



AGENDA

BOARD OF TRUSTEES

Trisha Estabrooks
Board Chair

Nathan Ip
Board Vice-Chair

Dawn Hancock
Marcia Hole
Julie Kusiek
Marsha Nelson
Sherri O'Keefe
Jan Sawyer
Saadiq Sumar

The Board of Trustees of Edmonton School Division
One Kingsway
Edmonton, Alberta

McCauley Chambers/Zoom
Tuesday, March 22, 2022
2 p.m.

Board Meeting #08

- 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. Approval of the Minutes
 - 1. DRAFT – Board Meeting #07 – March 8, 2022
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, March 21, 2022, to speak under this item.)
- H. Reports
 - 2. Report #05 of the Caucus Committee (From the meeting held March 8, 2022)
(Information)
 - 3. Process and Timeline for the 2022-2023 Budget and for the Fall Review of the 2021-2022 Results and the Plans for 2022-2023
(Recommendation)
 - 4. Ten-Year Facilities Plan 2023-2032
(Recommendation)
 - 5. Three-Year Capital Plan 2023-2026
(Recommendation)
 - 6. CI.BP: COVID-19 Vaccination Policy for Trustees be Suspended
(Recommendation)
 - 7. Update on Providing Free Menstrual Products in Division Schools
(Information)
- I. Other Committee, Board Representatives and Trustee Reports
- J. Trustees and Board Requests for Information

K. Notice of Motions

L. Meeting Dates

M. Adjournment

MINUTE BOOK**Board Meeting #07**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of the Province of Alberta held via Zoom on Tuesday, March 8, 2022, at 2 p.m.

Present:**Trustees**

Trisha Estabrooks
Dawn Hancock
Marcia Hole

Nathan Ip
Julie Kusiek
Marsha Nelson

Sherri O'Keefe
Jan Sawyer
Saadiq Sumar

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Kent Pharis

Nancy Petersen
Darrel Robertson
Carrie Rosa
Liz Yule

Board Chair: Trisha Estabrooks

Recording Secretary: Catherine Angeles

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.

A. Roll Call: 2 p.m.

The **Superintendent** advised that all Trustees were present.

B. Approval of the Agenda

MOVED BY Trustee Kusiek:

**"That the agenda for the March 8, 2022, Board meeting be approved as printed."
(UNANIMOUSLY CARRIED)**

C. Communications from the Board Chair

The **Board Chair** took a moment to speak about the war in Ukraine. She noted that the roots that connect our province to Ukraine are deep and Edmonton has a long history of celebrating and

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embracing Ukrainian language and culture. She said her thoughts are with students, staff, families and community members who are watching what is happening with a heavy heart.

The Board Chair said that it is also with a heavy heart that we reflect upon the discovery of more unmarked graves at residential schools, this time where the former Grouard Indian Residential school was located. Let us remember that this is not just another discovery or another number - but the lives of children lost to a genocide, which is what the history of Residential Schools in this country, was. Our thoughts are with those who continue to hurt from this most recent discovery. May our intentions as a Board continue to focus on uncovering the truth as we journey on the path of reconciliation.

The Board Chair shared that the Board appreciates the transparency with which our Superintendent has been sharing COVID-19 information about the Division's response to the global pandemic. She recently had the opportunity to meet with several school councils and the hope for the spring, as well as the gratitude parents have for Edmonton Public Schools as we have navigated this pandemic, together, is truly inspiring. The Board Chair advised we are at a transition point. And when there is change, it is teachers and school staff who are on the front lines of navigating this change in our schools. As with every step of this pandemic, the ability to show empathy, to listen to others, to support each other remains the most important things we can do together.

The Board Chair shared a few thoughts about the recent provincial budget and school infrastructure announcement. The Board of Trustees remains concerned that education funding is not keeping pace with growth in our Division. While we may see either the same or perhaps a slight increase in our provincial funding, it is unlikely that it will match our growth. This will impact the students and families we serve. We do not yet have a clear picture of how the provincial budget will impact EPSB as we are still waiting for budget details from the provincial government.

What is clear is that Edmonton Public was shut out of the infrastructure funding announcement on Friday. For the second year in a row, EPSB, despite being the fastest growing school division, will not receive funding to build or modernize a school. We remain frustrated that the government has not heard our message: that we are growing, we are running out of space and the need for schools is acute. We remain committed to continue to advocate on behalf of students and families who deserve access to quality learning spaces.

The Board Chair shared today is International Women's Day. She expressed gratitude in particular to the fabulous women on this Board of Trustees who she has the pleasure and the honour of serving with. The Board Chair acknowledged the namesakes of some of our schools - Soraya Hafez, Thelma Chalifoux, Dr. Anne Anderson and Jan Reimer just to name a few. They are women who have made significant contributions to our community and who continue to inspire future generations of students.

D. Communications from the Superintendent of Schools

The Superintendent reiterated a Happy International Women's Day to everyone.

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The Superintendent advised that pre-enrolment for the 2022-2023 school year opened today. Families can find information about the options on SchoolZone or the Division's [website](#) and social media channels. This year, pre-enrolment will end a day earlier than in past years. The final day to pre-enrol is April 14. For questions regarding pre-enrolment, talk to the principal at your child's current school. Families who are new to the Division should contact their preferred school to learn how to register as a new Edmonton Public Schools student before April 14.

The Superintendent thanked Trustee Kusiek for bringing to his attention that March 9 is Taras Shevchenko Day. It's a day that's recognized in Ukraine. Taras Shevchenko was a poet, writer and author whose works are significant in Ukrainian culture. A message will be sent to Division schools later today encouraging folks to wear blue and yellow in recognition of what's happening in Ukraine.

E. Approval of the Minutes

1. Board Meeting #06 – February 15, 2022

MOVED BY Trustee Hancock:

**"That the minutes of Board Meeting #06 held February 15, 2022, be approved as printed."
(UNANIMOUSLY CARRIED)**

F. Recognition

2. Edwin Parr Teacher Award

Ms. Jane Berry of W.P. Wagner School was selected as the Division's honorary nominee for the 2022 Edwin Parr Award for excellence in first year teaching.

G. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

H. Reports

3. Student Senate Work Plan Update

Student Trustees Angelina Raina, Ryan Fang and Jasmine Virk presented the Student Senate Work Plan update.

MINUTE BOOK**4. COVID-19 Impact on the Division**

The Superintendent provided a verbal update on the impact of COVID-19 on the Division.

There was a short break in the meeting.

5. Staff Group Representatives re: 2022-2023 Budget

Mr. Jorge Illanes, President of CUPE LOCAL 3550 (Support Staff), presented the Local's brief.

Mr. Ian Crichton and Ms. Sandra Sveinunggard, representatives for the Exempt Staff, presented the Exempt Staffs' brief.

6. Class Size Information

The annual class sizes, along with two years of historical data, was provided to the Board of Trustees.

**7. Growth Control Model Inquiry
(Response to Request for Information #005)**

Information was provided regarding request for information RFI #005.

8. Bereavement

Vice-Chair Ip reported on the passing of Ms. Rita Robinson.

I. Other Committee, Board Representative and Trustee Reports

Board Chair Estabrooks thanked Beacon Heights, Abbot, Windsor Park, Rutherford, and Forest Heights school councils for the warm welcome, great questions and discussion at recent council meetings. The voices of parents are critical in the work that the Board does and the attendance at the school council meetings she has attended has been phenomenal.

Board Chair Estabrooks also thanked the Edmonton Council for Somali Advocacy and Research for inviting her to a virtual Black History Month celebration. The stories of young Somalis who are making a difference and inspiring others was a great way to wrap up a month-long celebration of Black Albertans and Black Canadians. She said it was great to see our Mayor as well as our Chief of Police also attend this event.

Trustee Kusiek shared she had a wonderful visit at Malmo school and saw all the wonderful things happening there. She was very appreciative of all the questions the Grade 6 class had for her about being a Trustee, what the school board does and about local government.

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Trustee Kusiek expressed her appreciation to the School Councils and community groups she was able to meet with over the last few weeks, including Greenfield and Avalon School Councils and the LOHS SEATS Committee. This last visit included a tour of the Lillian Osborne Theatre and opportunity to chat with some of the folks who were on the original committee to help get that space built. Trustee Kusiek noted that this was a wonderful example of that idea of education grounded in community and in schools as community hubs.

Trustee Kusiek thanked Superintendent Robertson for quickly being able to get the invitation out for students and staff to wear blue and yellow tomorrow in acknowledgement of the events in Ukraine.

Trustee Kusiek shared that today is International Women's Day. As a mom of four girls and a Trustee working for excellent public education for all students, she noted that today is an important day to her to reflect on and to celebrate. She highlighted the work this Division is doing that directly impacts women and girls, like the pilot to provide menstrual products at Division schools. She looks forward to supporting continued work on this file.

Trustee Sumar shared that he attended the Clara Tyner School Council meeting and attended a few meetings with community organizations to discuss opportunities related to anti-racism and the curriculum. He also had the opportunity to join students, staff, and community members in discussions on anti-racism as part of W.P. Wagner's Human Library project (where he met Jane Berry and saw the great work she was doing). The project was phenomenal. At times, the stories he heard were hopeful, and at times emotional and heartbreaking, but it was incredibly important to have these discussions. Trustee Sumar thanked all involved for their time and vulnerability when discussing anti-racism, as it is a complex and difficult topic. He hopes that more schools in Ward G and in Edmonton undertake such an activity.

J. Trustee and Board Requests for Information

Trustee Kusiek submitted the following request for information regarding Dual Credit Programming at EPSB:

Further to:

- former [Trustee Gibson's Request for Information](#) dated January 23, 2018,
 - conversation about the new [STEM program](#) at the February 15, 2022 public board meeting, and
 - recognizing the leadership of Edmonton Public Schools in offering choice in public education, please provide the following information regarding dual credit programming at EPSB:
1. A list of current dual credit programs EPSB offers including a brief description and mention of which post-secondary program/institution the dual credit is applied towards.
 2. What are some new potential dual credit programs that the Division could consider in the near term?
 3. What potential roadblocks are there for developing more dual credit programs for EPSB and how might the Board consider addressing those challenges through advocacy or other actions?
 4. How does the Division determine which dual credit courses to offer to our students?

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Trustee Sumar submitted the following request for information regarding Transportation:

General

1. Is the *Student Transportation Handbook* dated September 10, 2014, the most current version?
2. What information is included in the annual transportation updates to the Board?

Training

3. Aside from basic provincial licensing requirements, what other provincial and contractor training is required for bus drivers?
4. As administrative regulations do not apply to bus drivers (because they are contractors), what other division requirements do they need to abide by?

Bus Routes and Delays

1. What statistics and metrics does the Division capture through yellow bus transportation services? Of this information, what is captured and reported by the yellow bus contractor? What information does the Division collect directly?
2. In the period from September 2021 to February 2022 inclusive, how many buses were late in picking students up from designated stops and dropping students to schools? How does this compare to previous school years for the same period (i.e. September to February)? Please provide a breakdown by month.
3. For the same period, how many instances of incorrect student drop offs were noted? Please provide a breakdown by month.
4. How many transportation complaints have been registered from families in the Division over the September to February period? What is the nature of these complaints (example: late pick up, wrong drop off, behaviour, other)? How are they grouped in terms of area or location?
5. Since the RFI response in December, how many routes are still without a permanent driver?
 - a. How have average delays changed?
 - b. How many routes are delayed more than the average?
6. How many routes have been noted as having a permanent driver because the routes have been combined? Overall, how many routes have been combined?
7. Parents are provided notices on SchoolZone when buses are delayed. Are schools provided with similar notifications? Who is responsible for reporting delayed bus information?
8. When buses are delayed arriving at school (regardless of the reason), what staff or administrators are responsible for ushering students into the school upon arrival?

Safety

1. How many instances of Student Behaviour and Conduct Policy violations have been noted this school year on yellow bus or ETS transportation?
2. How are these policy violations recorded when occurring on yellow bus or public transportation? Are these treated differently than if the violations had occurred on school property?
3. What safety metrics are used when evaluating a bus contractor?

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4. What restraints are the school and/or carrier responsible for with respect to Curb Service Transportation?

Transportation Programming

1. Please provide more details on the First Riders Program, including the current status and targeted audience.
2. Has the GPS pilot program been expanded to all routes and carriers? What has been the feedback from parents on accuracy and timeliness of information?
3. What restraints are the school and/or carrier responsible for with respect to Curb Service Transportation?

K. Notices of Motion

Trustee Sawyer gave notice that she would be making the following motion: That policy CI.BP: COVID-19 Vaccination Policy for Trustees be suspended.

L. Next Board Meeting: Tuesday, March 22, 2022, at 2 p.m.**M. Adjournment: 5:05 p.m.**

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director of Board and
Superintendent Relations



DATE: March 22, 2022

TO: Board of Trustees

FROM: Trustee Nathan Ip, Caucus Committee Chair

SUBJECT: Report #05 of the Caucus Committee (From the meeting held March 8, 2022)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: [Trustees' Handbook](#) – Caucus Committee - Section 5.4

ISSUE

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

The following recommendations were approved at the March 8, 2022, Caucus Committee meeting:

Disposition of a Portion of the Kenilworth and Waverley School Site

1. *That the Board approve the disposition of a portion of the Kenilworth and Waverley school site.*
2. *That administration be authorized to execute the required agreements with the City of Edmonton and EPCOR on behalf of the Division.*

BACKGROUND

Existing stormwater management systems in many of Edmonton's mature communities are unable to handle the volumes of stormwater generated in recent years. In the aftermath of the storms experienced in Edmonton during 2004, the City of Edmonton investigated various technical improvements to the stormwater management system beginning with areas of the city that experienced the worst flooding. EPCOR has continued to evaluate areas within the city that have, and are projected to experience, flooding to determine the most cost-effective method for alleviating the situation. This includes construction of dry ponds on Division-owned lands adjacent to operational and non-operational buildings.

On October 6, 2020, a portion of the Kenilworth and Waverley school site was approved by the Board of Trustees as declared surplus to Division need. In accordance with the Joint Use Agreement: Land, Alberta Education, Edmonton Catholic Schools, Conseil scolaire Centre-Nord, and the City of Edmonton were notified of the surplus declaration. The City of Edmonton has indicated they are interested in acquiring this portion of the school site on behalf of EPCOR. The site was initially acquired by the City of Edmonton and was transferred to the Division at no cost. A final agreement has been prepared to transfer this portion of the school site to the City of Edmonton at no cost.

KM:ca

DATE: March 22, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Process and Timeline for the 2022-2023 Budget and for the Fall Review of the 2021-2022 Results and the Plans for 2022-2023

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Jeremy Higginbotham, Nancy Petersen, Madonna Proulx, Soleil Surette

REFERENCE: [Province of Alberta Education Act](#)

ISSUE

School divisions are required to prepare and submit a Board-approved budget to the Minister of Education by May 31 of each year for the fiscal year beginning on the following September 1. As well, school board planning and results reporting must be completed no later than November 30. To assist Division staff and the Board of Trustees with the planning process, Financial Services develops a process and timeline calendar for approval by the Board of Trustees.

BACKGROUND

The 2022-2023 Provincial Budget was announced on February 24, 2022; however, individual school division funding profiles are not anticipated to be available until the end of March 2022. To accommodate the time required for site-based budgeting, the Process and Timeline for the approval of the 2022-2023 Budget has been developed (Attachment I).

The Board of Trustees also approves the process and timeline for review of the previous year's results and the review of the plans established for the current school year. Through discussions, they have an opportunity to learn about the results achieved by schools and central decision units and the implications those results may have on their 2022-2023 plans. Trustees also gain an understanding of how schools and central departments developed their plans in support of Division priorities.

Schools and central decision units will report on their results achieved from the goals that were established for 2021-2022. They will also identify the biggest challenges and improvement opportunities that will impact their 2022-2023 plans which details priority, high-impact goals for the upcoming school year.

RELATED FACTS

- The Distribution of Funds report is to be presented at the Caucus meeting on April 5, 2022, and at the April 19, 2022, public Board meeting.
- School results review meetings will be scheduled to take place during the month of November 2022. For these meetings, Trustees, in collaboration with assistant superintendents, will facilitate a group dialogue.
- The detailed school and central results review meeting schedules will be provided in the fall.

- As in previous years, the school decision units with first- and second-year principals will be reviewed by assistant superintendents. These meetings will be scheduled by the assistant superintendents prior to November 30, 2022.

RECOMMENDATION

- 1. That the Process and Timeline for the 2022-2023 Budget as outlined in Attachment I, be approved.**

NEXT STEPS

- If approved, the 2022-2023 budget process and timeline will be communicated to principals and central decision unit leaders.
- The 2022-2023 Budget will be presented at the May 27, 2022, Special Board Meeting, in anticipation of the final budget report being submitted to the Province by the May 31, 2022 deadline.

ATTACHMENTS and APPENDICES

ATTACHMENT I Process and Timeline for the 2022-2023 Budget (Calendar)

MP:ja

2022-2023 Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
FEB	30	31 PD Day - No Students	1 CAUCUS BOARD 2:00PM	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15 BOARD 2:00PM	16	17	18	19
	20	21 FAMILY DAY	22	23	24 PROVINCIAL BUDGET ANNOUNCEMENT	25	26
MAR	27	28	1	2	3 Teachers' Convention	4 Teachers' Convention	5
	6	7	8 CAUCUS BOARD 2:00 PM	9	10	11	12
	13	14 Projected Enrolment Principal Input Opens	15	16	17	18	19
	20	21	22 BOARD 2:00PM Process & Timeline Recommendation MARS #14902	23 Projected Enrolment Principal Input Closes	24	25	26
	27	28 SPRING BREAK	29 SPRING BREAK Projected Enrolment File forwarded to Budget & Funding	30 SPRING BREAK	31 SPRING BREAK	1 SPRING BREAK	2

2022-2023 Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
APR	3	4	5 CAUCUS Introduction - Distribution of Funds MARS #14903	6	7	8	9
	10	11	12	13	14	15 GOOD FRIDAY	16
	17	18 EASTER MONDAY	19 BOARD 2:00PM 2022-2023 Distribution of Funds Recommendation MARS#14904 PD Day - No Students	20	21	22 BPS OPENS	23
	24	25	26	27	28	29 BPS CLOSSES	30
MAY	1	2 PD Day - No Classes	3 CAUCUS BOARD 2:00pm	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17 BOARD 2:00PM	18	19	20 Non- Instructional Day	21
	22	23 VICTORIA DAY	24 Teacher Day in Lieu	25 Non- Instructional Day	26	27 Special Board Time TBD Approval of the 2022-2023 Budget MARS #14908	28
	29	30	31 Budget Report Due to Alberta Education	1	2	3 PSBAA Spring General Meeting June 4-6	4
JUN	5	6 ASBA SGM Business Mtg	7 AUDIT/ CAUCUS BOARD 2:00PM	8	9	10	11

2022-2023 Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
OCT	2	3	4 CAUCUS BOARD 2:00 PM (Tentative)	5 Enrolment File to Budget & Funding	6	7 Results Review & Planning Opens	8
	9	10 THANKSGIVING	11	12	13	14	15
	16	17 BPS opens for fall budget	18 BOARD 2:00 PM (Tentative)	19	20	21 PD Day - No Students	22
	23	24 PD Day - No Students	25	26	27	28 Budget due Results Review & Plans Due	29
NOV	30	31	1 CAUCUS BOARD 2:00 PM (Tentative)	2	3	4 Target Date to Distribute Results Review & Plans to Trustees & Asst. Superintendents	5
	6	7	8	9	10	11 REMEMBRANCE DAY	12
	13	14 Teacher Day in Lieu PSBAA Nov 14-17 (tentative)	15 Non- Instructional Day ASBA FGM Nov (tentative)	16 School Results Review (tentative)	17 School Results Review (tentative)	18 School Results Review (tentative)	19
	20	21 Central & School Results Review (tentative)	22 Central & School Results Review (tentative)	23	24	25 Audit Committee Presentation of Audited Financial Statements	26
	27	28	29 BOARD 2:00PM Audited Financial Statements presented to Board	30 Audited Financial Statements due to the Province			

**PROCESS AND TIMELINE FOR THE
2022-2023 BUDGET (DETAIL)**

Timeline	Process
March 22, 2022	• Process and Timeline for 2022-2023 Budget is recommended to the Board of Trustees
April 5, 2022	• Distribution of Funds report is presented to Caucus
April 19, 2022	• Distribution of Funds is recommended to Board
April 22, 2022	• Schools and central departments receive allocations and budget requirements
April 29, 2022	• Schools and Central departments budgets are due
May 27, 2022	• The 2022-2023 Budget is recommended to the Board of Trustees

**PROCESS AND TIMELINE FOR THE
2021-2022 FALL RESULTS REVIEW AND 2022-2023 PLANS (DETAIL)**

Timeline	Process
October 7, 2022	• Results Review & Planning open
October 28, 2022	• Results Review & Plans Due
November 4, 2022	• Target Date to distribute Results Review & Plans to Trustees and Assistant Superintendents
Nov 16-22, 2022	• School Results Reviews
November 21-22, 2022	• Central Results Reviews

DATE: March 22, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Ten-Year Facilities Plan 2023–2032

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

RESOURCE STAFF: Shauna Bland, Josephine Duquette, David Evans, Jenifer Elliott, Terri Gosine, Kim Holowatuk, Scott Humphrey, Roland Labbe, Valerie Leclair, Andrew Lowerre, Kyle McFarlane, Shaminder Parmar, Robert Tarulli, Jennifer Thompson, Christopher Wright

REFERENCE: [Alberta School Capital Manual](#)
[Infrastructure Planning Principles Policy \(EA.BP\)](#)
[Strategic Plan 2018–2022](#)
[Ten-Year Facility Plan \(2020-2029\)](#)
[Information Update Regarding the Ten-Year Facilities Plan 2020-2029](#)

ISSUE

Alberta Education requires all school jurisdictions to have a Ten-Year Facility Plan available upon request. The previous iteration of the Plan (*Ten-Year Facilities Plan 2020–2029*) was approved by the Board of Trustees on February 25, 2020, and a subsequent information update to the plan was approved on March 9, 2021.

Administration is proposing to submit the attached new Ten-Year Facilities Plan 2023–2032 to Alberta Education and Alberta Infrastructure to provide additional information regarding the context in which the Division is currently operating: continued enrolment growth, mounting deferred maintenance, market instability and COVID-19 pandemic impacts.

BACKGROUND

The COVID-19 pandemic has considerably impacted the Province and Division over the past two years. The resulting economic challenges and restrictions meant to control the spread of the virus initially led to a decline in migration to the province, resulting in lower growth in student enrolment for the Division. The economic conditions associated with low energy sector activity and global prices have also changed, and Alberta's economic downturn is showing signs of rebounding. Growth rates are returning to pre-downturn and pre-pandemic levels, and enrolment has now surpassed pre-pandemic levels.

The strategic direction for Division facility planning is outlined within the Ten-Year Facility Plan, while immediate capital infrastructure needs are outlined in the Three-Year Capital Plan.

RELATED FACTS

- Providing equitable access to high-quality learning environments remains an overarching goal and guiding principle in planning for school facilities for the Division.
- The Division's overall enrolment surpassed pre-pandemic levels in 2021–2022.
- Division enrolment is expected to continue to grow steadily over the next ten years.

- Although enrolment growth is occurring in all sectors of the city, it is greater in suburban neighbourhoods in southwest, southeast and west Edmonton.
- The last major modernization project for the Division was announced for funding in 2018 and the last new construction was announced in 2019.
- Over the past ten years, Division utilization has risen 12 per cent (from 68 per cent in 2011–2012 to 80 per cent in 2021–2022).
- Without new capital funding, enrolment growth will outpace new capacity by 24,000 students by 2031–2032, rising to 90 per cent.
- Depending on funding delivery method, new infrastructure is between three and five years away from providing needed additional student spaces once announced.
- Further increases in utilization reduces choice for students and families for all programming, including Division centre special needs and alternative programming, as more schools are required to limit access and use specialized spaces for regular programming.
- Students will be required to be transported further from where they live for longer periods of the day, in order to reach schools that can accommodate them.
- To meet the rising demand for high school space, capacity expansion continues to be required through improvements, modernizations, and capital funding for new construction.
- Since the 2010–2011 school year, the Division has opened 31 schools (24,800 student spaces) and either installed or relocated 433 modular classrooms in lieu of additional new funded schools.
- Recent new school openings demonstrate the flexibility and value that 21st Century school designs can provide, including maximizing energy sustainability and reducing operating costs.
- Current levels of Infrastructure Maintenance Renewal (IMR) and Capital Maintenance and Renewal (CMR) funding will not be adequate to address the deferred maintenance needs of rapidly aging Division buildings.
- Replacement facilities represent the shortest path to addressing the deferred maintenance of our aging building inventory while ensuring equitable access to high-quality learning environments.

RECOMMENDATION

That the *Ten-Year Facilities Plan 2023-2032* be approved.

CONSIDERATIONS and ANALYSIS

The Ten-Year Facilities Plan 2023–2032 highlights the challenges that the inventory of facilities faces in the coming decade and can serve as a funding advocacy tool for the Division. The uncertainties regarding the impacts of the pandemic on markets and demographics, as well as an unpredictable provincial funding model for capital projects and Infrastructure Maintenance and Renewal, continues to present a significant challenge for the Division’s forecasting for the planning and allocation of Division resources.

These challenges, in addition to enrolment growth continuing to outpace new school capacity, means the Division is at risk of reducing choice for students and their families. This includes the ability to maintain open attendance boundaries, the availability of a range of alternative and Division centre special needs programs, access to schools close to where students live, and yellow-bus service accessibility, all of which contribute to high-quality, modern and flexible learning environments.

In order to ensure we are able to continue delivering high-quality learning environments for students, the Division will continue to take steps to increase the value obtained from infrastructure spending through innovative capital project delivery models, pursuing joint partnerships with local stakeholders on capital projects, and implementation of sustainable energy initiatives to increase the operational

efficiency of schools where possible.

NEXT STEPS

Once approved, the Ten-Year Facilities Plan 2023-2032 will be submitted with the Three-Year Capital Plan 2023-2025 to Alberta Education for provincial consideration of future capital funding announcements.

ATTACHMENTS and APPENDICES

ATTACHMENT I - Ten-Year Facilities Plan 2023–2032

SP:kk



Ten Year Facilities Plan



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EXECUTIVE SUMMARY

The Ten-Year Facilities Plan 2023–2032 acts as a funding advocacy tool for the Division and highlights the challenges that the inventory of facilities faces in the coming decade. The uncertainties regarding the impacts of the pandemic on economics and demographics combined with an unpredictable provincial capital/maintenance funding model continue to present a significant challenge for the Division's planning and allocation of resources.

The Alberta School Capital Manual lists that a Ten-Year Facilities Plan should include information about a school jurisdiction's:

- overview of key strategies and objectives for the next ten years or longer;
- the jurisdiction's expected utilization rate, historical, current and projected enrolment (increase in enrolment that may lead to addition of space being required or decrease in enrolment that may lead to closure of programs or school buildings);
- modernization and/or replacement needs;
- facility condition evaluation information; and,
- grade structures and forecast of program changes requiring capital funding either under the modernization program to convert existing space, or construction under the expansion program to facilitate the new program(s) and technology;
- the need for capital funding to modernize or add space to the school(s) where students are being relocated.

The Division has two key themes that represent the most pressing Infrastructure challenges: available space and condition of school buildings.

The amount of space available to accommodate Division students is declining, which is challenging how the Division has operated foundationally for decades. The Division is at risk of reducing choice for students and their families. This includes the ability to maintain open attendance boundaries, provide a range of alternative and Division centre special needs programs, provide access to schools close to where students live, and maintain yellow-bus service accessibility. All of these programs and services contribute to high-quality, modern and flexible learning environments.

The lack of new construction funding results in increased demand on the student transportation system with further designated schools and more complex accommodation scenarios, such as closed boundaries and lotteries. These pressures lead to capacity limitations.

Due to the COVID 19 pandemic, enrolment in most school divisions declined in the 2020-21 school year. The Division's overall enrolment declined for the first time since 2007; however, enrolment growth has recovered, and enrolment has surpassed pre-pandemic levels in 2021–2022. Total Division enrolment is expected to continue to grow steadily over the next ten years. Although enrolment growth is occurring in all sectors of the city, it is greatest in suburban neighbourhoods in southwest, southeast and west Edmonton. Without new capital funding, enrolment growth will outpace new capacity by 24,000 students by 2031–2032. Depending on the funding delivery method, any new projects funded takes between three and five years away from providing needed additional student spaces.

Since the 2010–2011 school year, the Division has opened 31 schools (24,800 student spaces) and either installed or relocated 433 modular classrooms in lieu of additional new funded schools. However, over the past ten years, Division utilization has risen 12 per cent (from 68 per cent in 2011–2012 to 80 per cent in 2021–2022). Continued increases in utilization result in reduce choice for families, fewer options for families to access Division centre special needs and alternative programming, reduced access to other schools through open boundaries, reduction of yellow-bus service levels, and reclamation of spaces for regular instruction that are specialized spaces for CTS, music, art, library and leases like childcare. A lack of space will profoundly impact the way the Division will accommodate students.

The condition of many schools continues to decline as funding limitations are leading to a **mounting deferred maintenance deficit**. This limits the Division’s ability to deliver quality learning environments for all students regardless of where they live, and to provide diverse learning environments to accommodate student needs.

In order to ensure the Division is able to continue to deliver high-quality learning environments for students, the Division continues to explore avenues to increase the value obtained from infrastructure spending through joint partnerships with local stakeholders on capital projects, innovative capital project delivery models, and implementation of sustainable energy initiatives to increase the operational efficiency of schools.

Recent openings of new schools demonstrate the flexibility and value that high-quality school designs can provide, including maximizing energy sustainability, incorporating partners and reducing operating costs. However, the Division has not had a modernization announced since 2018 or a new school announced since 2019. In addition, current levels of Infrastructure Maintenance Renewal (IMR) and Capital Maintenance and Renewal(CMR) funding will not be adequate to continue to address the deferred maintenance needs of aging Division buildings. Replacement facilities represent the shortest path to addressing the deferred maintenance of an aging building inventory, while ensuring equitable access to high-quality learning environments.

Fundamentally, choice for students and families will be reduced as available space is reduced and aging infrastructure is in need of repair.

