



AGENDA

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

CFE McCauley Chambers
Tuesday, March 21, 2023
2 p.m.

Board Meeting

- 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 – March 7, 2023
- 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 20, 2023, to speak under this item.)
- H. Reports
 - 2. Report #07 of the Caucus Committee
(From the meeting held on January 24, 2023)
(Information)
 - 3. Report #08 of the Caucus Committee
(From the meeting held on March 7, 2023)
(Information)
 - 4. Process and Timeline for the 2023-2024 Spring-Fall Proposed Budget
(Recommendation)
 - 5. Ten-Year Facilities Plan 2023-2032
(Recommendation)
 - 6. Three-Year Capital Plan 2024-2027
(Recommendation)
 - 7. Anti-Racism and Equity Action Plan Update
(Information)
- I. Comments from the Public and Staff Group Representatives – 5 p.m.
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, March 20, 2023, to speak under this item.)
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustees and Board Requests for Information
- L. Notices of Motion
- M. Meeting Dates
- N. Adjournment

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

MINUTE BOOK**Board Meeting**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held in the Centre for Education McCauley Chambers on Tuesday, March 7, 2023, 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
Andrea Cooper

Karen Mills
Kathy Muhlethaler
Kent Pharis
Nancy Petersen
Cliff Richard

Darrel Robertson
Carrie Rosa
Ron Thompson
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. O Canada

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

The Superintendent advised that all Trustees were present.

C. Approval of the Agenda

MOVED BY Vice-Chair Ip:

**“That the agenda for the March 7, 2023, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

MINUTE BOOK**D. Communications from the Board Chair**

The Board Chair thanked the many organizations as well as individuals who invited the Board of Trustees and her personally to Black History Month events. There were incredible events organized, including those that happened in our schools. In particular, she thanked the Edmonton Reggae Festival Society for their warm welcome to the film presentation of the “Post Traumatic Slave Disorder” which most of the Board of Trustees attended, along with some staff members.

The Board Chair thanked the organizers of the recent Night of Music celebration. She said it was truly an amazing and inspiring evening thanks to the hard work, dedication and talent of hundreds of students as well as their music teachers. The Board Chair thanked Mayor Sohi for attending, along with Councillors Rutherford and Tang. She also thanked the Board Chair of Edmonton Catholic Schools, Sandra Palazzo, who attended along with some of her Trustee colleagues. The Board Chair also thanked the members of the Edmonton Public Schools Foundation who also attended the event.

The Board Chair acknowledged that March 8 is International Women’s Day. She said this day was created as an opportunity to recognize women around the world for their political, economic, and social achievements. The 2023 campaign theme is Embrace Equity. The Board Chair stated that one of the Division’s cornerstone values is equity and she’s proud of the work the Division is doing to create equitable learning and working environments for all, but knows that there is much more to be done. She reminded listeners that we can all choose to challenge and call out gender bias and inequality and we can all choose to seek out and celebrate women’s achievements. Collectively, we can all help create an inclusive world.

The Board Chair shared some thoughts about the provincial budget presented last week. She said the Division welcomes the additional funding for education in the province. What it means specifically for Edmonton Public Schools remains to be seen. At the centre of what this budget means for the Division is whether the increase to education funding will cover the cost of inflation and the rising enrolment. The Division is the fastest growing school division in Alberta; but the Division’s funding has not kept pace with the Division’s phenomenal growth. The Division grew by 4,500 students this school year and is expecting similar growth in the coming school year. This is the equivalent of 12 elementary schools worth of students per year. She said that as a Board, Trustees look forward to seeing more details about the provincial education budget and how it will impact the Division as we begin our own budget deliberations.

The Board Chair stated that last week the Division received news about one new school to be built in Edmonton for the community of Edgemont. She advised that the Division’s top funding priority, a 7-12 school in the Glenriding Heights neighbourhood, was not fully funded. She said the Division appreciates that all five of the Division’s projects are now in the queue; however, it is unclear when they will be built.

MINUTE BOOK**E. Communications from the Superintendent of Schools**

The Superintendent advised that pre-enrolment for the 2023-2024 school year opened March 6. Families can find information about the options on SchoolZone or the Division's website and social media channels. The final day for pre-enrolment 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.

F. Approval of the Minutes

1. Board Meeting – February 7, 2023

MOVED BY Trustee Hole:

**"That the minutes of Board Meeting held February 7, 2023, be approved as printed."
(UNANIMOUSLY CARRIED)**

G. Recognition

2. Edwin Parr Teacher Awards

Ms. Krysta Florence of Rutherford School was selected as the Division's honorary nominee for the 2023 Edwin Parr Award for excellence in first year teaching.

There was a short break in the meeting.

H. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

I. Reports

3. Student Senate 2022-2023 Work Plan Update

Student Trustees Akhayla Arulmozhi, Abinash Saravanan and Tia Dobbernack presented the Student Senate Work Plan update.

4. Staff Group Presentations re: 2023-2024 Budget

Ms. Heather Quinn, President of Edmonton Public Teachers, presented the Edmonton Public Teachers' brief.

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Mr. Peder Vinge and Ms. Meghan Sievwright, representatives for the Exempt Staff, presented the Exempt Staffs' brief.

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

5. Class Size Information

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

J. Other Committee, Board Representatives and Trustee Reports

Trustee O'Keefe shared an Edmonton Public Schools Foundation (Foundation) update:

- She invited everyone to visit the Foundation's website (foundation.epsb.ca) and find out what the Foundation is doing to support students and to learn more about their six funding pillars.
- She thanked the staff across the Division who support the Foundation's Valentine's Day Candy Gram Fundraiser. More than \$3,500 was raised to support the Foundation's mission to level the playing field for students who come to the classroom at a disadvantage. More than 600 personalized were sent to 137 sites across the Division.
- The Foundation is grateful to the JUNO Awards and their Foundation, MusiCounts, for bringing the JUNO experience to Division students. In addition to hosting 70 students at the awards show on the evening of Monday, March 13, they will be providing student and staff learning opportunities over the next two weeks and beyond.
- The third year of the Foundation's virtual Read-A-Thon, Reading for Life, is coming up quickly - May 3-17, 2023. More information will be circulated to schools in the coming weeks.

Board Chair Estabrooks provided a Ward D update:

- She thanked Eastglen High school for the warm welcome to the Courage Across Canada Drag Tour. Students from many different schools attended to learn firsthand about the art of drag and the importance of being able to express yourself.
- She thanked Councillor Michael Janz for the invitation to the Love in the Time of Fentanyl film. The film, as well as the discussion afterwards, highlighted to her just how much more information is needed and how many more conversations are needed to understand - and then find solutions to - the current opioid crisis we are witnessing daily in our city.
- She thanked schools that had her visit on Pink Shirt Day. She said it was great to be back in person celebrating the positivity of kindness and how one action can make a big difference.
- And finally, she thanked students from the Nellie McClung program at Oliver School for organizing a successful and inspiring Power of Women conference. She was able to share some of her own personal story about entering politics. One of her highlights serving as a Trustee is speaking with students and also hearing their amazing, insightful questions.

Trustee Sumar highlighted three events that he attended in February:

- The first event was the Anti-Racism Student Summit Series at the Stanley Milner Library. He had the opportunity to engage directly with students from the WP Wagner Catchment and DS Mackenzie. He thanked the student facilitators for their work, as well as City Councillors, MLAs,

MINUTE BOOK

Division staff, and community leaders for taking part in the event and having some difficult and uncomfortable conversations. He thanked the staff from the WP Wagner Catchment and DS Mackenzie for putting this event together. He's looking forward to the next iteration of the series.

- The second event was Wahkohtowin Night at Kate Chegwin School. Wahkohtowin is a Cree word for kinship or being related to each other. It was a great chance to break bread with the community and listen to stories from Elders and Knowledge Keepers. He thanked the staff at Kate Chegwin for hosting and to the staff from that catchment for putting the event together. He also thanked the Elders and Knowledge Keepers for coming out and sharing their powerful stories
- The last event was Wagstock at W.P. Wagner High School. Wagstock is an annual talent show. It was a tremendous show of talent and community from high school students. No matter the talent on display, each student or group of students walked off stage to thunderous applause and tremendous cheers. He was fortunate enough to participate in a dance performance with the staff at the end of the show. Fantastic work by the students, by the W.P. Wagner SWAT Team, by the staff, and his fellow performers.

K. Trustees and Board Requests for Information

Trustee Sumar submitted a Request for Information regarding Digital Literacy:

Given the increasing prevalence of cyber attacks and ransomware attacks,
Given that 6 in 10 Canadian children as young as 10 years old have experienced or are experiencing cyberbullying ([source](#)),
Given that problematic media device use has been linked to low academic outcomes, a reduction in concentration, and mood disturbances ([source](#)),
Given the increasing reliance on the use of technology for educational purposes,
Given that provincial, federal, and international governmental bodies have limited the use of social media applications like TikTok ([source](#)):

What is being done to develop the digital literacy of staff and students?

What cybersecurity training is being provided to staff? What cybersecurity education is being provided to students?

What are schools doing to ensure that students are using smartphones and other devices appropriately? This includes but is not limited to the use of social media and digital well-being.

What measures are being taken to protect student and staff data being stored on Google?

What is being done to ensure equitable access to education for students who do not have a cell phone in the classroom?

What input has the Division given to the provincial government about including digital literacy in the new curriculum?

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What is being done to ensure the applications used in division schools have been vetted for appropriateness, education value, and digital security? Who vets the resources used in division schools, and on what criteria?

Does the division provide educators with a database / resource list of safe-for-school applications? What opportunities is the division engaging in to find efficiencies in vetting educational resources and/or creating a database? Is administration aware of how the process for creating such a database compares across provinces?

What avenue(s) of communication will EPSB, clubs, sport teams, etc use to connect with students that is consistent throughout the Division to ensure all students are included?

When choosing classroom activities or course work for students, what mechanisms are in place to ensure that all students have equitable access to modern electronic devices when they are needed? For example, if students are asked to use their cellphones in class, how are students without a phone accommodated?

L. Notices of Motions

Trustee Sumar gave notice that he would be making the following motion:

That the Board of Trustees advocates to the provincial and federal governments for funding equity for displaced students, refugee students, and refugee claimants, regardless of country of origin.

M. Next Board Meeting: Tuesday, March 21, 2023, at 2 p.m.**N. Adjournment: 4:50 p.m.**

The Board Chair adjourned the meeting.

Trisha Estabrooks, Board Chair

Karen Mills, Director Board and
Superintendent Relations

DATE: March 21, 2023

TO: Board of Trustees

FROM: Vice-Chair Trustee Ip, Caucus Committee Chair

SUBJECT: Report #07 of the Caucus Committee (From the meeting held on January 24, 2023)

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 recommendation was approved at the January 24, 2023, Caucus Committee meeting:

ASBA Letter

That the Board of Trustees write to the ASBA Executive and CEO to request that they update wording and practice to allow for greater transparency and participant communication during General Meetings. The letter will provide potential solutions.

KM:ca

DATE: March 21, 2023

TO: Board of Trustees

FROM: Vice-Chair Trustee Ip, Caucus Committee Chair

SUBJECT: Report #08 of the Caucus Committee (From the meeting held on March 7, 2023)

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 7, 2023, Caucus Committee meeting:

1. Advocacy Committee Request for Funds

That the Board approve the use of up to \$1400 from the Board Initiative Fund for the printing cost of the pre-election one-pagers being developed by the Advocacy Committee.

BACKGROUND

As shared in their work plan, the Advocacy Committee is focusing their attention this year on pre-election initiatives in advance of the provincial election expected this spring. They are designing one-page documents with questions that constituents are encouraged to pose to election candidates.

The pages are being designed to allow for digital and in-person distribution. The committee requested funds from the Board Initiative Fund to cover printing costs.

