



AGENDA

BOARD OF TRUSTEES

Michelle Draper
Board Chair


Bridget Stirling
Board Vice-Chair

Sherry Adams
Shelagh Dunn
Trisha Estabrooks
Ken Gibson
Nathan Ip
Michael Janz
Cheryl Johner

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, October 9, 2018
2:00 p.m.

Board Meeting #02

- 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 #01 – September 25, 2018
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 10 a.m. on Tuesday, October 9, 2018, to speak under this item.)
- H. Reports:
 - 2. Report #6 of the Caucus Committee (From the meeting held September 25, 2018)
(Information)
 - 3. Preferred Cluster Concept for the Britannia Area
(Information)
 - 4. Amendment to the *Three-Year Capital Plan for 2019-2022*
(Recommendation)
- I. Other Committee, Board Representative and Trustee Reports
- J. Trustee and Board Requests for Information
- K. Notices of Motion
- L. Meeting Dates
- M. Adjournment

MINUTE BOOK**Board Meeting #01**

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, September 25, 2018, at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Shelagh Dunn
Michelle Draper

Trisha Estabrooks
Nathan Ip
Michael Janz

Cheryl Johner
Bridget Stirling

Officials

Angela Anderson
Lisa Austin
Grace Cooke
Todd Burnstad
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Lorne Parker
Kent Pharis

Darrel Robertson
Mike Suderman
Liz Yule

Board Chair: Michelle Draper

Recording Secretary: Shirley Juneau

Staff Group Representatives

CUPE Local 474 – John Vradenburgh, President

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.

The Board Chair advised those attending the meeting in person that the floor area is restricted to the Board of Trustees, Superintendent, Director of Board and Superintendent Relations and Recording staff, with an area reserved for media. She advised that she would signify to any other staff or registered speakers to come down to the floor at the designated time on the agenda. The Board Chair thanked everyone for their cooperation.

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A. O Canada 

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

The Superintendent advised that Trustee Gibson was absent. All other Trustees were present.

C. **Approval of the Agenda**

MOVED BY Trustee Johner:

“That the agenda for the September 25, 2018, Board meeting be approved as printed.”

(UNANIMOUSLY CARRIED)

D. **Communications from the Board Chair**

The Board Chair thanked Trustee Janz for organizing the Edmonton Public School Board Volunteer Appreciation event on September 15, 2018. She said that it was wonderful to meet so many volunteers in person and to be able to show appreciation for the important contributions they make to the District.

The Board Chair advised that during the past few weeks, staff, students, families and community members have engaged with the Board of Trustees in reviewing the District’s strategic plan. She thanked everyone that participated. She explained that the conversations were very rich because of the many different perspectives offered. The Board Chair acknowledged that the sessions didn’t work with everyone’s schedules and advised that for those who weren’t able to attend, that there will be an opportunity to provide input through an online survey that will launch on October 3, 2018. She advised that details will be provided on SchoolZone, the District’s website and social media channels.

The Board Chair reported that on September 24, 2018, a Memorandum of Understanding (MOU) between Edmonton Public Schools, the Goethe-Institute and the Central Agency for German Schools abroad was signed. She explained that the MOU has set the stage for collaboration for professional development for staff, curriculum development, and access to resources, cultural and educational exchange opportunities, language testing and research. The Board Chair commented that through the generous contributions from the partners, a German Resource Centre that supports students and staff has been established.

The Board Chair reported that the Board of Trustees met with City Council where there was an opportunity to discuss the work of the Board and also share concerns, specifically regarding aging infrastructure and the need for another high school in The Meadows.