INTRODUCTION

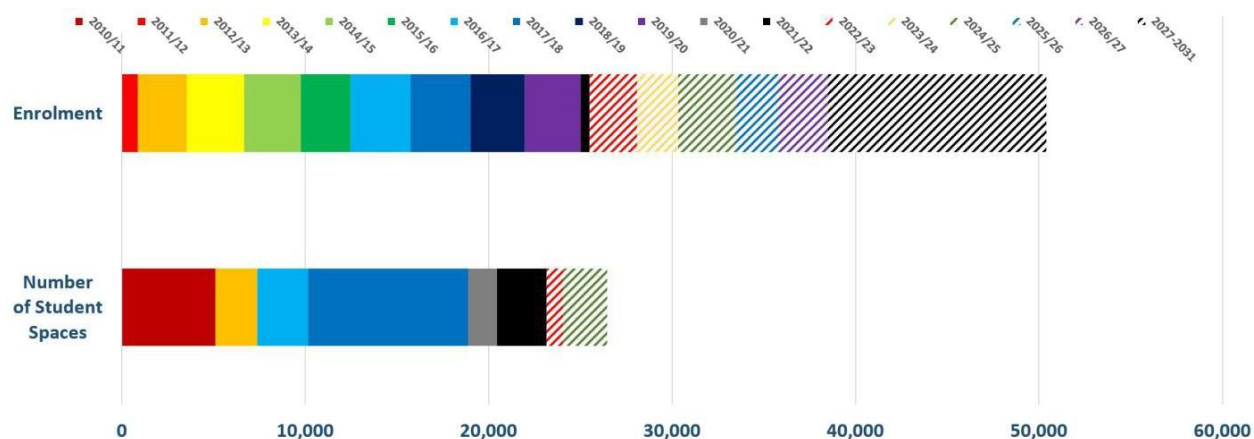
Alberta Education and Alberta Infrastructure require each school division to have a Ten-Year Facility Plan available upon request. A Ten-Year Plan should include the following:

- an overview of key strategies and objectives for the next ten years or longer;
- the jurisdiction's expected utilization rate, historical, current and projected enrolment (increase in enrolment that may lead to addition of space being required or decrease in enrolment that may lead to closure of programs or school buildings);
- modernization and/or replacement needs;
- facility condition evaluation information; and,
- grade structures and forecast of program changes requiring capital funding either under the modernization program to convert existing space, or construction under the expansion program to facilitate the new program(s) and technology;
- the need for capital funding to modernize or add space to the school(s) where students are being relocated.

The two main themes from the provincial requirements reflect the major pressure points for the Division:

- the amount of space available for resident student accommodation, and
- the age and condition of Division space

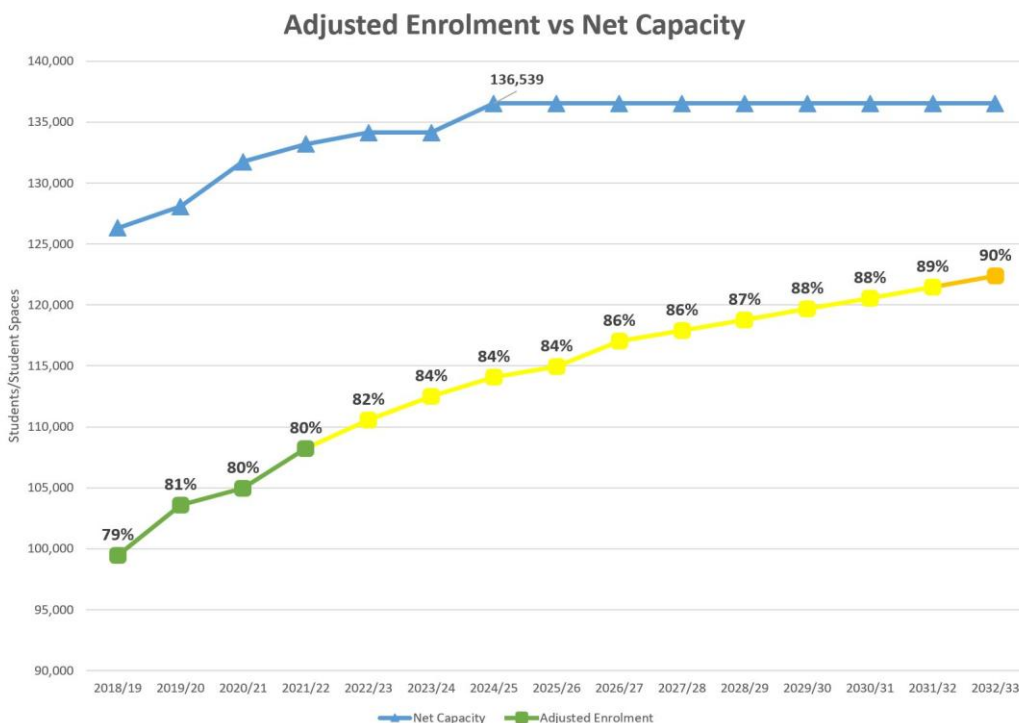
When enrolment outpaces additional student spaces constructed, the Division utilization rate climbs. The lag in constructing additional infrastructure also creates challenges for the Division in terms of local accommodation and programming distribution.



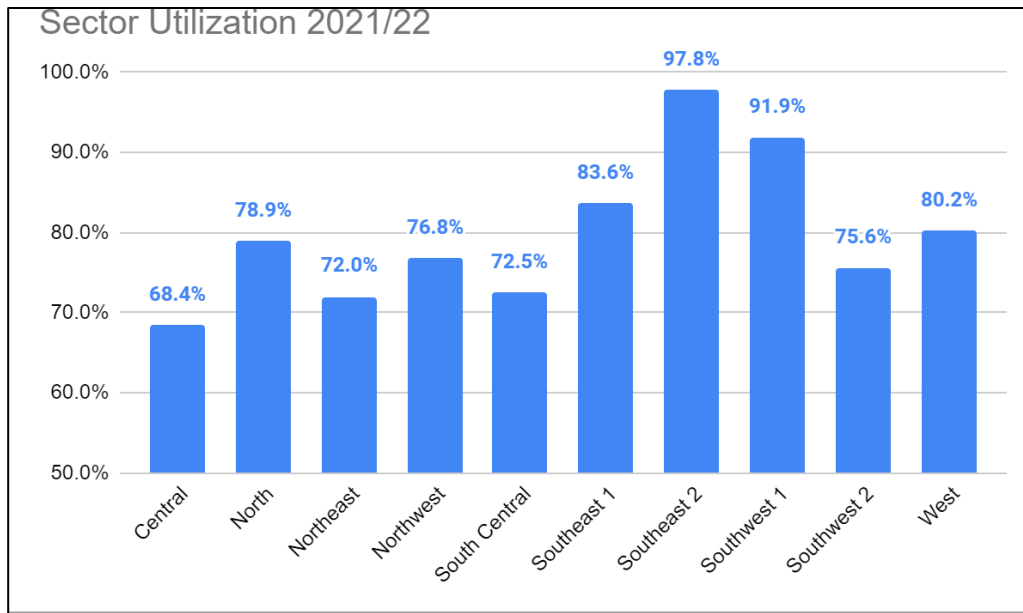
This graph depicts the total enrolment growth since 2010–2011 and is projected to 2031–2032. The graph also depicts the new student spaces constructed by year since 2010–2011 and includes funded projects projected to open over the next 10 years. For reference, the solid black section on both bars shows where the Division is currently (2021–2022 school year).

Note that there are colours on the enrolment bar that do not appear on the student spaces bar, which indicates that spaces are not constructed consistently as they depend on funding from the Province. The hatched colours on each bar show the projected enrolment growth and spaces in new schools that will be opening over the next ten years. Even if construction funding was announced tomorrow, depending on funding delivery method, there will be a three-to five-year lag between the announcement of funding and opening spaces to accommodate resident students, which further contributes to the widening gap of enrolment growth and construction of new student spaces by approximately 8,000 students. If the Division does not receive additional capital construction funding over the next 10 years, the deficit of student spaces will widen to almost 24,000 student spaces; in other words, Division enrolment will outpace new construction by 24,000 resident students as of 2031–2032.

While enrolment has steadily increased, the overall number of new spaces that the Division has constructed is lower. As long as enrolment continues to outpace the construction of new spaces, the amount of available space in the Division will continue to decrease, especially in areas of higher student density.

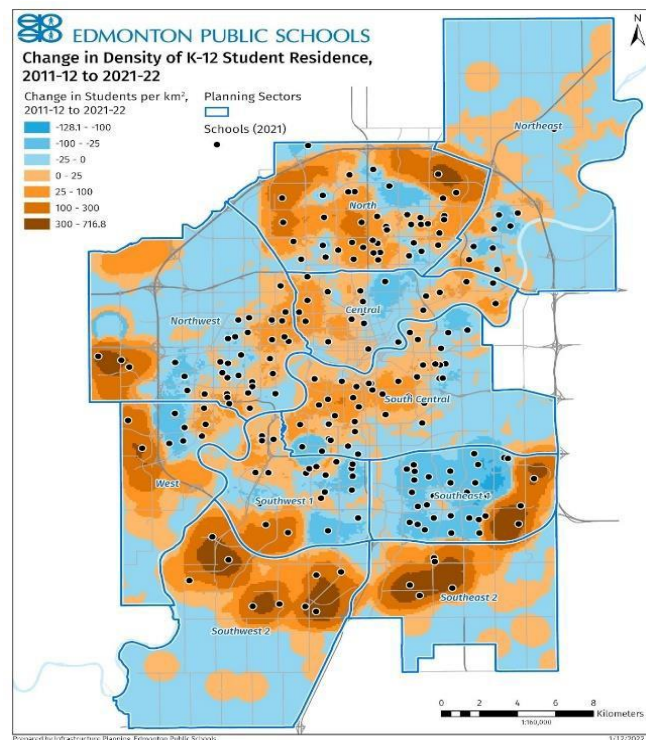


This has been especially prevalent in some areas of the city more than others: southwest, southeast and west. As the “spaces” versus “students” gap continues to widen and existing space in the entire city continues to decrease, these areas are further strained and other areas also begin to show strain: northeast, north and northwest.



In the Change in K–12 Student Density Map 2011–2012 to 2021–2022, these trends can be seen for the last 10-year period:

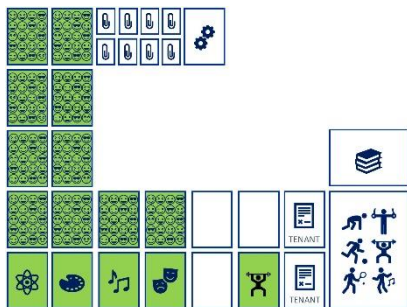
- Overall, the density of students has increased in all sectors; however, the growth has been more significant in some sectors than others.
- There has been significant growth in neighbourhoods surrounding Anthony Henday Drive, noted by the largest dark orange/brown areas in the Southeast 1, Southeast 2, Southwest 2, Northwest and West sectors.
- Growth has spread in some established areas including the Southwest 1 and North sectors, as indicated by the smaller dark orange/brown areas.
- Growth in the core (Central, South Central and partially Northwest) is stable with a net change in residency of less than 100 students over the last 10 years.



The stable pattern in the core area, which is lower than the design capacity of the buildings, is indicative of consistent enrolment in the Division's older facilities. The Division commissioned an independent consultant to create a demographic forecast for the Division as reported at a public board meeting on June 14, 2016. This report stated in 2016 that, "Core areas are expected to see modest growth, ultimately adding 176 school-aged residents, growing by 5.2 per cent; however, this only represents 0.5 per cent of all forecasted growth" (Student Demographic Forecast, June 14, 2016). This continues to be the pattern we are experiencing in the core area. The City of Edmonton has since introduced the City Plan, that encourages new growth in the core. Administration will continue to monitor changes and

As the Division's utilization continues to increase, resident students will need to be designated into these older buildings from growth areas since local schools will be unable to accommodate the growth in these areas.

Ten years ago, in 2011–2012 the Division’s utilization rate was 68 per cent, and in 2021–2022, the utilization rate is 80 percent; this means that in 10 years, the Division has risen 12 per cent in overall utilization. In that same 10-year period, the Division has had to make many changes to accommodate resident students. As Division schools continue to decrease in available capacity, there will be an increased demand for student accommodation for all types of programming, support and transportation. In many ways, the Division is like a single school, housing almost 106,000 resident students. Using this analogy in the following story, it is evident the ability to accommodate resident students and provide alternative and special education programming using current approaches limit parent choice.

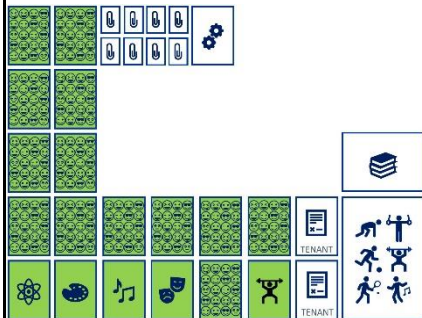


- Five to six open classrooms.
- School can continue to have alternative programs or explore adding one.
- Could add some Division centre special needs spaces.
- Leases, such as childcare, can continue to operate.
- Space is available for classes to collaborate.

- Regular program, alternative program and Division centre students who require specialized supports are most likely able to be accommodated within the sector.
- Transportation is available with reasonable ride times.

- Division can continue to expand alternative and Division centre special needs programming to meet demand.
- Continued measured expansion of student accommodation and programming.
- Few schools will have closed boundaries that are only able to accommodate their attendance area.
- Leases can continue to provide childcare services to schools and will exist at many sites.

80% Utilization



As a school:

- Three to four open classrooms available.
- Alternative programs can be maintained but likely not expanded.
- Some additional rooms allow for a dedicated music room, art room and CTS spaces.
- Leases are possibly reduced in the amount of space available.

As a sector:

- Some regular program students will be designated into other sectors for accommodation as no space is available where they reside.
- Many alternative program students will need to leave the sector for programming.
- Some Division centre students requiring specialized supports will need to leave the sector for accommodation, as some zones have no more room for expansion.
- More students travelling outside the sector leads to increased pressure on transportation resources.
- Some sectors will have schools that cannot accommodate all their neighbourhood resident students, and will need to implement a lottery process.

As a Division:

- The Division can maintain alternative programming using its current approach; however, expansion is not likely as space is reduced for all programming.
- Division centre special needs programming expansion can continue to accommodate demand; however, location availability may not match demand.
- Increased pressure on transportation resources could mean longer ride times and/or higher costs.
- Leases will see a reduction in available schools, and some will be removed to accommodate enrolment growth.
- 15 per cent to 20 per cent of schools will have closed boundaries or will have a lottery process in place.

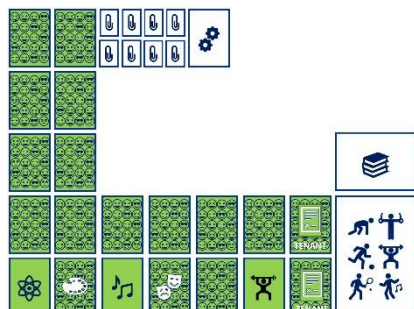
90% Utilization



As a school:

- One to two rooms available.
- No alternative programs can be expanded.
- No new Division centre special needs programs can be added.
- Only a dedicated music and/or CTS room may remain. All other rooms may need to have classes in them full-time.
- There likely will not be a leased space in the school.

90% Utilization Cont'd



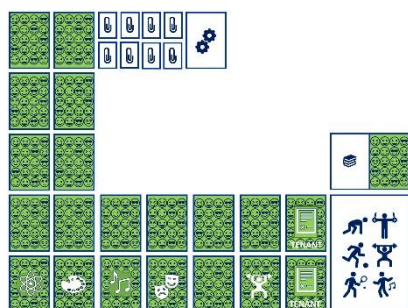
As a sector:

- Most alternative program students will have to leave the sector to attend the program, as classes are limited to accommodate regular program growth.
- Many Division centre students who require specialized supports will be accommodated in sectors that they do not reside in.
- The number of resident students that will be required to travel outside the sector will significantly impact the current transportation service model.

As a Division:

- The number of Division centre special needs programs may be impacted, and approximately 50 per cent of schools will have closed boundaries or a lottery process in place.
- The current transportation service model could not maintain current service levels without significantly impacting parent fees, and greater challenges with driver availability could be expected.
- Only a handful of leases remain in operational schools.

100% Utilization and over



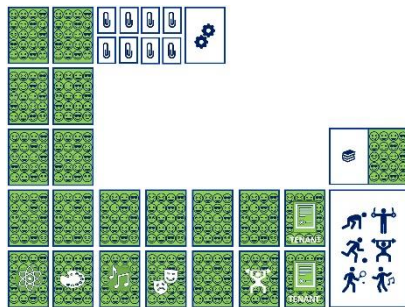
As a school:

- There are no empty rooms in the building; in fact, there may be more classes than there are rooms.
- If modulators or additional space is not added, any growth will require spaces to be created, if possible, inside the building. For example, this could involve subdividing libraries and gathering areas, removing millwork from specialized spaces, or renovations to create more washrooms.
- There is no lease with dedicated space.

As a sector:

- Any new growth will not be designated within the sector
- Ride times will be long as many schools will be in a lottery and overflow designations will be to other sectors.
- Ride times will be long, with the average ride time still increasing as designations and program locations continue to move further from where students reside.
- The variety of choices for support programs may be limited if room to expand Division centre classrooms cannot be available.

100% Utilization and over Continued



As a Division:

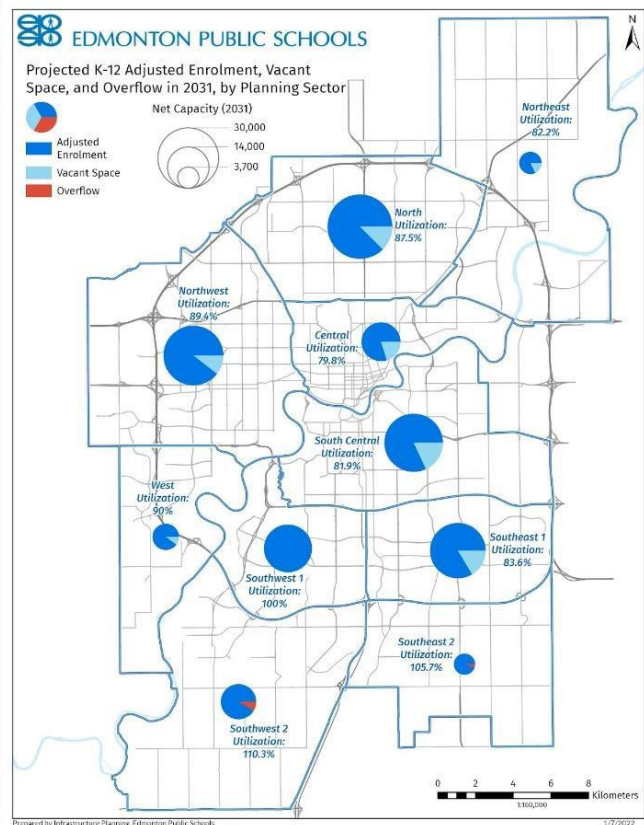
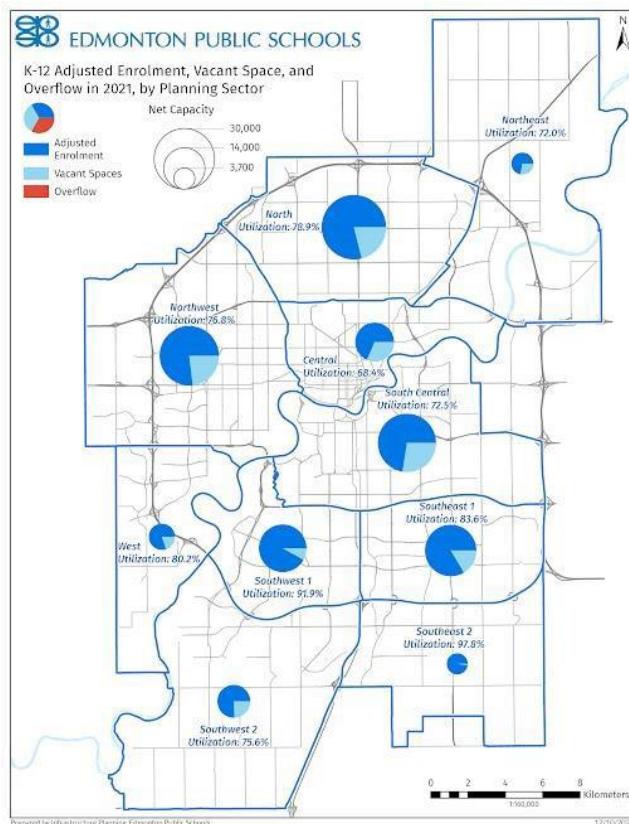
- Most schools will have closed boundaries or a lottery in place. There will only be a handful of schools that still have open boundaries.
- There is no space for alternative program expansion if offered in the current format or Division Centre expansion.
- Most schools will not have ancillary spaces or CTS spaces as all spaces will be needed for programming.
- Most libraries are subdivided, gathering areas hold classes full-time. In some cases, fitness areas are reclaimed as well.
- Transportation resources will need to be prioritized. Service levels will be significantly reduced.

This analogy shows that as the Division becomes more fully utilized:

- The ability to accommodate resident students where they reside or in their sectors becomes increasingly difficult. Well-distributed alternative programming is not possible and Division centre special needs programming cannot expand.
- Designated receiving schools to serve new growth areas will require students to be transported the furthest.
- The strain on the transportation system increases as designations are further away and there are multiple designations; Lottery and overflow designated schools require more buses.
- Ultimately, the Division's ability to provide choice erodes as utilization increases.

Sector Space

Over the next 10 years, different sectors will experience different growth rates. For example, in the following maps, there is a reduction of empty space in all sectors; however, the reduction in available space is most pronounced in the Southeast 1, Southeast 2, Southwest 1 and Southwest 2 sectors. These areas demonstrate the highest rates of student growth. The reason the growth is the sharpest in these areas is that the highest growth in student residency is here, but historically infrastructure has lagged behind residential development, which results in these sectors having the fewest spaces to accommodate resident students.



Growth Control Model

As the Division decreases in available spaces, the Division has had to put in place mechanisms to accommodate resident students as equitably as possible. In response to this growth pressure, the administration developed a model to:

- manage student growth,
- meet the demand for student learning space, and
- be as transparent as possible with stakeholders.

Previous growth accommodation strategies, such as attendance area changes and reconfiguration of grades, have divided communities and families. Over the years, communities have consistently expressed disappointment with decisions to remove grades or reduce attendance areas. To address

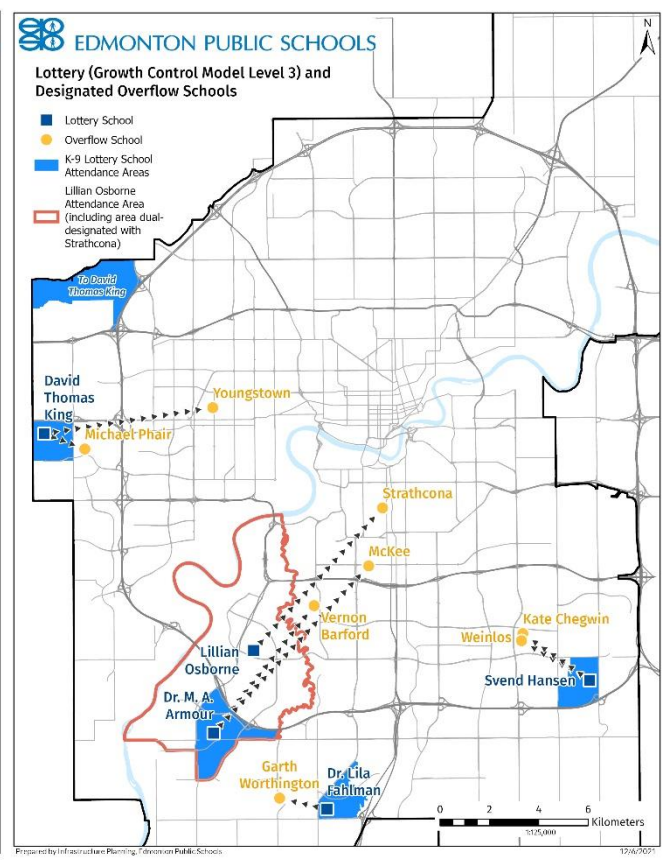
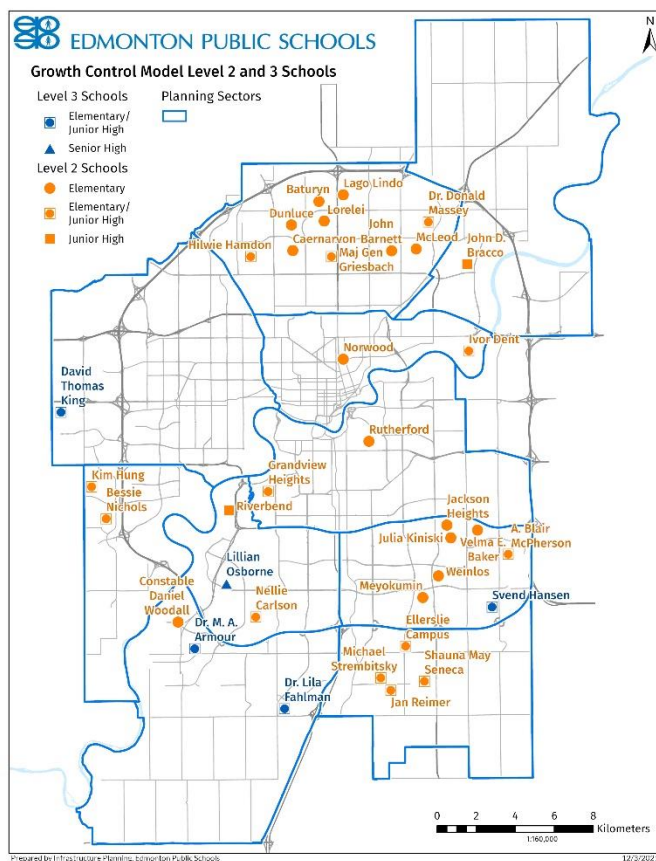
growth challenges in a transparent manner the Division's future actions and decisions are now guided by the Growth Control Model.

The Growth Control Model is a dynamic, transparent strategy with a responsive approach to student accommodation Division-wide. This model, informed by feedback from families over the past few years, serves to create efficiencies, provide clarity and minimize the impact on students where possible.

Administration monitors and manages enrolment on an ongoing basis. With the Growth Control Model, all Division schools are rated at one of three levels on the model:

- Level 1 – the school has the capacity to accept new students
- Level 2 – the school is nearing capacity
- Level 3 – the school has reached capacity

The maps below show the location of all schools in growth control level 2 and 3, as well as the lottery schools and overflow designations.



Enrolment fluctuations can trigger a school to move between levels. School enrolment limits, limits on the number of classes and the random selection process can control capacity challenges within alternative programs. At each level, the Division works with the schools to implement measures to ensure that access is provided in an equitable manner, such as closing the boundary to outside students, capping grades or programs, or adding modular classrooms if feasible.

In response to growth in enrolment and decreasing space in the Division, the lottery process was first implemented in 2019. For the 2022–2023 school year, there will be five schools with a lottery in place:

- Dr. Lila Fahlman
- Svend Hansen
- Dr. Margaret-Ann Armour
- David Thomas King
- Lillian Osborne

Planning for student accommodation is an ongoing process that adapts to the evolving needs of communities and students. A growing number of Division schools are facing overcapacity issues, and as Division schools continue to experience enrolment pressures, it becomes challenging to organize and deliver programs. Given that the Province determines funding for new school construction, implementing an enrolment growth strategy was a critical element of the Division's ability to distribute programming and accommodate evolving enrolment demands within existing schools.

Low Enrolment

As enrolment swells in some sectors, it is also important to continue to efficiently manage space and resources in other schools and sectors within the Division regarding programs with low enrolment. This is important so that resources and space are distributed as equitably as possible across the Division.

In the Division, there are/have been schools experiencing low enrolment in one or more programs within a school. This can be in a regular or alternative program, and is different from a whole school experiencing overall low enrolment. To that effect, Administration has put in place a mechanism to address low enrolment programs within the Division. There are several indicators that place a program as part of the Low Enrolment Process. A program may demonstrate two or more of the following:

- An elementary program with less than 100 students.
- A junior high program with less than 50 students.
- The program has consistently low Kindergarten or Grade 7 enrolment numbers.
- The program demonstrates a historical decline in enrolment and grades will have been combined for several years.

High School Accommodation

Another monitored accommodation area is the ability for attendance area high schools to continue to accommodate resident students in the future, as larger younger cohorts in the Division move into high school.

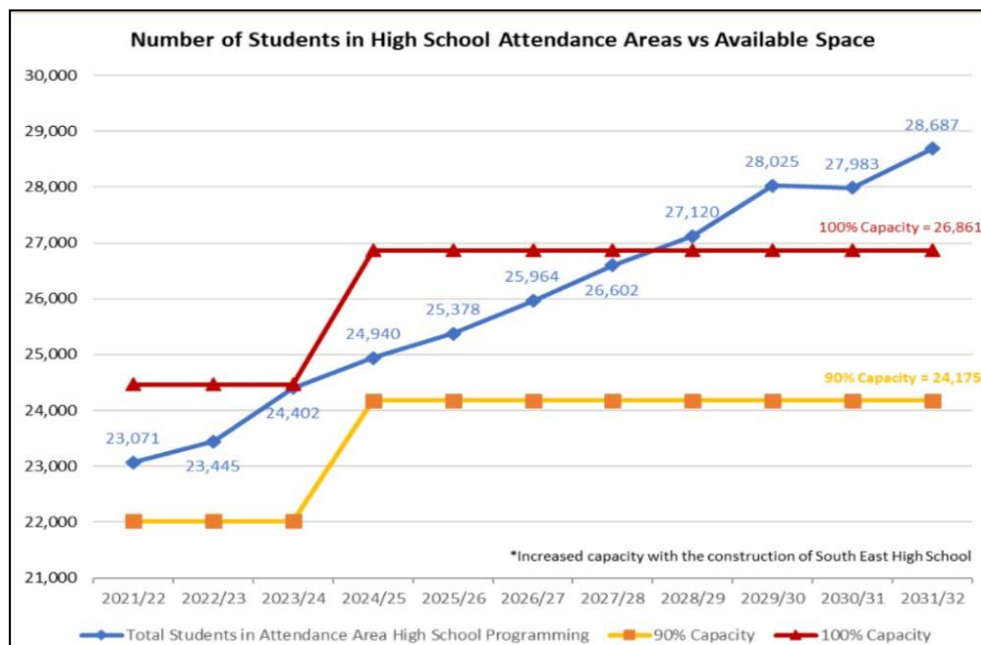
The High School Accommodation Framework 2016–2019 was developed as a strategic plan to address the growing enrolment in attendance area high schools. The Framework is currently being updated to reflect the addition of:

- Dr. Anne Anderson School in the Southwest planning area, which added 1,940 spaces this school year, and
- the new school in the Southeast planning area, which will add another 2,400 spaces for the 2024–2025 school year.

The Framework has two principal priorities:

1. To effectively respond to current and future resident student enrolment in highly utilized high schools.
2. To repurpose space to improve the efficient use of existing infrastructure so it can be utilized to accommodate more students.

Due to increased enrolment pressure, Lillian Osborne School moved to Level 2 on the Growth Control Model following pre-enrolment for the 2021-2022 year. It was only able to accept resident students from their designated attendance area, and the dual designated area with Strathcona School. For the 2022–2023 school year, it is projected that there will be more resident attendance area students pre-enrolling to Lillian Osborne than can be accommodated, as a result of a growing number of students in junior high grades. Consequently, for the 2022 pre-enrolment, Lillian Osborne School will move to Level 3 on the Growth Control Model. Strathcona School will be the overflow designated school. In the future, it should be considered that when high schools reach a 90 per cent capture rate of their resident attendance area students, the school be moved to Level 2 on the Growth Control Model. This will ensure that resident students who reside in the school's attendance area are able to attend the school while also accommodating newly moved-in resident students.



