

DATE: October 9, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Preferred Cluster Concept for the Britannia Area

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent

RESOURCE STAFF: Kim Holowatuk, Christopher Wright

REFERENCE:

ISSUE

Consultation for the Britannia cluster was concluded in May 2018. Specific cluster concepts are not identified in the Three-Year Capital Plan until complete feedback from the consultations is obtained and the data is analyzed. The conclusion of the consultation process supports the recommendation that the Britannia Cluster Concept C be specified. Revision to the *Three-Year Capital Plan 2019–2022* priorities, as allowable between October 1 and October 15 annually by Alberta Education, will identify Britannia Cluster Concept C with specific detail related to that concept.

BACKGROUND

In March 2016, consultation was initiated with the Britannia cluster school communities for future plans for the four schools: Brightview, Britannia, Mayfield and Youngstown. This series of public meetings focused on the need to provide high quality learning environments for all students regardless of where they live. The information presented provided context to issues around mature infrastructure that may be the inappropriate size or configuration for the current enrolment or programs within the schools.

In May 2016, additional public meetings were held, in collaboration with the City of Edmonton, to gather further input on some general options and themes regarding potential plans for these clusters. In October 2016, working committees were established for each cluster to refine the input, analyze data and explore and develop further specific concepts. The City of Edmonton participated on the working committees to bring additional information around community impact in each of the areas. These concepts were first presented to a cross section of City of Edmonton departments, including but not limited to Transportation, Planning, and Neighbourhood Recreation Coordinators, to again provide information about community impact. The concepts were then presented at public meetings in March 2017 and feedback was collected. In addition, an online survey collected feedback from those that could not attend as well as for those who did attend but wanted to provide additional feedback. After reviewing the feedback and noting that a limited number of stakeholders chose to participate, Administration elected to conduct further engagement for the Britannia cluster in April/May 2018.

Increased efforts to reach stakeholders included delivery of information flyers to all households in the cluster area and an online engagement tool, delivered direct-to-email inbox, designed to bring more of a conversation around the concepts online. Across the four opportunities for public engagement, 496 stakeholders in the Britannia cluster area provided input. During the last round of engagement in

April/May 2018, stakeholder participation across neighbourhoods was relatively balanced and the summary of the consultation and feedback is included in the Space for Students in Mature Communities – Britannia Area – Report to the Public report (Attachment I). This report is currently available on the District website and has been posted since June 2018.

The stakeholder input, collected from the public meetings in March 2016, May 2016, March 2017 and April/May 2018, was used to determine a recommended concept and next steps for the cluster. Other factors considered in the decision were: past enrolment, projected enrolment, demographics, site constraints, geographic distribution, student migration patterns, program distribution, student retention, student safety, transportation, school proximity and City of Edmonton neighbourhood plans and initiatives.

In the current version of the *Three-Year Capital Plan 2019–2022*, Priority 10 is described as “Britannia Cluster: Concept to be Determined”. The recommended amendment would read: “Britannia Cluster: Concept C”.

CURRENT SITUATION

Stakeholder feedback and level of engagement was a crucial element in considering which concept to recommend for the Britannia cluster. The feedback process showed that there is a concept preference in the Britannia cluster.

In the Britannia cluster, the Report to the Public summarizes the process and rationale for a recommendation of Concept C.

KEY POINTS

- Extensive consultation with the Britannia Cluster Community took place between March 2016 and May 2018
- Stakeholder feedback has signaled support for Concept C.
- A recommendation will be made to amend the *Three-Year Capital Plan 2019–2022* to read “Britannia Cluster: Concept C”

ATTACHMENTS and APPENDICES

ATTACHMENT I Space for Students in mature Communities – Britannia Area – Report to the Public

KH:kk

Space for Students in Mature Communities

Britannia Area

Report to the Public



Vision

Transforming the learners of today into the leaders of tomorrow

Mission

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

Values

Supporting the Vision, Mission and Priorities are the District's cornerstone values of accountability, collaboration, equity and integrity.

District Priorities 2014–2018

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

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The information within this report has been gathered to provide Edmonton Public School stakeholders insight into the engagement and consultation process that occurred in the Britannia area between March 2016 and May 2018. Information in this document is the property of Edmonton Public Schools.