2. Comments from the Public and Staff Groups at Special Board Meetings

That Section 5.3 Special Board Meetings be updated with the addition of the following text: Due to the emergent nature of special meetings and the fact that they may be called with no notice, comments from the public or staff groups will only be accommodated at special Board meetings if there are two business days between when the meeting is called and when it is held. Speakers must register with the Board office by noon the business day prior to the meeting. Speakers must limit their comments to the topic(s) on the special Board meeting agenda. The public and staff may also provide input to Trustees via phone, email or mail.

Special Board meetings will be held in public and broadcasts to maintain the Board's commitment to transparency and accountability.

BACKGROUND

The Board of Trustees identified that Section 5.3 Special Board Meetings in the Trustees' Handbook is currently silent on whether or not there is the opportunity for comments from the public and staff groups at special Board meetings.

KM:ca

DATE: March 21, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Process and Timeline for the 2023-2024 Budget

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Jeremy Higginbotham, Madonna Proulx

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. 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 2023-2024 Provincial Budget was announced on February 28, 2023. The funding profile for Edmonton Public Schools and the Alberta Education Funding Manual were subsequently posted on March 9, 2023. To accommodate the time required for site-based budgeting, the Process and Timeline for the approval of the 2023-2024 Budget has been developed (Attachment I).

RELATED FACTS

The Distribution of Funds report is to be presented for feedback at the Caucus meeting on April 4, 2023, and for approval at the April 18, 2023, public Board meeting.

RECOMMENDATION

That the Process and Timeline for the 2023-2024 Budget as outlined in Attachment I, be approved.

NEXT STEPS

- If approved by the Board of Trustees, the 2023-2024 budget process and timeline will be communicated to principals and central decision unit leaders.
- The 2023-2024 Budget will be presented at the May 26, 2023, Special Board Meeting, with the final budget report being submitted to the Province by the May 31, 2023, deadline.

ATTACHMENTS and APPENDICES

ATTACHMENT I Process and Timeline for the 2023-2024 Budget (Calendar)

MP:ja

2023-2024 Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
FEB	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28 PROVINCIAL BUDGET ANNOUNCEMENT	1	2 Teachers Convention	3 Teachers Convention	4
MAR	5	6	7 BOARD 2:00 PM	8	9 FUNDING PROFILE AND FUNDING MANUAL RELEASED	10	11
	12	13 PD Day - No Students	14	15 Projected Enrolment Principal Input Opens	16	17	18
	19	20	21 BOARD 2:00 PM Process & Timeline Recommendation Mars #15012	22 Projected Enrolment Principal Input Closes	23	24	25
	26	27 SPRING BREAK	28 SPRING BREAK Projected Enrolment File forwarded to Budget & Funding	29 SPRING BREAK	30 SPRING BREAK	31 SPRING BREAK	1
	2	3	4 CAUCUS 9:00 AM BOARD 2:00 PM Introduction - Distribution of Funds MARS #15015	5	6	7 GOOD FRIDAY	8
APR	9	10 EASTER MONDAY	11	12	13	14	15

2023-2024 Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
APR	16	17	18 BOARD 2:00 PM 2023-2024 Distribution of Funds Recommendation MARS#15015	19	20	21 BPS OPENS	22
	23	24	25	26	27	28 PD Day - No Students	29
MAY	30	1 BPS CLOSSES	2 BOARD 2:00 PM	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16 BOARD 2:00 PM	17	18	19	20
	21	22 VICTORIA DAY	23 Board Approved Non-Instructional Day	24 Teachers Day in Lieu	25	26 SPECIAL BOARD Approval of the 2023-2024 Budget MARS #15018	27
	28	29	30	31 Budget Report Due to Alberta Education	1	2	3

2023-2024 Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
OCT	1	2	3	4	5	6 BPS opens for Results Review and Plans	7
	8	9 THANKSGIVING	10	11	12	13	14
	15	16 BPS opens for fall budget	17	18	19	20 PD Day - No Students	21
	22	23	24	25	26	27 Budget, Results Review, and Plans Due	28
	29	30	31	1	2	3	4
NOV	5	6	7	8	9	10	11
	12	13	14	15 Central & School Results Review (tentative)*	16 Central & School Results Review (tentative)*	17 Central & School Results Review (tentative)*	18
	19	20 Central & School Results Review (tentative)*	21 Central & School Results Review (tentative)*	22 Central & School Results Review (tentative)*	23 Central & School Results Review (tentative)*	24 Audit Committee Presentation of Audited Financial Statements	25
	26	27	28 Audited Financial Statements presented to Board	29 Audited Financial Statements due to the Province	30	1	2

*Central & School Results Review Meetings to be confirmed by Strategic Division Supports in the fall of 2023

PROCESS AND TIMELINE FOR THE 2023-2024 BUDGET (DETAIL)

Timeline	Process
March 21, 2023	<ul style="list-style-type: none"> Process and Timeline for 2023-2024 Budget is recommended to the Board of Trustees
April 4, 2023	<ul style="list-style-type: none"> Distribution of Funds report is presented to Caucus
April 18, 2023	<ul style="list-style-type: none"> Distribution of Funds is recommended to Board
April 21, 2023	<ul style="list-style-type: none"> Schools and central departments receive allocations and budget requirements
May 1, 2023	<ul style="list-style-type: none"> Schools and Central departments budgets are due
May 26, 2023	<ul style="list-style-type: none"> The 2023-2024 Budget is recommended to the Board of Trustees
Nov 15-23, 2023	<ul style="list-style-type: none"> School and Central Results Review (tentative)

DRAFT

DATE: March 21, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Ten-Year Facilities Plan 2023–2032 Update

ORIGINATOR: Cliff Richard, Chief Infrastructure and Technology Officer

RESOURCE STAFF: Shauna Bland, Josephine Duquette, Jenifer Elliott, Terri Gosine, Geoff Holmes, Kim Holowatuk, Scott Humphrey, Roland Labbe, Valerie Leclair, Andrew Lowerre, Coreen Moccia, Shaminder Parmar, Allison Sylvester, Jennifer Thompson, Christopher Wright

REFERENCE [Infrastructure Planning Principles Policy \(EA.BP\)](#)
[Strategic Plan 2022–2026](#)
[Three-Year Capital Plan 2023–2026](#)
[Ten-Year Facility Plan 2023–2032](#)
[Government of Alberta School Capital Manual - Chapter 2](#)
[Blue Ribbon Panel on Alberta’s Finances \(McKinnon Report\)](#)

ISSUE

Alberta Education and Alberta Infrastructure require all school divisions to have a Ten-Year Facility Plan available upon request. The current Ten-Year Facilities Plan 2023–2032 was approved by the Board of Trustees on March 22, 2022. Administration is proposing to update portions of the Ten-Year Facilities Plan 2023–2032 to provide up-to-date information regarding the context in which the Division is currently operating (Attachment I).

BACKGROUND

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
- 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
- the age and condition of Division facilities

The Division is experiencing significant enrolment growth and increased utilization of schools. Enrolment from September 2021 to September 2022 increased by 4.2 per cent or 4,455 new students. This growth was the largest one-year enrolment increase for the Division since 1964–1965, when the West Jasper Place School Division including students and school buildings was amalgamated with Edmonton Public Schools. The Division’s overall space utilization rate has increased to 82 per cent for the current school year—an increase of two per cent over the previous year. These increases, combined with a lack of funding for new school construction, have restricted the Division’s ability to accommodate students close to where they live, increased student travel times and transportation costs, and limited the Division’s ability to meet demand for additional alternative program locations and Division centre special needs program sites.

The Division is anticipating a continued increase in enrolment due to the favourable economic conditions in the province and the relative affordability of Alberta as compared to other Canadian provinces. The Government of Alberta launched the *Alberta is Calling* advertising campaign to attract new residents to Alberta. The campaign highlights: the relative affordability of housing across the province in comparison to Ottawa, Hamilton, Toronto and Vancouver; the relatively low cost of living and increased disposable income; natural beauty; and access to high wages in a wide range of careers. Inbound migration from other provinces and countries is anticipated to remain high as long as affordability and employment remain attractive.

City Council approved Edmonton’s City Plan on December 7, 2020. The City Plan is a strategic document that charts a path for how the city can grow to accommodate a population of two million. The plan identifies where housing and population growth will be encouraged to occur in the city, how the City can create the environment to support growth and ensure growth is sustainable, efficient, and creates a livable city. The Division will need to accommodate the growth in population that the province desires and that Edmonton City Council has planned.

In addition, the Division supports an ageing infrastructure portfolio with deferred maintenance that is continuing to increase and projected to reach \$1.0 billion in 2027. Past and current levels of modernization project funding, Infrastructure Maintenance and Renewal (IMR) funding, and Capital Maintenance and Renewal (CMR) funding are not adequate to address the deferred maintenance needs of rapidly ageing Division buildings.

Collectively, Provincial capital and renewal funding for the Division has fluctuated significantly over time. The funding pattern is in direct contrast to the 2019 Report and Recommendations: [Blue Ribbon Panel on Alberta’s Finances \(McKinnon Report\)](#), which notes that “... spending on capital in Alberta has fluctuated widely since 1990. The erratic capital spending pattern has resulted in a ‘roller coaster’ pattern for Alberta’s stock of public infrastructure. The Panel strongly encourages 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.”

RELATED FACTS

- Providing equitable access to high-quality learning environments remains an overarching goal in the Ten-Year Facilities Plan, as guided by the Division's Infrastructure Planning Principles Policy (EA.BP).
- This year, the Division experienced its largest one-year enrolment increase since 1964, with an increase of 4.2 per cent, or 4,455 new students.
- From 2011 to 2021, the City of Edmonton grew by 24 per cent (based on Federal census data), and the Division grew by 31 per cent over the same time period.
- Although enrolment growth is occurring in all sectors of the city, it is greater in suburban neighbourhoods in southeast, southwest and west Edmonton.
- Over the past ten years the Division's utilization rate has risen 15 per cent (from 67 per cent in 2012–2013 to 82 per cent in 2022–2023).
- Without additional new capital funding, enrolment growth will outpace new capacity by 34,000 students by 2031–2032, which would be the equivalent of 36 additional Kindergarten to Grade 9 schools (950 capacity).
- Depending on the funding delivery method, new construction projects take between three and five years to complete once funded.
- Increases in utilization will continue to challenge the Division's ability to expand program locations for alternative and Division centres, increase the number of schools requiring enrolment control measures, increase travel distances for students, increase reclamation of spaces currently housing tenants, and result in using specialized purpose-built spaces for regular instruction. Examples of purpose-built spaces include music rooms, food labs, career and technology space, libraries or learning commons, and physical education training rooms.
- A specific section relating to pods, which are groups of classrooms attached to schools for temporary accommodation of students, is proposed to be added to the Plan.
- Current levels of modernization project funding, Infrastructure Maintenance and Renewal (IMR) funding, and Capital Maintenance and Renewal (CMR) funding is not adequate to address the deferred maintenance needs of rapidly ageing Division buildings, projected to reach \$1.0 billion in 2027.

RECOMMENDATION

That the updated *Ten-Year Facilities Plan 2023–2032* be approved for submission to the Provincial Government.

CONSIDERATIONS and ANALYSIS

The Ten-Year Facilities Plan 2023–2032 highlights the challenges that the Division's inventory of facilities faces in the coming decade and can help inform Division families and members of the public about the manner in which funding to support Division needs is generated. The unpredictability of provincial funding models for capital projects and infrastructure maintenance and renewal continues to present a significant challenge for the Division's ability to forecast and allocate resources.