The graph above shows projected enrolment in attendance area high schools over the next 10 years. When the High School Accommodation Framework 2016–2019 was implemented, the enrolment was projected to reach 100 per cent in 2024. Since then, Dr. Anne Anderson School opened in September 2021, and The Meadows high school is scheduled to open in September 2024. New high school construction has shifted the year at which additional high school capacity will be required to 2027. The optimal solution to address future enrolment pressures at the high school level is the construction of new attendance area high school capacity, adding capacity at Dr. Anne Anderson and adding further capacity where needed.

In the absence of new construction funding, facility improvements may also provide some space relief in the interim. Under the Division's High School Accommodation Framework 2016–2019, facility

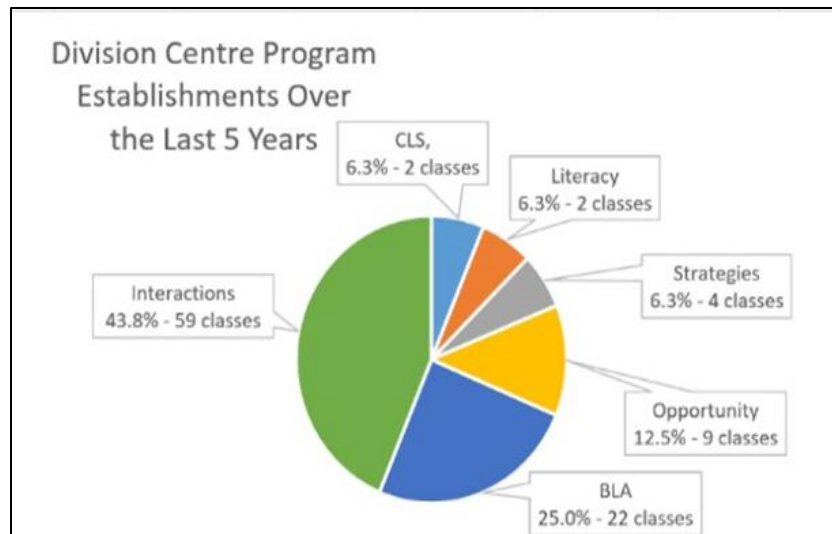
improvements and modernizations in attendance area high schools were completed, which increased capacity by 943 spaces or 3.9 per cent of total capacity. These improvements may have been space modifications, auditing of space calculations or reclaimed lease space. The cost of the facility improvements and modernizations was approximately \$26 million above the grant funding provided for modernization projects completed at Vimy Ridge Academy and Ross Sheppard High School. Although facility improvements increased capacity, it does not have the substantial impact that the construction of new high schools has on student distribution.

Approval for the construction of a new school in The Meadows (southeast) will provide an additional 2,400 spaces. Estimated school opening is September 2024. A new Grade 7–12 school is proposed as the number one priority the Division's Three-Year Capital Plan 2023–2025. The site is in the southwest neighbourhood of Glenridding Heights. This school will provide a total of 2,400 requested spaces which would include approximately 1,200 Grade 10–12 spaces. Though not currently in the Three-Year Capital Plan, an additional high school site in the neighbourhood of Riverview (southeast) could provide additional student spaces. In addition to the new high school space, the proposed Three-Year Capital Plan includes a Queen Elizabeth School Modernization/ Replacement, a Harry Ainlay School modernization and a 600-seat addition to Dr. Anne Anderson School. For these modernizations, consideration could be given to expanding capacity, especially at Queen Elizabeth School, since the planning area is at 100 per cent capacity and projected to increase.

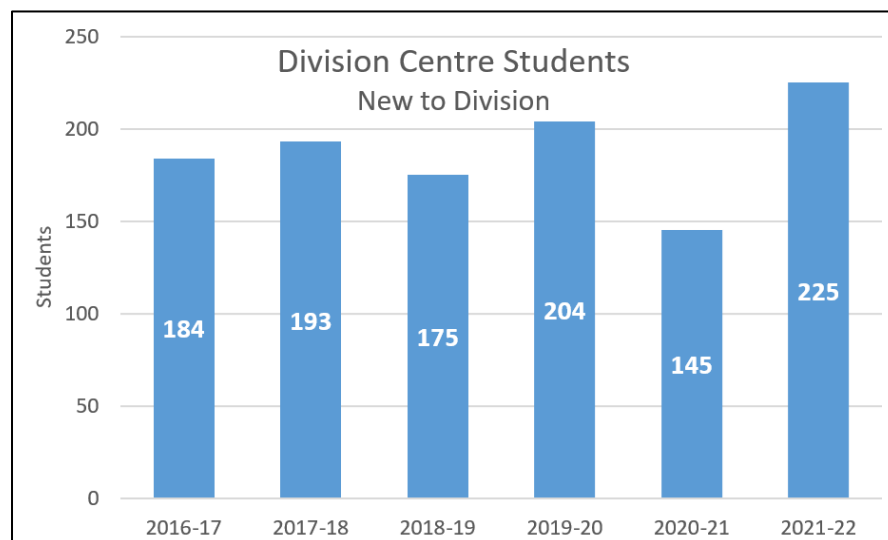
Division Centre Special Needs Programs

In the Division, students who require specialized supports are accommodated in various ways depending on need and family choice. Division centre special needs programs are one of these options. Division centre special needs programs are congregated programs where students are primarily educated in a setting composed of other students benefiting from a similar level of support. For severe programs (Behaviour and Learning Assistance – BLA, Interactions, Individual Support Program, and Community Learning Skills – CLS) the classes have an average of seven students in the classroom. For moderate programs (Opportunity, Literacy, Strategies), the classes have an average of 14 students in the classroom.

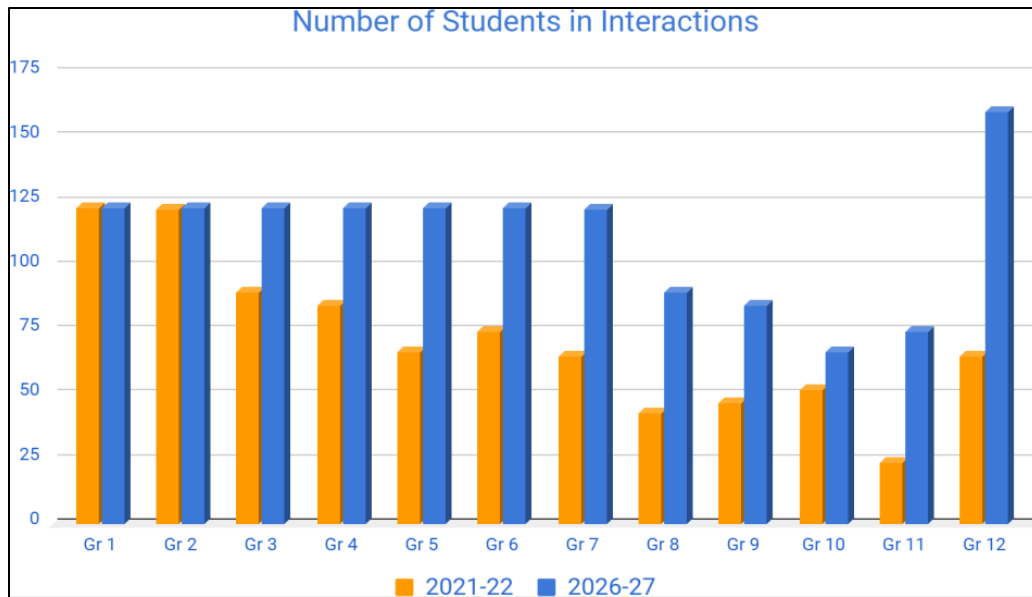
There have been 98 Division Centre special needs classes added to the Division in the last five years. The pie chart shows how many classes were established by program. Many other school Divisions in Alberta do not offer congregated-style programming for students who require specialized supports.



The option to access this type of programming for their children in the Division draws families from across and outside of Alberta to move into the City. This has resulted in a continued high level of growth in the number of Division centre special needs programs established year over year. This is demonstrated through the consistent number of students that are new to the Division that access Division centre programming. This year marks the highest number of “new to Division” students accessing Division Centre programs, with 225 students as shown in the following graph.



This growth has been especially high in the Interactions Program, which supports students with Autism. As shown in the graph, there is a higher number of students in the elementary grades accessing the program. As these students age, they will require placement in junior high and high school program locations. An additional layer of complexity is that students have access to this program until they are 20 years old. This creates additional space requirements at the high school level. As noted earlier in the high school accommodation section, high school space is at a premium, and this challenge extends into all types of programming, including Division centre special needs programs.

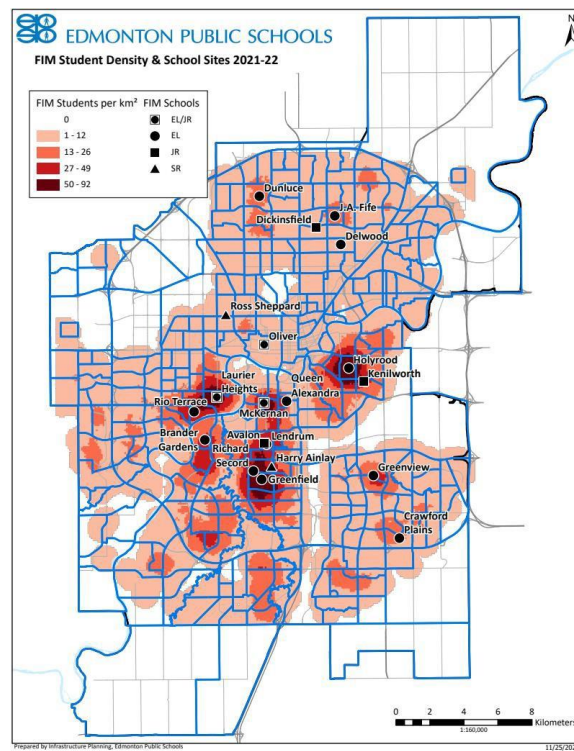
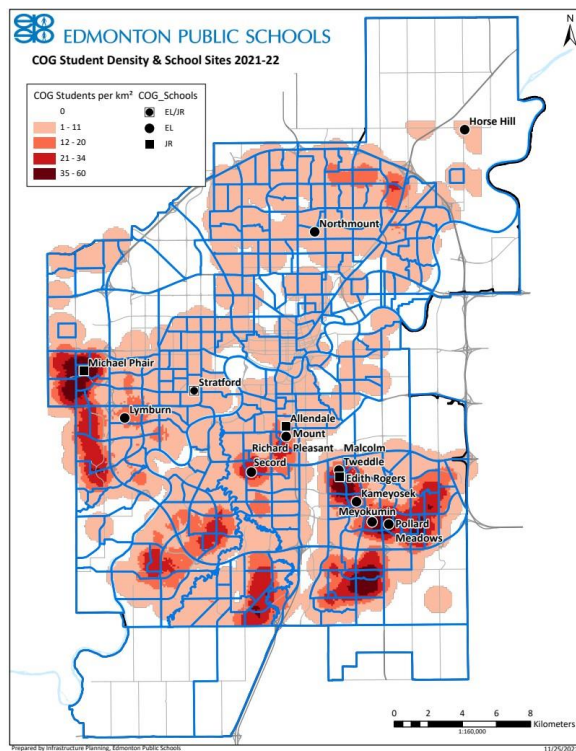


As the Division continues to grow in enrolment and available space declines, Division centre special needs programs are not likely to be located where many students live. It is already not possible to find space in some sectors, resulting in longer travel times for some students with complex needs.

Alternative Programs

At 80 per cent utilization in the Division, accommodation of resident students is a complex structure of prioritizing space needs. It also means that space is spread in small amounts throughout most schools, and rarely is it located in any large quantity in one particular site. The result of this often means that alternative programs cannot be expanded into new sites or new classes cannot be added to an existing program using the current traditional method of requiring 6.5 classrooms for an elementary program or three additional classrooms for a junior high/senior high program. Since most of the demand stems at the elementary level, the Division is unable to establish new programs when it is this full. Without the establishment/expansion of elementary programs, most junior high alternative programs will not require expansion, even if space was available, since there would be an insufficient demand to expand the program at this level. If Division utilization remains at this level or continues to increase, the distribution of alternative programs using the current method will move from accommodating new demand to simply meeting demand with the existing space. In the Alternative Program Distribution Framework 2020–2023, new concepts and distribution methods will be introduced and/or explored based on stakeholder feedback, such as magnet school programs and attendance area program of choice school models. The term “magnet school” refers to schools offering only alternative programs, one or more, that are designed to attract and serve students and their families who have specific interests and talents. A few examples of existing magnet schools within the Division include: Mill Creek (Spanish bilingual), Stratford (Cogito), Talmud Torah (Hebrew Bilingual), and amiskwaciy Academy.

These distribution methods will need to improve transportation efficiencies and maximize program space and access to alternative programming by zone. The following maps show the location of the schools offering French Immersion and Cogito programs in relation to the students registered in those programs. As available space declines, expanding alternative programs under the current model is not an option.



Student Transportation

The demand for transportation services has grown over the past 10 years by approximately 65 per cent. This has exceeded growth in Transportation funding of 48 per cent and the growth in overall Division enrolment of approximately 30 per cent. Although transportation ridership has decreased during the COVID-19 pandemic, it is expected to increase from pre-pandemic levels in the next year. The increase in ridership is caused by a number of factors related to enrolment growth that is geographically distant from available school space, including:

- School designations being further from where students reside.
- The need for receiving schools, as resident students become eligible for transportation to an overflow designated school when students are unsuccessful in an entry lottery.
- Increased demand for Division centre special needs programming locations that are distant from students who require door-to-door service.

As the transportation system has been experiencing driver shortages in recent years, the projected growth in service levels is not sustainable given the industry's current state. If current accommodation patterns persist, the Division will need to consider how the reduction in available space and subsequent transportation needs will impact service levels and parent fees.

DEMOGRAPHIC TRENDS

The Division has grown by 24,816 students (31 per cent) and 12 per cent in Division utilization over the last 10 years. This growth is due to demographic trends that are taking place, or have taken place in the City of Edmonton. Some of these trends include:

- City policy to meet density targets and infill
 - Net residential density has been increasing over the past ten years.
 - In 2020, the City had an average density of 35 dwelling units per net-residential hectare (du/nrha), up from 25 du/nrha in 2011.
 - Although older neighbourhood developments have historically had lower density targets, newer neighbourhood structure plans like Heritage Valley Town Centre (153 du/nrha), Cashman (90 du/nrha), and Clareview Town Centre (96 du/nrha) are pushing average densities higher.

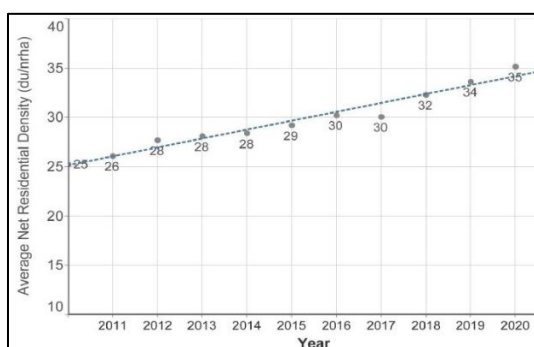


Figure 16 Annual Built Net Residential Density Change from 2010 to 2020.

Source: Urban Growth Monitoring & Analysis: Growth Summary 2011-2020

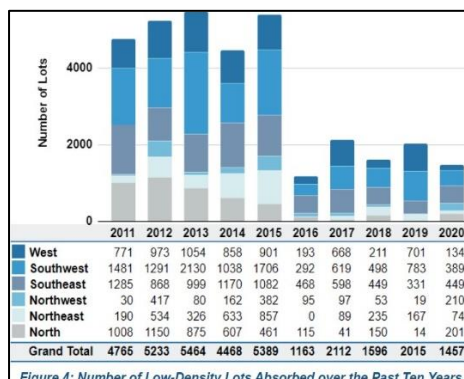
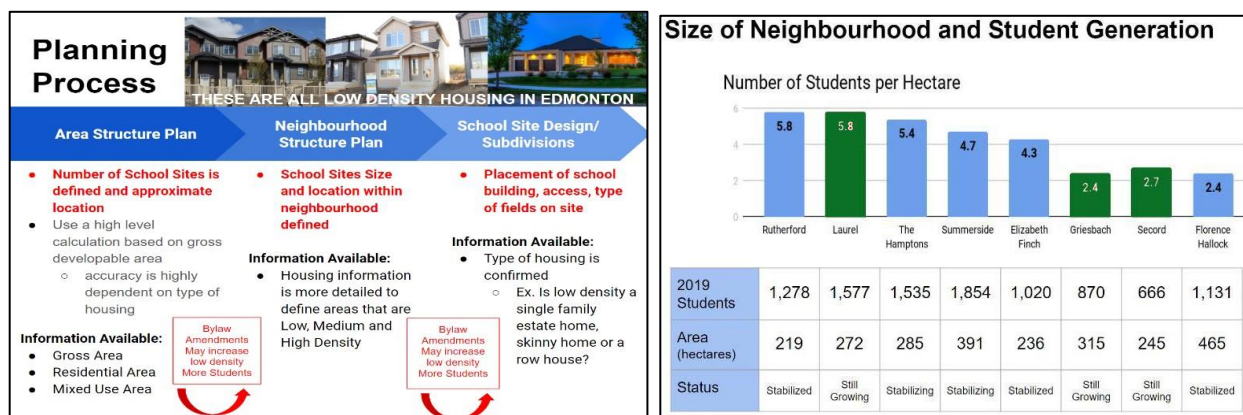


Figure 4: Number of Low-Density Lots Absorbed over the Past Ten Years.

- Additionally, due to increased demand for residential housing in the city, existing industrial areas across the city are also experiencing infill. The demand for more affordable housing options is also pushing builders in newer neighbourhoods such as Albany, Carlton, and Cumberland to provide greater densities than initially planned.
- Although there is still significant growth occurring across the city (particularly in the southeast and southwest areas), the pace of development has cooled since 2015.
- As the development of previously approved plans (e.g., The Meadows, Heritage Valley, Windermere, Edgemont areas) nears completion, it is expected that development for newly approved plans (e.g., Riverview, Horse Hill areas) and soon-to-be approved plans (e.g., Decoteau area) will accelerate.
- Economic factors
 - New data from the Province suggests that although the price of Western Canadian Select is the highest it's been since October 2014, the price of oil is expected to continue to increase over the short-term future, exceeding the previous 10 year high of \$90.97 in August 2013.
 - The latest statistics indicate that Alberta's in-migration has returned to a positive level, where it had been until the recent, pre-COVID pandemic economic slump.

Many of these factors are included in the unpredictable nature of residential development. When residential development is unpredictable, it creates unforeseen patterns in student residency. For example, when a neighbourhood develops faster than average, the number of resident students predicted to enrol over a five-year period enrol in as little as one year, creating a surge in enrolment that a school may not be able to accommodate. This creates challenges in establishing sustainable attendance areas for a school that do not trigger the accommodation mechanisms as laid out in the Growth Control Model.



Some of the factors that impact and influence the way school attendance areas are planned include:

- Changes during the zoning, subdivision and building of residential areas.
- Student density – many factors contribute to student density, including the pace of development, the demographic makeup of the residents, the type of residential unit and the presence of a school or school site.
- Neighbourhood size – the size of neighbourhoods has generally been increasing in both the amount of land occupied and the number of homes occupying that area.
- Labour and supply chain challenges can result in housing development that cannot keep pace with demand.

These factors dramatically impact the density of students in a residential area and can magnify the peak enrolment in a neighbourhood. In some of these areas, the peak is much higher in neighbourhoods when the construction proceeds rapidly.

The pandemic has disrupted these demographic patterns, but many trends are showing a resurgence to normalcy. By June 2020, the number of new immigrants had fallen by 64 per cent due to border and travel restrictions. For the 2020–2021 school year, the Division enrolment declined from the previous year by 1,275 students (-1.2 per cent). This was the first decline in Division enrolment since 2010. Since then, the Division has increased by 1,730 students (1.6 per cent), which is a return to pre-pandemic levels, and the Division is expected to increase by 2,472 students (2.4 per cent) for the 2022–2023 school year. This growth is expected to continue at or near this rate for the next ten years.

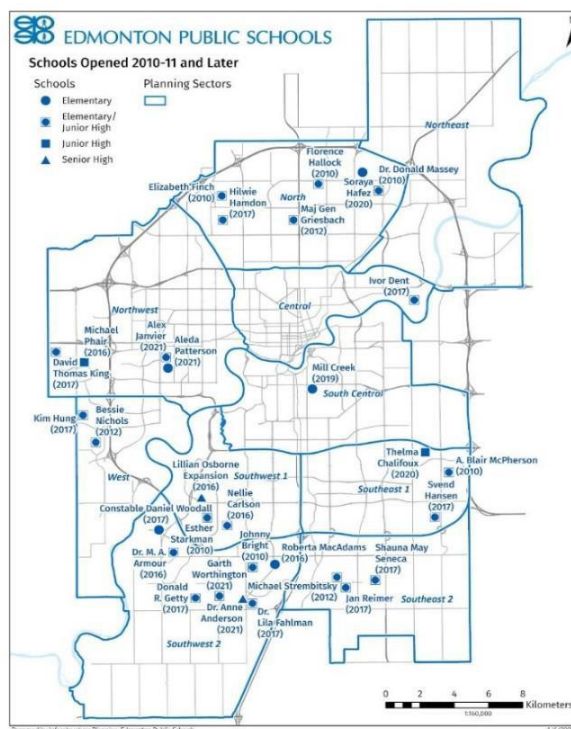
CAPITAL PROJECTS

As available Division space continues to decline, the solution to stop the decline, or at least slow it down, would be to build additional student capacity. This can be in the form of new schools, additions or modular classrooms.

New School Construction Projects

Since the 2010–2011 school year, the Division has opened 31 schools (24,800 student spaces):

- 8 schools (7,250 student spaces) in Southwest 2
- 6 schools (4,650 student spaces) in North
- 4 schools (2,550 student spaces) in Northwest
 - 2 of 4 are replacement
- 3 schools (2,400 student spaces) in Southwest 1
- 3 schools (2,450 student spaces) in Southeast 1
- 3 schools (2,700 student spaces) in Southeast 2
- 2 schools (1,800 student spaces) in West
- 1 replacement school (650 student spaces) in Central
- 1 replacement school (350 student spaces) in South Central
- 0 schools in Northeast

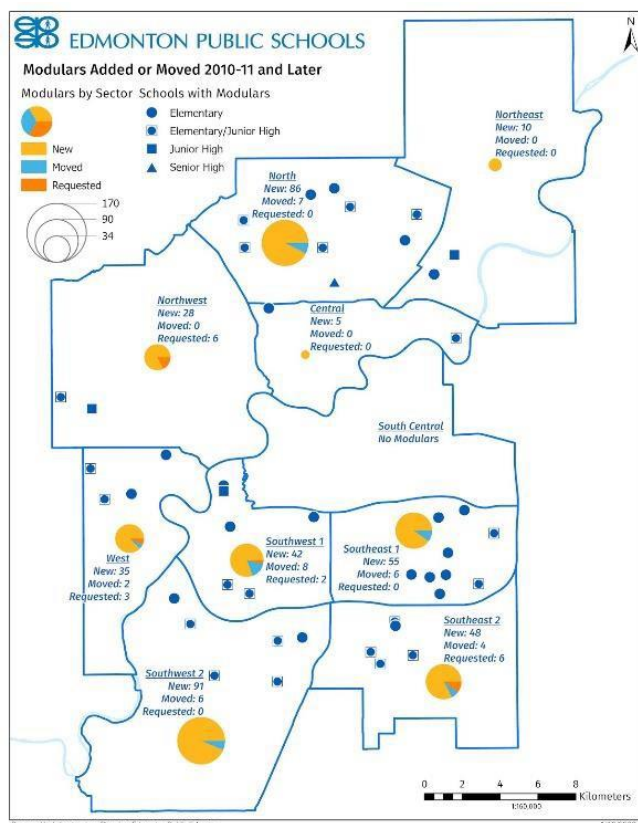


This distribution of new schools is an indication of where the Division has seen the most growth in the last 10 years. For example, almost 60 per cent of the newly constructed student spaces are located in the southwest and southeast sectors.

In collaboration with Alberta Infrastructure, the Division is currently constructing 950 student spaces at Joey Moss School (K–9) in the Keswick neighbourhood (Southwest 2), opening in 2022–2023 and 2,400 student spaces in The Meadows high school (10–12) in Silverberry (Southeast 1) opening in 2024–2025.

Modular Classrooms

Since 2010, the Division has installed or relocated 433 modular classrooms in lieu of additional new schools being funded:



- 97 modular classrooms in Southwest 2
- 93 modular classrooms in North
- 61 modular classrooms in Southeast 1
- 52 modular classrooms in Southeast 2
- 50 modular classrooms in Southwest 1
- 37 modular classrooms in West
- 28 modular classrooms in Northwest
- 10 modular classrooms in Northeast
- 5 modular classrooms in Central
- 0 modular classrooms in South Central

The new modular classrooms and modular classroom relocations since 2010 represent over 90 per cent of the existing modular classrooms in the Division's inventory. Similar to new constructions, 60 per cent of all new/relocated modular classrooms were in the southeast and southwest sectors. As growth continues, the construction of new schools and modular classrooms is critical to providing student accommodation as close to home as possible.

Annually the Division submits a request to Alberta Education for new modular classrooms or funding

to relocate existing modular classroom by October 1. Over the past few years, the Division has not received funding for all of the modular classrooms it had requested. The Division has used Capital Reserve funds to acquire and install the unfunded requests. This is an unsustainable practice moving forward.

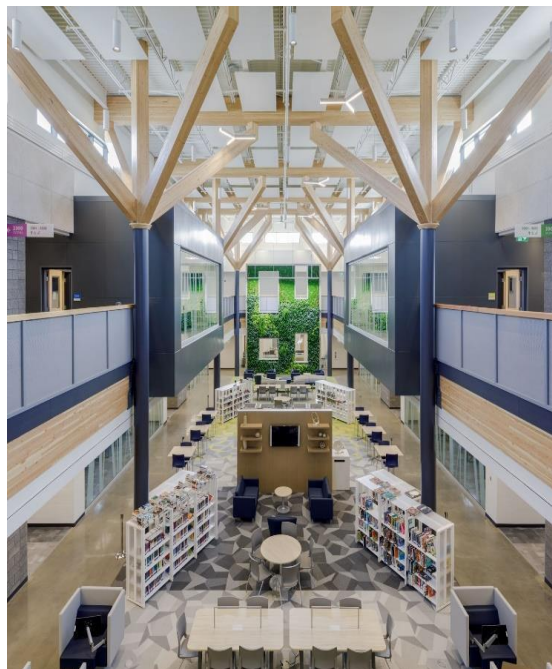
Modular classrooms are requested for schools with growing enrolments with an anticipation that the enrolments will continue to grow over the short and mid-term. Primarily the modular classrooms are being requested to accommodate the student growth in the new and developing areas of the City. The City of Edmonton approves the location of the modular classrooms through the development approval process. Administration works closely with the City of Edmonton to ensure that the location of the modular classrooms will benefit the school and community, and that the approval process is expedited. All sites have a limit on the number of modular classrooms that can be accommodated to meet washroom, parking, fire and other site and building requirements.

Efficiency Initiatives

The Division strives to be as efficient as possible with all resources to support students. This includes capital funding, Infrastructure Maintenance and Renewal Funding (IMR), Division Surplus Funding projects, energy efficiency and working with the City to find efficiencies in school-related infrastructure projects, such as:

- Working with BGN – Building Great Neighbourhoods, the Office of Traffic Safety, Transportation, and Parks to efficiently deliver school-related infrastructure projects such as sidewalks, traffic upgrades, parking spaces and drop-offs.
- Conducting a feasibility study and developing a comprehensive solar strategy to expand rooftop solar module installations across the Division.
 - As a result of this strategy, Phase 1 solar was installed on Belmont, Victoria and Lillian Osborne schools, which will generate approximately 925 megawatt-hours of electricity per year by the end of 2021.
 - The combined Division-led solar initiatives from 2018–2021 (including solar on new schools) are expected to generate a total of 2,920 megawatt-hours and save an estimated \$351,000 per year.
 - It is estimated that Phase 2 will more than double the Phase I energy generation and savings and be completed by the end of 2022.

Edmonton Public Schools has been a leader in innovative practices related to new school construction for a number of years. By bringing together the use of 21st Century design principles with an Integrated Project Delivery (IPD) process, our recent school construction projects have been very successful. Through the IPD process, innovative construction methods such as using precast concrete walls for the gymnasium were used. This innovative project delivery model and direct engagement with the City allowed the Division to deliver the School on budget and ahead of schedule. The Dr. Anne Anderson Community Centre at Dr. Anne Anderson School is a joint initiative with the City of Edmonton that has delivered quality infrastructure and modernized amenities to students and the community. The community centre provides shared space for students and community members in south Edmonton to connect, grow and thrive.



The Dr. Anne Anderson project team was presented with a *Lean in Design* award by the Lean Construction Institute in the fall of 2021, for creating a lean design process for a high school. A lean design process focuses on continuous customer value maximization, while minimizing all activities and tasks that are not adding value.

Using the Division's experience with IPD projects, the Edmonton Public Schools Infrastructure team expanded our IMR and CMR (Capital Maintenance and Renewal) project delivery model to include the use of IPD across multiple schoolsites and project types. The Division has undertaken four of these types of projects since 2020, and they have been very successful.

Over the past 10 years, the Division has used surplus funds to reduce deferred maintenance and support our schools in a variety of ways. This included things like providing new ceiling tiles and lighting in learning spaces, painting corridors in schools to make more welcoming and inviting spaces, providing water bottle fillers and replacing tarmacs for outdoor play and learning. A number of schools also received new classroom furniture.

The Division and City have worked together on a number of other joint cost-sharing initiatives to improve the operation of school sites for students and citizens alike. In the drop-off construction programs, the City of Edmonton provides 50 per cent of the costs of construction (up to \$250,000) for the construction of an on-site parking drop-off at a school site. These drop-offs improve traffic flow and provide greater pickup/drop-off capacity at schools. The most recent Division schools to be involved in the program have been Glengarry School (2020) and Glenora School (2021). Additional schools will be assessed on an ongoing basis and as funds for the program are available to the Division and City of Edmonton.

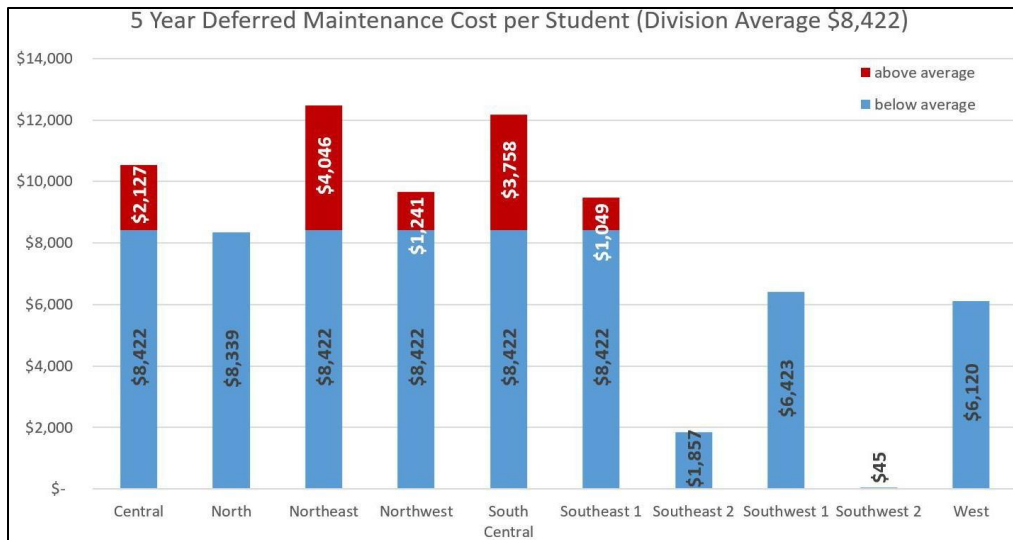
As always, the Division works closely with the City of Edmonton to minimize development costs for new schools or school modernizations in mature areas, where development permits may require significant upgrades to off-site infrastructure. The Division and City work to align neighbourhood renewal initiatives such as Building Great Neighbourhoods with school site upgrades (such as new school construction and shared-drop-off construction) to reduce overall site development costs.