Equitable school access

We recognize the importance of equitable, high-quality learning environments and the impact it has on student success in the 21st century and beyond. In partnership with our stakeholders, we strive to achieve this in a transparent and collaborative process in an effort to support our District priorities and meet our goals.

As set out in our Strategic Plan, we make *Quality Infrastructure for All* a priority. Research points to the correlation between student achievement and well-being and the environment in which they learn. The way students learn has changed over time, and we need to respond to those changes with 21st century learning environments that better support our learners today and into the future. High-quality infrastructure allows staff to work more collaboratively and effectively to support students as they learn.

The Board of Trustees guides the work of the District. The decisions we make impact the direction and quality of public education for more than 100,000 students. Every day we strive to ensure that students receive the best education possible in Edmonton's more than 200 public schools.

“Quality infrastructure plays an integral part in the successes of our students and staff. As the Board of Trustees, we will continue to advocate for funding to support new and modernized schools in all areas of the city.”

– Michelle Draper, Board Chair, Edmonton Public Schools

Summary

Engagement principles

We believe the greatest impact on improving student outcomes can be achieved by working collaboratively with stakeholders to identify areas where support is needed in the school and/or community. We are guided by engagement and communication principles that strive to remove barriers for stakeholders so they can understand, participate and provide input. Effective engagement allows for the exchange of information, ideas, perspectives and professional expertise. Edmonton Public Schools is committed to open and clear processes that respect the diversity within school communities.

Goals and objectives

Stakeholders have a valuable role in developing solutions in mature communities. In alignment with the District's Strategic Plan, *Priority 2, Goal 2 Quality Infrastructure for All*, we are committed to:

1. Inform stakeholders about what it means to have equitable access to high-quality, 21st century learning and working environments through data and examples.
2. Hear from stakeholders affected by Space for Students in Mature Communities by offering engagement opportunities through public meetings, facilitated conversations, online surveys and working committees.
3. Collaborate with stakeholders about developing community-driven school concepts that provide high-quality learning environments for students in mature neighbourhoods.

Space for Students in Mature Communities

We believe that, wherever they live, students deserve a great education, great teachers and high-quality learning environments. Today, many of our older schools in mature communities are reaching the point where they will soon need major repairs. Many of these schools have experienced a decline in enrolment over time due to changing demographics. The Space for Students in Mature Communities initiative is designed to address these challenges.

Consultation process

We recognize the importance of providing meaningful opportunities for stakeholder participation. Consultation and engagement supported the development of school concepts for the Britannia area. This report will focus on the consultation process and how the District worked with stakeholders to find a preferred concept. From March 2016–May 2018, we received feedback through public meetings, facilitated conversations, surveys and representative working committees. Engaging our stakeholders leads to better decisions, stronger support and positive impacts on students and their learning.

Capital planning

Each year, the District submits a *Three-Year Capital Plan* to the Government of Alberta outlining our needs for new and/or modernized schools. Approval of the projects is based on provincial funding, which is influenced by the economy and other projects across the province. A placeholder for the Britannia Area concept was added to our Capital Plan as Priority 10.

Background

The Edmonton Public Schools District Infrastructure Plan focuses on supporting all of our students, no matter where they live, to receive an excellent education in the best learning environment possible.

The plan also addresses the challenges our District is facing in terms of enrolment, aging buildings and the costs to not only fix or maintain them, but to provide the best learning spaces for our leaders of tomorrow.

In 2016, we had almost 30,000 unused student spaces. Unused spaces are unfunded, yet the space must be maintained. We opened three new schools in 2016 and 11 in 2017. This added another 10,000 student spaces. These new schools are in communities that didn't previously have a school. As students move into new spaces closer to home, the number of unused spaces in our mature communities continues to grow.

On an annual basis, the District spends approximately 25 per cent more to operate and maintain space than is funded. This money must come from somewhere and is often re-directed away from the classroom and instruction of students toward operational costs and general maintenance.

Adding to the unused spaces is the issue of aging buildings. Today, the District has more than 100 schools at the end of their expected life cycle and our deferred maintenance deficit continues to grow. This means that needed repairs and improvements are not being completed. In 2016 and 2017, independent detailed building assessments were completed on 168 of our buildings, which told us that our deferred maintenance deficit as a District is \$750 million. This will continue to grow as more buildings reach the end of their intended life cycle; however, our District Maintenance continues to do an excellent job of maintaining the safety of our buildings for our students. Resources continue to be allocated for necessary repairs and upgrades.