These challenges, in addition to enrolment growth continuing to outpace delivery of new school capacity, means the Division is at risk of limiting choice for students and their families. This includes the ability to maintain open attendance area boundaries, to expand on a range of alternative and Division centre special needs program offerings, and to provide access to schools close to where students live. More students having to spend more time in transit, and the inability to provide equitable access to high-quality, modern and flexible learning environments, will diminish the student experience.

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 updated Ten-Year Facilities Plan 2023–2032 will be submitted with the Three-Year Capital Plan 2024–2027 to Alberta Education for provincial consideration of future capital funding announcements.

ATTACHMENTS and APPENDICES

ATTACHMENT I - Ten-Year Facilities Plan 2023–2032

JT:jl

Ten Year Facilities Plan

(Updated March 21, 2023)



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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 Division’s 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 and 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:

- key strategies and objectives for the next ten years or longer
- expected utilization rate and 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
- 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
- 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 jurisdictions declined in the 2020–2021 school year. The Division’s overall enrolment declined for the first time since 2007; however, enrolment growth has recovered, and the growth from 2021–2022 to 2022–2023 is the largest one-year enrolment increase in the Division since 1964–1965. In 1964, the Division consolidated with the West Jasper Place School Division as a result of annexation, including the students and school buildings. Division enrolment from September 2021 to September 2022 increased by 4.2 per cent or 4,455 new students.

Total Division enrolment is expected to continue to grow steadily through to 2032. Although enrolment growth is occurring in all sectors of the city, it is greatest in new growth neighbourhoods in southwest, southeast and west Edmonton. Without additional capital funding, enrolment growth will outpace new

capacity by almost 34,000 students by 2032–2033. Depending on the funding delivery method, any new projects that are funded take between three and five years to provide needed additional student spaces.

Since the 2010–2011 school year, the Division has opened 32 schools (25,750 student spaces) and either installed or relocated 475 modular classrooms in lieu of additional new funded schools. Over the past 10 years, however, Division utilization has risen 14 per cent (from 68 per cent in 2011–2012 to 82 per cent in 2022–2023). Continued increases in utilization result in reduced 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 specialized spaces for regular instruction. Specialized spaces include those for Career and Technology Studies (CTS), music, art, library and leases like childcare. A lack of space will profoundly impact the way the Division accommodates students.

Funding limitations are leading to a mounting deferred maintenance deficit (anticipated to reach \$1.0 billion by 2027), and limit 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 explores 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.

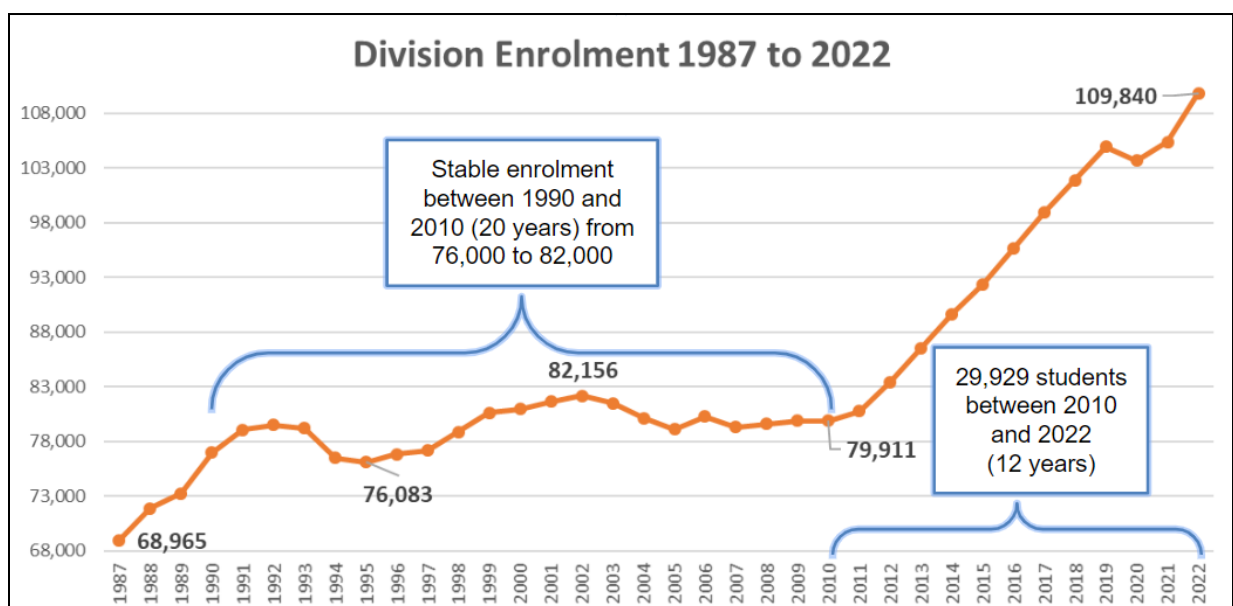
Recent openings of new schools demonstrate the flexibility and value that high-quality school designs can provide, including maximizing energy sustainability, incorporating partners and reducing operating costs. However, the Division has not had a modernization project announced since 2018, and has only had one new school announced for construction funding since 2019. In addition, current levels of Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) funding are not adequate to continue to address the deferred maintenance needs of ageing Division buildings. Replacement facilities represent the shortest path to addressing the deferred maintenance of an ageing building inventory, while ensuring equitable access to high-quality learning environments and reducing the Division’s carbon footprint by replacing old and inefficient buildings with new ones constructed to contemporary environmental standards.

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

INTRODUCTION

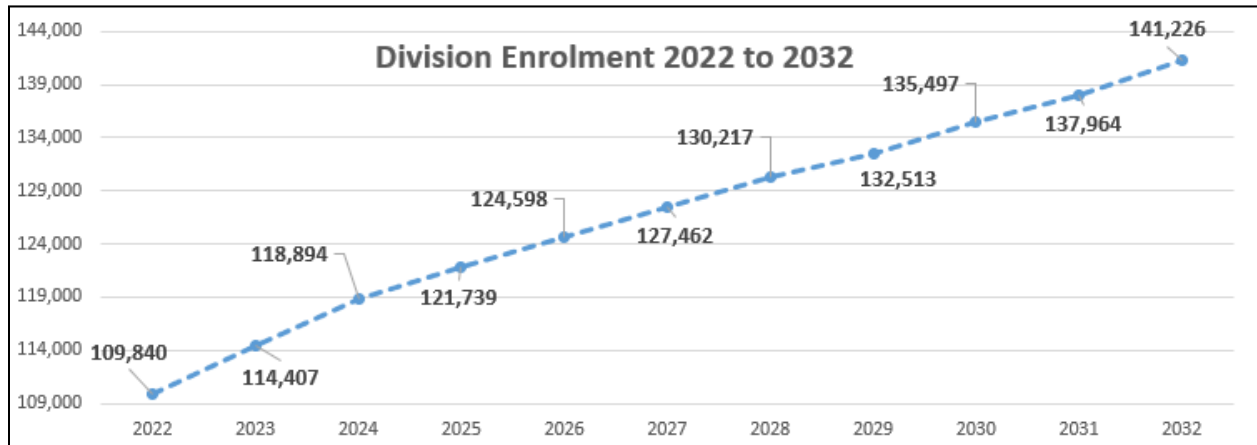
The Ten-Year Facilities Plan 2023–2032 (the Plan) was approved by the Board of Trustees on March 22, 2022. Many of the trends, opportunities and challenges presented in the original Plan are still relevant in today’s context. However, since the 2021–2022 school year, some of the challenges have increased in urgency as we emerge from the pandemic into “post-pandemic” economic and demographic conditions. This updated Ten-Year Facilities Plan includes some of the amplified challenges and new trends that are emerging.

Division enrolment has continued to increase, following a slight decrease in 2020 (first year of the pandemic), and has reached levels of growth not seen by the Division in almost 60 years. The following graph shows the Division’s yearly enrolment since 1987 (35 years):



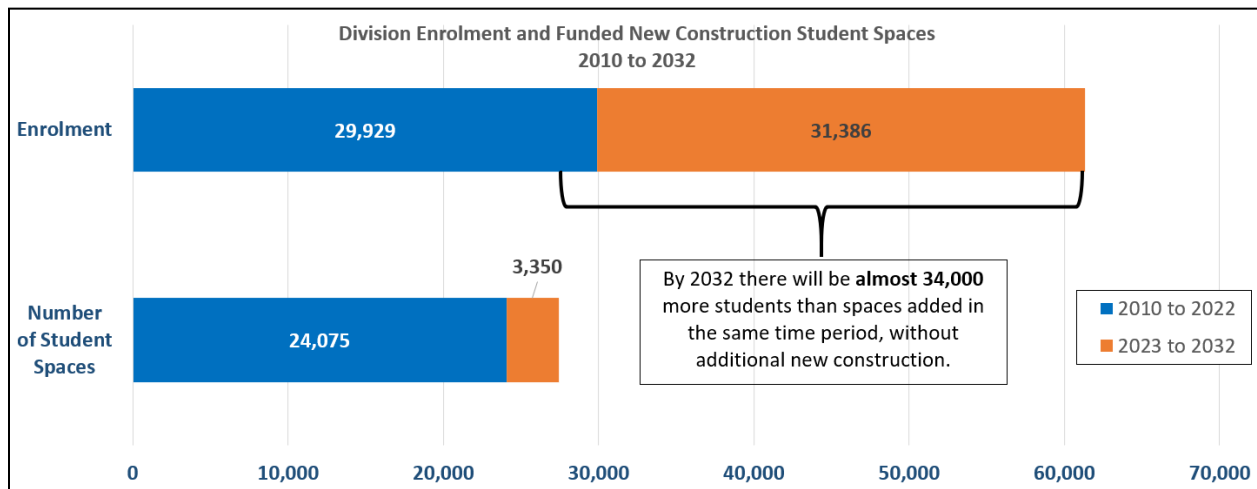
Between 1990 and 2010, the Division’s enrolment experienced minor fluctuations, but was stable at approximately 80,000 students. Beginning in 2010, there was a pronounced increase in the growth rate, as the Division grew by almost 30,000 students between 2010 and 2022. From 2011 to 2021, the City of Edmonton grew by 24 per cent (based on Federal census data), and the Division grew by 31 per cent over the same time period.

That growth rate has persisted into the 2022–2023 school year and is projected to continue through to 2032:



The projection for September 2023 is 114,407 students, which will be an increase of 4,567 students (4.2 per cent) from September 2022. The Division has already registered over 1,400 new students between the end of September 2022 and the end of January 2023, meaning about one-third of the projected new growth has already been realized. If this enrolment growth trend persists, the Division could reach over 140,000 students in 10 years, which is more than double the Division’s enrolment in 1987.

The pace of capital announcements falling behind increasing enrolment impedes the Division’s ability to accommodate students. When the number of student spaces available within Division infrastructure does not keep pace with the enrolment growth, flexibility and choice in accommodation is limited.



The Division Enrolment and Funded New Construction Student Spaces graph depicts the total enrolment growth since 2010–2011 and is projected to 2032–2033. The graph also depicts the new student spaces constructed since 2010–2011 and includes funded projects projected to open over the next 10 years.