BUILDING CONDITION AND DEFERRED MAINTENANCE

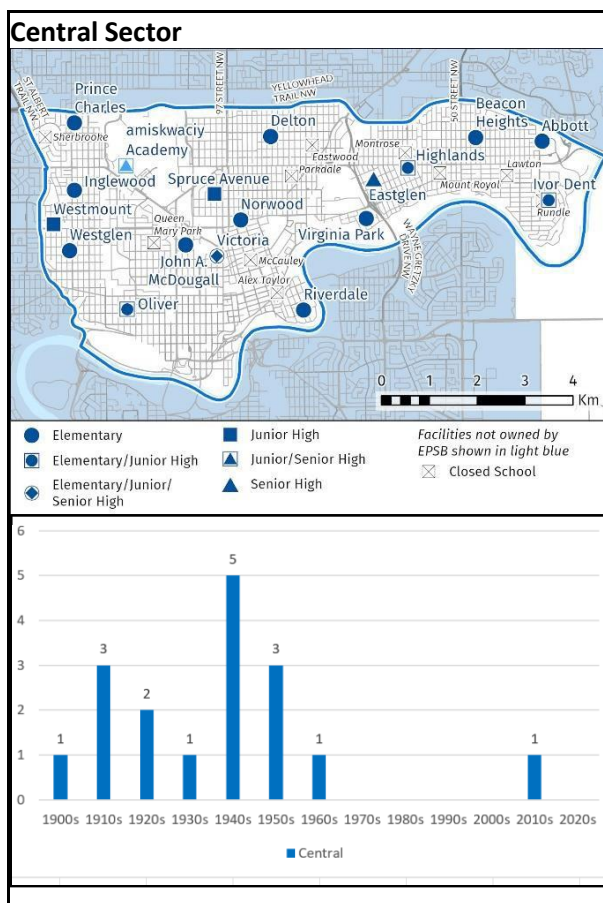
As the Division brings on additional infrastructure in the form of new schools or modular classrooms, the importance of efficiency becomes paramount as the Division supports aging infrastructure as well. One of the challenges in dealing with the [aging infrastructure](#) in the Division is overcoming the [backlog of funding to deal with deferred maintenance](#) while keeping all Division buildings safe and comfortable for students and staff.

Building by Sector: Construction and Condition

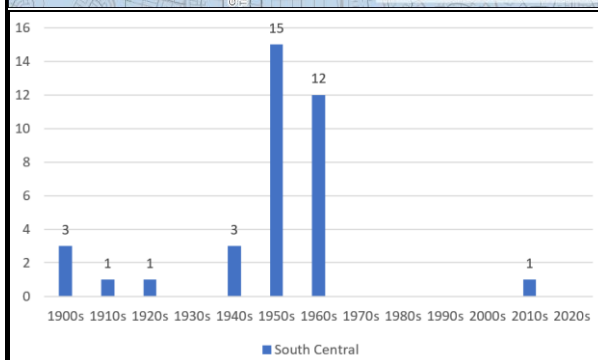
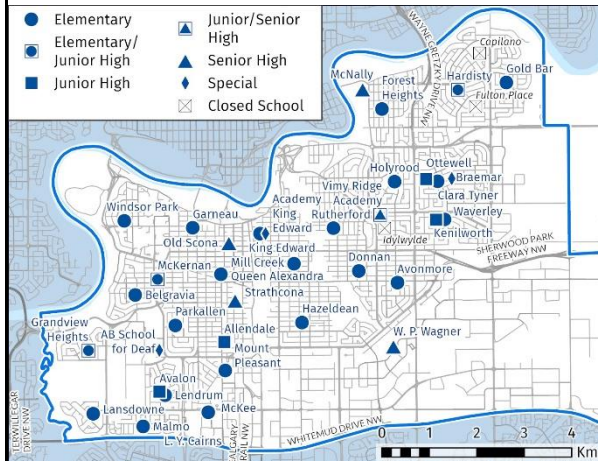
The average age of an operational school in the Division is 47 years old. The Division has 93 buildings (44 per cent) built between 1950 to 1969 and 56 buildings (27 per cent) built between 1970 and 1989. Together there are 149 buildings (71 per cent) in Division inventory that were built in this 40-year period and, on average, are 50 years old. There are an additional 23 buildings built before 1950. Capital funding grants to address deferred maintenance are no longer sustainable as a large number of Division buildings are approaching component lifecycle replacement at the same time. Similar to the challenge of providing enough spaces for high school students when elementary enrolment shows a larger cohort coming, a large number of a certain type/age of Division buildings are reaching or surpassing their building life expectancy concurrently. Aging components and a shrinking amount of capital funding to address them in combination contribute to the mounting deferred maintenance the Division is facing, estimated to reach the \$1.0 billion value by 2029.



Similar to accommodation challenges, there are geographic differences in building construction type, age, and deferred maintenance:



South Central Sector



School Buildings: 35 + 3 closed sites

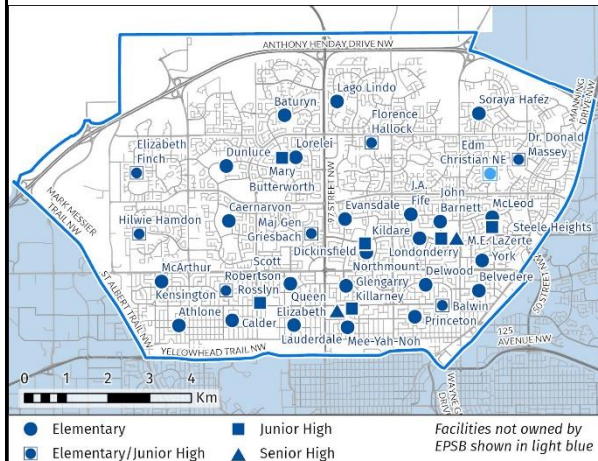
Total Sector 5 Year Deferred Maintenance \$176,619,829

5 Year Deferred Maintenance/Square Metre \$830

5 Year Deferred Maintenance/Student \$12,180

- The schools in this sector represent a variety of building styles and eras.
- Many of the classrooms in these buildings do not have windows.
- Any hazardous materials identified in school buildings during future building modernization projects may require abatement.
- This sector also has some older, historically significant buildings.

North Sector



School Buildings: 37 + 1 partner site

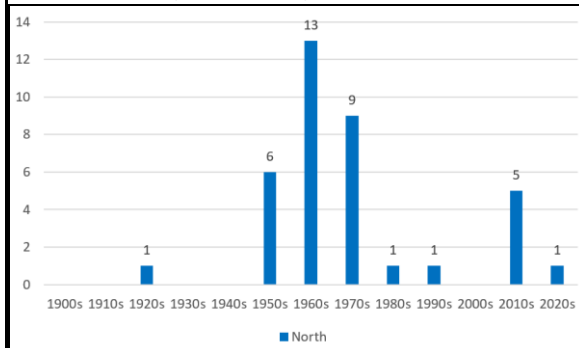
Total Sector 5 Year Deferred Maintenance \$27,627,671

5 Year Deferred Maintenance/Square Metre \$907

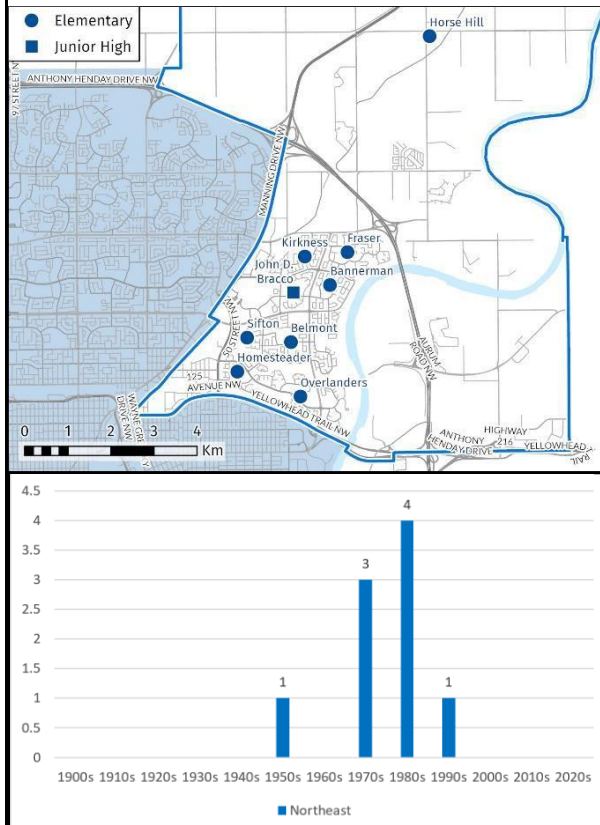
5 Year Deferred Maintenance/Student \$12,468

- The schools in this sector represent a variety of building styles and eras.
- Some of the buildings were designed using an "open concept" model. Walls were added to create classrooms over the years.
- Many of the classrooms in these buildings do not have windows.
- Any hazardous materials identified in school buildings during future building modernization projects may require abatement.
- This sector also has a few older, historically significant buildings.
- Many of the elementary schools have attached portable classrooms (aka pods) added in the 1970's or 1980's.

North Sector (continued)



Northeast Sector



School Buildings: 9

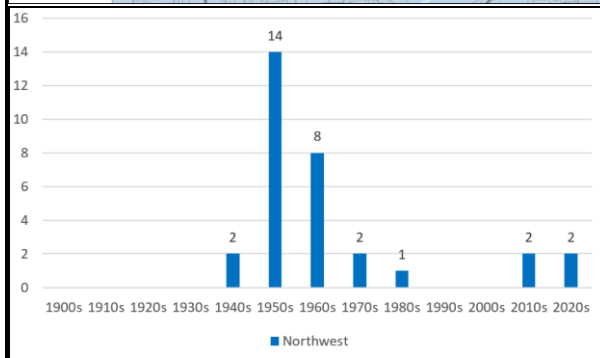
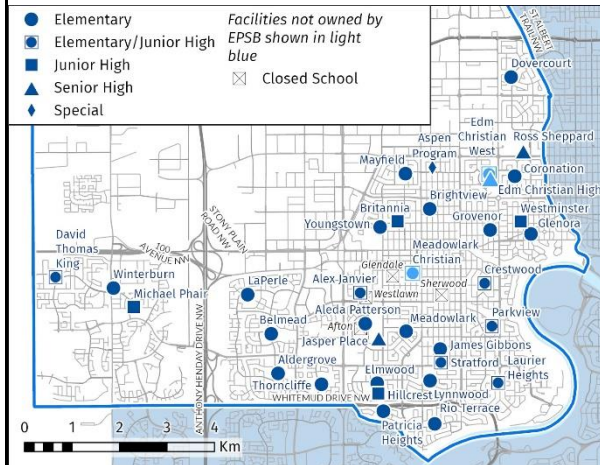
Total Sector Deferred Maintenance
\$4,539,185

Deferred Maintenance/Square Metre
\$124

Deferred Maintenance/Student
\$1,709

- This is a small sector with schools mostly built in the 1970's and 1980's.
- Some of the buildings were designed using an "open concept" model. Walls were added to create classroom spaces over the years.
- Many of the classrooms in these buildings do not have access to windows.
- Any hazardous materials identified in school buildings during future building modernization projects may require abatement.
- A number of the elementary schools have attached portable classrooms (aka pods) added in the 1970's or 1980's.
- The Horse Hill School is a rural school acquired through annexation.

Northwest Sector



School Buildings: 32 + 3 partner sites + 2 closed sites

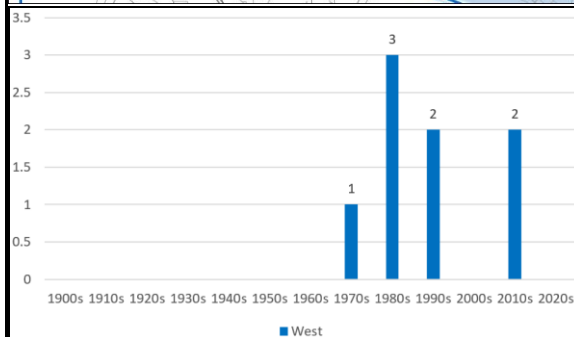
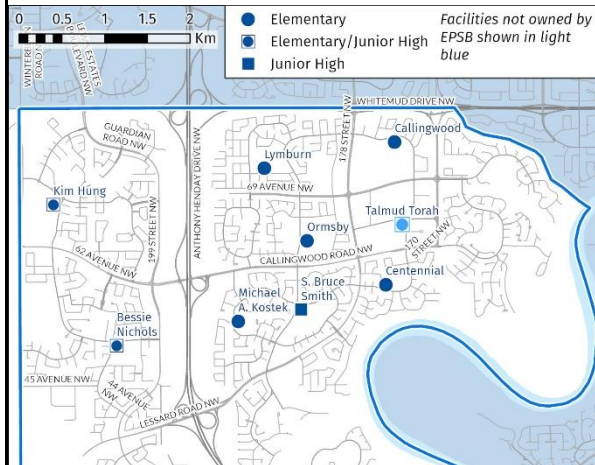
Total Sector Deferred Maintenance
\$43,337,506

Deferred Maintenance/Square Metre
\$229

Deferred Maintenance/Student
\$2,884

- The schools in this sector represent a variety of building styles and eras.
- Some of the buildings were designed using an “open concept” model. Walls were added to create classroom spaces over the years.
- Many of the classrooms in these buildings do not have windows.
- A few of the elementary schools have attached portable classrooms (aka pods) added in the 1970’s or 1980’s.
- Most of these schools are slab-on-grade construction with masonry.
- Any hazardous materials identified in school buildings during future building modernization projects may require abatement.
- There are some newer schools in this sector and some very recent consolidation school projects where we closed four schools and opened two new ones.
- This sector has the only K–4 school in the Division.

West Sector



School Buildings: 8 + 1 partner site

Total Sector Deferred Maintenance

\$4,004,942

Deferred Maintenance/Square Metre

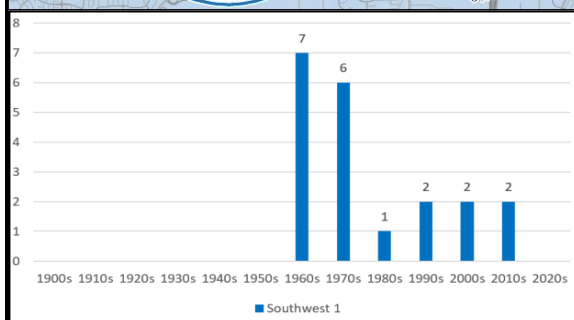
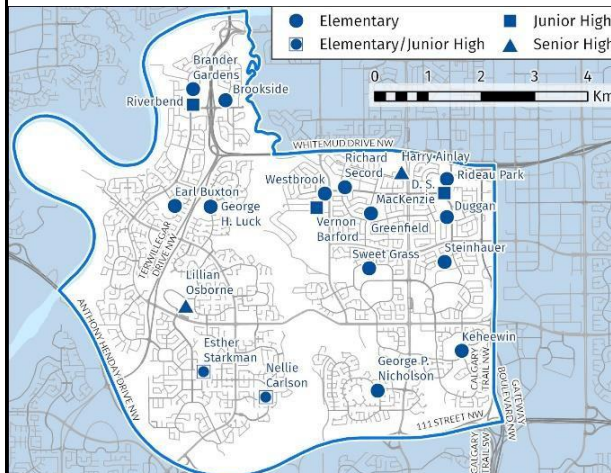
\$98

Deferred Maintenance/Student

\$967

- This is a small sector with schools constructed more recently.
- Some of these schools would likely have hazardous materials within their construction that would require abatement during any modifications.
- A few of these schools have attached portable classrooms (aka pods) added in the 1970's or 1980's.

Southwest 1 Sector



School Buildings: 20

Total Sector Deferred Maintenance

\$13,768,613

Deferred Maintenance/Square Metre

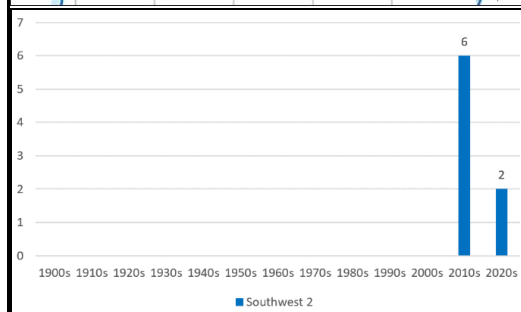
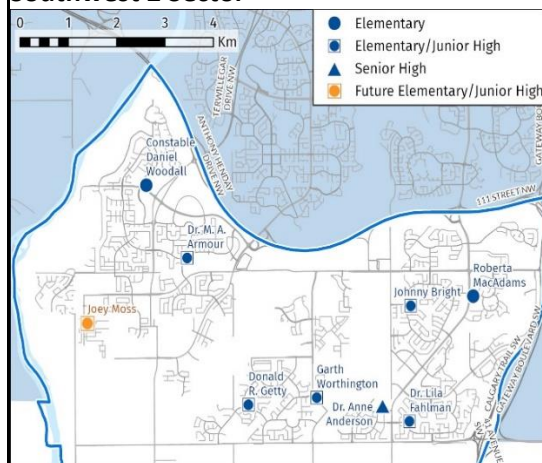
\$110

Deferred Maintenance/Student

\$1,004

- The schools in this sector represent a variety of building styles and eras.
- Some of the buildings were designed using an "open concept" model. Walls were added to create classroom spaces over the years.
- Many of the classrooms in these buildings do not have windows.
- A number of the elementary schools have attached portable classrooms (aka pods) added in the 1970's or 1980's.
- Most of these schools are slab-on-grade construction with masonry.
- Any hazardous materials identified in school buildings during future building modernization projects may require abatement.

Southwest 2 Sector



School Buildings: 8 (9 by 2022)

Total Sector Deferred Maintenance

\$0

Deferred Maintenance/Square Metre

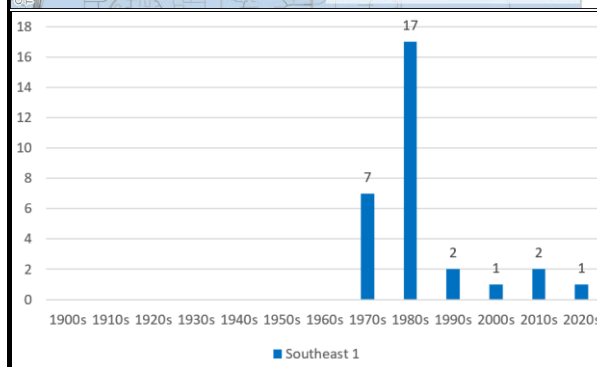
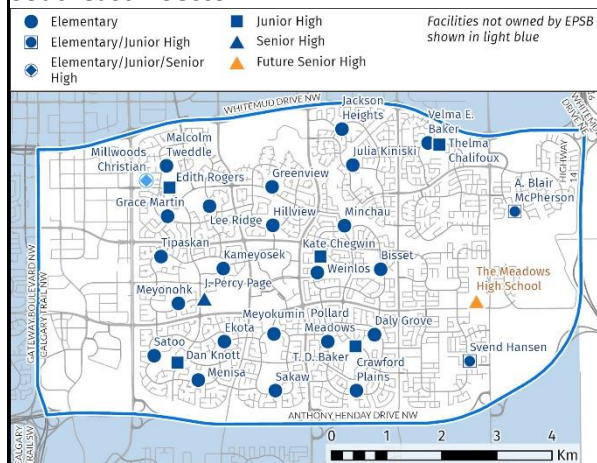
\$0

Deferred Maintenance/Student

\$0

- The schools in this sector are new construction and do not currently have deferred maintenance.
- There are pressures on these buildings related to adding modular or portable classrooms and the resulting pressure on the building infrastructure, like parking lots.

Southeast 1 Sector



School Buildings: 30 (31 by 2024) + 1 partner site

Total Sector Deferred Maintenance

\$11,349,943

Deferred Maintenance/Square Metre

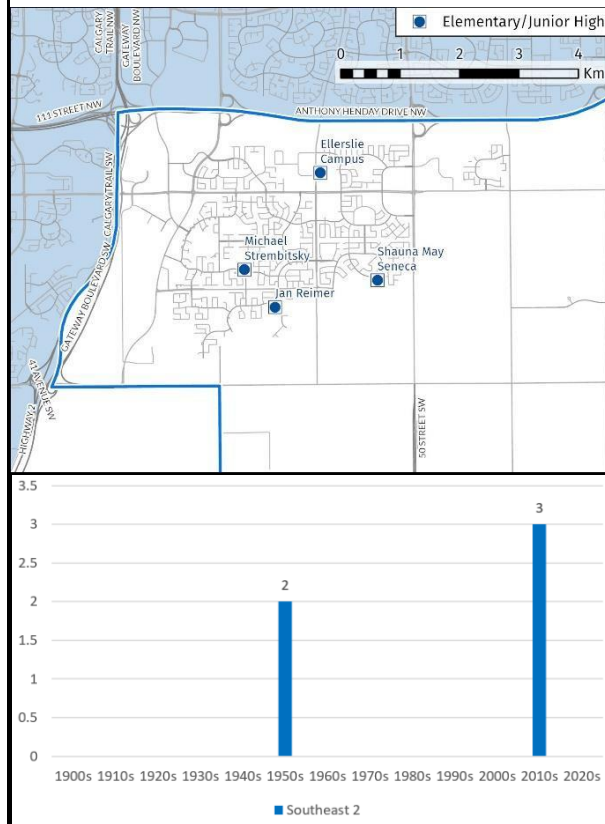
\$79

Deferred Maintenance/Student

\$870

- The schools in this sector represent a variety of building styles and eras.
- Some of the buildings were designed using an “open concept” model. Walls were added to create classroom spaces over the years.
- Many of the classrooms in these buildings do not have access to windows.
- Many of the elementary schools have attached portable classrooms (aka pods) added in the 1970’s or 1980’s.
- Most of these schools are slab-on-grade construction with masonry.
- Any hazardous materials identified in school buildings during future building modernization projects may require abatement.

Southeast 2 Sector



School Buildings: 4

Total Sector Deferred Maintenance

\$1,659,736

Deferred Maintenance/Square Metre

\$53

Deferred Maintenance/Student

\$462

- This is a small sector with three schools built within the last 15 years.
- The Ellerslie School campus has two buildings which initially were rural schools acquired through annexation.
- These two buildings are likely to contain hazardous materials within their construction that would require abatement during any modifications.
- These schools all have modular classrooms currently at the school related to enrolment pressures.

Deferred Maintenance Reduction

There are different approaches to managing deferred maintenance as Division enrolment grows:

- modernizing/improving the existing spaces,
- consolidation of existing space into fewer schools, and
- converting real estate assets such as closed schools to fund capital investment in operational space.

In all of these approaches, the Division works closely with the City of Edmonton to align City infrastructure investments with school investment where possible.

When the Division modernizes or improves existing space, it preserves space in existing buildings in areas of the city with lower student density. Reasons to pursue this option include:

- utilizing the existing capacity to accommodate students from other areas of the city until new infrastructure can be built where they reside,
- maintaining options to accommodate students who require specialized supports or alternative programming, and
- to maintain capacity to accommodate resident students in mature areas with plans for intensification and redevelopment (e.g., Blatchford, Exhibition Lands, Michener Park).

The approach to replace older space with new space through building consolidations would be considered where infill/new development planned within the attendance area is not anticipated to

increase student residency significantly. In this case, it would benefit the Division to right-size the infrastructure that serves an area while still planning for some community resurgence. Another reason to pursue this option would be if existing buildings reach a point where replacement is more fiscally responsible than a modernization or repair to the facility. The Province considers this threshold when the value of deferred maintenance for a building exceeds 75 per cent of the replacement cost. There are community benefits to this model, as the Division would provide new infrastructure to a community that may have seen little public infrastructure renewal over the past 50 to 75 years. Bringing the number of schools and capacity more in-line with current student residency realities in mature areas of the City would improve operational efficiencies and help the Division secure and deliver more space closer to where new students will come to live. This would reduce travel times for families and reduce strain on the transportation system.

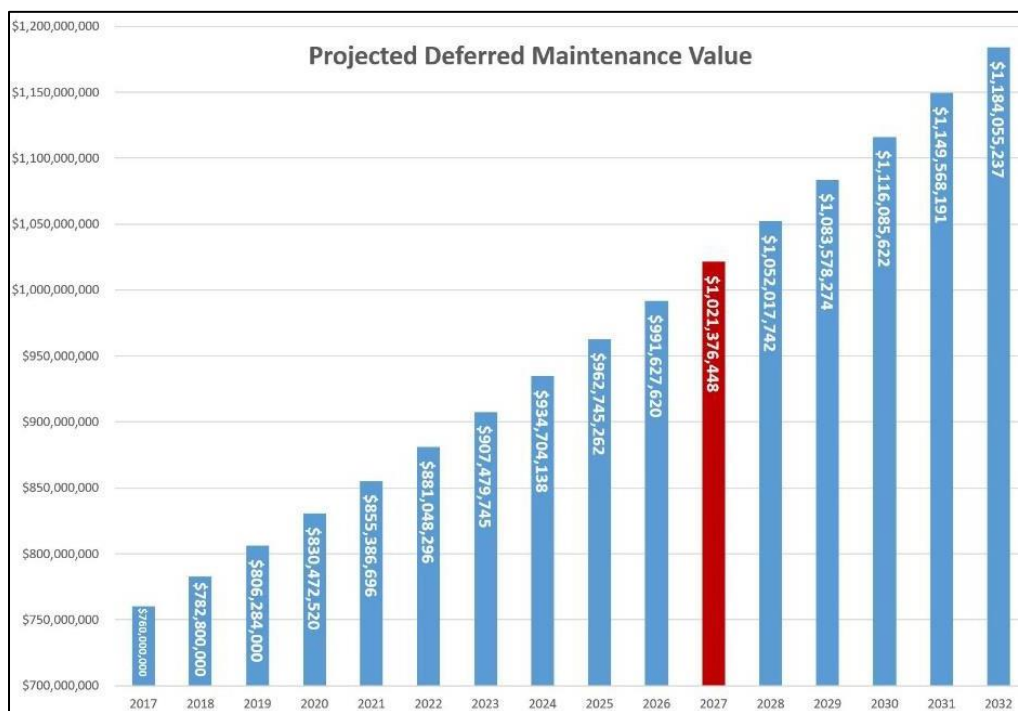
The following table articulates the reduction of deferred maintenance totals where recent school consolidations have occurred or are awaiting funding approval. This table does not include the operational efficiencies also realized by the Division. The following four school consolidation projects represent a savings of almost \$44 million in deferred maintenance:

Consolidation Schools Past and Proposed (5 year Deferred Maintenance \$)	Replacement Schools (Current and <i>Proposed</i>)
Rundle - \$2,332,784 R.J. Scott - \$2,919,584 Lawton - \$4,795,865	Ivor Dent - \$0
Total Deferred Maintenance – \$10,048,233	Estimated Deferred Maintenance – \$0
Highlands - \$5,903,439 Montrose - \$2,285,771 Mount Royal - \$2,078,143	Highlands Modernization/Addition - \$5,000,000*
Total Deferred Maintenance – \$10,267,353	Estimated Deferred Maintenance – \$5,000,000
Westlawn - \$6,759,623 Afton - \$2,997,942 Glendale - \$1,995,696 Sherwood - \$3,112,151	Aleda Patterson - \$0 Alex Janvier - \$0
Total Deferred Maintenance – \$14,865,412	Estimated Deferred Maintenance – \$0
Britannia - \$5,293,571 Youngstown - \$2,804,421 Brightview - \$3,097,564 Mayfield - \$2,382,059	New Mayfield K-3 - \$0 New Britannia K-9 - \$0
Total Deferred Maintenance – \$13,577,615	Estimated Deferred Maintenance – \$0
Total Deferred Maintenance for all 4 Projects \$48,758,613	Total Estimated Deferred Maintenance for all 4 Projects – \$5,000,000

*Estimate for Highlands as the project has recently been completed and is not reflected yet in provincial data.

This table captures capital savings, but does not include the operational efficiencies also realized by the Division.

The approach to closed buildings is further defined through the [Division Real Estate Strategy](#). The purpose of the strategy is to develop and recommend a course of action to manage non-operational infrastructure. The strategy document provides an overview and assessment of information that impacts decisions on Division non-operational infrastructure and land assets. This strategy supports the Division through potential funding sources from leasing, rental and the sale of surplus assets.



The Division currently uses all of these approaches to efficiently manage deferred maintenance within school buildings. Using multiple approaches allows the Division to work with the community while still managing deferred maintenance responsibly and effectively. However, these are only temporary solutions if they are not applied in a consistent manner.

The Division continues to advocate for a sustainable and predictable funding model to address deferred maintenance that includes capital funding for modernization projects, replacement projects, new school construction, and the delivery of modular classrooms.

SUMMARY AND CONCLUSIONS

As current demographics and development patterns persist, it is a reasonable assumption that these accommodation challenges will continue to be present and will intensify over the next 10 years as the City of Edmonton continues to grow and if sufficient additional infrastructure is not realized. If these trends persist, the Division will experience the following challenges with an increasing frequency:

- A decrease in available space for Division centre special needs and alternative programs expansion to meet demand.
- In some schools, students will have classes in unconventional settings.
- The distance between new and developing areas and their designated schools will continue to increase, placing additional pressure on the student transportation system.
- More schools will be placed into higher levels of the growth control model reducing parent/student choice.
- The Division will be required to use capital funding to fit-up space to accommodate the changes to how space is utilized.
- Access to specialized learning space will become more limited within many schools.
- The strain on the transportation system will continue to increase in an environment where system capacity is challenged to maintain current levels, let alone absorb demand for additional service.

If deferred maintenance is not addressed through a reliable, sustainable funding model, the Division will likely see an increasing number of incidents where student learning is disrupted by component failure. Where modernization and replacement schools are deferred, equitable access to high-quality learning environments will be challenging to achieve.