Investments in mature communities

By working together with our valued stakeholders, we achieved success in some of our mature communities by bringing new or modernized learning environments to these areas:



In 2014, Edmonton Public Schools received funding for a three-to-one replacement school in a mature area. The community endorsed a plan to combine students from Lawton, R.J. Scott, and Rundle schools into a brand new K–9 school, which has been built on the northeast corner of the Rundle School site. Ivor Dent School welcomed students in September 2017.



Funding was announced to build a replacement for Mill Creek School. Stakeholder visioning and input into the design of the new school is complete and construction is underway. Students will move into the new space during the 2018–19 school year.



In 2017, the province announced Edmonton Public Schools would receive funding to modernize the historic Highlands School to serve students from Kindergarten to Grade 9. This project includes combining students from Highlands, Montrose, and Mount Royal schools into the newly modernized building. Community visioning will help shape the design of these new and modernized spaces.



In March 2018, the government announced funding for the Westlawn project. This project will combine students from Afton, Glendale, Sherwood and Westlawn schools into two new schools: a new K–3 school on the Afton School site, and a new Grade 4–9 on the Westlawn School site. We look forward to stakeholder input and visioning for the design of these new schools.

Process overview

Selection of schools

The District began the selection of schools with an analysis of each of our sectors across the city, with a focus on enrolment and space utilization. This led us to the west and north central areas of the city, because they have the lowest number of resident students and the highest number of unused student spaces. Our Infrastructure Plan will address issues in all mature areas of our city over the next few years.

We grouped schools according to junior high catchment area so families and communities would remain together as they move into junior high. High schools were not included, as they are being addressed through our High School Accommodation Plan—another branch of the larger Infrastructure Plan.

For the area, we looked at several things:

- the enrolment in each of the schools, the programs offered, who is attending and where they reside;
- the general facility condition of each school building. Independent, detailed assessments were completed on each of the schools in April 2016;
- the current capacity of each of the schools according to the provincial model for measuring capacity (known as Instructional Area Model, or IAM) and the number of unused student spaces in each school.

Funding for a school is determined by the number of students enrolled. When we have fewer students, the money available to run and maintain the space is reduced.

Through this selection process, the Britannia area—Mayfield, Brightview, Britannia, Youngstown Schools—were identified for review.



Things considered when choosing this area:

- ✓ utilization of the schools
- ✓ deferred maintenance
- ✓ operating costs
- ✓ total enrolment

Process overview



Britannia Area 2017–18

Schools	Total enrolment	Adjusted enrolment	Net capacity	School utilization
Brightview	214	238	464	51%
Britannia	148	184	524	43%
Mayfield	227	426	383	111%
Youngstown	295	284	556	51%
Cluster	884	1,132	1,827	62%

*Provincial utilization reports are received every spring by Edmonton Public Schools (March 2017)

Adjusted enrolment is the measure used by the province to evaluate space in our schools. Enrolment is adjusted by weighting Kindergarten and Pre-Kindergarten students at 0.5 and all “severe” special needs students at 3. A school with a high number of special needs students will have a higher adjusted enrolment than number of actual students.

Net capacity is the total number of student spaces in the building less any exempt uses. Exempt uses are administrative uses or not-for-profit leases. The total number of student spaces is based on the instructional areas of a building. Other areas such as staff rooms, gathering areas, mechanical rooms or corridors are not included. There are other factors considered in the complex formula such as grades taught in the building and rating of Career and Technology Studies, gymnasium and library spaces.

School utilization is a measure of how “full” a school is. This is based on the provincial formula (Instructional Area Model) that considers the instructional areas (areas used by students for instruction) of a school building and the adjusted enrolment of the school. School Utilization (%) = Adjusted Enrolment/Net Capacity.

This information was used to identify the four schools in the Britannia area as high priority (compared to other mature communities).

Process Overview

Engagement opportunities

Between March 2016 and May 2018, Edmonton Public Schools hosted four separate rounds of mature community meetings to talk about the schools in the Britannia area.