The Board Chair advised that September 30, 2018, is Orange Shirt Day. She explained that Orange shirt day is a legacy of the St. Joseph Mission residential school commemoration event that grew out of a former student’s account of having her shiny new orange shirt taken away on her first day of school at the mission in Williams Lake, British Columbia. The Board Chair expressed that the

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orange shirt is meant to recognize the harm done to residential school students and show a commitment that every child matters. She explained that a date in September was chosen because it is the time of year when children were taken from their homes to residential schools, and because it is an opportunity to set the stage for anti-racism and anti-bullying policies for the coming school year. She said that it is also an opportunity for First Nations, local government, schools, and communities to come together in the spirit of reconciliation and hope for generations to come. The Board Chair acknowledged that many District schools are holding special events to mark this event, and several Trustees will participate in the special ceremony at City Hall on September 28, 2018.

E. Communications from the Superintendent of Schools

The Superintendent commented that many people have been following stories that have been in the news recently about the use of time out rooms in schools. He remarked that the safety and well-being of all students is Edmonton Public Schools' highest priority. The Superintendent advised that the District is currently conducting a review of the use of time out rooms and shared that a provincial review was recently announced as well. He said that the District will continue to work with families to create safe, welcoming, inclusive learning environments for all students and staff. The Superintendent also stressed how important dialogue is between the school and families and that if parents have concerns about their child and the use of timeout spaces, he urged them to discuss their concerns with their school principal, particularly if their child has an individual behaviour support plan.

The Superintendent expressed that the District is very excited and proud to host the 34th Annual Canadian Student Leadership Conference. He explained that from September 25th to September 29th, Harry Ainlay, J. Percy Page, McNally, M.E. LaZerte, and W. P. Wagner schools will be hosting over 800 students from across the country and that participants will experience a wide variety of keynote speakers, group workshops, cultural moments and entertainment. He thanked the staff and students who have been planning for months to make this event possible.

The Superintendent advised that October 1st to 5th is Read In Week and that schools across the District will be welcoming many special guests, including Trustees, to help students experience the joy of reading. He thanked everyone that will be volunteering their time to share with students.

F. Minutes

1. Organizational Board Meeting – September 11, 2018

MOVED BY Trustee Stirling:

"That the minutes of the Organizational Board meeting held September 11, 2018, be approved as printed."

(UNANIMOUSLY CARRIED)

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G. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

H. Reports

2. 2017-18 Board Self-Evaluation Summary

The 2017-18 Board self-evaluation survey results were reported.

3. Strategic Plan Update – Supports for the Whole Child

Information was provided regarding the efforts being taken in support of Priority 3, Goal Two: Supports for the Whole Child by providing a snapshot of the role community plays in support of student success across District schools.

4. Update on Joint Transportation

The following update was provided to the Board of Trustees:

- There are now 25 shared routes.
- Nine of the 25 shared routes were implemented in September 2017. These shared routes will be maintained for the 2018-2019 school year.
- Sixteen additional shared routes were implemented in September 2018.
- Sharing of the 25 routes will result in savings of over \$600,000 for Edmonton Public Schools.
- To achieve the efficiencies, four Edmonton Public schools were required to shift their start time by a maximum of five minutes, following engagement with stakeholders.
- Student Transportation staff will continue to identify additional efficiencies through shared service with Edmonton Catholic Schools for implementation in September 2019.

5. Response to Request for Information #020

Information was provided regarding Request for Information #020.

I. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

J. Other Committee, Board Representative and Trustee Reports

Trustee Adams advised that on September 13, 2018, she had the opportunity to bring greetings on behalf of the Board of Trustees at the Christian Schools Commissioning Service at the Millwoods Christian School.

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Trustee Adams reported that on September 14, 2018, she attended the Millwoods Early Childhood Coalition. She advised that the group reviewed the Early Development Instrument (EDI) outcomes and the vital work being done by the Coalition in providing much needed supports to families. Trustee Adams said that the Coalition continues to seek greater partnership opportunities in order to meet the vast needs of the community.

On September 14, 2018, Trustee Adams also attended the Educational Muslim Achievement Awards Night (EMANN) and indicated that it was well represented and that a variety of awards and trophies were received by both secondary and post-secondary students.