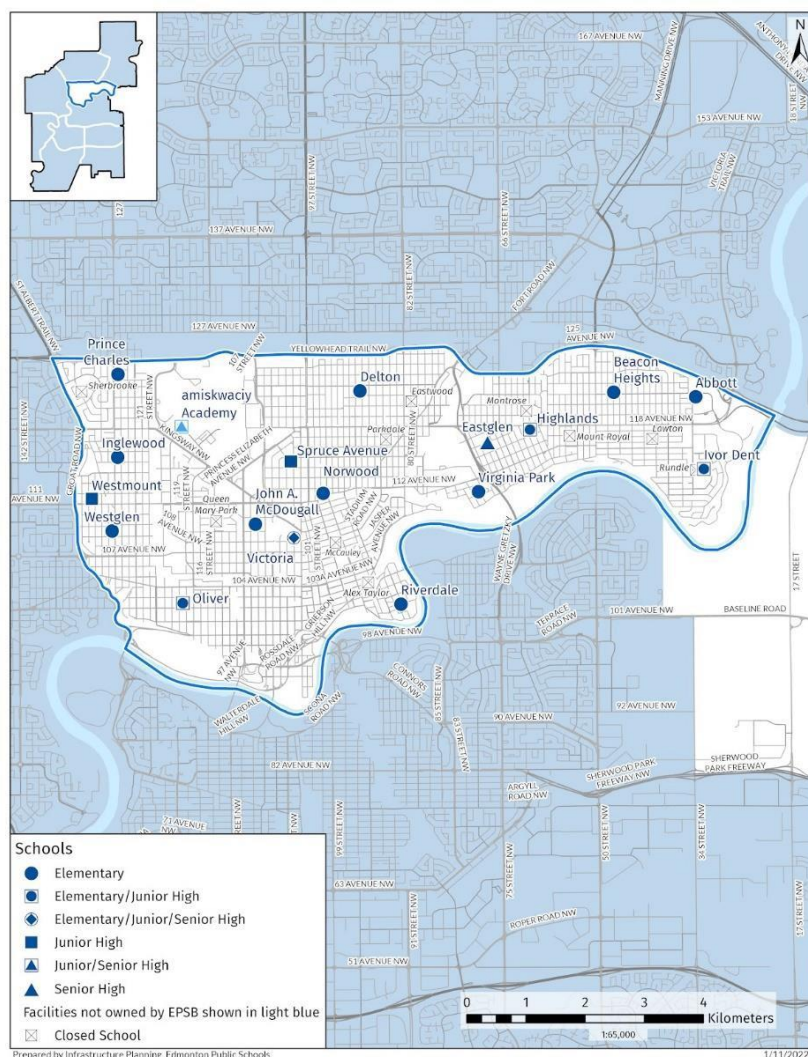
The space concerns, building condition concerns and projected demographic trends will inform the development of priorities included in future three-year capital plans, prepared and submitted annually to clearly articulate the Division's needs resulting from these trends and impacts.

APPENDICES: Sector Profiles

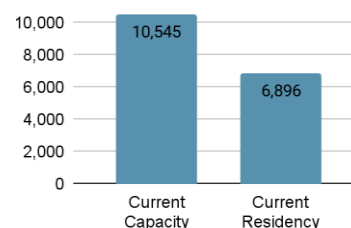
The following pages include content and data summaries for each sector. Some important notes to consider are:

- Immediate challenges related to capacity and enrolment pressures (such as the need for new construction and major modernization projects) are addressed through the Division's Three-Year Capital Plan.
- Expansion of existing alternative programs and consideration of new alternative programs are addressed depending on demand and available space.
- The location and need for Division centre special needs spaces are reviewed on an ongoing basis. Information regarding special education classes can be found on the Division website at <http://epsb.ca/programs/specialeducation/>

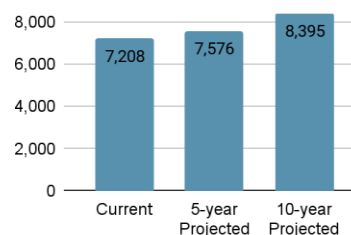
Central Sector



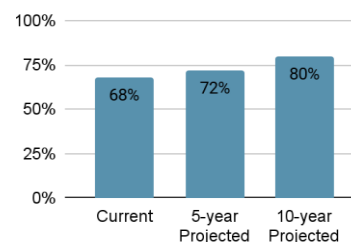
Sector Profile



Enrolment



Utilization

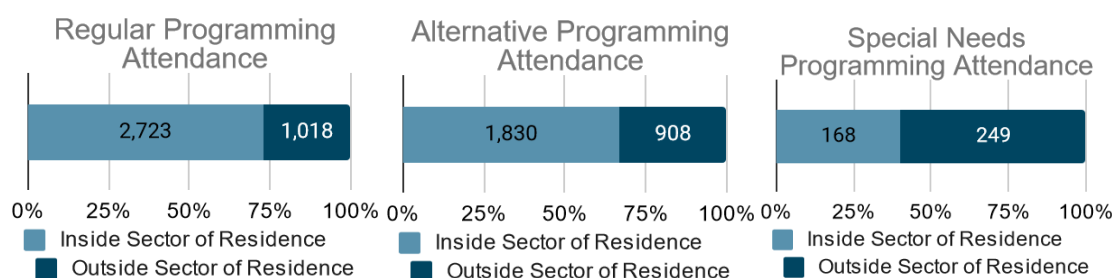


Where are we?

The Central sector includes core and mature communities and the developing neighbourhood of Blatchford. The sector could benefit from further Space for Students conversations with stakeholders to ensure students have access to 21st Century learning environments. The Division will need to monitor operations and maintenance of these school facilities to ensure fiscal responsibility.

To provide better quality learning environments, significant investments in some facilities have been made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding.

There is a range of academic, arts, special needs and full-day Kindergarten programming options available to resident students in the sector. These programs are strategically located to serve the range of demographics residing in the sector as well as city-wide. Unique programming options include Awasis (Cree), amiskwacy Academy, and the Nellie McClung Girls' (junior high) program.



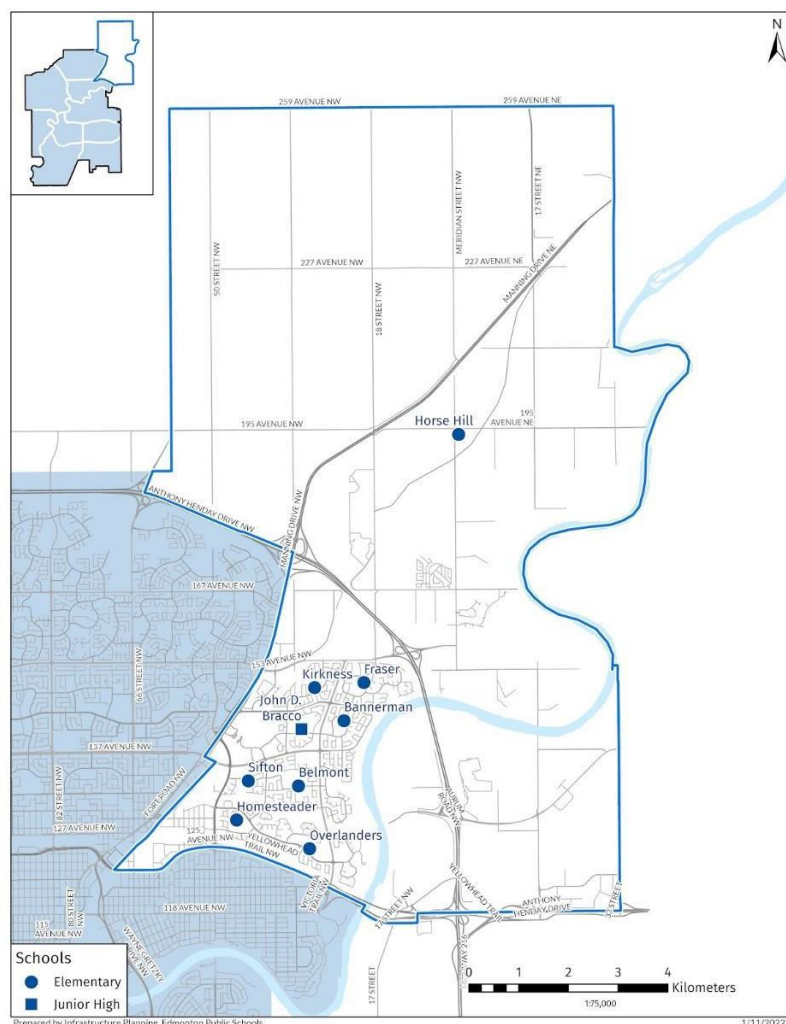
Where Are Students Going and How Do They Get There?

The City has identified the sector as an area of focus for infill development. The population is steadily increasing in neighbourhoods such as Boyle Street, Downtown and Oliver. Although most of the infill type is not geared towards families with children, the Division will continue to monitor trends in the sector to determine if capital funding is required to accommodate enrolment growth. Development of Blatchford is ongoing and the build-out is forecasted to take up to 50 years. Redevelopment of the Northlands Exhibition lands, may soon be underway and the build-out envisioned for this land is 30 years. The City's *Transit Oriented Development (TOD)* land use plan will guide growth around the Stadium LRT station over the next 15 to 20 years. TOD at the Stadium LRT station will help the city become more dense and sustainable, make better use of existing infrastructure and be more attractive to future residents.

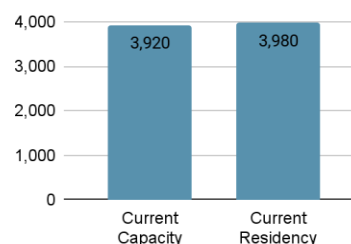
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Abbott	K-6	424	41.9%	62
amiskwaciy Academy*	7-12	743	37.0%	n/a
Beacon Heights	K-6	240	60.2%	70
Delton	K-6	636	64.2%	76
Eastglen	10-12	1,184	80.8%	69
Highlands	K-9	800	88.1%	108 (original); <1 (new addition)
Inglewood	K-6	295	48.3%	72
Ivor Dent	K-9	624	71.5%	5
John A. McDougall	K-6	425	76.9%	92
Norwood	K-6	310	57.3%	114
Oliver	K-9	475	61.4%	112
Prince Charles	K-6	432	77.7%	73
Riverdale	K-6	163	51.5%	99
Spruce Avenue	7-9	460	47.2%	93
Victoria	K-12	2,291	73.5%	74
Virginia Park	K-6	255	61.0%	75
Westglen	K-6	282	115.8%	81
Westmount	7-9	506	70.2%	109
Average		586	65.8%	80

Note: *Facility is leased by the Division; **Does not reflect the recently completed modernization/addition

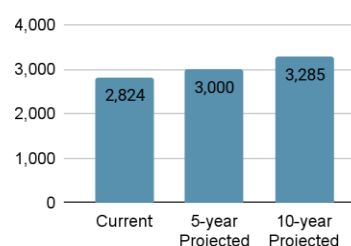
Northeast Sector



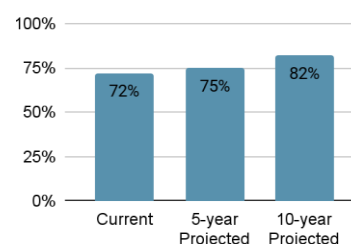
Sector Profile



Enrolment



Utilization

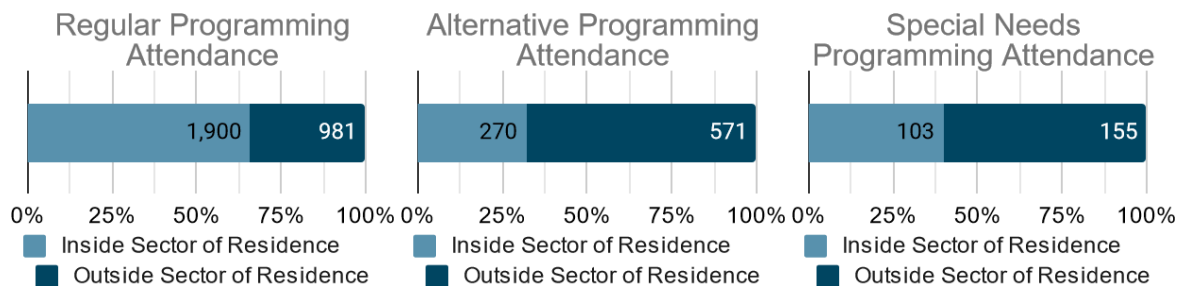


Where are we?

The Northeast sector comprises established, developing and Horse Hill Area Structure Plan (ASP) lands. Horse Hill neighbourhoods 1, 3, 4, and 5 are expected to have approved neighbourhood plans soon. Development is already underway for Marquis Neighbourhood. Development in Horse Hill and continued growth in nearby Pilot Sound area could accelerate enrolment growth within the decade. If this is the case, existing facilities in the sector may require expansion to K–9 to accommodate the growth. The Division will monitor planning and development of the Horse Hill area to determine if capital priorities require adjustment.

Several school facilities offer special needs and full-day Kindergarten programs; however, alternative programs in the sector are limited to Cogito and Logos Christian. Should demand increase, additional programming for K–6 could help increase utilization. As only one junior high school exists in the sector, additional enrolment in K–6 programs could put pressure on the already highly utilized John D. Bracco School. Balwin and Steele Heights schools in the North sector have the capacity to accommodate junior high students from the Northeast sector.

Significant investments in the sector's facilities have been made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding to provide better quality learning environments.



Where Are We Going and How Do We Get There?

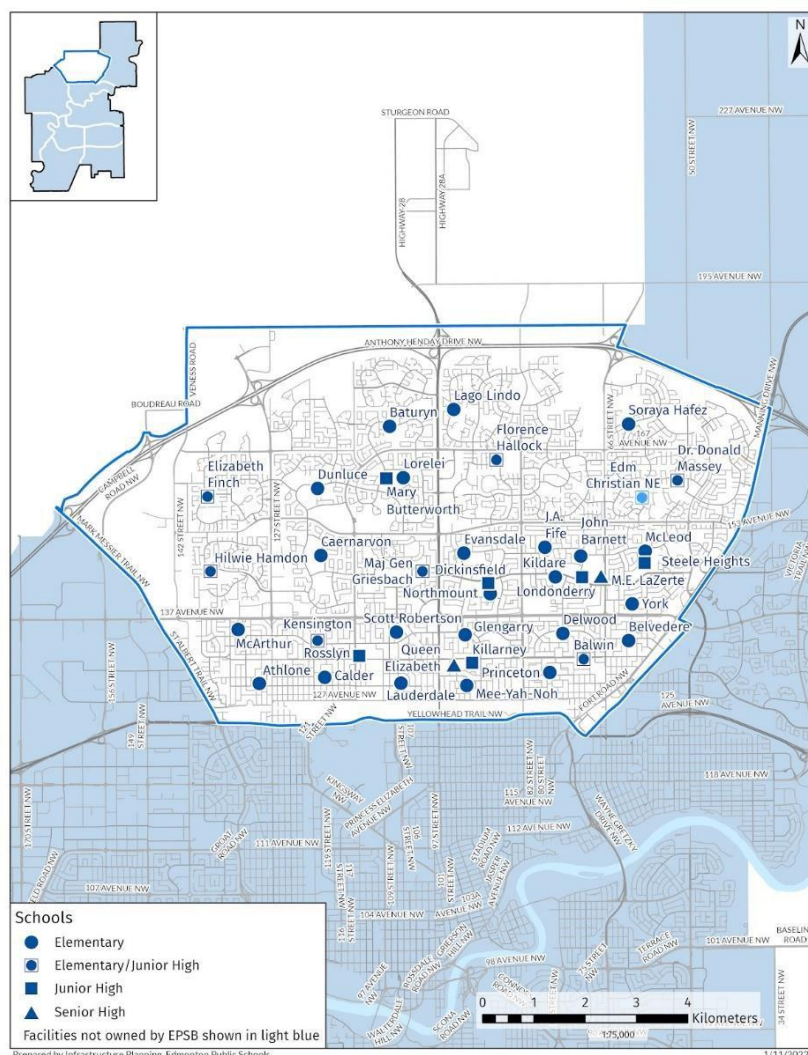
Challenges exist in ensuring resident students have access to desired programming. Many students leave the sector due partly to the lack of junior high space and availability of alternative programming. Continued implementation of the Alternative Programming Framework, along with capital investments in space modifications will help mitigate these issues.

There is sufficient high school capacity to serve the sector, particularly at Eastglen School. Administration will continue to monitor demand for high school sites in the growing suburban areas. The sector has a vacant high school site in Clareview Town Centre and an upcoming high school site planned for the Horse Hill area.

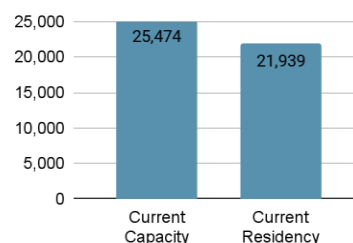
The Division has three K–9 school sites planned in Horse Hill ASP to replace the existing Horse Hill School and provide additional student capacity in the area. As more plans are approved in the area and as residential development begins to accelerate, these sites will be considered in future capital planning processes. As development accelerates in Horse Hill, excess space in Northeast Sector schools may be required to accommodate resident students. The existing Horse Hill School is a dated facility that will be poorly located within the context of the urban development planned around it. It is likely that this school will be considered for replacement at a planned future school site to better serve the community. This could be considered as a future capital plan priority, as development of the Marquis neighbourhood progresses to the point where a serviced site may be available.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Bannerman	K–6	517	42.8%	42
Belmont	K–6	374	66.4%	44
Fraser	K–6	388	77.4%	39
Homesteader	K–6	337	71.4%	46
Horse Hill	K–6	487	58.3%	69
John D. Bracco	7–9	658	102.7%	31
Kirkness	K–6	351	76.8%	40
Overlanders	K–6	376	82.8%	42
Sifton	K–6	432	62.8%	45
Average		436	71.3%	44

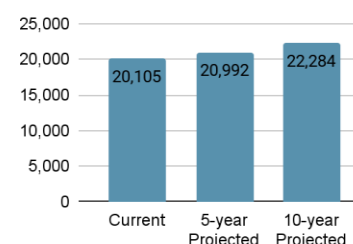
North Sector



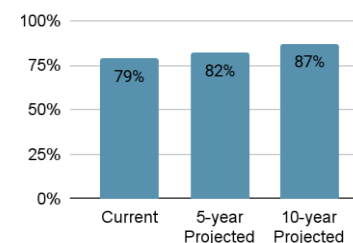
Sector Profile



Enrolment



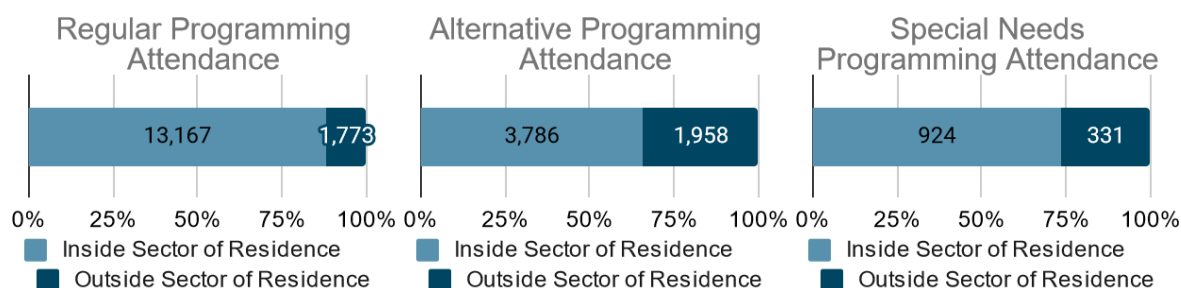
Utilization



Where are we?

The North sector includes mature, established and developing neighbourhoods. Significant growth is expected to come from new development in the Griesbach and Edmonton North (Lake District) Area Structure Plans. Schools within the sector are able to accommodate resident students while also offering a range of academic, special needs, language, and other alternative programming options.

Significant investments in some facilities have been made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding to provide better quality learning environments.



Where Are We Going and How Do We Get There?

The Division will continue to monitor the demand for high school space in the established and mature communities. The North sector has a planned high school site in the Dunluce neighbourhood that can be considered in future capital planning processes.

Two major modernization/replacement initiatives from the North sector are listed in the 2023–2025 Three-Year Capital Plan. The first is a modernization or replacement of Queen Elizabeth High School. The second project, should it be approved, will be determined by the Space for Students discussion that the Division will renew with neighbourhoods surrounding Rosslyn, Scott Robertson, McArthur, Lauderdale, Kensington, Calder and Athlone schools. Both of these projects will seek to modernize learning environments for resident students, right-size facilities to increase utilization and reduce operational costs that result from maintaining aging infrastructure.

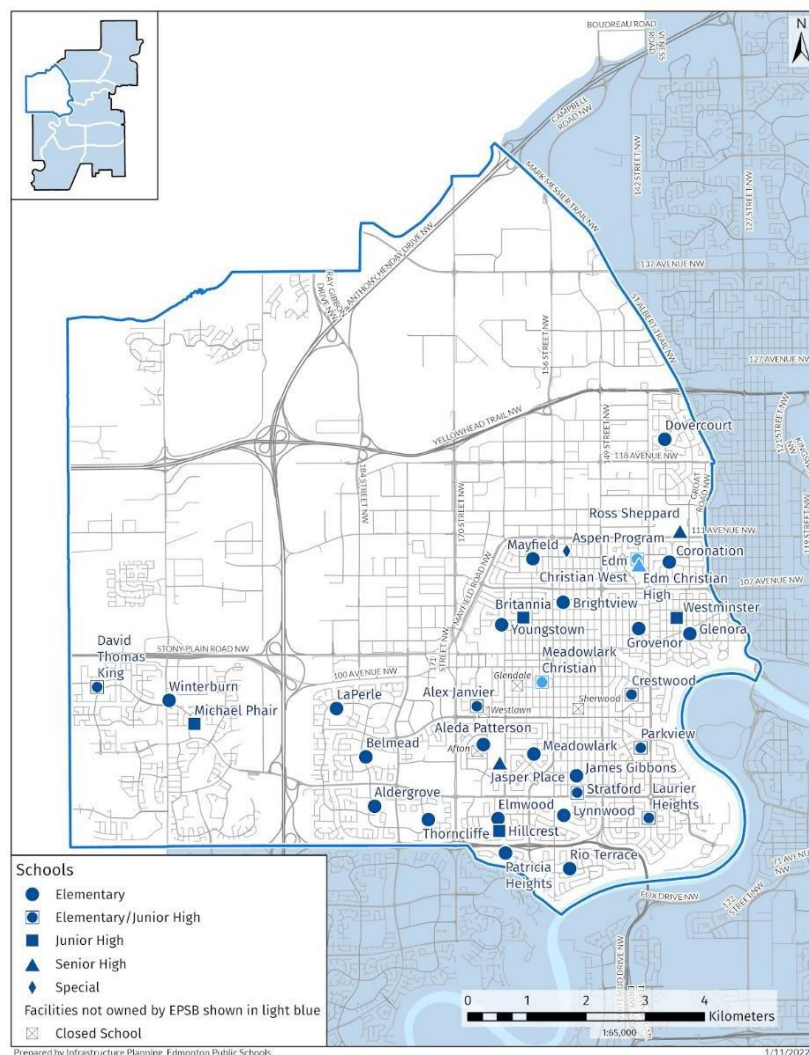
Soraya Hafez School (Grades K–6) opened in September 2020 and serves new and developing communities in northeast Edmonton. The sector has one new construction priority outlined in the *Three-Year Capital Plan 2023–2025*. Currently, there are three schools with junior high programming north of 153 Avenue and between 97 Street and Manning Drive: Florence Hallock, Edmonton Christian Northeast and Dr. Donald Massey Schools. These schools have a high utilization rate. A junior high program in the North sector would help ease enrolment pressures experienced by existing junior high programs in the area. A combination of new and existing junior high programming would support the continued enrolment growth resulting from the ongoing development of Griesbach, Crystallina Nera, Schonsee and McConachie neighbourhoods.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Athlone	K–6	271	61.8%	66
Balwin	K–9	713	66.0%	62
Baturyn	K–6	506	81.0%	43
Belvedere	K–6	389	65.7%	63
Caernarvon	K–6	522	79.2%	47
Calder	K–6	396	68.1%	96
Delwood	K–6	549	64.2%	56
Dickinsfield	7–9	483	75.2%	28
Dr. Donald Massey	K–9	935	106.9%	12
Dunluce	K–6	534	63.7%	44

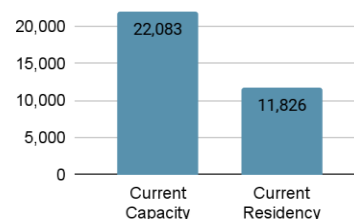
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Edmonton Christian Northeast*	K-9	660	94.8%	n/a
Elizabeth Finch	K-9	894	94.9%	12
Evansdale	K-6	508	80.5%	51
Florence Hallock	K-9	775	97.2%	12
Glengarry	K-6	714	86.4%	59
Hilwie Hamdon	K-9	854	85.9%	5
J. A. Fife	K-6	538	54.8%	54
John Barnett	K-6	271	56.8%	50
Kensington	K-9	625	69.3%	64
Kildare	K-6	625	69.0%	54
Killarney	7-9	795	67.4%	63
Lago Lindo	K-6	502	94.9%	33
Lauderdale	K-6	294	65.1%	69
Londonderry	7-9	787	91.7%	54
Lorelei	K-6	466	85.5%	45
M.E. LaZerte	10-12	2,235	99.8%	64
Major General Griesbach	K-9	612	85.7%	10
Mary Butterworth	7-9	675	90.8%	31
McArthur	K-6	460	50.7%	64
McLeod	K-6	429	85.0%	50
Mee-Yah-Noh	K-6	574	54.8%	62
Northmount	K-6	529	70.4%	52
Princeton	K-6	489	40.3%	58
Queen Elizabeth	10-12	1,804	83.5%	62
Roslyn	7-9	709	67.7%	62
Scott Robertson	K-6	529	83.1%	62
Soraya Hafez	K-6	626	63.8%	2
Steele Heights	7-9	778	62.2%	54
York	K-6	419	66.6%	56
Average		653	75.1%	48

Note: *Facility not owned by the Division

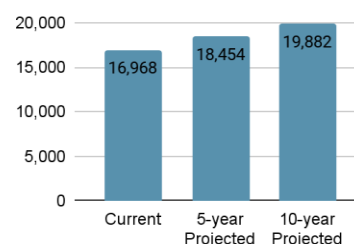
Northwest Sector



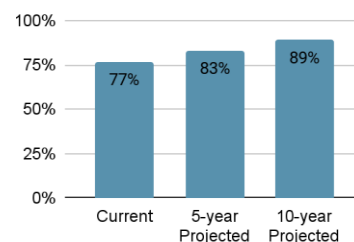
Sector Profile



Enrolment



Utilization



Where are we?

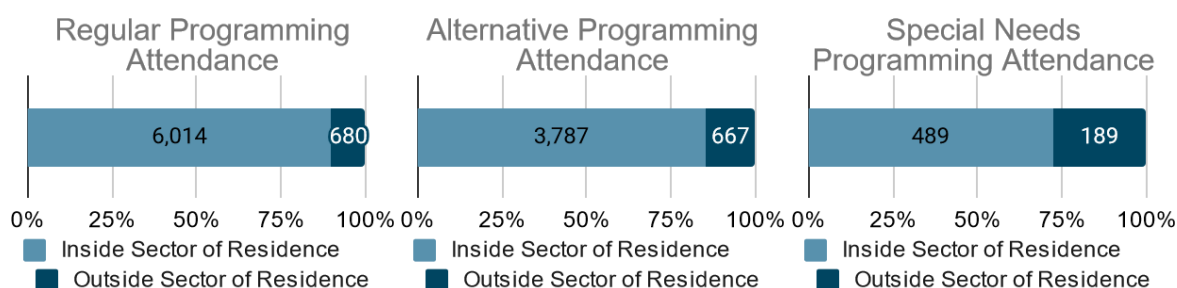
The Northwest sector consists of developing, established and mature neighbourhoods. The sector is expected to experience stable growth. New development is expected to focus on the Lewis Farms area, with additional development occurring in Big Lake. Infill development is expected to continue in neighbourhoods closer to the river valley (such as Glenora, Crestwood, Parkview, and Laurier Heights) and along the future Valley Line West LRT corridor.

Due to the wide range of alternative programming opportunities available in the sector, students residing inside and outside the sector are choosing programming in the Northwest sector.

Due to their age, several facilities will likely soon require modernization. Major modernization of Ross Sheppard High School was completed in fall 2019 (with the gym, classrooms and building envelope/structure being amongst major components to be updated). Significant investments in some facilities were made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding to provide better quality learning environments.

In fall 2021, two new schools were opened in the sector. The new schools were a result of the Space for Students in Mature Communities discussions undertaken in the Westlawn cluster. The Division consolidated educational programming from four aging buildings into two new replacement schools (Aleda Patterson School — Grade K–3 in the Afton neighbourhood and Alex Janvier School — Grade 4–9 in the Westlawn neighbourhood). The two replacement schools serve mature neighbourhoods in west Edmonton.

The Northwest sector has a wide range of special needs, alternative and Kindergarten programming options. Popular alternative programs that draw resident students from other sectors include Cogito at Stratford School, Chinese (Mandarin) Bilingual at Meadowlark and Parkview Schools, French Immersion at three schools, German Bilingual at Rio Terrace School and Christian Alternative that is offered at three non-EPsB owned facilities. It should be noted that utilization in this sector may decrease should competitive alternative programming options become available in surrounding sectors. Given the enrolment pressures and challenges to obtain capital funding in those sectors, it is likely that resident students in those sectors who wish to seek out alternative programming options will continue to do so in the Northwest sector.



Where Are We Going and How Do We Get There?

Within the next five to six years, the Valley Line West LRT is expected to increase mobility for residents in the Northwest sector, as the LRT will connect Lewis Farms Transit Centre to downtown Edmonton. This is expected to increase access to the range of programming options available to resident students inside and outside the northwest sector.

There is one major Space for Students in Mature Communities priority identified in the Three-Year Capital Plan 2023–2025. Four aging schools in the Britannia-Youngstown, Mayfield and Canora neighbourhoods will eventually be combined into two new buildings. When funded, Britannia School will be replaced by a new K–9 school for 700 students, and Mayfield School will be replaced with a Pre-Kindergarten to Grade 3 school for 400 students.

Two new construction priorities are outlined in the Three-Year Capital Plan 2022–2025. K–6 schools in the developing neighbourhoods of Rosenthal, Hawks Ridge and surrounding Big Lake neighbourhoods would help alleviate growth pressures that the area will experience in the near future.