March 2016

In March 2016, the District presented an overview of the challenges we are facing in the Britannia area and let stakeholders know keeping things the same was not an option. Small, facilitated breakout sessions were held after the presentation so parents and community members could share their ideas and input. The presentation was made available online for those who couldn't attend, and an online survey was posted to collect input. Stakeholders were asked four key questions:

1. **What things are important to provide an ideal learning environment for your child?**
2. **What unique needs does your community have? What supports are necessary for the success of children?**
3. **Which programs are essential to the children of the community? What type of programming would you like to see?**
4. **What kind of school works best for kids? (size, grades, new construction, fully modernized)**

Feedback themes from March 2016

- open to new grade configurations
- safe traffic corridors for students are important
- accessibility/walkability is important
- expand the Logos program

May 2016

A second round of meetings and online engagement was held in May 2016, with conversations around feasible options. These ideas included:

- **a Pre-K-4 school on the Youngstown site and a 5-9 school on Britannia site**
- **a Pre-K-6 school on the Mayfield site and a K-9 school on the Britannia site**
- **a Pre-K-1 school on the Youngstown site and 2-9 school on the Britannia site**

The City of Edmonton joined the District to provide context around transit routes, planned LRT routes, area redevelopment plans as well as other parks and schools in the Britannia area.

Feedback themes from May 2016

- close proximity of schools in K-3, 4-9 concepts to support families
- safe traffic corridors
- accessibility/walkability
- least disruption to students
- keep a school north of 107 Avenue NW
- continuity of services/resources
- exploring new grade configurations
- expand the Logos program

Process Overview

In April 2016, independent building condition assessments were conducted by external architectural firms on each of the buildings in the Britannia area to better understand the condition of each facility and the costs to bring them up to standard and code. These repairs would only fix and replace components that are already in the schools. The repairs do not include additions, enhancements or space re-configurations that would create modern learning spaces for students. The schools would still be laid out and function like a school built in the 1950's.

Based on the building condition assessments, Brightview and Britannia schools are first and second on the list of schools with deferred maintenance based on value per square foot. Youngstown and Mayfield rank 20 and 28 respectively out of more than 200 schools.

With only between \$8–30 million in funding for this type of maintenance received each year from the province, we have to continue to look at other ways to address this and meet our commitment to **Quality Infrastructure for All** and provide access to 21st century learning spaces across the city.



Facility condition

	Brightview	Britannia	Mayfield	Youngstown
Age (years)	50	50	59	58
Cost to fix (million)	\$8.9	\$14.5	\$4.7	\$6.4

Cost to fix schools may include:

- replacing and upgrading major mechanical systems
- paint, flooring and other interior and exterior finishes
- electrical upgrades

Note: costs do not include the addition or reconfiguration of space to meet 21st century learning needs.

Process overview

October 2016–March 2017

After the second round of public meetings, community-working committees were formed for the Britannia cluster:

Representatives

Parents, principals, community members, and the City of Edmonton were invited to participate on a working committee

Purpose

To act as an advisory body in development of school concepts for the Britannia area

Goal

Develop a plan for inclusion in the *Three-Year Capital Plan 2018–2021*

From October 2016–March 2017, committee members reviewed feedback, all available data and worked together with the help of an architect to develop concepts for public feedback once again. For more information on meeting notes and data available, please visit spaceforstudents.epsb.ca.

March 2017

In March 2017, the working committee presented four concepts for consideration:

- **Concept 1**
Pre-K–3 at Youngstown site (new), 4–9 at Britannia site (new)
- **Concept 2**
Pre-K–3 at Mayfield site (modernization), 4–9 at Britannia site (new)
- **Concept 3**
Pre-K–9 at Youngstown site (new)
- **Concept 4**
Pre-K–9 at Britannia site (new)

Feedback themes from March 2017

- open to new grade configurations
- safe traffic corridors for students are important
- accessibility/walkability
- close proximity of schools in K–3, 4–9 concepts to support families
- least disruption to students
- keeping a school north of 107 Avenue NW
- continuity of services/resources
- expand the Logos program
- preference for Concept 2 with Concept 1 and Concept 4 showing similar levels of support
- an inconsistent level of engagement across neighbourhoods
- feedback for Concept 2 (Mayfield) was mostly non-specific (keep Mayfield open) or focused on cost-effectiveness of the concept and previous playground investment
- helps schools understand the cost/benefit of all concepts and understand why keeping things status quo is not an option

Process overview

April and May 2018

In April and May 2018, we held five public meetings to gather feedback on three concepts—two from the previous round and one that was reimagined based on the feedback collected the previous spring. Information was delivered to households in the Britannia area in early April.