Currently, the only two projects that the Division is funded for and that have yet to open are:

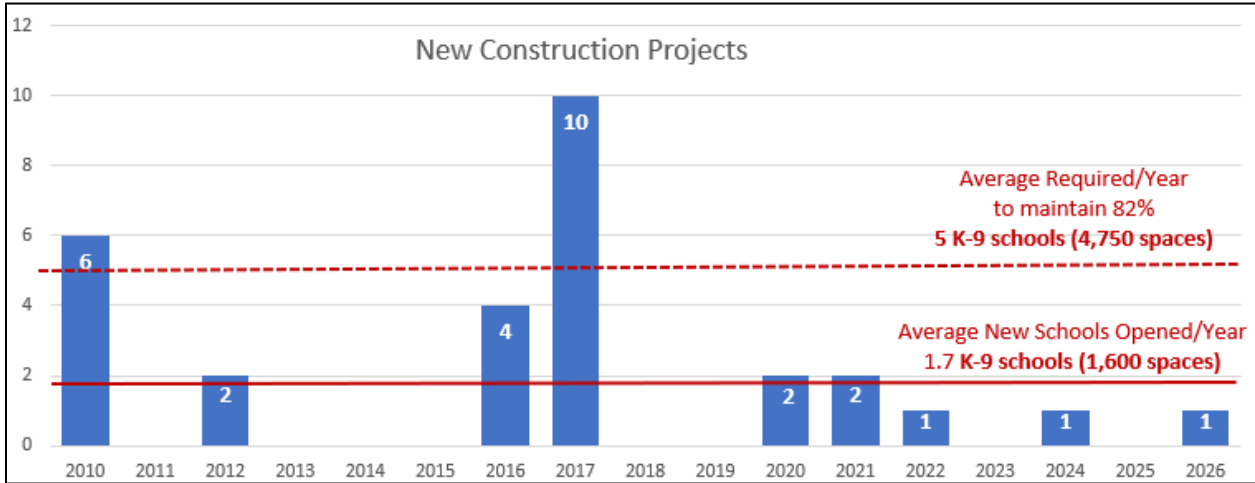
- the Meadows High School, which will open in September 2024 with 2,400 student spaces

- an elementary/junior high school with 950 student spaces in Edgemont, estimated to open in 2026 at the earliest

Even if new school construction funding was announced tomorrow, depending on the funding delivery method, there will be a three- to five-year lag between the announcement of funding and opening spaces to accommodate resident students. If the Division does not receive additional capital construction funding over the next 10 years, the deficit of student spaces to enrolment growth will widen to almost 34,000 student spaces. Based on the most recent Area Capacity and Utilization report from Alberta Education, the Division only has 24,708 available student spaces. The Division will have over 9,000 more students than spaces by 2032, if new schools are not realized.

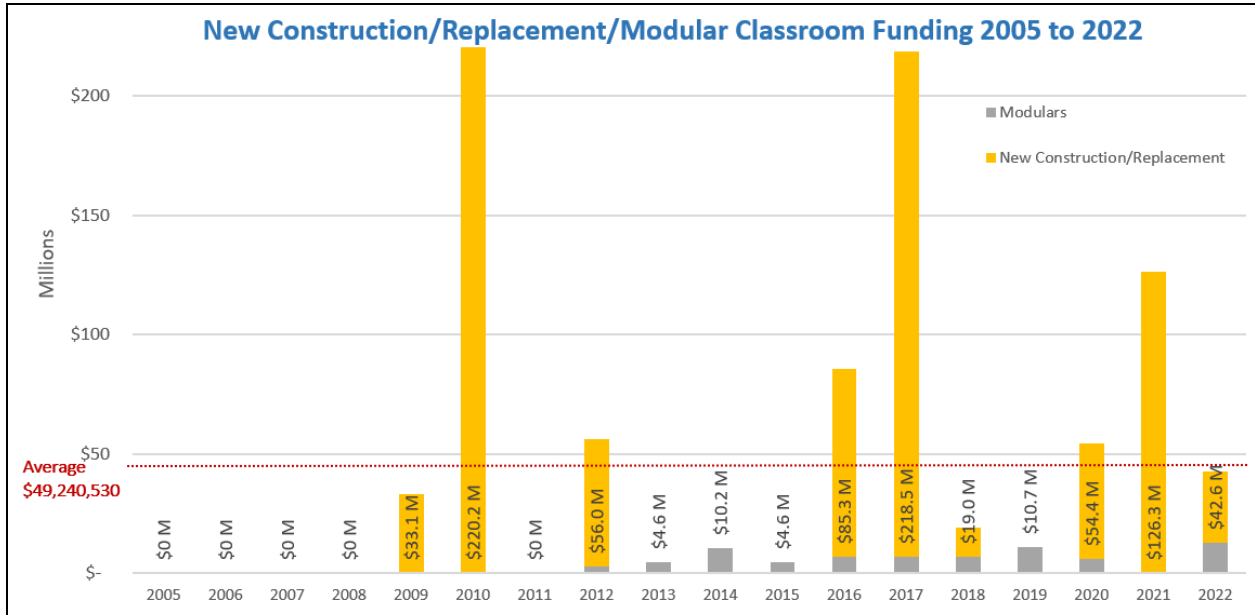
Since 2010, the Division received funding to open 27 new schools in new growth areas as a result of previously identified capital priorities. Two additional schools will open by 2026; the Meadows high school scheduled for September 2024 and the recently announced Edgemont school that could open by 2026.

The New Construction Projects graph below shows how many schools will have opened by year since 2010, once schools in The Meadows and Edgemont open.



The years with no bars clearly indicate that schools have not been constructed consistently, as school construction has been subject to intermittent funding from the Province. On average, the Division has been funded for 1.7 new schools per year since 2010, excluding modernizations and replacement schools.

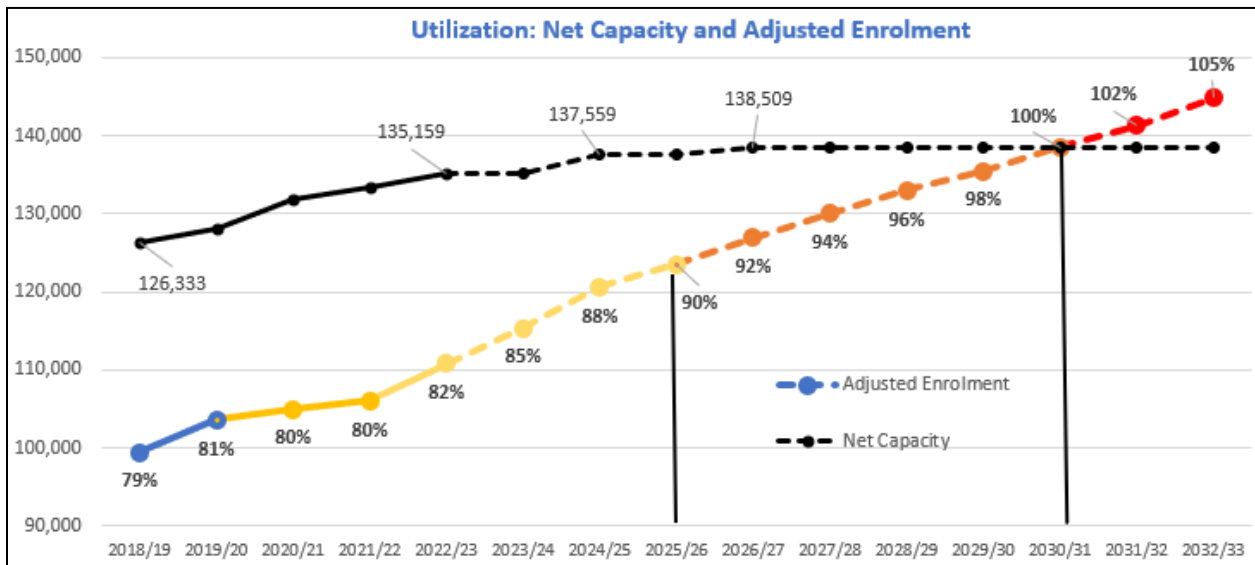
Current enrolment growth is between 4,000 and 5,000 students per year. This is equivalent to approximately five Kindergarten to Grade 9 (K–9) schools per year. If the Division was able to open five schools per year, the Division’s utilization rate could be stabilized at the current rate of 82 per cent; otherwise, the Division utilization rate will continue to increase. Of note, 80 per cent utilization is typically the point where a school begins to feel full. In order to accommodate additional enrolment, schools will normally be required to start converting non-instructional space such as staff rooms, conference rooms, libraries, etc., into classrooms, reducing flexibility and programming options.



The New Construction/Replacement/Modular Classroom Funding graph depicts the inconsistency of funding to accommodate enrolment growth. When the Division is not consistently funded for student space, the Division has no choice but to employ other growth control mechanisms that limit choice for families and increase travel times to designated schools further from where students live.

UTILIZATION AND STUDENT ACCOMMODATION

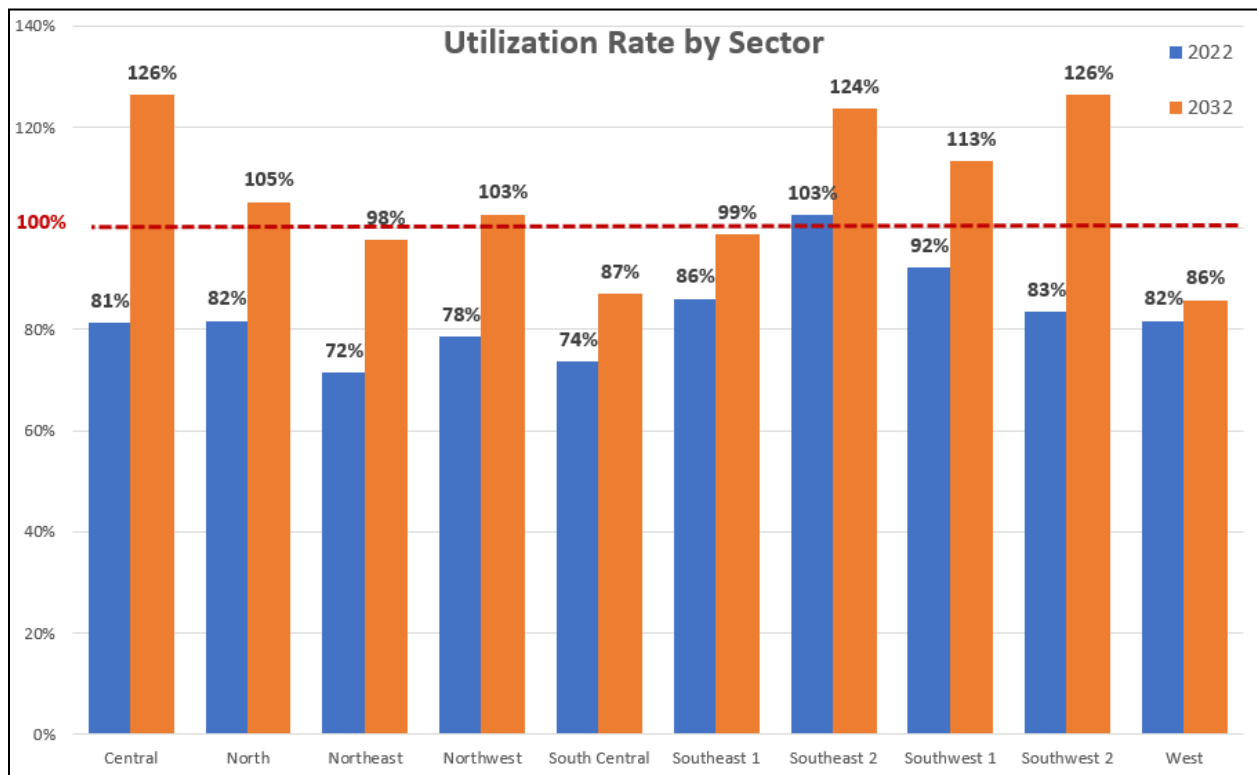
The Utilization: Net Capacity and Adjusted Enrolment graph is another way to contextualize the reduction in available space into the future.



The projected growth shows that the Division will be at 90 per cent utilization by 2025, just over two years away; of note, new infrastructure takes a minimum of three years to build and open to students. If no further new infrastructure is funded, the Division will be at 100 per cent capacity by 2030.