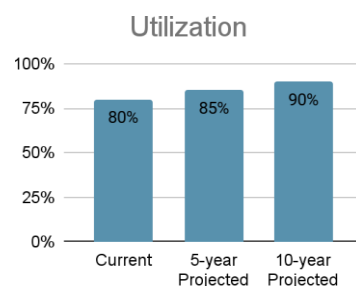
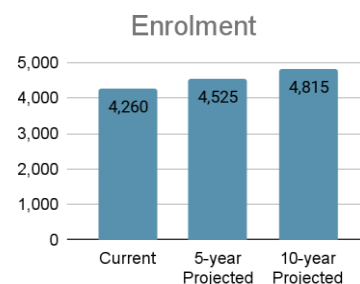
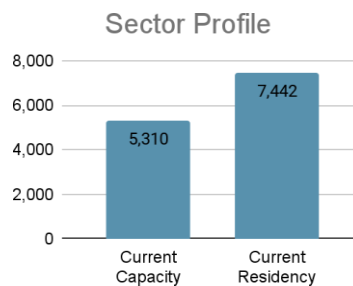
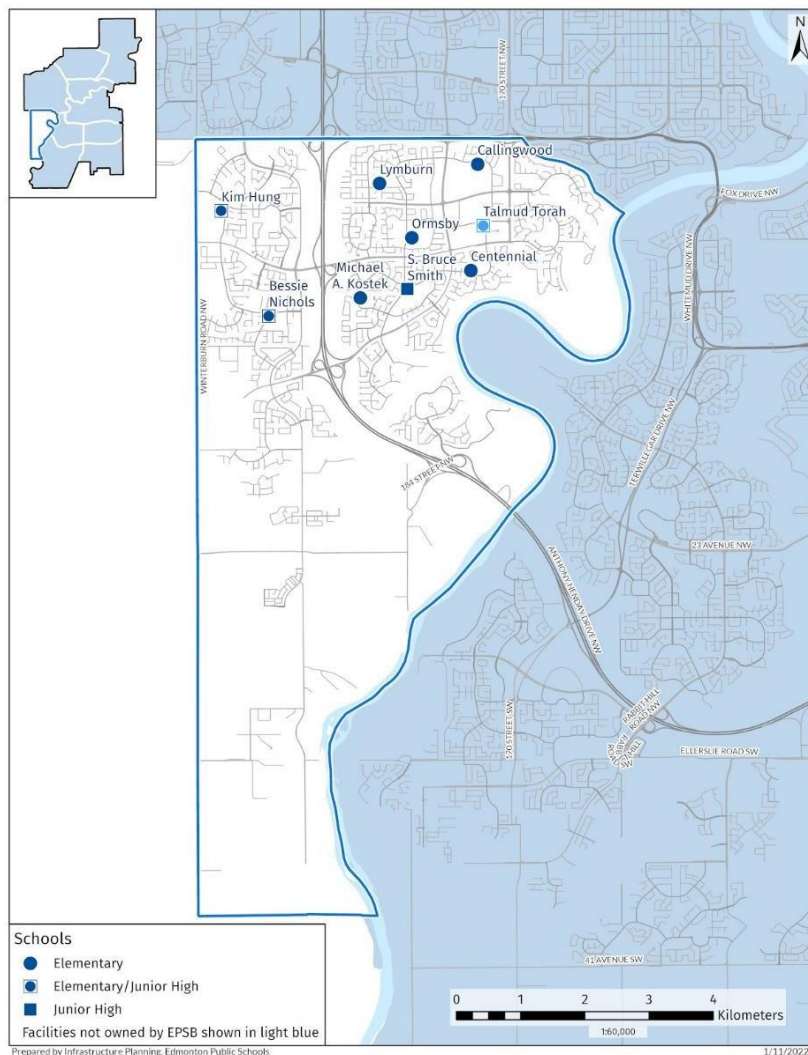
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Aldergrove	K–6	364	86.4%	46
Aleda Patterson	K–3	370	57.0%	1
Alex Janvier	4–9	743	75.4%	1
Aspen Program	2–12	167	49.7%	68

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Belmead	K-6	351	71.9%	44
Brightview	K-6	464	51.3%	55
Britannia	7-9	473	33.6%	66
Coronation	K-6	265	79.6%	69
Crestwood	K-9	400	104.9%	69
David Thomas King	K-9	899	108.7%	5
Dovercourt	K-6	401	89.5%	67
Edmonton Christian High*	10-12	522	52.7%	n/a
Edmonton Christian West*	K-9	740	71.2%	n/a
Elmwood	K-6	249	68.9%	82
Glenora	K-6	307	62.7%	73
Grovenor	7-9	643	66.3%	59
Hillcrest	K-6	182	77.2%	68
James Gibbons	10-12	3379	83.0%	62
Jasper Place	K-6	249	68.9%	82
LaPerle	K-6	480	88.9%	40
Laurier Heights	K-9	641	88.8%	65
Lynnwood	K-6	428	74.3%	62
Mayfield	K-6	388	89.0%	64
Meadowlark	K-6	438	95.8%	64
Meadowlark Christian	K-9	306	100.0%	n/a
Michael Phair	7-9	938	52.0%	6
Parkview	K-9	820	75.8%	67
Patricia Heights	K-6	424	71.3%	54
Rio Terrace	K-6	526	64.5%	59
Ross Sheppard	10-12	2194	100.6%	66
Stratford	K-9	708	104.0%	58
Thorncliffe	K-6	479	41.8%	n/a
Westminster	7-9	764	59.4%	72
Winterburn	K-6	544	86.6%	65
Youngstown	K-6	546	43.0%	63
Average		623	74.1%	56

*Includes both Edmonton Christian West buildings; none of these buildings are owned by the Division;

**Does not reflect the recent modernization

West Sector

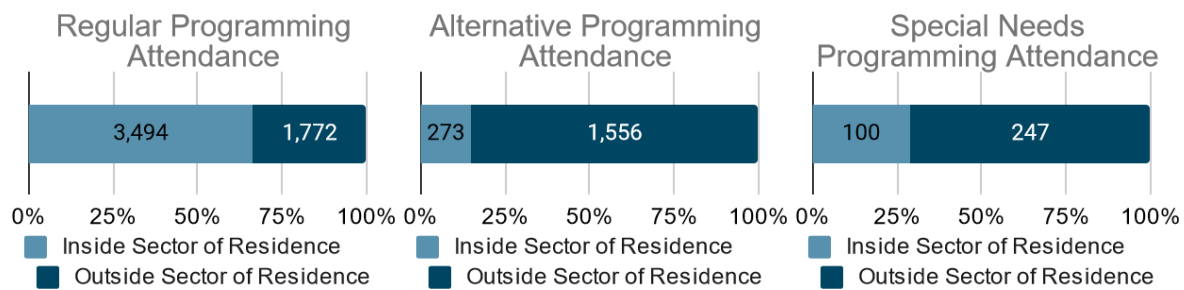


Where are we?

The west sector includes developing and mature communities as well as the urban growth areas of Edgemont, The Grange area and Riverview area.

Substantial growth is expected to come from continued growth in the Edgemont neighbourhood and neighbourhoods in the Riverview area; particularly in The Uplands, Stillwater, and River's Edge neighbourhoods, which are planned to accommodate a large amount of low-density, family-style housing.

Significant investments in some facilities have been made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding to provide better quality learning environments. There are very few alternative and Kindergarten programming options available to the sector's resident students. Many students in the sector choose to attend regular and alternative programming outside of the sector. A unique programming option in the sector is the Hebrew Bilingual program at Talmud Torah School.



Where Are We Going and How Do We Get There?

Based on projections, new construction projects for the high school level are not required in the immediate future as there is sufficient high school capacity to serve this sector. Administration will continue to monitor the demand for high school space in the sector. The sector has a high school site available in The Hamptons and a site planned in the Riverview area, which can be considered in future capital planning processes.

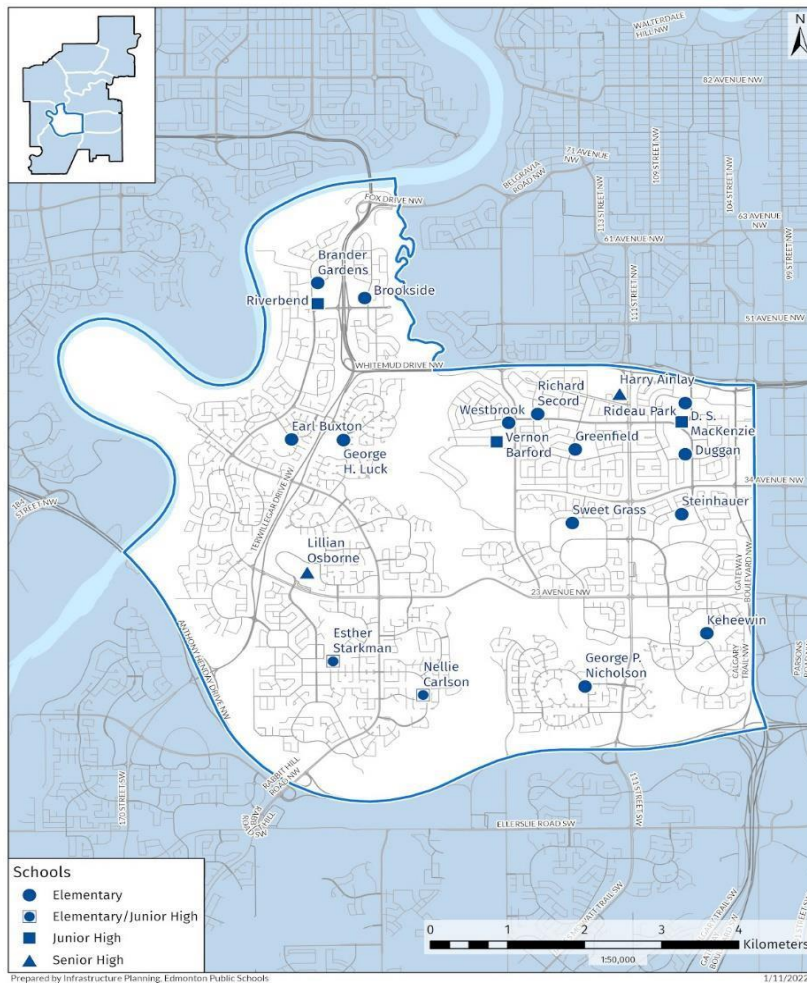
Because of the low median age of school facilities and a deficit in student capacity in the sector, significant modernization/replacement initiatives are not currently prioritized within the Three-Year Capital Plan 2023–2025 for the sector.

There are two new construction priorities outlined in the Three-Year Capital Plan 2023-2025. Due to projected development in neighbourhoods within the Edgemont and the Riverview area, additional capacity will need to be provided within the sector. With respect to the Edgemont and Riverview areas, the closest K–6 school is Michael A. Kostek School and the closest K–9 school is Bessie Nichols School (both of which have relatively high utilization rates).

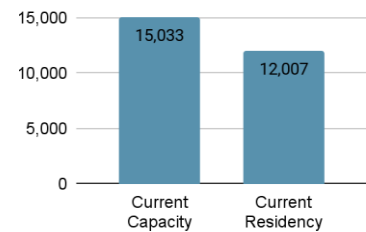
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Bessie Nichols	K–9	913	110.5%	10
Callingwood	K–6	445	68.5%	45
Centennial	K–6	344	82.3%	41
Kim Hung	K–9	857	83.3%	5
Lymburn	K–6	469	76.7%	38
Michael A. Kostek	K–6	626	89.5%	29
Ormsby	K–6	457	76.0%	42
S. Bruce Smith	7–9	719	77.3%	32
Talmud Torah*	K–9	480	26.3%	n/a
Average		590	76.7%	30

Note: *Building not owned by the Division

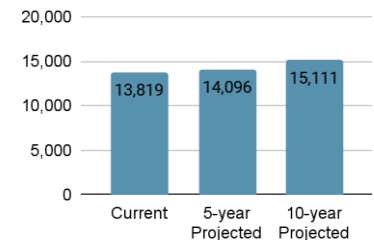
Southwest 1 Sector



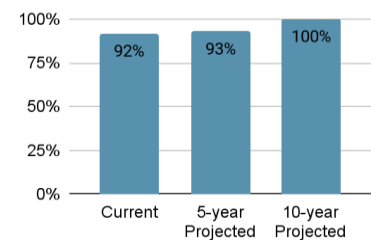
Sector Profile



Enrolment



Utilization

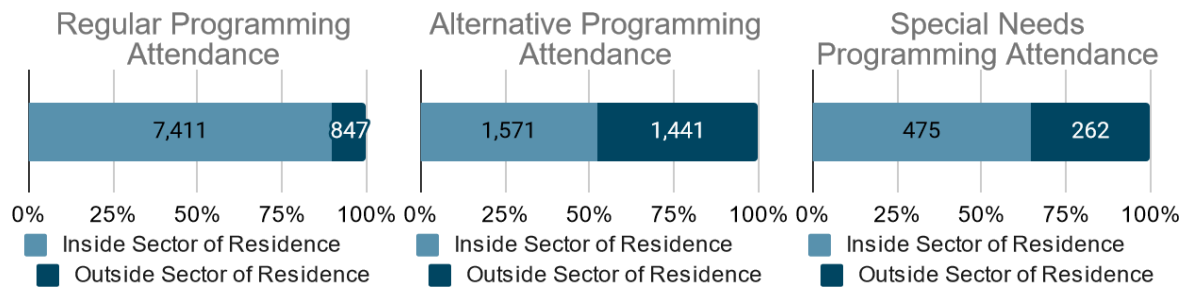


Where are we?

The Southwest 1 sector includes established and mature communities. Currently, there is a lack of alternative program options within and in surrounding sectors. The unmet demand from these sectors is causing students from the sector to choose programming outside of the sector. The sector is projected to experience a significant increase in student enrolment over the next decade. Continued enrolment is expected from the Terwillegar Heights area. Much of the sector's excess capacity is located east of Whitemud Creek Ravine. Enrolment pressures continue to exist in areas west of the Ravine, with particular challenges being experienced in the south portion of the sector that neighbours the Southwest 2 sector.

Significant investments in some facilities have been made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding to create better learning environments.

The sector can accommodate resident students while also offering a range of academic, special needs, language and other types of alternative programming options.

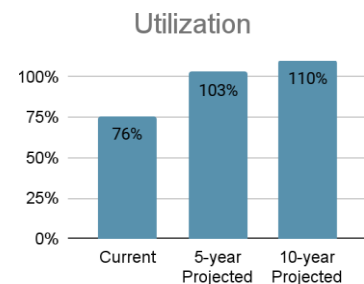
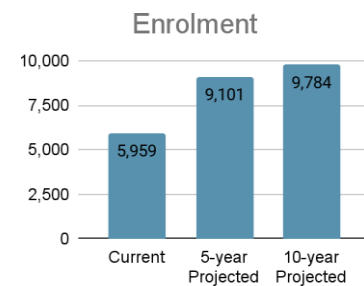
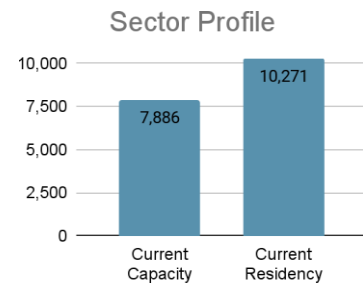
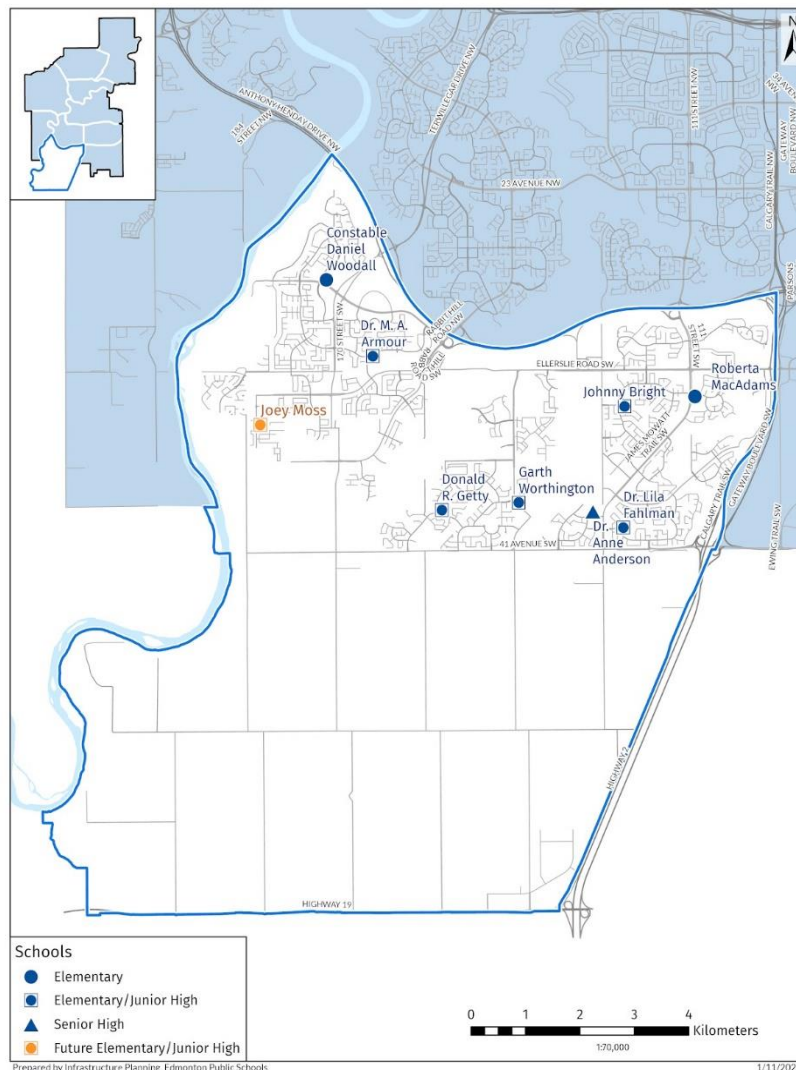


Where Are We Going and How Do We Get There?

Administration will continue to monitor the demand for high school sites in the established and mature communities. The sector has a planned high school site in Keheewin that could be considered in future capital planning processes.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Brander Gardens	K–6	458	90.4%	47
Brookside	K–6	399	63.5%	54
D. S. MacKenzie	7–9	775	78.6%	54
Duggan	K–6	463	63.4%	50
Earl Buxton	K–6	529	89.8%	32
Esther Starkman	K–9	897	83.4%	12
George H. Luck	K–6	491	94.3%	30
George P. Nicholson	K–6	517	80.1%	20
Greenfield	K–6	723	66.3%	54
Harry Ainlay	10–12	2,764	98.9%	57
Keheewin	K–6	434	69.0%	42
Lillian Osborne	10–12	1,670	129.1%	13
Nellie Carlson	K–9	850	99.7%	6
Richard Secord	K–6	674	96.2%	55
Rideau Park	K–6	337	74.3%	45
Riverbend	7–9	773	105.8%	48
Steinhauer	K–6	462	76.9%	45
Sweet Grass	K–6	456	68.4%	45
Vernon Barford	7–9	820	98.7%	56
Westbrook	K–6	541	81.1%	56
Average		752	85.4%	41

Southwest 2 Sector



Where are we?

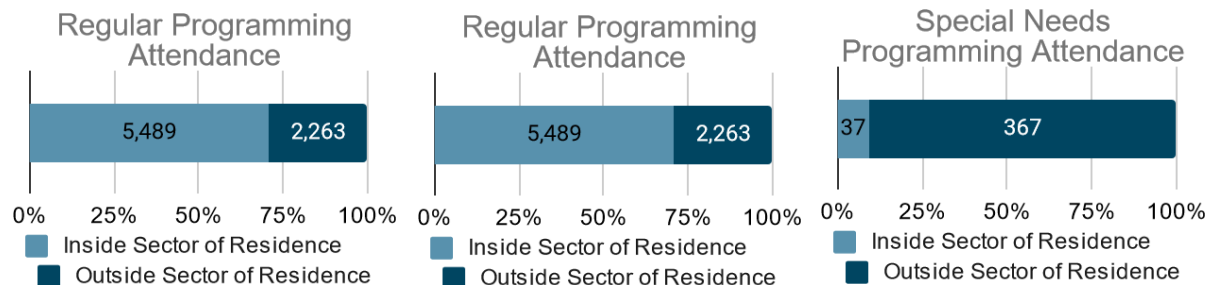
The Southwest 2 sector includes developing and established communities, as well as the newly annexed urban growth areas of Edmonton South West and Edmonton South Central.

The sector is projected to experience a significant increase in student enrolment over the next ten years. A substantial amount of this growth is expected to come from new development in the Windermere and Heritage Valley areas.

Significant investments in some facilities have been made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding to provide better quality learning environments.

There are very few alternative, Kindergarten and special needs programming options available to students in this sector.

A significant number of students in the sector (almost half of all resident students) choose to attend regular and alternative programming outside of the sector. There are no alternative programming options available to resident students in this sector.

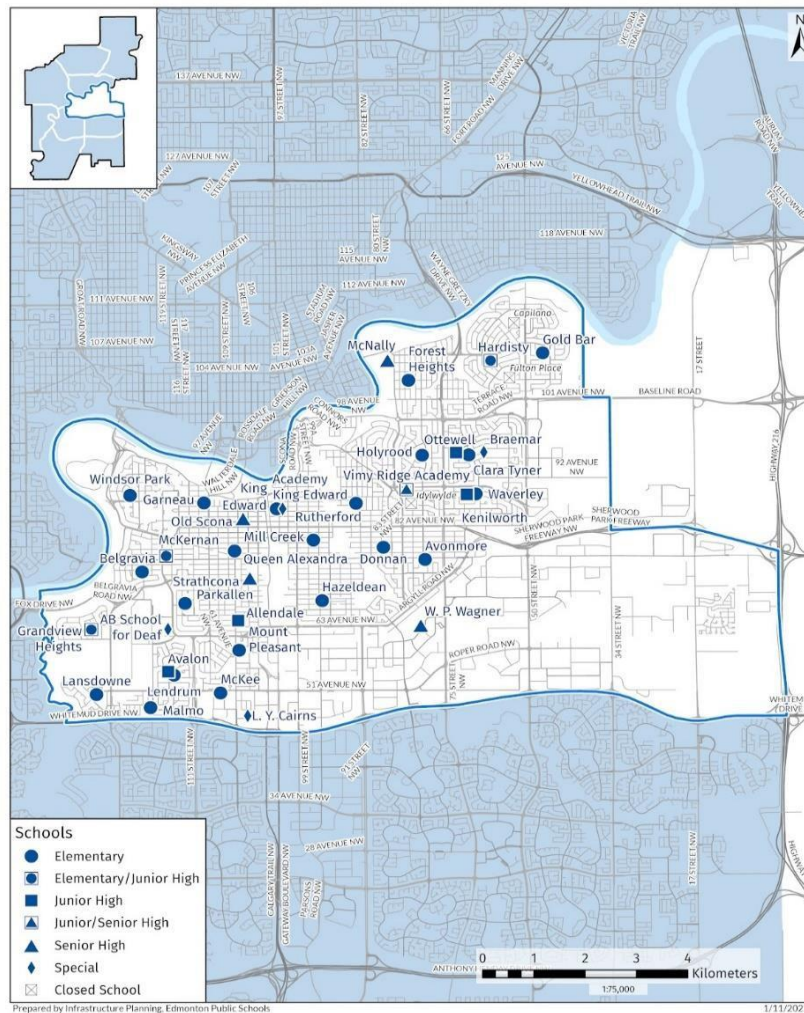


Where Are We Going and How Do We Get There?

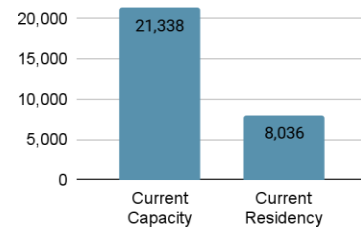
Because of the low median age of school facilities and a deficit in student capacity within the sector, modernization/replacement initiatives are not prioritized within the Three-Year Capital Plan 2023-2025 for the Southwest 2 sector. There are three new construction priorities outlined in the Three-Year Capital Plan 2023-2025. Due to the development that is projected in neighbourhoods within the Heritage Valley and Windermere areas, additional capacity will need to be secured to accommodate these resident students.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Constable Daniel Woodall	K-6	615	102.7%	5
Donald R. Getty	K-9	854	100.4%	5
Dr. Anne Anderson	10-12	2090	37.9%	1
Dr. Lila Fahlman	K-9	1000	94.5%	5
Dr. Margaret-Ann. Armour	K-9	923	114.8%	6
Joey Moss (Fall 2022)	K-9	950	n/a	n/a
Garth Worthington	K-9	867	33.6%	1
Johnny Bright	K-9	984	83.9%	12
Roberta MacAdams	K-6	553	100.5%	6
Average		982	83.5%	5

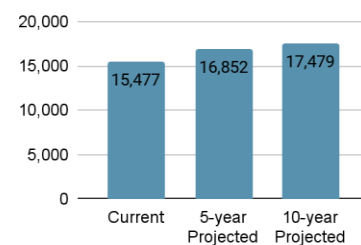
South Central Sector



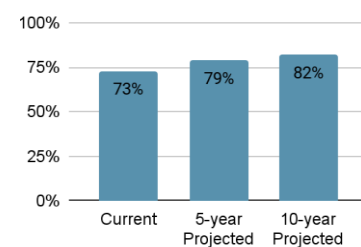
Sector Profile



Enrolment



Utilization



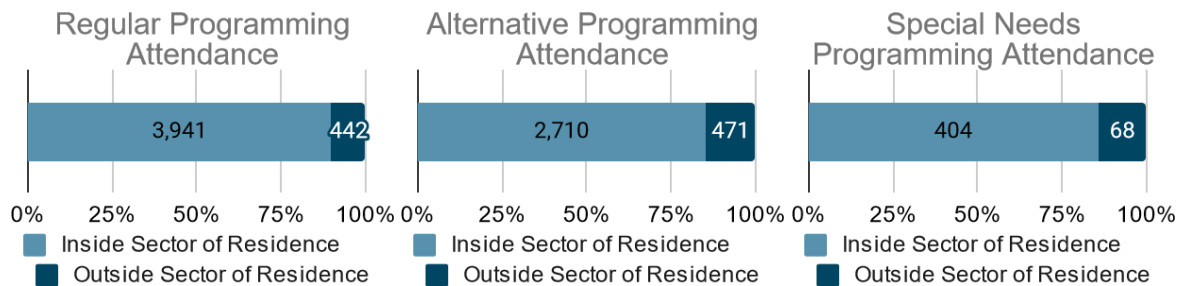
Where are we?

The South-Central sector includes mature and established communities. The sector is projected to experience moderate growth over the next ten years, with most of it expected to come from infill development. Infill development is expected to continue in neighbourhoods along Valley Line Southeast LRT corridor from Mill Woods to downtown. This segment of the LRT expansion is scheduled to open this calendar year. Neighbourhoods such as Holyrood, Bonnie Doon and Strathearn are expected to see the development of larger scale housing projects. However, housing type and affordability will determine if infill will attract younger families with school-aged children.

Due to the age of buildings in this sector and excess capacity when compared to student residency, Space for Students in Mature Communities conversations may need to be considered with stakeholders to ensure that students have access to 21st Century learning environments and that the Division is able to be fiscally responsible in its operation and maintenance of school facilities.

Significant investments in some facilities have been made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding to provide better quality learning environments.

There are a range of academic, sports, special needs and language programming available to students in the sector. Unique programming in this sector includes the Pregnant and Parenting Teens program at Braemar School and Sports Alternative at Donnan School and Vimy Ridge Academy. Although Pre-Kindergarten programming is available, there are no full-day Kindergarten programming options available to students in this sector.



Where Are We Going and How Do We Get There?

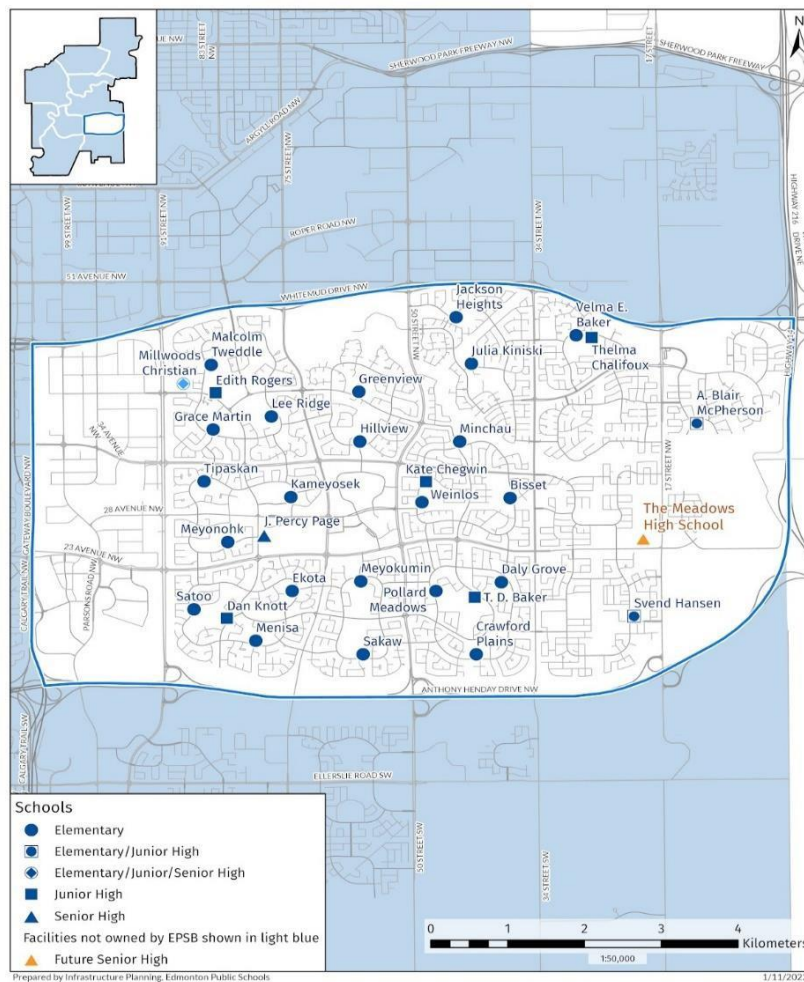
The Division will continue to monitor student enrolment trends in the sector to determine if capital funding is required to accommodate enrolment growth.

The need for modernization projects in the South-Central sector will be reviewed on an ongoing basis as the school buildings continue to age. There are currently three projects listed in the Three-Year Capital Plan 2023–2025 as priorities for modernization or replacement. The projects include McKee School, Lendrum School, and McNally School.

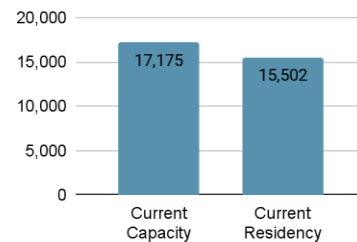
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Allendale	7–9	697	73.6%	73
Avalon	7–9	676	84.6%	57
Avonmore	K–9	278	55.2%	67
Belgravia	K–6	153	86.9%	68
Braemar	10–12	190	33.7%	63
Clara Tyner	K–6	209	81.3%	56
Donnan	K–6	474	65.2%	73
Forest Heights	K–6	416	61.1%	74
Garneau	K–6	325	80.9%	99
Gold Bar	K–6	412	49.3%	64
Grandview Heights	1–9	318	108.2%	63
Hardisty	K–9	955	53.8%	65
Hazeldean	K–6	484	55.1%	72
Holyrood	K–6	519	87.2%	67
Kenilworth	7–9	592	56.9%	60
King Edward	K–6	251	78.1%	63
L. Y. Cairns	7–12	915	58.7%	54
Lansdowne	K–6	301	38.9%	54

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Lendrum	K-6	324	90.0%	59
Malmo	K-6	442	51.7%	59
McKee	K-6	412	55.5%	56
McKernan	K-9	763	85.5%	70
McNally	10-12	1,379	70.6%	59
Mill Creek	K-6	354	86.3%	3
Mount Pleasant	K-6	351	92.5%	69
Old Scona	10-12	381	96.1%	115
Ottewell	7-9	806	75.6%	62
Parkallen	K-6	365	79.9%	71
Queen Alexandra	K-6	274	34.3%	117
Rutherford	K-6	322	78.3%	122
Strathcona	10-12	1,517	109.4%	69
The Academy at King Edward	K-12	478	66.7%	109
Vimy Ridge Academy	7-12	1,299	90.6%	64
W. P. Wagner	10-12	2,135	72.7%	53
Waverley	K-6	473	30.9%	57
Windsor Park	K-6	221	76.9%	69
Average		568	70.9%	69

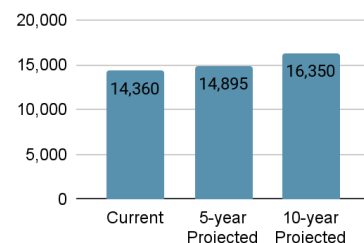
Southeast 1 Sector



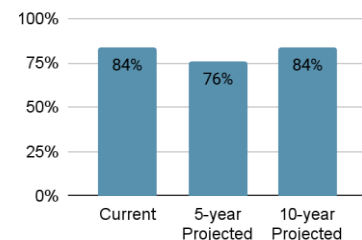
Sector Profile



Enrolment



Utilization



Utilization projections include all funded school projects

Where are we?

