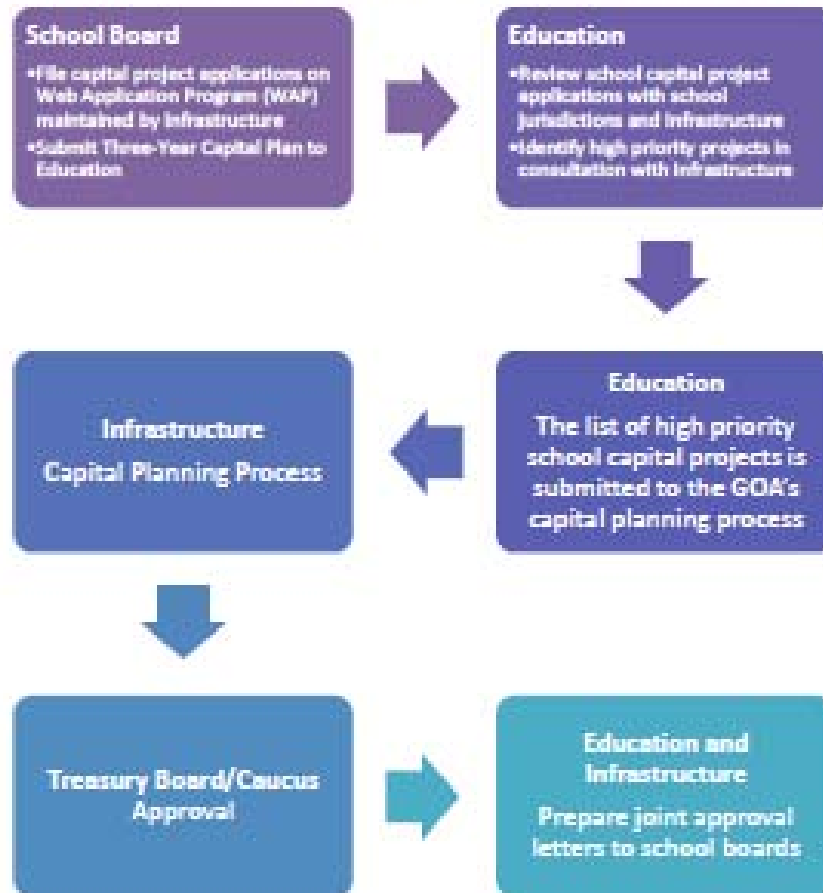
POPULATION GROWTH BY RESIDENTIAL NEIGHBOURHOOD (2009 TO 2014)



Source: City of Edmonton 2015 Annual Growth Report

4. Approval Process for School Building Projects

As required by the School Act, Part 7, Division 2, ministerial approval must be obtained before a school jurisdiction can begin work on any capital project. There will be no funding provided to a jurisdiction for a project that has been started without prior written ministerial approval.



4.1 School Capital Funding Priorities

School capital projects are reviewed and prioritized by Education, with technical input from Infrastructure, prior to being submitted to the government's capital planning process led by Infrastructure.

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

Partnerships have become an important component of the capital planning submission. Please see section 3.3 for partnership considerations.

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

Health and Safety – Impact on health and safety of occupants of not proceeding with the project (e.g., replacement or essential modernization to correct unsafe conditions or prevent a major building failure).

Building Condition – Facility audit scores and the facility condition evaluation is a key tool for government and school boards' long-term capital planning processes. It assists with determining priorities for investing in maintenance, upgrades and new infrastructure. Reviews are ongoing within a five-year cycle so that each school is re-evaluated five years following its last review. The evaluation report generated from each review provides a "snapshot" of the physical condition and building systems at that specific point in time. The review anticipates the amount and cost of maintenance work that may be required over the next five years to keep the school in good condition.

Utilization Rates – The utilization formula is used as a measure of the relative occupancy levels of a school. When a facility reaches or exceeds a utilization of 85 per cent this indicates that a capital expansion may be considered. See section 9.3 for more information on the utilization formula. A high utilization rate at a school will not automatically result in the approval of additional infrastructure. Demographic trends, total utilization of the area, funding considerations and overall provincial priorities also need to be taken into consideration, along with the relative priorities for school capital projects identified by each of the school jurisdictions in their Three-Year Capital Plans.

Enrolment Projections – Trends and subsequent school board plans for the accommodation of students.

Education Program Delivery and Impact – Alignment with the direction the board has described in the Three-Year Education Plan and the importance of the project to achieving ministry program delivery requirements.

Site Readiness – An appropriately sized site that is serviced and has appropriate access should be available.

Infrastructure Performance – Recognition of infrastructure that is generally in greater need of attention due to poor functionality or poor physical condition; or that high utilization results in the need to adjust program delivery capacity.

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

Education then prepares the annual submission for the provincial Capital Planning Prioritization Process.

4.2 Approval of Projects

Education and Infrastructure will send a letter to the school jurisdictions, notifying them of their approved school building projects and approved funding.