In 2020–2021, there were 71 schools at or above 85 per cent utilization and 23 schools at or above 100 per cent utilization. In 2022–2023, this has grown to 78 schools at or above 85 per cent utilization and 27 schools at or above 100 per cent utilization. Between 2020–2021 and 2022–2023, the Division has opened Dr. Anne Anderson, Garth Worthington and Joey Moss schools. This equates to 3,850 additional student spaces. If these schools had not been built, the number of schools in these categories would be even higher.

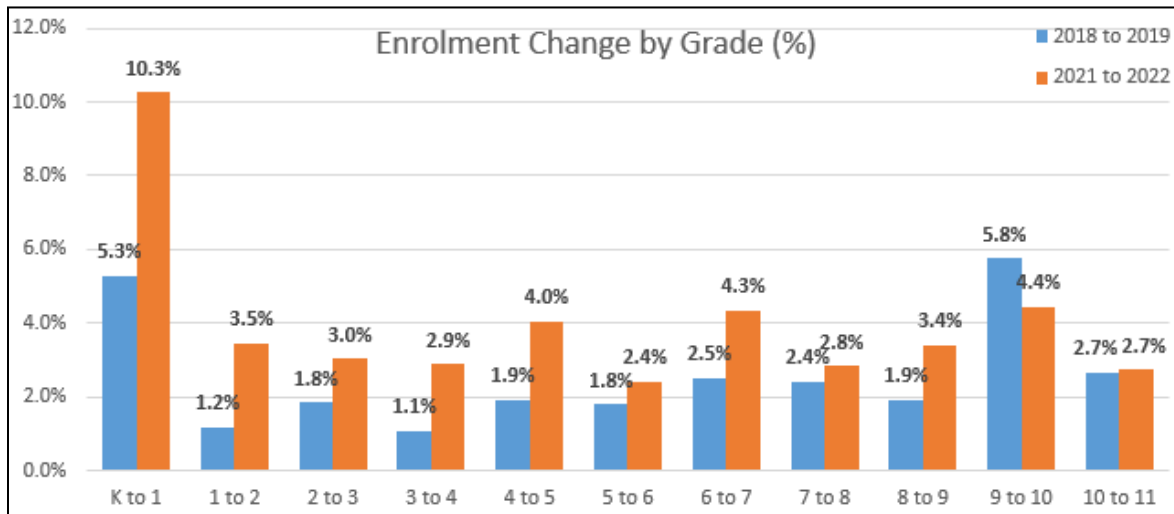
Although there is enrolment growth in all sectors, the distribution of this growth is varied. There are seven sectors out of 10 currently above 80 per cent utilization, including Central, North, West, Southeast 1, Southeast 2, Southwest 1 and Southwest 2. As these areas reach capacity, there will be growth accommodation pressures on existing space in other sectors. For example, the Central sector continues to experience a notable increase in utilization as it accommodates a growing number of students from outside the sector.



As shown in the Utilization Rate by Sector graph, six of 10 planning sectors will be over 100 per cent utilization by 2032 without additional new capacity, two sectors will be just below 100 per cent utilization, and the remaining two sectors will be above 85 per cent utilization. The growth in the Central Sector is an example of how growth will need to be distributed as available space declines. On average, 48 per cent of the students attending schools in the Central Sector also reside in the Central Sector. The growth shown in the Central Sector has less to do with local residency increases and more to do with

increases in city-wide draw schools, placement of programming where there is space, and designations for growth areas.

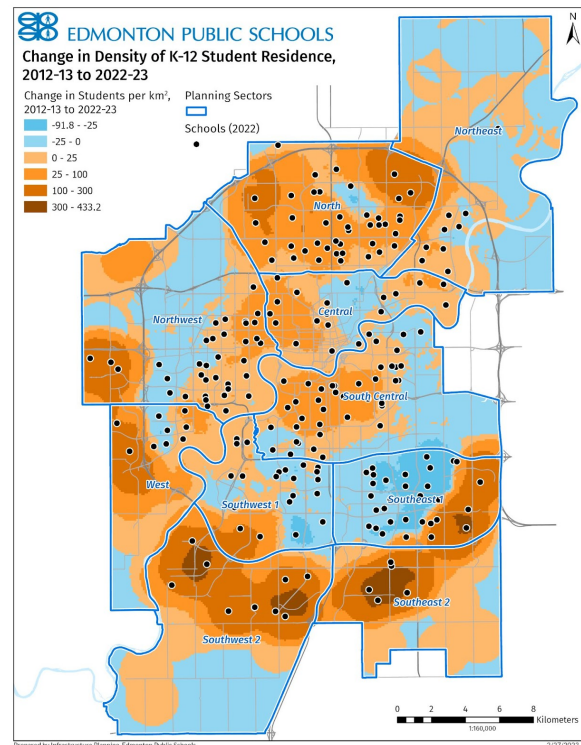
The growth in enrolment is occurring in most grade levels (see chart below), most notably from Kindergarten to Grade 9. This pattern is indicative of families moving to the City to access programming in the Division, as opposed to a higher birth rate from families already residing within the City. This is a consistent pattern each year.



*Grade 11 to Grade 12 is not listed due to the complexity created by returning Grade 12 students

In the Change in Density of K–12 Student Residence Map 2012–2013 to 2022–2023, these trends can be seen for the 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 lighter 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 total design capacity of the buildings, is indicative of consistent enrolment in the Division’s

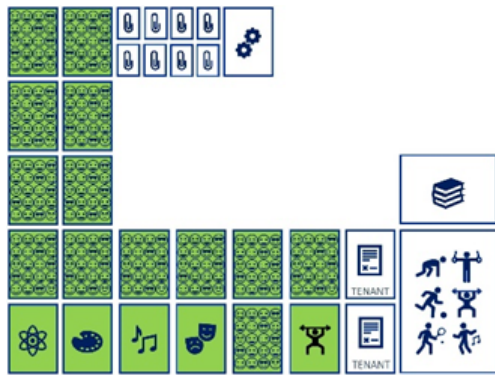
older facilities. The Division commissioned an independent consultant to create a demographic forecast for the Division, as reported at a public Board meeting on June 14, 2016. This report stated in 2016 that, “Core areas are expected to see modest growth, ultimately adding 176 school-aged residents, 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 that the Division is 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 evaluate how City Plan may influence the demographics in all areas.

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

In 2011–2012 the Division’s utilization rate was 68 per cent, and in 2022–2023, the utilization rate is 82 per cent; this means that the Division has risen 14 per cent in overall utilization. In that same 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 over 110,000 students. Using this analogy in the following story, it is evident that the ability to accommodate resident students close to home and to provide alternative and Division centres using current approaches becomes more difficult and ultimately limits family choice.

<p>70% Utilization</p> 	<p>As a school:</p> <ul style="list-style-type: none"> • Five to six open classrooms. • Schools can continue to have Division centre special needs and/or alternative programs, or explore adding program(s). • Leases, such as childcare, can continue to operate. • Space is available for classes to collaborate. <p>As a sector:</p> <ul style="list-style-type: none"> • Regular and alternative programs, and Division students who require specialized supports, are most likely able to be accommodated within the sector. • Transportation is available with reasonable ride times. <p>As a Division:</p> <ul style="list-style-type: none"> • Division can continue to expand alternative and Division centre special needs programs to meet demand. • Continued measured expansion of student accommodation and programming. • Few schools will have closed boundaries (only able to accommodate their local attendance area). • Leases can continue to provide childcare services to schools and will exist at many sites.
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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.

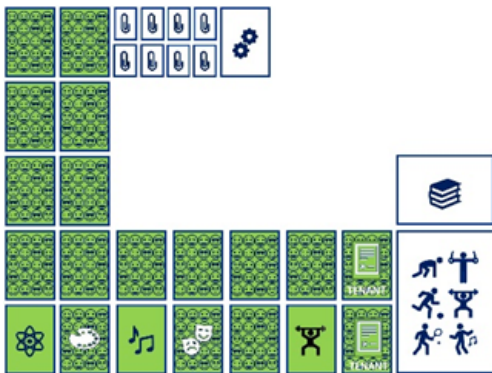
As a sector:

- 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 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 program 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 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 or Division centre special needs programs can be expanded.
- 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.

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 where they do not reside.
- The number of resident students who 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 transportation service model would be under pressure to maintain current service levels without significant impacts to driver availability.
- Only a handful of leases remain in operational schools.

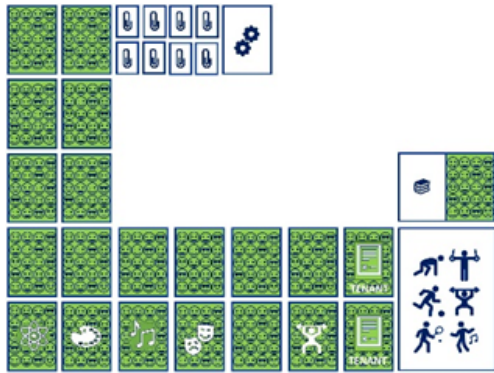
100% Utilization and Over



As a school:

- There are no empty rooms in the building; in fact, there may be more classes than there are rooms.
- If modularity 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.

100% Utilization and Over (continued)



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.
- The average ride time will increase 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.

As a Division:

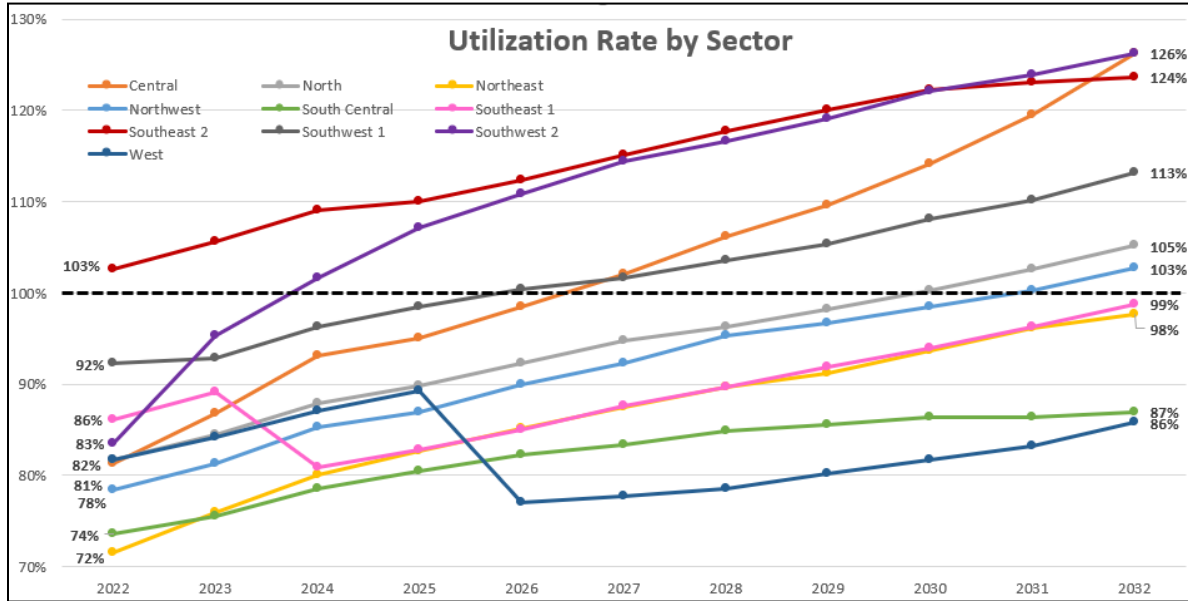
- Most schools will have closed boundaries or a lottery in place. There will only be a handful of schools that still have open boundaries.
- There is no space for alternative program expansion or Division centre special needs program expansion.
- Most schools will not have ancillary spaces or CTS spaces as all spaces will be needed for regular 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:

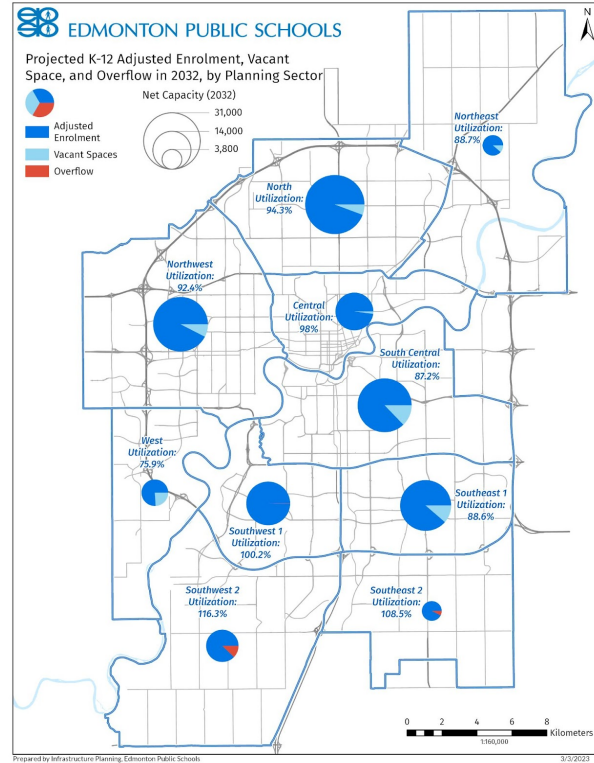
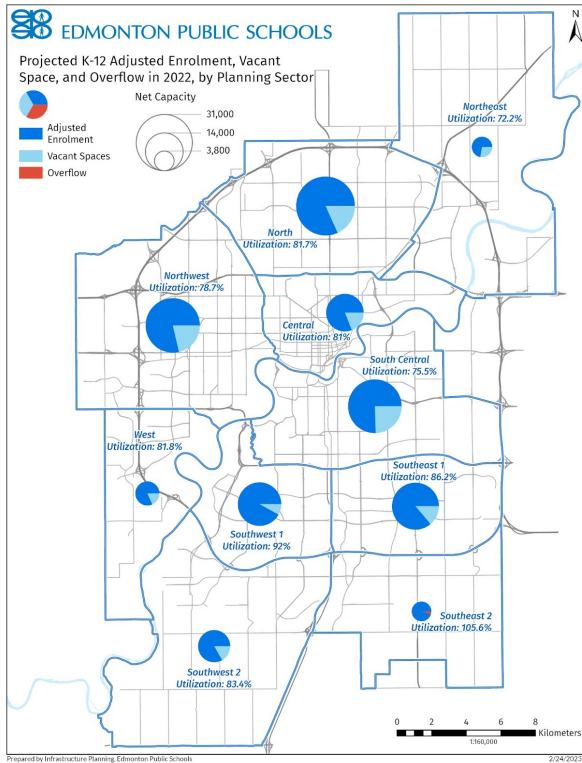
- The ability to accommodate resident students where they reside or in their sectors becomes increasingly difficult.
- Well-distributed alternative programming is not possible and Division centre special needs programming cannot expand.
- Designated receiving schools to serve new growth areas will require students to be transported the furthest.
- The strain on the transportation system increases as designations are further away with 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, but the increasing trajectory holds for all planning sectors.



Captured another way in the following maps, there is a reduction of empty space in most sectors; however, the reduction in available space is most pronounced in the Southeast 2 and Southwest 2 sectors where there are more students than spaces. These areas demonstrate the highest rates of student growth and these sectors have had the highest growth in student residency, coupled with the fact that, historically, infrastructure lags behind residential development.



Growth Control Model

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

- manage student growth
- meet the demand for student learning space
- 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.

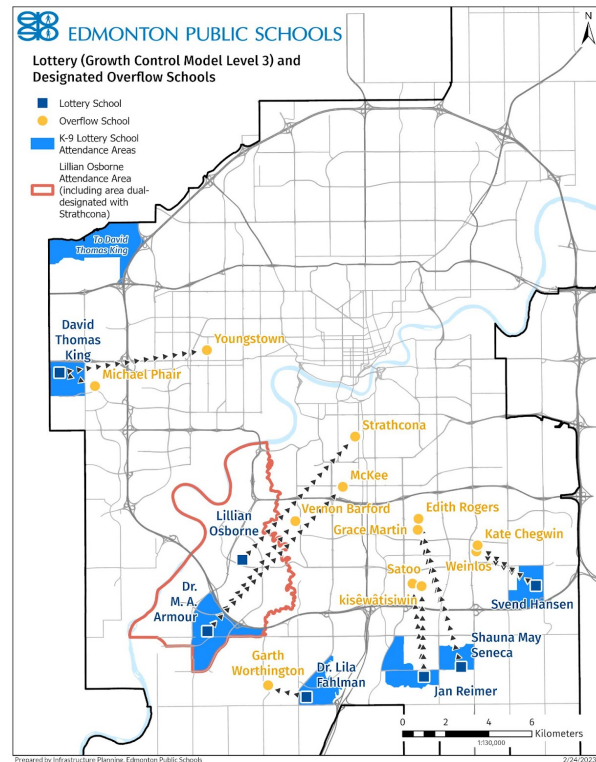
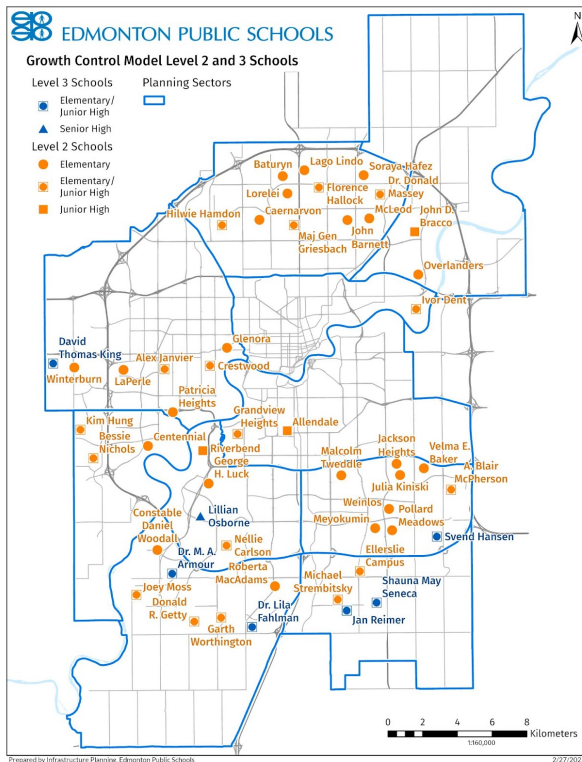
[The Growth Control Model](#) is a dynamic, transparent strategy with a responsive approach to student accommodation Division-wide. This model, informed by feedback from families over the past few years, serves to create efficiencies, provide clarity and minimize the impact on students where possible.

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 following maps show the location of all schools in Growth Control Levels 2 and 3, as well as the lottery schools for 2023–2024 with 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.

Since September 2020, the Division has implemented lottery processes at seven schools, including two additional schools for September 2023:

- Dr. Lila Fahlman School
- Svend Hansen School
- Dr. Margaret-Ann Armour School
- David Thomas King School
- Lillian Osborne School
- New in 2023–2024: Shauna May Seneca and Jan Reimer schools

The longer that additional school infrastructure is not available, the greater the likelihood that the Division will be required to implement growth accommodation measures at more schools, including the addition of more schools implementing the lottery process. Growth accommodation measures, like lotteries, require students to travel further to attend schools where space is available. This translates to at least one new bus for each overflow designated school assigned in an already resource-stretched student transportation system. Families must travel further to attend school, increasing the overall carbon footprint for student transportation, as fewer students are able to reach their school through

active transportation such as walking or cycling. Additionally, the increase in schools with growth accommodation measures will mean fewer options for families. A growing number of overflow designated schools may be further removed from communities, the establishment of additional Division centre special needs programs will become increasingly difficult, and opportunities to expand alternative programs may be limited.

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 where programs experience low enrolment. This is important to ensure that resources and space are distributed as equitably as possible across the Division.

In the Division, there are and have been schools experiencing low enrolment in one or more programs within a school. This can be in a regular or alternative program, which is different from a whole school experiencing overall low enrolment. 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:

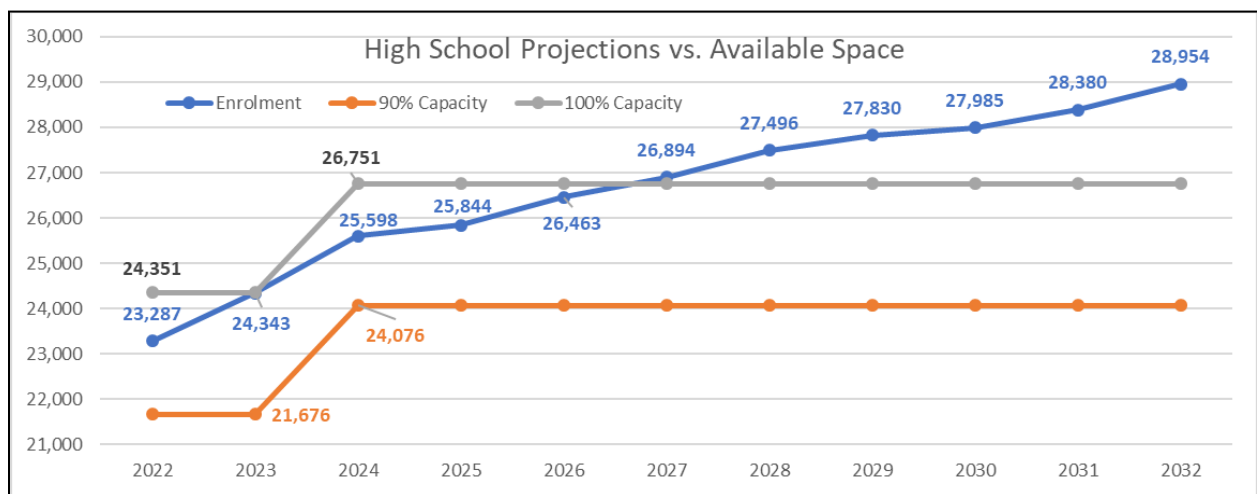
- Dr. Anne Anderson School in the Southwest planning area, which added 1,940 spaces in the 2021–2022 school year.
- The Southeast high school in the Southeast planning area, which will add another 2,400 spaces for the 2024–2025 school year.

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. The school was only able to accept resident students from its designated attendance area and its dual-designated area with Strathcona School. For the 2022–2023 school year, there were more resident attendance area students pre-enrolled at Lillian Osborne School than could be accommodated. Consequently, for the 2022 pre-enrolment, Lillian Osborne School moved to Level 3 on the Growth Control Model. Strathcona School became the overflow designated school. In the future, consideration is given to moving a high school to Level 2 when it reaches a 90 per cent capture rate of their resident attendance area students. This ensures 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.

Consideration must also be given to the anticipated need to establish Division centre special needs programming at the high school level. For example, there are currently 22 Interactions classes at the high school level. It is predicted that the Division will require an additional 20 classes (42 classes total) by 2026–2027 based on the current number of junior high and elementary Interactions classes; this is simply to keep up with the demand for Interactions programming.