The Southeast 1 sector includes established and developing communities. A significant amount of growth is expected to come from new development in the neighbourhoods within The Meadows area, including the neighbourhoods of Aster, Laurel, and Tamarack.

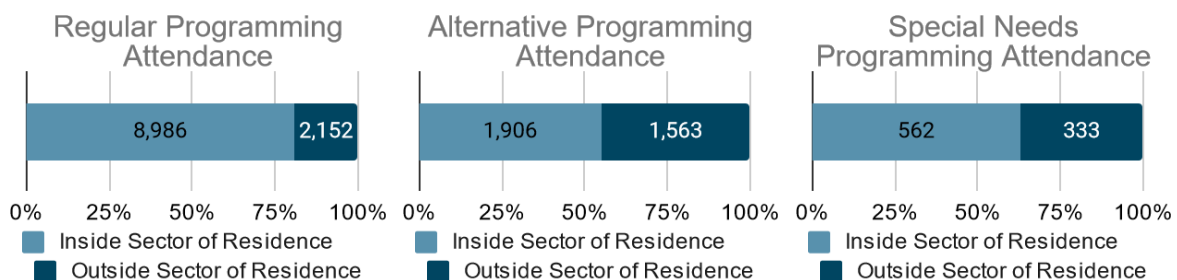
There are currently two vacant elementary/junior high school-ready sites in the Silver Berry and Wild Rose neighbourhoods. An elementary/junior high school site in the Aster neighbourhood is currently being assembled and serviced.

The utilization in this sector is anticipated to decrease over five years with the addition of 2,400 spaces in a new high school in The Meadows and rebound to 2021 levels by 2031. In the rest of the sector, investments in modernizations and addressing deferred maintenance over the next decade will be necessary to ensure that the Division is prepared for the aging facilities in this sector. A relatively high amount of capacity in this sector is modular student space. Because this type of capacity is made of materials with a shorter lifespan, capacity will need to be replaced earlier than areas with fewer modular units. Growth and high student density in neighbourhoods in the Meadows area are expected

to continue placing enrolment pressures on schools in Mill Woods.

Significant investments in some facilities have been made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding to provide better quality learning environments.

There are a range of academic, special needs, Pre-Kindergarten and alternative programming options available to resident students in this sector. These programs are strategically located to serve the range of demographics that reside in the sector. Unique programming options include the Sakinah Circle program at Grace Martin School, as well as French Immersion and Cogito.



Where Are We Going and How Do We Get There?

The Valley Line Southeast LRT is expected to open in Summer 2022 and will help increase mobility for residents in the Southeast 1 sector. The LRT will connect Mill Woods Transit Centre to downtown Edmonton. This is expected to increase access to the range of programming options available to resident students in and outside of the sector.

One new high school in The Meadows area is currently under construction and the expected opening date is September 2024.

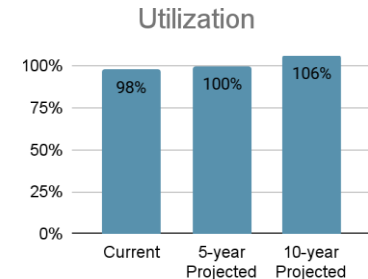
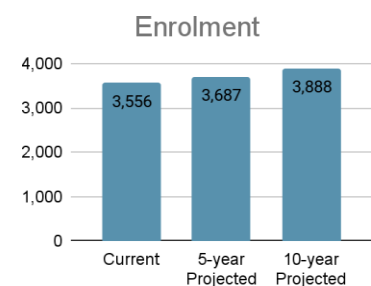
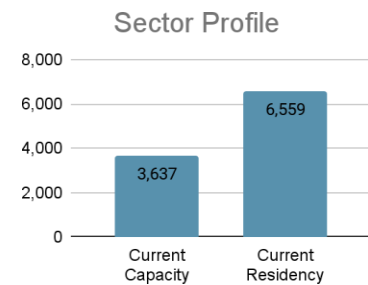
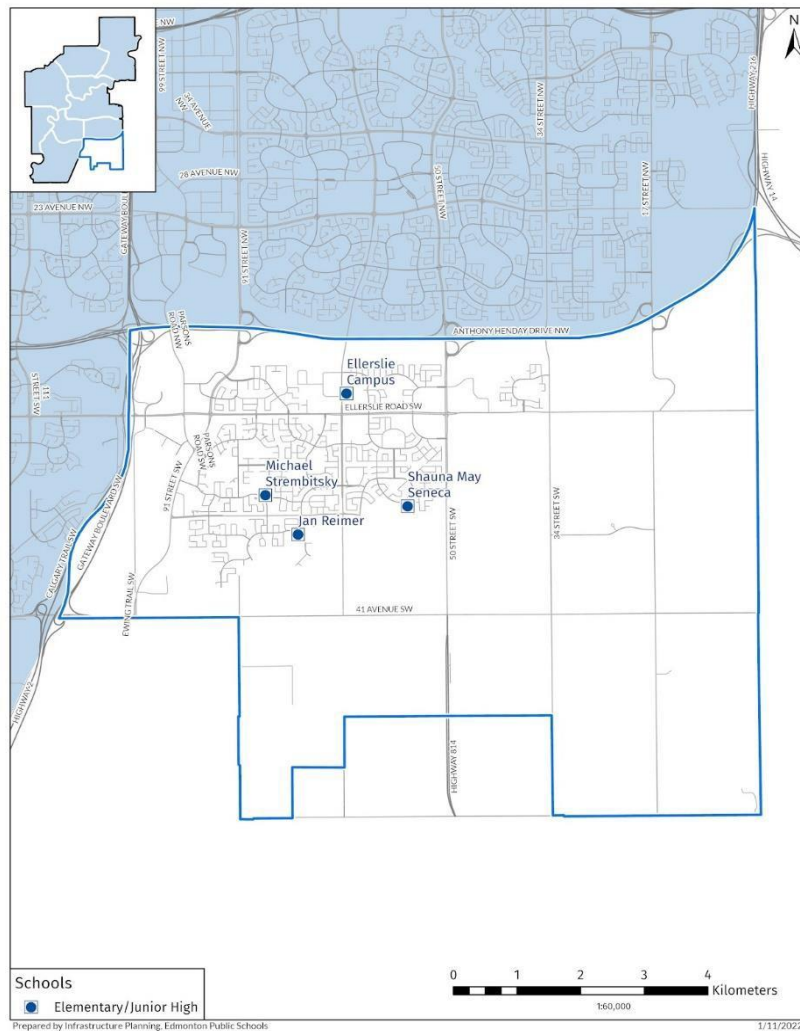
The Weinlos School major modernization/replacement project is prioritized in the Three-Year Capital Plan 2023-2025. Additional projects may also be prioritized in the near future as aging facilities in the sector will need to be addressed in the form of infrastructure maintenance and renewal investments, as the Division seeks to modernize learning environments for students and reduce operational costs that result from maintaining aging infrastructure.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
A. Blair McPherson	K-9	943	101.0%	12
Bisset	K-6	515	82.3%	33
Crawford Plains	K-6	530	72.6%	40
Daly Grove	K-6	454	72.1%	34
Dan Knott	7-9	669	76.4%	42
Edith Rogers	7-9	611	82.5%	47
Ekota	K-6	284	69.7%	46
Grace Martin	K-6	495	58.9%	50
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)

Greenview	K-6	460	76.6%	42
Hillview	K-6	330	83.9%	42
J. Percy Page	10-12	1,220	102.6%	40
Jackson Heights	K-6	360	77.2%	20
Julia Kiniski	K-6	477	77.3%	37
Kameyosek	K-6	290	73.4%	45
Kate Chegwin	7-9	659	97.0%	31
Lee Ridge	K-6	368	82.7%	46
Malcolm Tweddle	K-6	370	82.0%	47
Menisa	K-6	284	70.1%	41
Meyokumin	K-6	601	89.3%	42
Meyonohk	K-6	568	71.7%	42
Millwoods Christian*	K-12	682	132.7%	n/a
Minchau	K-6	386	78.1%	39
Pollard Meadows	K-6	500	83.4%	42
Sakaw	K-6	467	82.2%	42
Satoo	K-6	369	56.8%	46
Svend Hansen	K-9	1,061	97.7%	5
T. D. Baker	7-9	821	86.8%	33
Thelma Chalifoux	7-9	990	47.0%	2
Tipaskan	K-6	403	59.9%	40
Velma E. Baker	K-6	549	100.6%	30
Weinlos	K-6	459	89.2%	40
Average		554	81.1%	37

Note: *Building not owned by the Division

Southeast 2 Sector



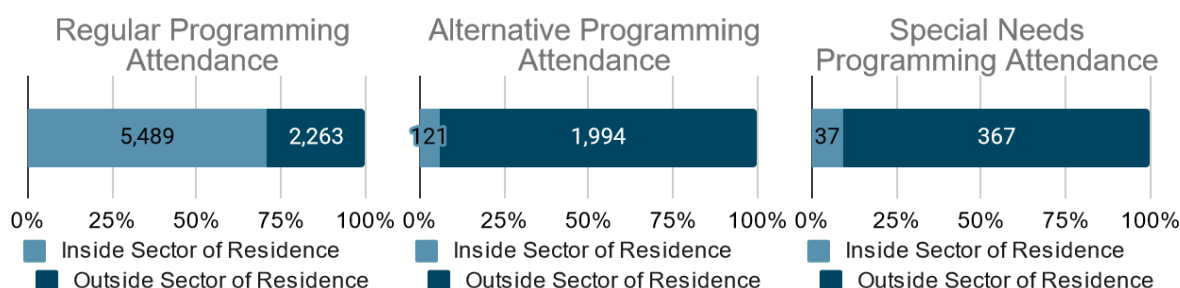
Where are we?

The Southeast 2 sector includes predominantly developing neighbourhoods. It also contains urban growth areas that are expected to begin development in the near future.

Two newer schools in the Ellerslie area (Jan Reimer School) and Southeast area (Shauna May Seneca School) have high utilization rates that increased rapidly as the neighbourhoods around them developed. Utilization in this sector is expected to continue to increase rapidly as the neighbourhoods reach completion. A significant amount of this growth is expected to come from new development from the urban growth areas of Ellerslie, Southeast and Decoteau plan areas.

Investments in some facilities have been made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding to provide better quality learning environments.

There are no alternative or Kindergarten programming options available to resident students in this sector although Jan Reimer School currently offers Behaviour and Learning Assistance programming. Many resident students in the sector choose to attend regular, special needs and alternative programming outside of the sector.



Where Are We Going and How Do We Get There?

Based on projections, new construction projects for the high school level are required. Although The Meadows high school site will provide high school capacity in the Southeast 1 sector, more space is expected to be needed in the Southeast 2 sector. Administration will continue to monitor the demand for high school space in the established and mature communities in the interim. The Southeast 2 sector has a planned high school site in the Decoteau area that can be considered in future capital planning processes. Neighbourhood development plan approvals and servicing are still pending around the future high school site in Decoteau, and the site may be up to 10 years away from being available for school construction.

The new high school in The Meadows will create additional high school capacity close to the sector. Consideration should be given to proposing a single replacement school to replace the two existing Ellerslie School Campus buildings, given their age and condition. As neighbourhoods in the Ellerslie, Southeast and Decoteau plan areas, and annexed areas in southeast Edmonton, begin to develop after approval of development plans, the Division will identify school sites in these regions within its Three-Year Capital Plan when required. The Division will continue to advocate for school sites in future urban growth areas.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Ellerslie Campus*	K-9	629	99.4%	63
Jan Reimer	K-9	817	98.3%	5
Michael Strembitsky	K-9	982	91.4%	10
Shauna May Seneca	K-9	899	98.1%	5
Average		832	96.8%	21

Note: *Includes both Ellerslie Campus buildings

DATE: March 22, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Three-Year Capital Plan 2023–2026

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent

RESOURCE STAFF: Shauna Bland, Josephine Duquette, Terri Gosine, Kim Holowatuk, Scott Humphrey, Roland Labbe, Valerie Leclair, Andrew Lowerre, Shaminder Parmar, Jennifer Thompson, Christopher Wright

REFERENCE: [Infrastructure Planning Principles Policy \(EA.BP\)](#)
[Strategic Plan 2018–2022](#)
[Three-Year Capital Plan 2022–2025](#)
[Ten-Year Facility Plan 2023–2032](#)
[Information Update to the Ten-Year Facilities Plan 2020-2029](#)
[Government of Alberta School Capital Manual - Chapter 2](#)

ISSUE

The Province requires a Division's Three-Year Capital Plan, to be approved by the Board of Trustees, to be submitted to Alberta Education by April 1 annually.

BACKGROUND

The current Three-Year Capital Plan 2022–2025 was approved by the Board of Trustees on March 9, 2021. Two school capital projects for the Division approved from previous Three-Year Capital Plan submissions are under construction. These projects are being managed by the Province.

School Name	Type of Project	Status of Construction	Scheduled Opening
Joey Moss School (K–9)	New	Construction	Fall 2022
Southeast High School (The Meadows 10–12)	New	Construction	Fall 2024

No additional new school or modernizations projects are currently funded for design or construction. In fall 2021, the Division completed five school capital projects, which were approved from previous Three-Year Capital Plans. The projects included two new schools, two replacement schools, and one school modernization/addition. The Division managed all five projects.

School Name	Type of Project	Opened
Aleda Patterson School (K–3)	Replacement	Fall 2021
Alex Janvier School (4–9)	Replacement	Fall 2021
Highlands School (K–9)	Modernization / Addition	Fall 2021
Dr. Anne Anderson School (10–12)	New	Fall 2021
Garth Worthington School (K–9)	New	Fall 2021

Planning Context

The strategic direction for Division facility planning is outlined within the Ten-Year Facility Plan 2023–2032.

The Division's enrolment for the 2021–2022 school year increased by 1,978 students or 1.9 per cent from the previous school year. This near normal increase was anticipated by Administration in the previous Three-Year Capital Plan, based on current conditions, and expected growth over the next three years. Enrolment growth this year has been supported by rebounding immigration, steadily increasing job opportunities and growth in the local economy, strengthened by the recovering energy sector.

Date	Total Enrolment	Change (%)	Change (total students)
2017–2018	98,914	+3.3%	+3,282
2018–2019	101,865	+2.9%	+2,951
2019–2020	104,930	+2.9%	+3,065
2020–2021*	103,655	-1.2%	-1,275
2021–2022	105,633	+1.9%	+1,978

*Start of the COVID-19 pandemic

RELATED FACTS

- The Three-Year Capital Plan is required to be approved by the Board of Trustees annually and submitted to the Province prior to April 1 of each year.
- The format of the Three-Year Capital Plan focuses on the identification and prioritization of capital priorities for the Division.
- The Division is in the process of completing two new school capital projects approved from previous Three-Year Capital Plans (the new K-9 Joey Moss School in the Keswick neighbourhood and a new high school in The Meadows plan area).
- No additional projects have been funded for construction from the previous Plan submission.
- Only one aggregated list of project priorities, combining new construction with modernization/replacement priorities, can be submitted to the Province.
- The requirement to blend new construction priorities with modernization/replacement priorities in a single aggregated list creates a situation where serving new communities competes against mature areas of our City, and works against the principle to provide equitable access to modern, high quality learning environments regardless of where students live.
- In each of the three years of the Plan, new construction priorities are now ranked ahead of modernization/replacement projects as a result of recent provincial comments related to capital planning.
- This Plan introduces an additional new construction priority in Year 3 of the Plan, to accommodate growth in the developing community of The Orchards (K–9).
- No new modernization or replacement school projects for the Division are currently funded by the province; therefore, no changes are proposed for the ranking of modernization/replacement priorities.
- Ongoing and predictable funding of modernizations and replacement projects is required to address the Division's growing deferred maintenance deficit.
- Requests for additional space through the addition of modular classrooms occurs through a separate Provincial process, typically submitted by November 1 annually.

RECOMMENDATION

That the Draft *Three-Year Capital Plan 2023-2026* be approved for submission to the Provincial Government.

CONSIDERATIONS and ANALYSIS

The capital priorities in this proposed Three-Year Capital Plan (Attachment I) align with the Division's Infrastructure Planning Principles, the Strategic Plan 2018–2022, and Ten-Year Facilities Plan 2023–2032.

The Division expects enrolment growth to continue to put pressure on existing capacity as enrolment growth is expected to return to pre-pandemic levels. Much of the student residency growth will be focused in new growth areas, with some mature and developed communities seeing stabilization of student residency partially attributable to infill and intensification projects. Funding for modernization projects and annual infrastructure grants (IMR - Infrastructure Maintenance and Renewal and CMR - Capital Maintenance and Renewal) funding has been consistently below levels required to maintain optimal learning environments within the Division's aging infrastructure. The uncertainty of access to capital funding creates challenges in prioritizing projects for both new construction and the modernization/replacement of schools.

Capital Planning Methodology

The proposed priorities for new construction and major additions are based on a review of all land development plans, policies and data for the City of Edmonton and other data sources, and analysis of development and student residency data that includes, but is not limited to:

- number of existing and projected students residing in an area
- pace of development and the amount of development remaining in an area
- utilization rate of schools to which students residing in the area are designated
- average distance traveled by students to their designated school
- impact of recent or projected changes in capacity (e.g., recently constructed schools)
- site readiness of the proposed project site as defined by the Province

New Construction Considerations (Attachments II and IV)

Pressure for new schools in developing areas is expected to continue, as the majority of projected new students will reside in developing areas where schools are at or nearing capacity. All of the requests for new construction are located in developing neighbourhoods, with most being in the southwest and west areas of the City. Students from new growth areas will continue to be accommodated in schools in mature and established areas where there is some available space. If no new construction is realized, students will face increasing travel times to their designated schools, adding to the logistical and cost-related challenges that families and the Division experience regarding student transportation. Additional infrastructure to accommodate students through modular classroom additions is managed through a separate request process annually.

The Plan includes ten priorities in newly developing areas. The Plan includes a new construction priority in The Orchards neighbourhood. Six proposed new school construction projects in the neighbourhoods of Aster, Crystallina Nera West, Glenridding Heights, Riverview, and Rosenthal are also recommended to rise in priority. This highlights the urgency in required capital funding to accommodate students in developing communities. With schools in the southeast sectors already experiencing high utilization, new residential development in these and surrounding neighbourhoods will increase accommodation pressures at existing school sites. The Division will continue to monitor new growth expected to occur in the Decoteau, Horse Hill and Riverview areas, as well as planned future growth in southeast Edmonton.

Modernization/Replacement Project Considerations (Attachments III and V)

Funding for modernization project funding and annual capital grants (CMR and IMR) has been consistently below levels required to prevent deferred maintenance from increasing within the Division's aging infrastructure. The following factors are used to prioritize modernization/replacement projects: current and projected student enrolment, school utilization, deferred maintenance, building replacement costs, Facility Condition Index and community consultation. Consistent enrolment in core and mature areas, combined with aging infrastructure, supports the need for the modernization and replacement priorities included in the Plan.

The modernization/replacement project priorities remain unchanged from the previous capital plan, as there has been no funding announced for this category of projects since March 2018. Delton and Spruce Avenue replacement school projects remain as the Division's first and second modernization/replacement priorities, respectively. The Spruce Avenue School replacement project has been in 15 previous capital plans (going back to 2008), while the Delton School replacement project has been in 13 previous capital plans (going back to 2010). Both projects are expected to continue to serve large geographic areas with a vulnerable student population, and are the receiving schools established through several past school closures and consolidations. Replacing the aging infrastructure at these two sites will ensure that students in these areas have equitable access to high-quality learning environments, to achieve the Board's intended goal of enhancing educational programming opportunities for students attending schools in the City's core. Accessibility, safety, and building condition challenges remain for these two schools. In addition, both schools will serve portions of Blatchford and the Edmonton Exhibition Lands once housing development is realized.

The Plan continues to include major modernizations for three high schools that have yet to receive any significant modernization despite their age, as well as four additional aging schools. The two unfunded Space for Students in Mature Communities initiatives in the city's mature areas of Britannia and Rosslyn remain as capital priorities. A preferred consolidation concept for the Britannia cluster was identified and approved by the Superintendent in the fall of 2018. The approved concept would consolidate Brightview, Britannia, Mayfield and Youngstown schools into a new Pre-Kindergarten – Grade 3 school on the Mayfield School site and a new K-9 school on the Britannia School site. This proposed consolidation, as well as a yet to be determined configurations for the Rosslyn cluster, remain unfunded. Investment in school infrastructure in maturing neighbourhoods is important to ensure the Division is not faced with difficult decisions related to sudden reductions in capacity (e.g., component failure and building issues). This is especially the case in areas of the city where relatively high levels of existing capacity are in the form of older modular classrooms, which have shorter life cycles than typical school capacity.

The average age of an operational school in the Division is 47 years old, 149 buildings in Division inventory were built prior to 1971. Due to many schools being built in the same era, a large cohort of schools will likely require emergent facilities funding at the same time. These aging components and a shrinking amount of capital funding to address them in combination contribute to the mounting deferred maintenance the Division is facing, estimated to reach the \$1.0 billion value by 2029.

In order to reflect the Division's ongoing commitment to address its aging infrastructure in mature communities, one additional cluster placeholder is included in the list of priorities to support possible outcomes from potential future school consolidation discussions. Provincial funding support for replacement schools, as part of the Division's Mature Community discussions, is a critical component to meaningful community involvement. Stakeholders must see that improved learning environments, sustainable programming, and community reinvestment can result from their active collaboration in the process.

Ongoing and predictable funding of modernizations and replacement projects would align with comments in the McKinnon Report which: *“strongly encourage the Government of Alberta to establish a stable and sustainable level of annual capital spending and put an end to the ‘boom and bust’ cycles.”*

Aggregation and Provincial Consideration

The Three-Year Capital Plan 2023–2025 outlines the Division’s capital priorities for the next three-year period. The Plan reflects capital investment in both mature areas and new growth areas. It includes a breakdown of project costs and demonstrates the Division is able to deliver projects during the three-year period. In each of the three years of the Plan, new construction priorities are ranked ahead of modernization/replacement priority as a result of recent messaging by the Province. The requirement to blend priorities into a single aggregated list for large metro school jurisdictions creates a situation where serving new communities competes against mature areas of our City. This works against the principle to provide equitable access to modern, high-quality learning environments regardless of where students live. It also does not align with objectives in Edmonton’s City Plan to intensify mature areas, and see a greater percentage of new residents reside in these communities.

Once approved, the priorities and supporting documentation are entered into the provincial database system, which includes copies of provincially required Site Readiness Checklists for new or replacement school projects identified in Year 1 of the submission. Alberta Education reviews and prioritizes the Division’s school capital projects among all school divisions in the province, in accordance with their criteria as listed in the *Government of Alberta School Capital Manual – Chapter 2* (Attachment VI): building condition, community renewal, declining demographics, enrolment pressures, education functionality and programming, health and safety, legal requirements. Their review will also include any additional information, such as regional plans or partnership opportunities.

NEXT STEPS

The Three-Year Capital Plan 2023–2025 will be submitted to Alberta Education by April 1, 2022, for provincial consideration of future capital funding announcements.

ATTACHMENTS and APPENDICES

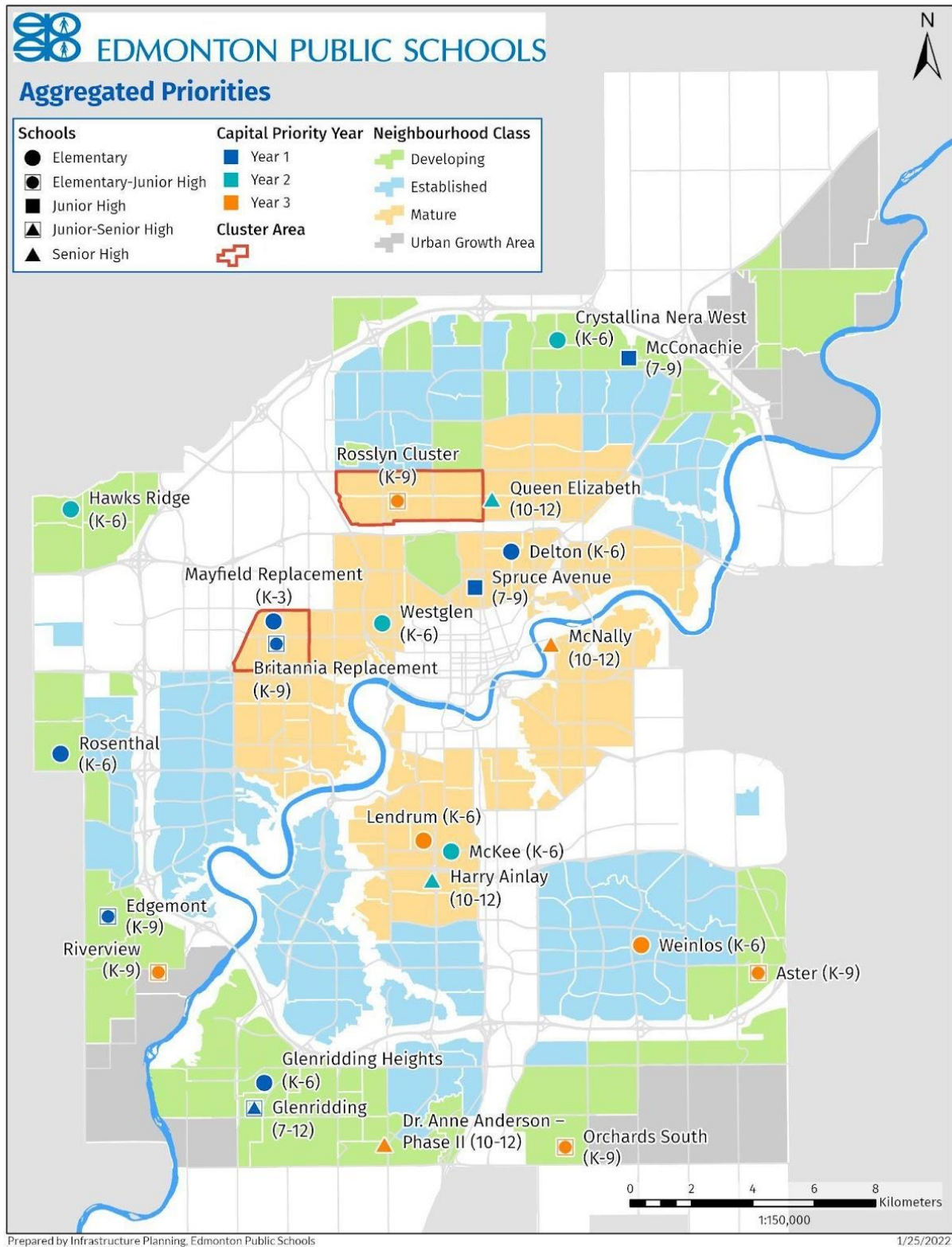
ATTACHMENT I	Three-Year Capital Plan Aggregated List of Priorities
ATTACHMENT II	Proposed New Construction Priorities
ATTACHMENT III	Proposed Modernization/Replacement Priorities
ATTACHMENT IV	Proposed Year-One New Construction Priorities - Additional Information
ATTACHMENT V	Proposed Year-One Modernization/Replacement Priorities - Additional Information
ATTACHMENT VI	Government of Alberta School Capital Manual - Chapter 2.0

SP:kk

Three Year Capital Plan Aggregated List of Priorities 2023–2026

Priority 2022– 2025	Priority 2023– 2026	Aggregated List of Priorities	Capacity	Sector	Cost (millions)
Year 1	Year 1				\$273
4	1	Glenridding Heights 7–12	2,400	SW2	\$78
10	2	Rosenthal K–6	650	NW	\$22
3	3	McConachie 7–9	950	N	\$36
6	4	Edgemont K–9	950	W	\$34
9	5	Glenridding Heights K–6	650	SW2	\$22
1	6	Delton Replacement K–6	650	C	\$22
2	7	Spruce Avenue Replacement 7–9	450	C	\$14
5	8	Space for Students in Mature Communities Britannia Cluster: (Mayfield Replacement PK–3 and Britannia Replacement K–9)	1,100	NW	\$45
Year 2	Year 2				\$71
13	9	Hawks Ridge K–6	650	NW	\$22
21	10	Crystallina Nera K–6	650	N	\$22
7	11	Queen Elizabeth Modernization/Replacement	TBD	N	TBD
8	12	Harry Ainlay Modernization	TBD	SW1	TBD
11	13	McKee Modernization/Replacement	350	SC	\$13.5
12	14	Westglen Modernization/Replacement	350	C	\$13.5
Year 3	Year 3				\$197.5– \$208.5
20	15	Aster K–9	950	SE1	\$34
19	16	Riverview K–9	950	W	\$34
17	17	Dr. Anne Anderson School Addition	600	SW2	\$11
-	18	The Orchards South K–9	950	SE1	\$34
14	19	Space for Students in Mature Communities Rosslyn Cluster: Concept to be Determined	1,800–2,400	N	\$62–73
15	20	Lendrum Modernization/Replacement	350	SC	\$9
16	21	Weinlos Modernization/Replacement	350	SE1	\$13.5
18	22	McNally Modernization/Replacement	TBD	SC	TBD
22	23	Space for Students in Mature Communities Project: Cluster Location TBD	TBD	TBD	TBD