Trustee Adams reported that on September 24, 2018, she had the privilege to attend the Parent Council meeting at Kameyosek School. She thanked the Parent Council for the vital work they do to support the good work happening at Kameyosek School. Trustee Adams said that she appreciated the principal's focus given to the strategic plan and that the parent feedback was very valuable. She noted that council members and parents were encouraged to fill out the online District survey between October 3 and 14, 2018.

Trustee Adams reported that on September 20, 2018, she attended a Strategic Planning Engagement session at Woodcroft School. She found it to be very insightful and that the information shared will assist Administration in establishing priorities for the District Strategic Plan.

Trustee Adams shared that on September 21, 2018, a significant meeting took place between Edmonton City Councillors and the Board of Trustees. She commented that the dialogue was important in determining common priorities such as mental health concerns and infrastructure needs.

Trustee Draper reported that on September 6, 2018, she attended Kildare's welcome back barbecue and Bannerman's welcome back taste testing extravaganza on September 20, 2018. She thanked all the schools that hosted such welcoming events to start off the 2018-19 school year.

Trustee Dunn reported that it was a pleasure to work with Trustees at the Greater St. Albert Catholic Schools on a joint policy proposal submission that will be submitted to the Alberta School Boards Association regarding the need for increased funding for mental health professionals in schools.

Trustee Dunn shared that she is looking forward to being the guest reader at the WEE Read reading party at Inglewood School on September 28, 2018.

Trustee Dunn is also looking forward to attending upcoming lectures being hosted at the Centre for Education and organized by Child, Adolescent and Family Mental Health (CASA) that will

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focus on children and youth mental health. She advised that the next lecture will be held on October 11, 2018, and that Dr. Stan Kutcher will be present.

Trustee Dunn commented that she enjoyed meeting parents, community members and staff at the Board's Strategic Plan community engagement session at Jasper Place School. She explained that there were thoughtful conversations about the needs for specialized supports, and inclusion in the language of the strategic plan, as it sets the direction for the District.

Trustee Estabrooks thanked Gold Bar, Ivor Dent and Mount Royal schools for their warm welcome to their back to school barbecues. She also thanked the Administration at Eastglen School and United Way for hosting MLA David Shepherd and herself to share the great and important work of the All in for Youth program.

Trustee Estabrooks shared that she spent the morning of September 20th, 2018, with Edmonton Public Schools staff to talk about the District's Strategic Plan and Vision Statement. She said she appreciated the honesty and valuable contributions of staff during the discussions.

Trustee Estabrooks reminded everyone that the opportunity to provide feedback regarding the first draft of Board Policy HAA.BP First Nations, Métis, and Inuit Education will remain open until the end of September 2018.

Trustee Estabrooks advised that on September 27, 2018, Edmonton Public Schools would be co-hosting an open house event with the City of Edmonton regarding working on building a new community hall in the Highlands area. She said that it would be a great opportunity to get an update on the Highlands modernization project and is an example of how the City of Edmonton and the District are working together.

Trustee Ip reported that he attended the Nellie Carlson Back to School community event on September 13, 2018. He said that it was an opportunity for the Nellie Carlson School staff to welcome the school community, complete with games, activities and food trucks.

On September 19th, Trustee Ip joined Minister Feehan and MLA Dang to kick off International Walk to School Week at Johnny Bright School. It was an event put on by Safe, Healthy, Active People Everywhere (SHAPE) that promotes active transportation. Trustee Ip participated in a street crossing demonstration with several Grade 1 classes.

Trustee Ip thanked parents, community members and especially students who participated in the Strategic Plan Engagement sessions at Lillian Osborne and Woodcroft schools on September 18 and 21, 2018. Trustee Ip said he appreciated the opportunity to hear directly from the community about their vision for Edmonton Public Schools. Trustee Ip said that the feedback gathered will help inform the Board's Strategic Plan for the next four years.