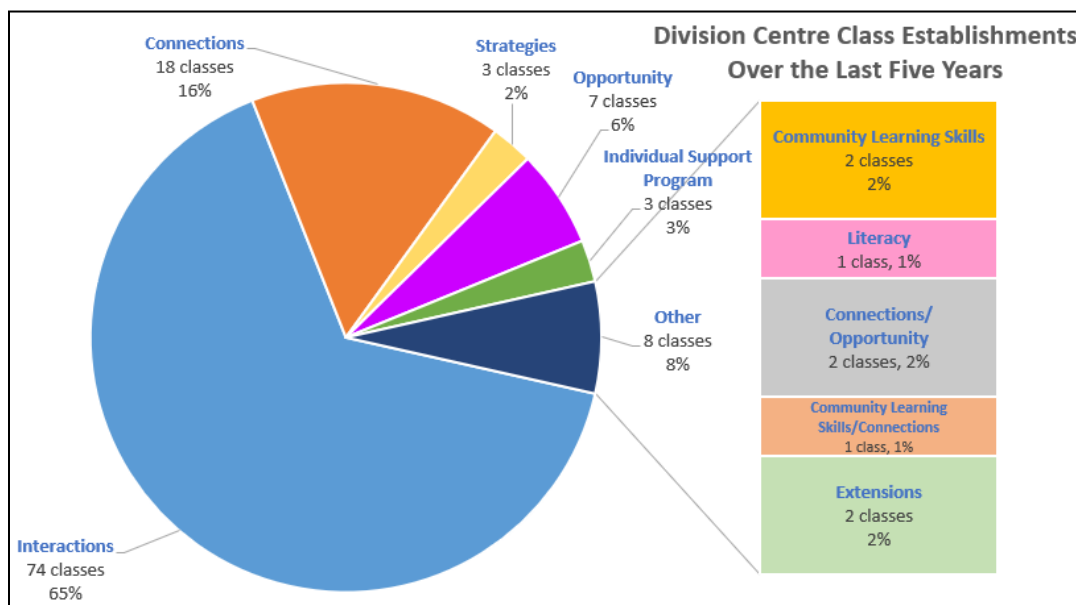
The High School Projections vs. Available Space graph shows projected enrolment of high school students compared to capacity in attendance area high schools over the next 10 years. Despite Dr. Anne Anderson School opening in September 2021 and the southeast high school scheduled to open in September 2024, the Division will again be out of high school space in 2027. Specialty high school programming, such as Vimy Ridge or Old Scona schools, give a small degree of flexibility at the high school level, representing an additional 1,500 spaces at most. The optimal solution to address future enrolment pressures at the high school level is the construction of new attendance area high schools in southwest and west Edmonton, as well as adding capacity at Dr. Anne Anderson School. Future consideration should also be given to a northeast high school.

A new Grade 7–12 school is proposed as the number one priority in the Division’s *Three-Year Capital Plan 2024–2027*. 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 1,600 spaces for Grades 10–12. Proposed in the Three-Year Capital Plan is an additional high school site in the west that would provide an additional 2,400 high school spaces. There is a request for a design study for a northeast high school to look at site configuration and demonstrated need. In addition to new high school space, the proposed Three-Year Capital Plan includes a Queen Elizabeth School modernization/replacement, a McNally School modernization, and a 600-seat addition to Dr. Anne Anderson School. For the modernization/replacement projects, consideration could also be given to expanding capacity.

Division Centre Special Needs Programs

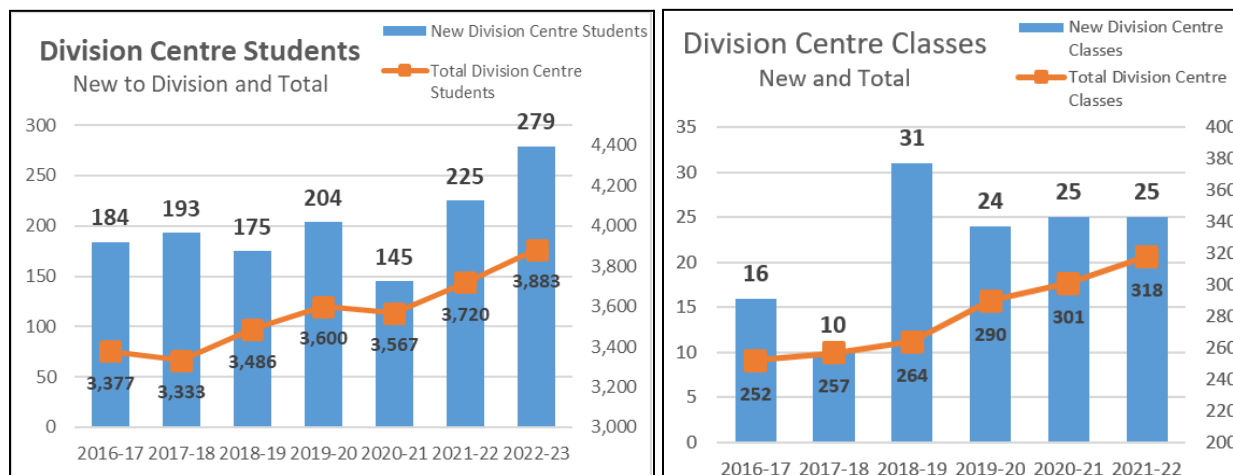
In the Division, students who require specialized supports are accommodated in various ways depending on need and family choice. Division centre special needs programs are one of these options. Division specialized programs are congregated programs where students are primarily educated in a setting or classroom composed of other students benefiting from a similar level of support. For students requiring a high level of support programs (Connections, formerly known as Behaviour and Learning Assistance; Interactions; Individual Support Program; and Community Learning Skills {CLS}), classes have an average of seven to 11 students in a classroom. For moderate programs (Opportunity, Literacy and Strategies), classes have an average of 14 students in the classroom.

There have been 113 Division centre special needs program classes added to the Division between 2017–2018 and 2021–2022. The pie chart below shows how many classes were established by program. Many other school divisions in Alberta do not offer the same range of programming options for students who require specialized supports.



The choice to access the type of programming that best meets the needs of students in the Division draws families from across and outside of Alberta. This has resulted in a continued high level of growth in the number of Division centre special needs program classes established year over year. This is

demonstrated through the consistent number of students who are new to the Division who access Division centre special needs programming. This year marks the highest number of “new to Division” students accessing Division specialized programs, with 279 students as shown in the Division Centre Students graph. Responding to the demand for this type of program has meant that the Division has been establishing classes at consistently high levels since 2018–2019.



This growth has been especially high in the Interactions program, which supports students with autism spectrum disorder (ASD). As these students age, they will require placement in junior high and high school program locations. An additional layer of consideration is that students are able to access the Interactions program until they are 20 years old, creating 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. Between 2019 and 2021 there were 74 classes established, where two-thirds of the classes (50 classes) were established in the North Sector (21 classes), Northwest Sector (16 classes) and Southeast 1 Sector (13 classes).

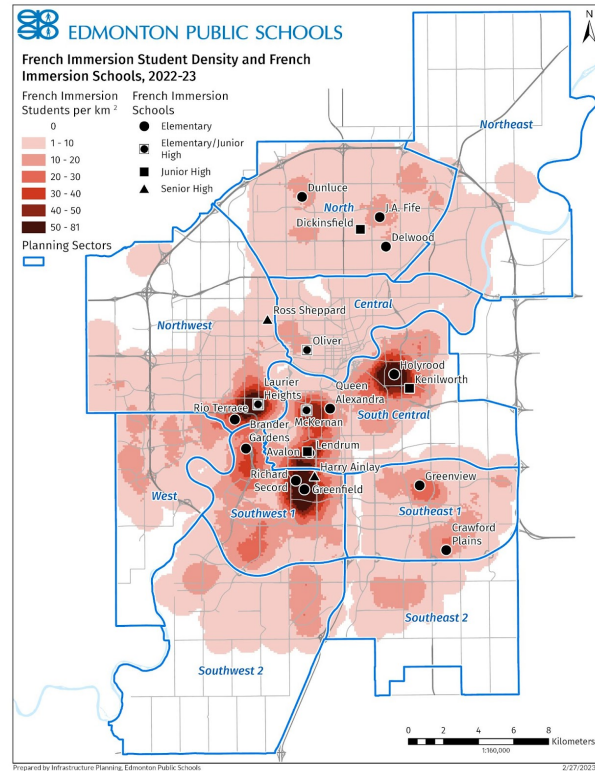
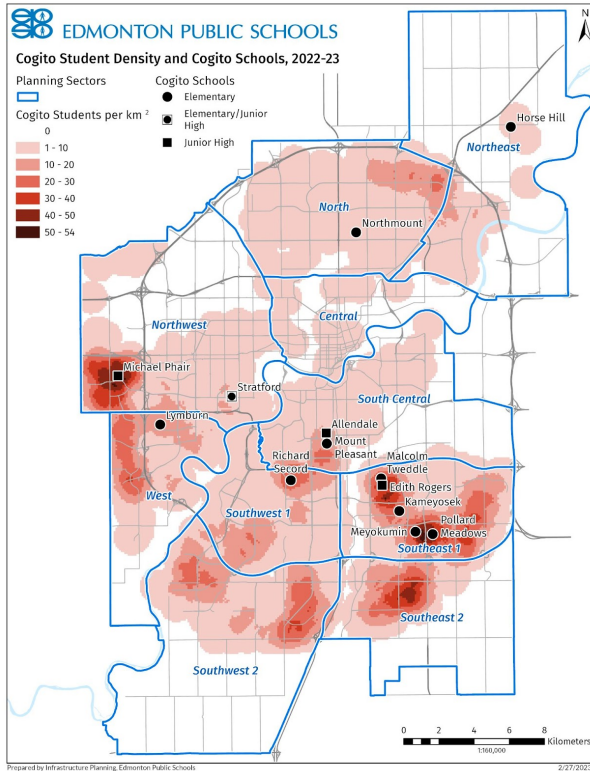
As with all programs, establishing Division specialized programs in close proximity to where families reside presents a challenge as available space declines and enrolment growth continues. It is already difficult to find space in some sectors, resulting in longer travel times for some Division students with complex needs. As the Division’s overall utilization rate increases, Division centre special needs program classrooms will not be deactivated to accommodate demand for regular or alternative programming.

Alternative Programs

At 82 per cent utilization in the Division, as the Division attempts to accommodate students with limited space, there are increasing complexities and competing demand to expand programs and bring students closer to home. Space is only available in small amounts throughout many schools, and is rarely located in any large quantity at one site. This adds to the complexity when looking for space to accommodate any programming expansion, whether it is needed for regular, alternative or specialized learning needs. Although some schools may have a few spaces dispersed throughout, rarely are there sites with large quantities of space. Alternative program expansion in new sites, or adding classes to grades to an existing program site, requires 6.5 classrooms for an elementary program or three additional classrooms

for a junior high/senior high program. Since most of the demand stems from the elementary level, the Division is unable to establish new programs when schools are nearly full.

If Division utilization 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. Distribution methods need to consider transportation efficiencies, and maximize program space and access to alternative programming. The following maps show the location of 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 yellow bus transportation services has grown over the past 10 years by approximately 65 per cent. This has exceeded the historic growth in overall Division enrolment of approximately 32 per cent. Although transportation ridership decreased during the COVID-19 pandemic, it has recovered to pre-pandemic levels and is expected to continue increasing in the next year. The continued 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 and programming locations 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.

- Upcoming changes to the provincial Student Transportation regulation which will mean that a shorter geographic distance will be used to calculate eligibility for transportation.