Concept A

Pre-K–3 on the Youngstown School site (new) and Grades 4–9 on the Britannia School site (new)

A new Pre-K–3 school on the Youngstown School site could face north, with parking and drop off areas coming off of 104 Avenue NW. Once complete, the current school would be demolished and replaced with field space. Moving the entrance off of 163 Street NW, provides increased safety for students. Students would be able to remain in the current school building during construction.

A new Grade 4–9 school would be built on the Britannia School site. The new building would sit on top of a portion of the current school. It is unclear at this time whether students would be able to remain in part of the building during construction; however, your feedback told us that junior high aged students are better able to manage moving to another school during construction.

Proximity of the two schools will support families by allowing parents or older siblings to “drop off” younger ones before moving on to their own school.



Concept B

Pre-K–9 on the Britannia School site (new)

This concept contemplates a one-school model, a Pre-K–9, two-level school on the Britannia School site. Feedback told us there were many benefits to a K–9 model. The school on the Britannia site would sit directly on top of the current school building, meaning Grades 7–9 students would be moved to another school during construction. A two-level design would allow for different “zones” within the school to accommodate the different grade levels.



Process overview

Concept C

K–9 on the Britannia School site (new) and Pre-K–3 on Mayfield (full replacement)

This concept contemplates a two school model—a Pre-K–3 school on the Mayfield site and a K–9 school on the Britannia site. The Mayfield School would serve as an early education hub with Pre-K and K–3 regular programming serving students north of 107 Avenue NW. (students would transition to Britannia School for Grade 4). Due to the size of the Mayfield site, and the location of the current school, a replacement school would need to be built on the footprint of the current school. This means that students would be relocated during demolition and construction. In order to be fiscally responsible and provide the best learning environment for students, a full replacement school is being considered.



Feedback themes from April and May 2018

- overall support for a K–9 school for this area; however, reservations were expressed around the size of school represented in Concept B (a Pre-K–9 that would house 1,100 students)
- if a K–9 school is considered, we would need to think carefully about how older/younger students are arranged through both building design and organization of students
- maintain or improve supports for socially-vulnerable students and families. This includes wrap-around services and the need to provide space within the school for these supports
- co-location with the Boys and Girls Club on the Britannia site was noted as a strength
- ensure that we maintain as much green space as possible
- walkability and safety while travelling to school is very important. Stakeholders identified the need to examine safe crossings for students
- include stakeholders in addressing transportation where needed
- opportunities for enhanced programming for students was noted. Having the ability to focus on early literacy and numeracy in Pre-K–3 and providing exposure to Career Pathways in the earlier grades were considered strengths

Preferred concept

Concept C is the preferred concept for the Britannia area. This concept honours feedback received, in particular, support for K–9 programming and safe traffic corridors/walkability by keeping a school north of 107 Avenue NW. It also gives the District the opportunity to develop a centre of excellence for early childhood development and the potential to collaborate with partners to create a true community hub for the greater Britannia area.

Next steps

In September 2018, Administration will bring forward a recommendation to amend Priority 8, Year 2 in the *Three Year Capital Plan 2019–2022* to read “Britannia Cluster Concept C.”

Completion of this project is based on provincial funding, which is influenced by the economy as well as other provincial projects.

Our promise to the Britannia community is to keep you informed and to include you in future discussions around:

- ✓ design of new buildings
- ✓ movement of students during construction
- ✓ transportation challenges
- ✓ needs of the community
- ✓ future of buildings that will be closed

Thank you

Edmonton Public Schools thanks everyone for contributing their insights, voices and support of the engagement process. The District and the Board of Trustees value stakeholder involvement and places a high value on engaging stakeholders in the decision.

We are committed to addressing the ongoing need to maintain aging infrastructure, and ensure that, in partnership with our communities, we provide high-quality learning environments for all.



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