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On September 24, 2018, Trustee Ip joined Board Chair Draper and Vice-Chair Stirling at the MOU signing with German government representatives at Strathcona High School. Trustee Ip explained that this was in support of the District's German Bilingual program. He shared that guests and students were treated to a performance by German pop sensation Lotte.

Trustee Stirling thanked the community members who came out to join Trustee Adams and herself at the Strategic Planning session at J. Percy Page School on September 20, 2018, and for their thoughtful, sometimes challenging input and their vision for success for students. She said it was good to hear about supports for students with special needs, the need for high-quality infrastructure in the southeast, the experiences of multicultural families in District schools, and the desire for excellent alternative programs including language and culture programs and academic alternatives such as Cogito.

Trustee Stirling advised that she is co-organizing a community rally on September 30, 2018, to stand together against hate and racism in the city and to educate Edmontonians on simple actions they can take to make the city safer for everyone. She invited everyone to join her at 3 p.m. at Churchill Square to support this work and the launch of Hate Free YEG, a grassroots community initiative to make the city a more welcoming and inclusive place for people of all backgrounds.

K. Trustee and Board Requests for Information - None

L. Notices of Motion

MOVE BY Trustee Draper:

**"1. That the Board grant waiver of notice of motion to consider Recommendation 2 at the September 25, 2018, Board meeting."
(UNANIMOUSLY CARRIED)**

**"2. That the Edmonton Public School Board write a letter to all provincial political party leaders that shares the response to Request for Information #020 and request their position on education funding and that the Board respectfully asks that a response be provided within six weeks of receipt of the letter."
(UNANIMOUSLY CARRIED)**

M. Next Board Meeting: Tuesday, October 9, 2018, at 2:00 p.m.

N. Adjournment: 3:45 p.m.

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The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: October 9, 2018

TO: Board of Trustees

FROM: Trustee Bridget Stirling, Caucus Committee Chair

SUBJECT: Report #6 of the Caucus Committee (From the meeting held September 25, 2018)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

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 September 25, 2018, Caucus Committee meeting:

That the Memorandum of Agreement for a three-year collective agreement with CUPE Local 474 (Custodial Staff) from September 1, 2017 to August 31, 2020, be approved.

BACKGROUND

On June 19, 2018, after meetings dating back to October 2017, the Administration and CUPE Local 474 (Custodial Staff) signed an MOA to conclude a new collective agreement. Trustees Adams and Estabrooks represented the Board of Trustees during these negotiations.

That the recommendation for the signing of a third five-year agreement between the Edmonton Public School Board and the Confucius Institute Headquarters of China, in regards to the Confucius Institute of Edmonton, be approved.

BACKGROUND

This year is the 10th anniversary of the establishment of the Confucius Institute in Edmonton, established under an agreement between the Edmonton Public School Board and Hanban. The Confucius Institute in Edmonton (CIE) was originally established in 2008 under a five-year agreement signed by the District and Hanban in December 2007. The agreement was renewed for a second term at the end of that original agreement, and the recommendation above was approved at the September 25, 2018, Caucus meeting.

General terms of the new contract remain unchanged from the original agreement, with only minor edits made to increase clarity. Complexities created by distance, the requirement to negotiate in two languages and moving into summer recess made the approval of an agreement in a timely manner challenging. Given the foregoing, a recommendation to extend the agreement was presented in Caucus as it was a time sensitive issue.

KM:sj

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.