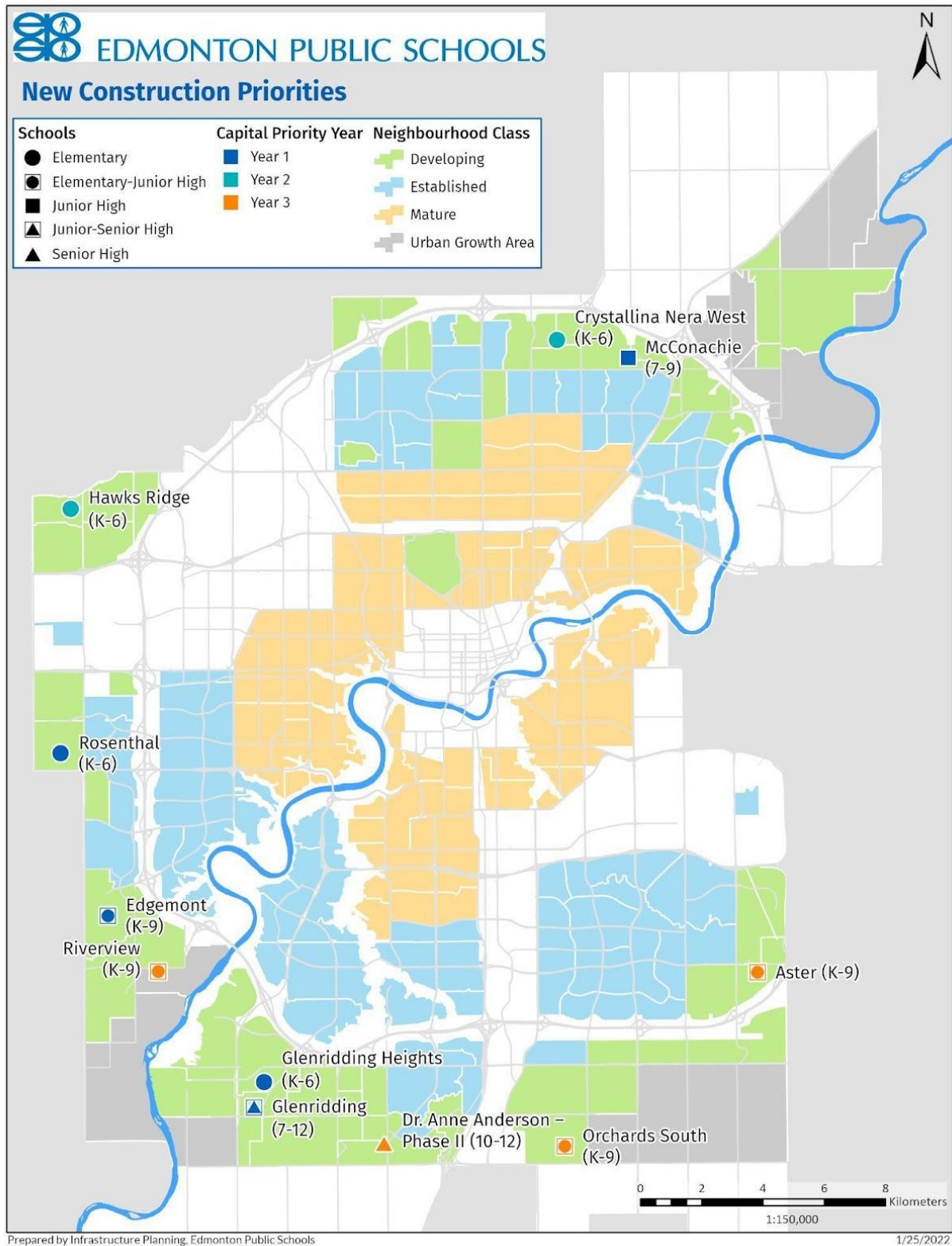
Aggregated Priorities Map



Proposed New Construction Priorities 2023–2026

Priority 2022–2025	Priority 2023–2026	New Construction Project Location	Capacity	Sector	Cost (millions)
Year 1	Year 1				\$192
2	1	Glenridding Heights 7–12	2400	SW2	\$78
5	2	Rosenthal K–6	650	NW	\$22
1	3	McConachie 7–9	950	N	\$36
3	4	Edgemont K–9	950	W	\$34
4	5	Glenridding Heights K–6	650	SW2	\$22
Year 2	Year 2				\$44
6	6	Hawks Ridge K–6	650	NW	\$22
10	7	Crystallina Nera K–6	650	N	\$22
Year 3	Year 3				\$113
9	8	Aster K–9	950	SE1	\$34
8	9	Riverview K–9	950	W	\$34
7	10	Dr. Anne Anderson School Addition	600	SW2	\$11
-	11	Orchards South K–9	950	SE2	\$34

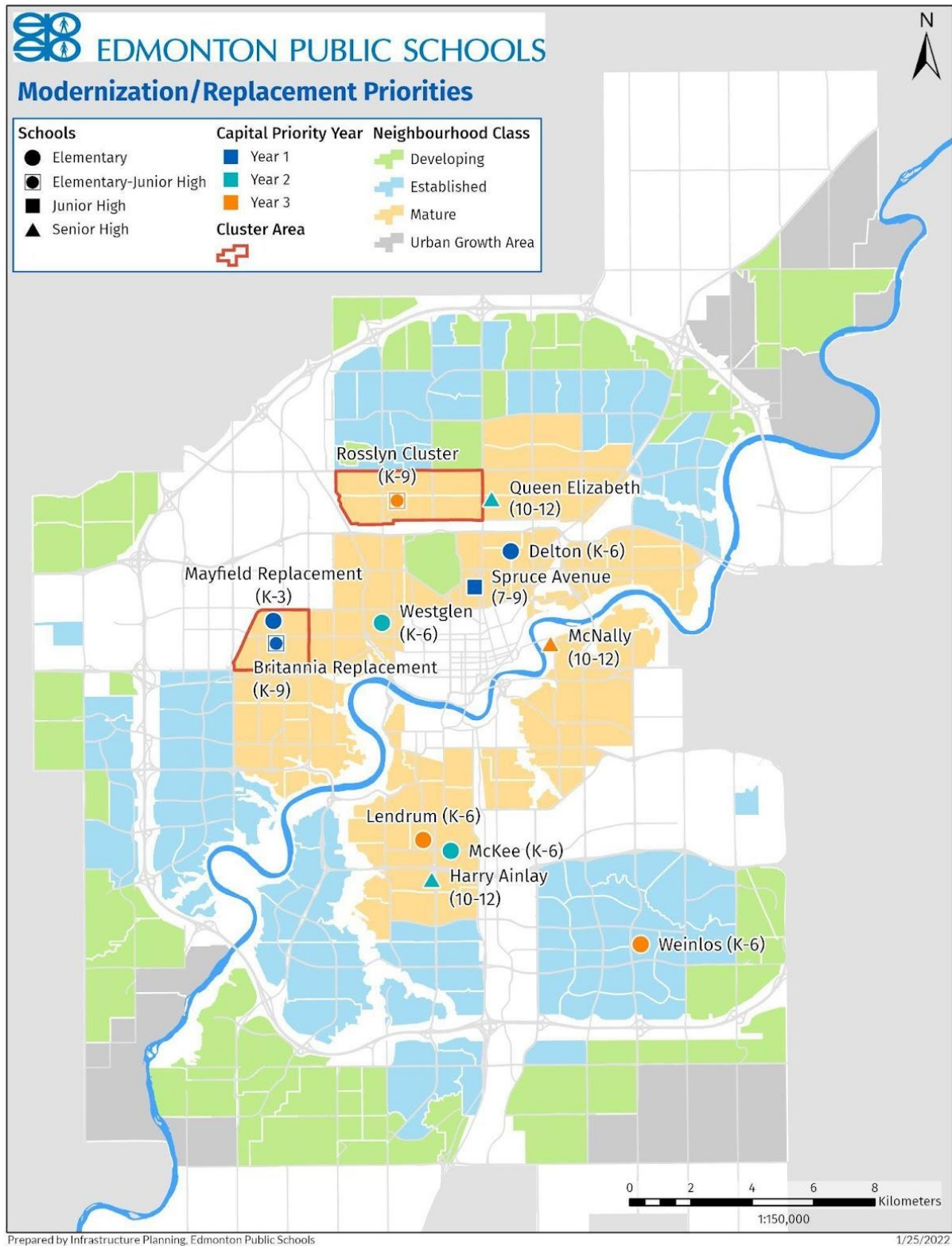
New Construction Map



Proposed Modernization/Replacement Priorities 2023-2026

Priority 2022– 2025	Priority 2023– 2026	Modernizations/Replacements	Capacity	Sector	Cost (millions)
Year 1	Year 1				\$81
1	1	Delton Replacement K–6	650	C	\$22
2	2	Spruce Avenue Replacement 7–9	450	C	\$14
3	3	Space for Students in Mature Communities Britannia Cluster: Mayfield Replacement PK–3 and Britannia Replacement K–9	1,100	NW	\$45.1
Year 2	Year 2				\$27
4	4	Queen Elizabeth Modernization/Replacement	TBD	N	TBD
5	5	Harry Ainlay Modernization	TBD	SW1	TBD
6	6	McKee Modernization/Replacement	350	SC	\$13.5
7	7	Westglen Modernization/Replacement	350	C	\$13.5
Year 3	Year 3				\$84.5–\$95.5
8	8	Space for Students in Mature Communities Rosslyn Cluster: Concept to be Determined	1,800–2,400	N	\$62–73
9	9	Lendrum Modernization/Replacement	350	SC	\$9
10	10	Weinlos Modernization/Replacement	350	SE1	\$13.5
11	11	McNally Modernization/Replacement	TBD	SC	TBD
12	12	Space for Students in Mature Communities Project: Cluster Location TBD	TBD	TBD	TBD

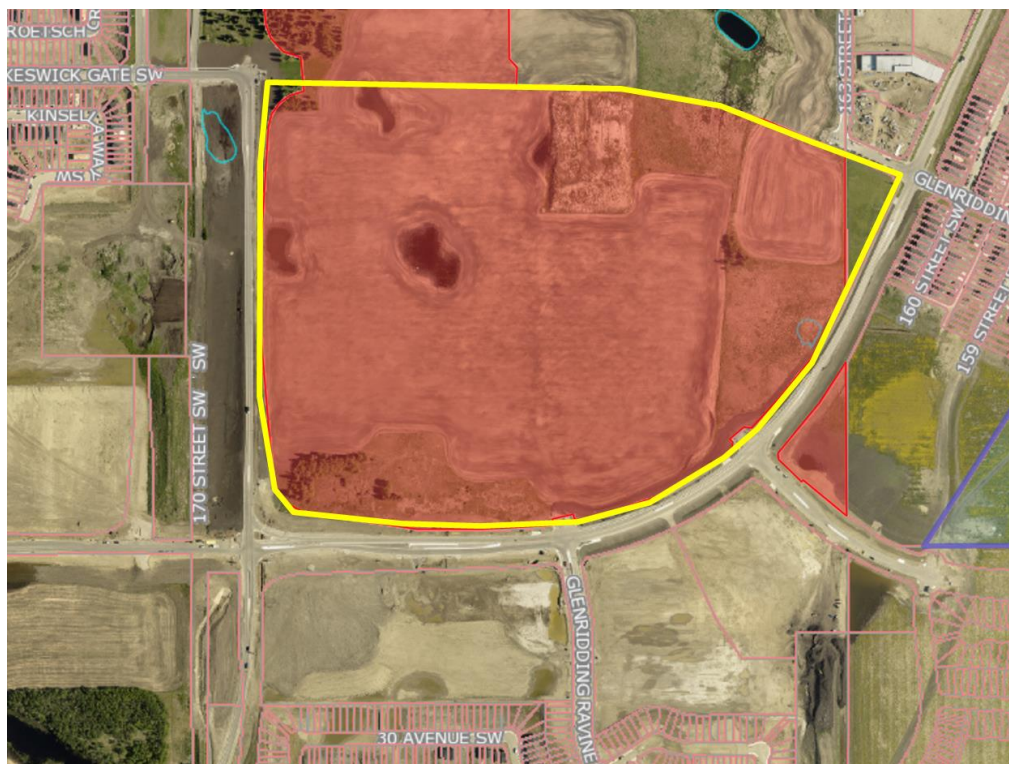
Modernization/Replacement Map



Proposed Year-One New Construction Priorities – Additional Information

Windermere District Park - Glenridding Heights New Construction 7-12:

- Neighbourhoods in the Windermere area have experienced rapid growth since 2010.
- The rate of development remains high, with continued development in Keswick, Glenridding Heights and Glenridding Ravine neighbourhoods.
- Junior high utilization in the sector is very high.
- Windermere area neighbourhoods that could populate this school include junior high residents in Windermere Estates, and high school residents in Ambleside, Keswick, Glenridding Heights and Glenridding Ravine, Windermere Estates and the future Windermere Neighbourhood 5.
- This school would provide relief on Lillian Osborne School, which is operating over capacity and is instituting a lottery process to control enrolment, as well as other neighboring high school with high utilization rates, including Harry Ainlay, Jasper Place, and Strathcona schools.
- The new Dr. Anne Anderson High School in Heritage Valley added nearby capacity but is anticipated to be fully utilized within two years, and will, therefore, not be able to accommodate students from Windermere Area neighbourhoods.
- High schools in south Edmonton are nearing their capacity and ability to accommodate students from their respective attendance areas.
- New high schools are required to increase capacity for current and future students in south Edmonton.
- A high school in the neighbourhood would significantly reduce commute times for students residing in the Windermere Area who are attending Harry Ainlay, Jasper Place, Lillian Osborne, and Strathcona high schools.
- The Windermere District Park site is owned by the City of Edmonton and the City will commence sports field and park development to accommodate a funded school project.



Rosenthal New Construction K-6:

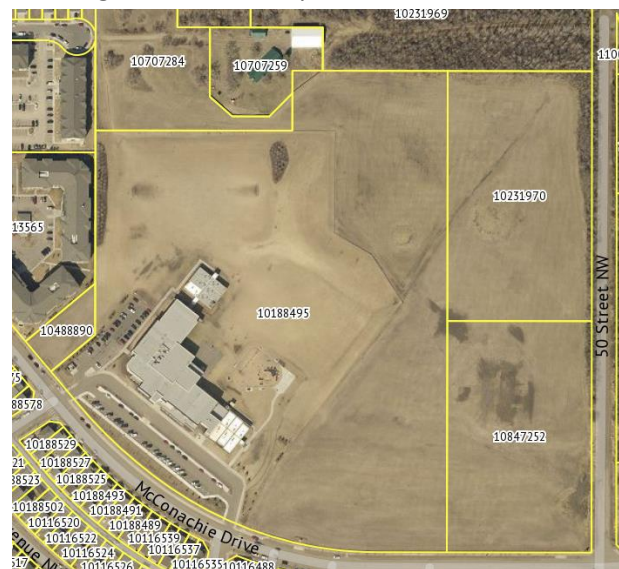
The rate of development in Rosenthal neighbourhood is accelerating and there is a significant number of lots remaining to be developed.

- The neighbourhood will see a significant increase in student generation in the coming years.
- Utilization of space in the sector and in nearby schools is high.
- LaPerle School receives elementary students from the neighbourhood, and is running short on space to accommodate a growing demand.
- David Thomas King School in the adjacent neighbourhood is now conducting a lottery for registrations, as there are more students than there is space available to accommodate them.
- A site for the school is owned by the City of Edmonton and available for construction.



McConachie New Construction 7-9:

- McConachie and adjacent neighbourhoods have had a high rate of development since 2014.
- The neighbourhood will see a significant increase in student generation in the coming years.
- Neighbourhood residency is already high in lower grade levels.
- There is little junior high capacity available at the nearest schools to accommodate junior students who reside in the neighbourhood.
- A new junior high school would ease the enrolment pressures faced by other junior high programs in the north sector.
- The District park site is fully serviced and the City of Edmonton is currently in the process of completing site assembly and sports field development.

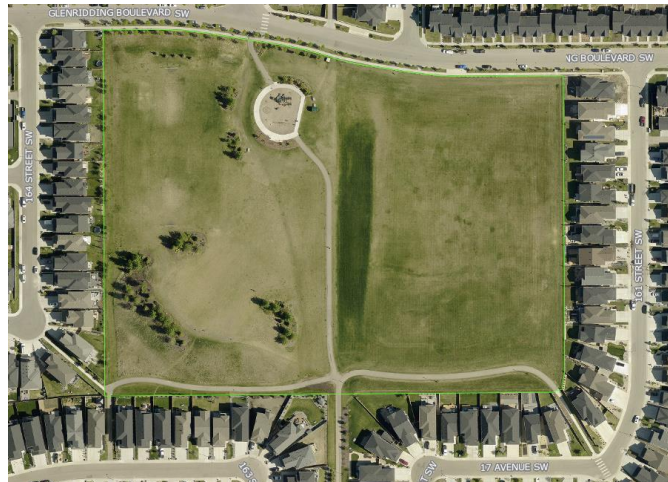


Edgemont New Construction K-9:

- Edgemont neighbourhood has had a high rate of development since 2014, with a relatively high number of lots remaining to be developed.
- The pace of development in the neighbourhood has increased.
- The neighbourhood will see a significant increase in student generation in the coming years.
- Neighbourhood residency is already high.
- Utilization of space in the sector, nearby schools and schools receiving students from the neighbourhood is high.
- Resident students from the neighbourhood are designated to three different schools for elementary and junior high programming, and transportation complexities would be alleviated in delivering a new local school.
- Development has reached the future site and we anticipate it would be available in time for start of construction.

Glenridding Heights New Construction K-6:

- Glenridding Heights neighbourhood has maintained a high rate of development since 2014, although there are relatively fewer lots remaining to be developed.
- Dr. Margaret-Ann Armour School in the adjacent neighbourhood, the receiving school for this neighbourhood, is now conducting a lottery for registrations, as there are more students than there is space available.
- The neighbourhood is experiencing a significant increase in student generation expected to continue in coming years.
- Utilization of space in the sector and in nearby schools is high.
- A site for the school is owned by the City of Edmonton and available for construction.



Proposed Year-One Modernization/Replacement Priorities - Additional Information

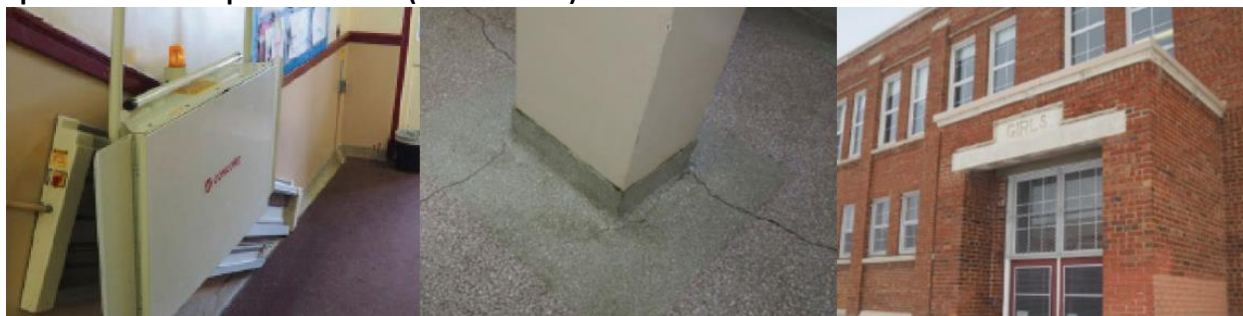
Delton Replacement K-6 (Built in 1946):



Delton School serves a large area with a diverse and vulnerable student population.

- The School serves students and families with a range of programs; including full-day and pre-Kindergarten, Behaviour and Learning Assistance and Opportunity programs for students requiring specialized supports.
- Delton School receives students from three former school attendance areas that have been closed and redesignated to attend it.
- A new school at the Delton site would serve a large number of students who currently lack access to a modernized learning environment.
- Delton continues to rank as a year one priority due to its poor building condition.
- The building presents significant mobility challenges with the number of stairs that are required to navigate it, does not meet standards outlined in the School Capital Manual, has deficiencies in terms of mechanical and electrical systems, fire safety and barrier-free accessibility.
- Replacing the facility will reduce deferred maintenance and operational costs.
- Student population is projected to increase over the next decade, partially through development of the City's Exhibition Lands site and Blatchford.
- The City, through its community renewal program, is also investing in the area by upgrading pedestrian safety and road infrastructure and constructing a school bus lay-by at the school site.

Spruce Avenue Replacement 7-9 (Built in 1929):



- Since the consolidation of McCauley and Parkdale Schools' junior high programs in 2010, Spruce Avenue is the only school offering a junior high program north of the city's core.
- This junior high is the last of six junior high schools that once served the current attendance area.
- The school has a large attendance area and serves a diverse and vulnerable student population.
- Spruce Avenue School offers regular, Literacy, and Behaviour and Learning Assistance programs for students requiring specialized supports.

- Spruce Avenue School presents mobility challenges with the number of stairs that are required to navigate it, does not meet space standards outlined in the School Capital Manual, has deficiencies in terms of mechanical and electrical systems, fire safety and barrier-free accessibility.
- Replacing the facility will reduce deferred maintenance and operational costs.
- A replacement school would give students access to modernized learning spaces and allow improved junior high program delivery.
- Student population is projected to increase over the next decade, partially through development of the City's Exhibition Lands site and Blatchford.
- The City completed a neighbourhood renewal project which improved pedestrian safety and road infrastructure around the school.

Space for Students in Mature Communities

Britannia Cluster: Replacement Schools (Mayfield PreK-3 and Britannia K-9):

- Through extensive community engagement, which started in March 2016, 'Concept C' was selected as the preferred option to address the Division's facility and enrolment challenges in the Britannia-Youngstown, Mayfield and Canora neighbourhoods.
- The concept would result in four aging schools being combined into two new schools - a Pre-Kindergarten to Grade 3 school for 400 students at the Mayfield site and a K-9 school for 700 students at the Britannia site.
- The four existing schools combine to provide a range of programs for students, including three special needs programs, full-day and pre-Kindergarten, and Logos Alternative.
- Although the four existing schools have seen declining enrolment in past years, enrolment is projected to be stable over the next five years.
- Utilization is expected to remain below 85 per cent at all existing schools in their current configuration except Mayfield, which is expected to increase.
- The consolidation would eliminate deferred maintenance at the Mayfield and Britannia schools.
- The preferred concept addresses the challenges faced by the Division in terms of utilization, aging infrastructure, and costs of maintenance, operation, and configuration to modernized spaces.
- In 2016, the Division commissioned building condition audits for each building involved in the consolidation, and the cost to fix deficiencies (not including costs to reconfigure the facilities to meet 21st century learning standards) are detailed below.

Total Deferred Maintenance – \$14,865,412	Estimated Deferred Maintenance – \$0
Britannia - \$5,293,571 Youngstown - \$2,804,421 Brightview - \$3,097,564 Mayfield - \$2,382,059	New Mayfield K-3 - \$0 New Britannia K-9 - \$0
Total Deferred Maintenance – \$13,577,615	Estimated Deferred Maintenance – \$0

Chapter 2

School Capital Manual

AUGUST 2020



School Capital Manual (August 2020) - Chapter 2

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2. Capital Planning Process

2.1 Provincial Capital Planning Process

The Government of Alberta uses a consolidated capital planning process. The purpose of the province wide Capital Planning process is to identify current and future capital needs and to develop strategies to address those needs in alignment with the Government of Alberta's (GOA) prioritization criteria.

Each ministry has a unique project delivery mandate and must develop the criteria, methodologies and strategies to fulfill that mandate, measure success and work for continuous improvement. While each ministry's criteria must align with overall government prioritization in order to fulfill their mandate, each ministry may/will place different emphasis on each of the GOA criteria.

Each ministry's capital project needs are evaluated and prioritized by ministry staff using the ministry's own program delivery criteria. In addition to evaluating the importance of a project to meet program delivery mandates, another critical factor for inclusion in a ministry's annual capital plan request is the readiness of the project to move forward in an effective and timely manner after approval. For Education, this means that the school jurisdiction must either have a suitable, serviced site or there must be a suitable site identified with a written commitment from the municipality to provide that site and service it before the scheduled start of construction. Additionally, any required access roadways and services need to be installed prior to tendering school construction.

Once the individual ministries have completed and submitted their Ministry Capital Plans, the Provincial Capital Planning group consolidates the requests of all ministries. Projects are then evaluated from a provincial standpoint for criticality, readiness, alignment with government priorities and with consideration for the budget allocation available.

The projects that are approved by Cabinet become part of that year's Provincial Capital Plan. Education is responsible for preparing and providing the approval letters that reflect the decisions made by Caucus.

2.2 Ministry's Capital Planning Process

School authorities are required to submit their capital project requests to Education by the April 1st submission deadline each year. Capital Planning staff review and evaluate project submissions using the ministry's criteria for program delivery and project drivers as outlined in Section 2.5 and the appendices of this document. Ministry staff provide recommendations to the ministry's senior

leadership team including the data analysis, project drivers, readiness, rationale and criticality of each project requested for possible inclusion in the current Ministry Capital Plan.

Once a decision is reached by the Education Minister, and in alignment with the submission deadlines provided annually by the Provincial Capital Planning team, the ministry finalizes and submits Education's Capital Requests into the province wide process for consolidation, further evaluation and funding consideration.

- The submission deadline is April 1 unless otherwise communicated in writing from the department.

When Education is advised of the decisions of Treasury Board and Finance, and Cabinet, approval letters are prepared and provided to school authorities for the capital requests that were approved for funding.

There are several distinct, but integrated components, outlined below that inform the School Capital Review and Prioritization Process.

Capital Planning Process:

- No significant change. This overview helps to provide context for readers.

2.3 Ten-Year Facilities Plan

The Ten-Year Facilities Plan provides a broad overview of the school jurisdiction's existing facilities, including facility age and condition, historical and current utilization and anticipated needs as a result of projected changes in enrolment. It assists each school jurisdiction, Education and Infrastructure to identify trends affecting long-range facility requirements and strategies to support the school jurisdiction's planned program delivery.

School jurisdictions are required to develop a Ten-Year Facilities Plan and be prepared to submit the plan to Education upon request of Capital Planning staff. A school jurisdiction should review its plan annually to confirm that it is up to date and relevant and that it is in alignment with their Three-Year Capital Plan and the individual project requests submitted in any year.

The Ten-Year Facilities Plan should include the following information:

- an overview of key strategies and objectives for the next ten years or longer;
- the jurisdiction's expected utilization rate, historical, current and projected enrolment (increase in enrolment that may lead to addition of space being required or decrease in enrolment that may lead to closure of programs or school buildings);
- modernization and/or replacement needs;
- grade structures and forecast of program changes requiring capital funding either under the modernization program to convert existing space, or construction under the expansion program to facilitate the new program(s) and technology;
- facility condition evaluation information; and,
- the need for capital funding to modernize or add space to the school(s) where students are being relocated.

2.4 Three-Year Capital Plan

Each year, school jurisdictions must assess their school capital needs and prioritize proposed projects based on the project drivers outlined in Section 2.5. The Three-Year Capital Plan must be approved by the board and the board's meeting minutes must identify the dated version of the plan that has been approved. Each individual capital project submission request provided to Education must be consistent in terms of priority and scope with the board approved plan.

There are typically hundreds of project requests made to Education each year. In order for Education staff to appropriately understand and assess the criticality of each project, it is important that project requests are clear and complete and that substantiating data is provided.

The project requests are prioritized with consideration for the following criteria:

- the need has been clearly defined and is supported by data and evidence;
- the scope of work has been clearly defined;
- the educational solution is important to meet the mandate of program delivery for the school jurisdiction and for the ministry;
- there is alignment between the estimated timeframes for the project delivery and the need for the project solution; and,
- the project would be able to move forward expediently if funding were approved.

School Boards Capital Planning Process:

- Ten-Year Facilities Plan – no significant changes
- Three-Year Capital Plan – no significant changes

DATE: March 22, 2022

TO: Board of Trustees

FROM: Trustee Sawyer

SUBJECT: Motion re: Suspending CI.BP: COVID-19 Vaccination Policy for Trustees

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

ISSUE

Trustee Sawyer served notice of motion at the March 8, 2022, Board meeting.

BACKGROUND

At the February 1, 2022, public meeting, the Board of Trustees pass CI.BP: COVID-19 Vaccination Policy for Trustees. Since that time, much has changed. Many of the COVID-19 Public Health orders have been lifted and the Government of Alberta has lifted its COVID-19 vaccination policy for employees - including health care workers. The Board's policy was developed closely to align with the Division's vaccination administrative regulation. The Superintendent suspended this administrative regulation on March 2nd.

RELATED FACTS

Today, over 96 per cent of Division staff are vaccinated and vaccination rates are significantly higher within the community than they were in late fall.

Our schools continue to layer health strategies for our collective safety, and Trustees continue to support these measures, including:

- enhanced cleaning and disinfecting in schools
- encouraging healthy habits, such as washing and sanitizing hands and covering coughs and sneezes
- enhancing school ventilation systems with HEPA filters and upgrading filtration systems to MERV 13 filters
- daily health screening and staying home when sick

RECOMMENDATION

That policy CI.BP: COVID-19 Vaccination Policy for Trustees be suspended.

OPTIONS

1. Approve the recommendation as presented.
2. Provide feedback and request changes to the recommendation for approval.

NEXT STEPS

Upon approval of the motion, CI.BP: COVID-19 Vaccination Policy for Trustees will be suspended indefinitely.

JS:ca

DATE: March 22, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Update on Providing Free Menstrual Products in Division Schools

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent, Operational and Learning Supports

RESOURCE STAFF: Karen Mills, Nancy Petersen, Christopher Wright

ISSUE

Administration is providing the Board of Trustees an update on progress towards the April 27, 2021, Board motion supporting access to free menstrual products in school washrooms.

BACKGROUND

At their April 27, 2021, public meeting, the Board of Trustees approved the following motion:

“Given that menstrual products are a basic need and that access to these products can be a barrier for students, the Board of Trustees moves that Administration explore ways to provide free menstrual products in Division schools, including pursuing partnerships, to provide what should be essential products in Edmonton Public School washrooms.”

At the June 22, 2021, public Board meeting, administration reported that on May 28, 2021, a provincial announcement saw the commitment of \$260,000 towards Alberta’s United Way’s Period Promise campaign; the provincial funding is in support of a two-year pilot. The province anticipated that the first year of the pilot would see menstrual products available barrier-free in approximately 100 schools for the 2021-2022 school year. In collaboration with the province, the Edmonton United Way announced it was embarking on a local Period Promise campaign with seed money from the provincial pilot.

The Division collaborated with the United Way to explore how best to partner together on this initiative. The United Way prioritized schools in the Edmonton area serving high socially vulnerable communities. As such, the Division began working with the United Way to identify a group of schools from the Division’s High Social Vulnerability List as a starting point for the pilot supported through the provincial funds.

While planning proceeded on pace, the provincial money targeted for the United Way appeared to be stalled. So as to not hold up the project, administration began a pilot with a small group of schools in January 2022, using the operating reserves that were identified by the Board for this project in the current budget. Schools are testing different delivery mechanisms, product placement and communication strategies. Data collected from this pilot will inform expansion into other schools.

CURRENT SITUATION

The United Way received the provincial funding in late February. Administration is now in conversation with the United Way to move forward with schools from the Division's High Social Vulnerability List. Information and data from these schools will also inform expansion of this initiative across Division schools.

Staff from Infrastructure Supports and Operations and Strategic Division Supports are working together with schools on this initiative.

KEY POINTS

- The Division is using a pilot approach to better understand the logistics of this initiative.
- The Division has been working in partnership with the United Way around a pilot focused on schools in high socially vulnerable communities using provincial funding for Period Promise; this initiative was intended to begin in the fall.
- The funding to the United Way was delayed, so the Division began a pilot with a small group of schools.
- This pilot was funded through the operating reserves identified by the Board for the current budget.
- Provincial funding was received by the United Way in late February.
- Administration is now in conversation with the United Way to move forward with schools from the High Social Vulnerability List.
- Lessons learned from schools piloting this initiative will inform broader implementation in Division schools using the operating reserve funding identified by the Board.

NP:km