Infrastructure
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C18 - July 9, 2018

DATE: October 9, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Amendment to the *Three-Year Capital Plan 2019–2022*

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent

RESOURCE STAFF: Josephine Duquette, Kim Holowatuk, Roland Labbe, Shaminder Parmar, Jennifer Thompson, Christopher Wright

REFERENCE: [Approved Three Year Capital Plan 2019-2022](#); [Report to the Community – Britannia Cluster](#); [Infrastructure Planning Principles Policy \(EA.BP\)](#); [Environment Policy \(EO.BP\)](#); [District Strategic Plan 2018-2022](#); [Ten-Year Facilities Plan 2015-2024](#); [Alberta School Capital Manual - March 2015](#)

ISSUE

On March 20, 2018, the Board of Trustees approved the *Three-Year Capital Plan 2019–2022*. The Province announced funding for the Westlawn cluster and a new K–9 school in Chappelle East on March 22, 2018. In addition, further 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 this additional consultation process supports recommendation that the Britannia Cluster Concept C be specified. Revision of the *Three-Year Capital Plan 2019–2022* priorities, as allowable between October 1, and October 15 annually by Alberta Education, will reflect the funding of the Westlawn cluster and the Chappelle East K–9 by removing them from the priority order, and identify Britannia Cluster Concept C with specific detail related to that concept.

BACKGROUND

On March 22, 2018, the Government of Alberta announced funding for two capital projects for Edmonton Public Schools. One of the funded projects is a new K–9 school in Chappelle East. This school has been approved to open with a full capacity of 900 student spaces. The second funded project is a consolidation of Afton, Glendale, Sherwood and Westlawn Schools that includes a new K–3 school on the Afton School site and a new Grades 4–9 school on the Westlawn School site. Priority 2 (Westlawn Cluster: Concept 2) and Priority 3 (Chappelle East K–9 School) in the *Three-Year Capital Plan 2019–2022*, no longer need to be included in the capital requests.

A comparison of the approved aggregated priorities for the *Three-Year Capital Plan 2019-2022* and proposed aggregated unfunded priorities for the *Three-Year Capital Plan 2019-2022* is provided (Attachment I).

RELATED FACTS

- Amendments to the Capital Plan may be submitted between October 1 and October 15 annually to Alberta Education.
- From March 2016 to May 2018, extensive consultation was conducted with the Britannia Cluster school communities at public meetings for each cluster, and feedback was collected through facilitated group discussions and online surveys.
- Stakeholder feedback and level of engagement was a crucial element in considering which concept to recommend for the Britannia cluster.
- Britannia Cluster Concept C, supported by the community, was selected as the preferred design concept. A concept was not originally defined in the *Three-Year Capital Plan 2019–2022*.
- Funding for Westlawn Cluster Concept 2 and Chappelle East K–9 School projects was announced March 22, 2018.

RECOMMENDATION

That the *Three-Year Capital Plan 2019-2022* be amended as follows:

1. **Remove Priority 2 Westlawn Cluster: Concept 2 and Priority 3 Chappelle East K-9; and**
2. **Amend the new Priority 8 in Year 2 to read “Britannia Cluster: Concept C”, and the cost to \$43 million.**

OPTIONS

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

1. Approve the proposed amendment to the *Three-Year Capital Plan 2019-2022* as presented.
2. Approve the proposed amendment to the *Three-Year Capital Plan 2019-2022* as amended by the Board of Trustees.
3. Do not approve the proposed amendment to the *Three-Year Capital Plan 2019-2022*.

CONSIDERATIONS and ANALYSIS

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 area report, *Space for Students in Mature Communities Report to the Public* (Attachment II) summarizes the process and rationale for a recommendation of Concept C. The preferred concept honors the following feedback themes heard throughout the consultation:

- proximity to community amenities
- smaller school size
- openness to new grade configurations

Alberta Education’s capital plan submission process includes the option for a fall amendment, to accommodate new information or funding announcements from the Province. The purpose of the amendment is to allow the capital plan to reflect current circumstances or changes in Board priorities. Amendments are intended to accommodate unavoidable changes that are essential for consideration by Alberta Education following a spring submission.

Should the amendments be approved, Administration will use the fall amendment to reflect the recommended concept for the Britannia cluster and the revised priority numbers due to the announced funding of the Westlawn cluster and the Chappelle East school.

NEXT STEPS

If approved, the amendment to the *Three-Year Capital Plan 2019–2022* will be forwarded to Alberta Education by October 15, 2018, for consideration for future capital funding announcements.

ATTACHMENTS and APPENDICES

- ATTACHMENT I A comparison of the approved and proposed aggregated priorities for the *Three-Year Capital Plan 2019-2022*
- ATTACHMENT II Space for Students in mature Communities – Britannia Area – Report to the Public

JD:kk

Three-Year Capital Plan 2019-2022
As Approved on March 20, 2017

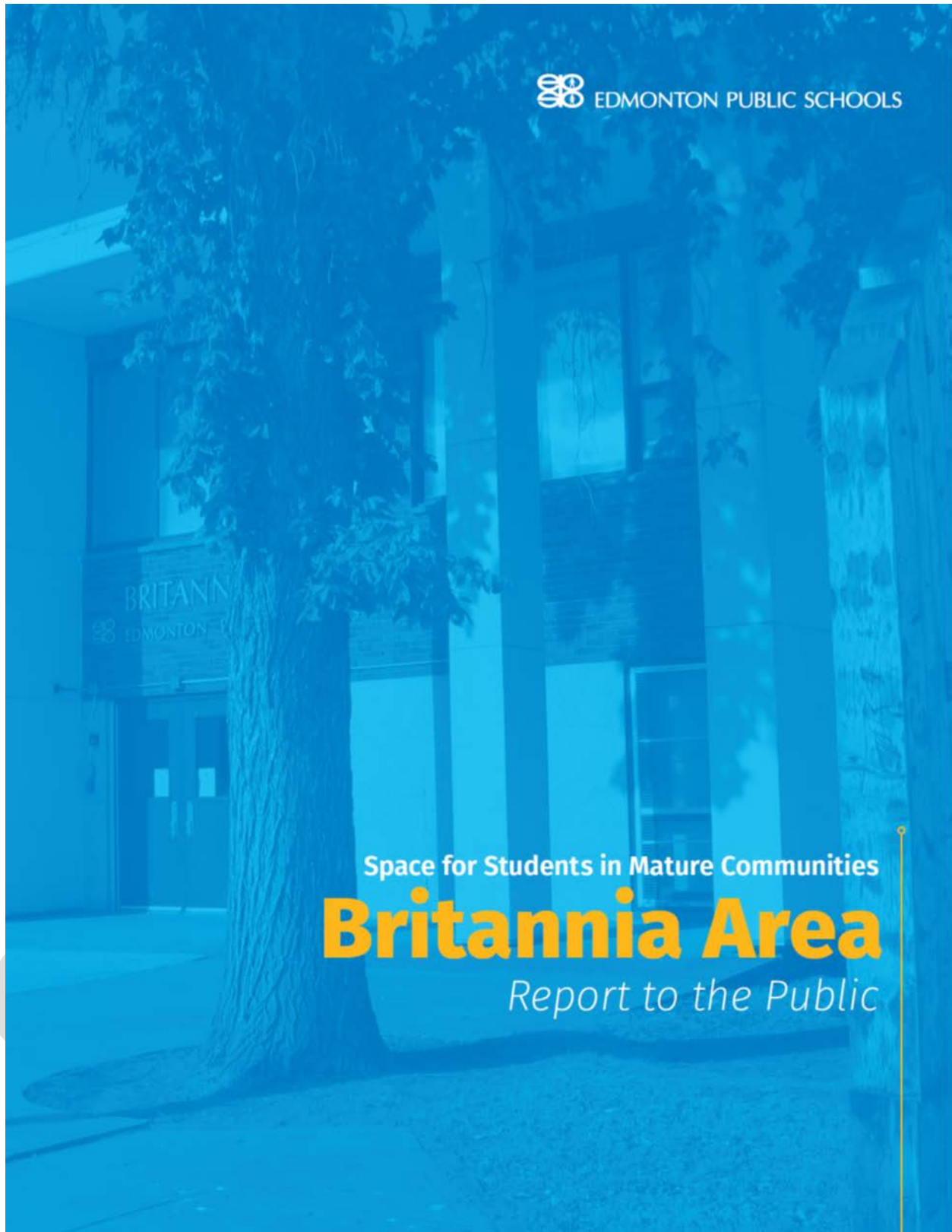
Priority 2019-2022	Aggregated Priorities	Capacity	Sector	Cost (millions)
Year 1				
1	The Meadows High School 10-12 – Phase I	1,800*	HS	\$79
2	Westlawn Cluster Concept 2 Space for Students in Mature Communities	1,150	W1	\$25 (of \$40**)
3	Chappelle East K-6	750	SW	\$28
4	Keswick K-9	950	SW	\$31
5	Delton Replacement K-6	650	C	\$17
6	Spruce Avenue Replacement 7-9	450	C	\$15
7	Glenridding Heights 10-12 – Phase I	1,600	HS	\$58
8	Queen Elizabeth Modernization/Replacement	Replacement or Modernization	HS	TBD
Year 2				
9	Edgemont K-9	950	W2	\$31
10	Britannia Cluster: Concept to be Determined Space for Students in Mature Communities	900-1,150 New or Modernization	W1	\$34-37
11	Harry Ainlay Modernization	Modernization	HS	TBD
12	McConachie 7-9	950	NC	\$33
13	Glenridding Heights K-6	650	SW	\$20
14	McKee Modernization/Replacement	350	SC	\$13.5
15	Rosenthal K-6	650	W2	\$20
16	Westglen Modernization/Replacement	350	C	\$13.5
Year 3				
17	Rosslyn Cluster: Concept to be Determined Space for Students in Mature Communities	1,800-2,400 Replacement or Modernization	C	\$62-73
18	Hawks Ridge K-6	650	W2	\$20
19	Lendrum Modernization/Replacement	350	SC	\$9
20	Weinlos Modernization/Replacement	350	SE	\$13.5
21	Riverview K-9	950	W2	\$31
22	Glenridding Heights 7-9 – Phase II	800	SW	\$28
23	McNally Modernization/Replacement	Replacement or Modernization	HS	TBD
24	Two High School Additions – Phase II	1,200	HS	\$18
25	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or modernization	TBD	TBD

* Opening Capacity

Three-Year Capital Plan 2019-2022
As Proposed

Priority 2019-2022	Aggregated Priorities	Capacity	Sector	Cost (millions)
Year 1				
1	The Meadows High School 10-12 – Phase I	1,800*	HS	\$79
2	Keswick K-9	950	SW	\$31
3	Delton Replacement K-6	650	C	\$17
4	Spruce Avenue Replacement 7-9	450	C	\$15
5	Glenridding Heights 10-12 – Phase I	1,600	HS	\$58
6	Queen Elizabeth Modernization/Replacement	Replacement or Modernization	HS	TBD
Year 2				
7	Edgemont K-9	950	W2	\$31
8	Britannia Cluster: Concept C Space for Students in Mature Communities	1,100	W1	\$43
9	Harry Ainlay Modernization	Modernization	HS	TBD
10	McConachie 7-9	950	NC	\$33
11	Glenridding Heights K-6	650	SW	\$20
12	McKee Modernization/Replacement	350	SC	\$13.5
13	Rosenthal K-6	650	W2	\$20
14	Westglen Modernization/Replacement	350	C	\$13.5
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15	Rosslyn Cluster: Concept to be Determined Space for Students in Mature Communities	1,800-2,400 Replacement or Modernization	C	\$62-73
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22	Two High School Additions – Phase II	1,200	HS	\$18
23	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD

* Opening Capacity





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
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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

Process overview

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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