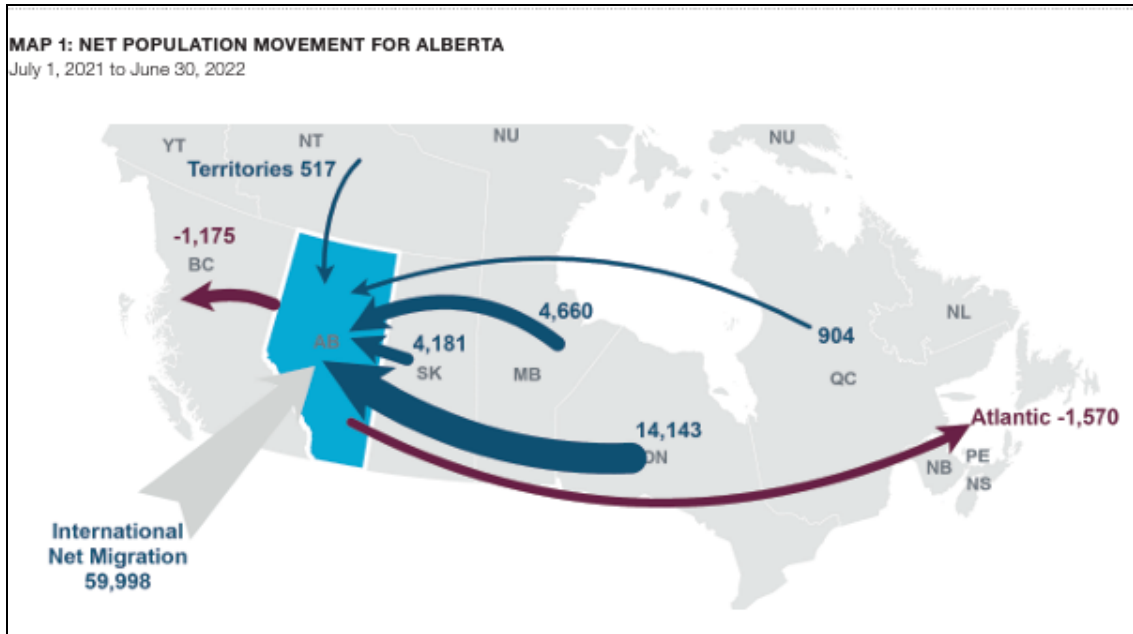
As the transportation system has been experiencing driver shortages in recent years, the projected growth in service levels will continue to put pressure on the student transportation industry. If current accommodation patterns persist, the Division will need to consider how the reduction in available space and subsequent transportation needs will impact service levels in the context of industry capacity.

DEMOGRAPHIC TRENDS

The Division has grown by 26,398 students (32 per cent) and 15 per cent in Division utilization since 2012–2013. This growth is due to demographic trends that are taking place, or have taken place, in the City of Edmonton. The pandemic disrupted demographic patterns, but there has been a resurgence to normalcy. Division enrolment has returned to pre-pandemic levels, and the Division is expected to increase by 4,567 students (4.2 per cent) for the 2023–2024 school year.

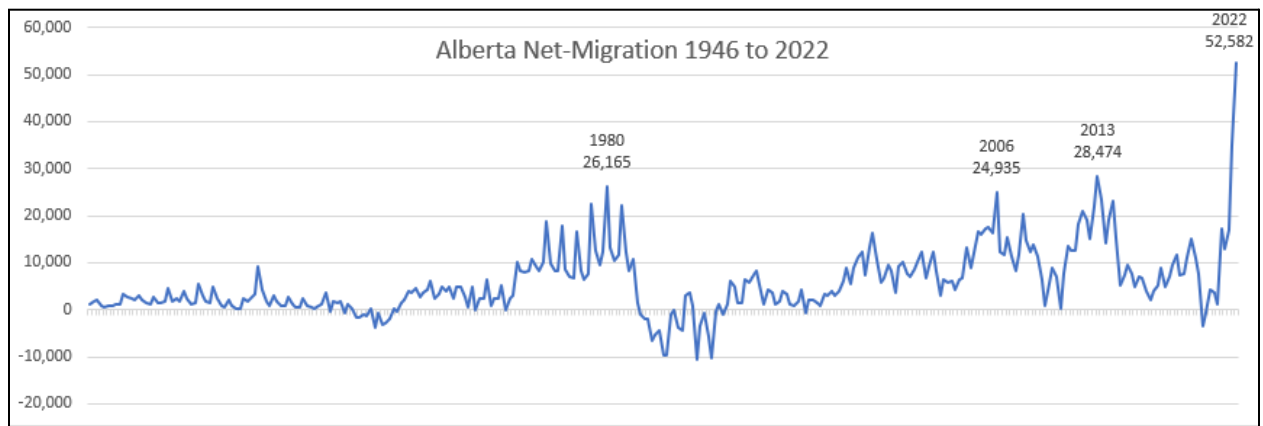
This growth is expected to continue at or near this rate until 2032. Some of these trends include:

- City policy to meet density targets and infill:
 - Net residential density has been increasing over the past ten years from 25 dwelling units per net residential hectare (du/nrha) in 2010 to 35 du/nrha in 2020.
 - 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.
 - Neighbourhoods in the Southwest sector tend to have higher planned densities than other sectors.
 - Areas across the city are 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.
 - As development of previously approved plans (e.g., The Meadows, Heritage Valley, Windermere and Edgemont areas) nears completion, it is expected that development for newly approved plans (e.g., Riverview, Horse Hill and Decoteau areas) will accelerate.
- Economic factors
 - New data from the Province suggests that the price of Western Canadian Select hit a ten year high in June 2022 (\$101.17). The price of oil is expected to continue to be stable between \$81.00 and \$70.45 over the next ten years, which is significantly higher than its ten year average of \$49.05.
- Migration
 - The population growth in the Edmonton area is primarily driven by increasing in-migration to Alberta, both inter-provincial and international.



Source: [Alberta Population Report: Alberta 2021 - 2022](#)

- Factors such as a labour shortage, competitive cost of living, high average incomes, relative housing affordability and availability, as well as promotions such as the “Alberta Is Calling” campaign are all contributing factors that draw new residents to the province and Edmonton.
- The Provincial government has tracked net migration for Alberta from the first quarter in 1946 to the third quarter in 2022. The data includes both international immigration and inter-provincial migration, while being adjusted for those leaving the province.



Source: [Net Migration - Alberta Economic Dashboard](#)

- The net migration peak in July 2022 was almost twice as high as the next highest peak experienced in 2013.

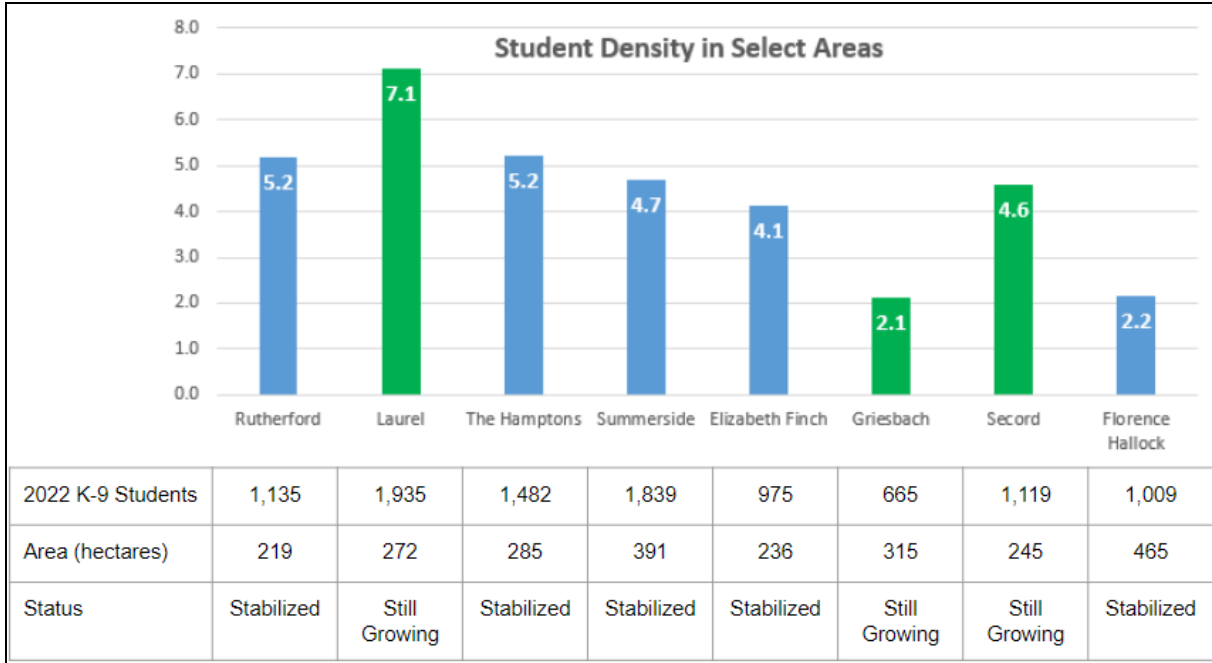
Many of these factors contribute to the unpredictable nature of residential development. When residential development is unpredictable, it creates unforeseen patterns in student residency. For example, when a neighbourhood develops faster than average, the number of resident students predicted to enrol 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 additional 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 can 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 when the construction proceeds rapidly.



The number of Kindergarten to Grade 9 students in neighbourhoods of similar sizes can vary widely as shown in the Student Density graph. The Laurel neighbourhood has over 33 per cent higher student density than the next neighbourhood and there is still growth remaining. The pace of growth has a big impact on student density when comparing the Laurel neighbourhood to the Griesbach neighbourhood, which has developed at a much slower and predictable rate.

CAPITAL PROJECTS

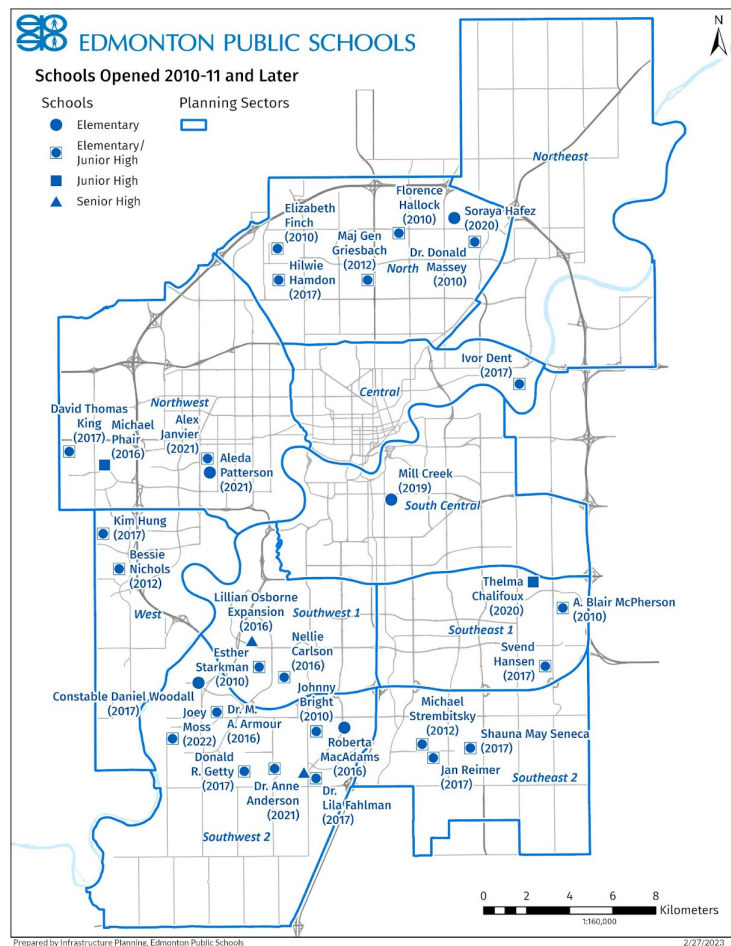
As available Division space continues to decline, the only permanent solution is to build additional student capacity. This can be in the form of new schools, additions or modular classrooms.

New School Construction Projects

Since the 2010–2011 school year, the Division has opened 32 schools (25,750 student spaces):

- 9 schools (8,200 student spaces) in Southwest 2 - no schools existed in Southwest 2 before 2010
- 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

Four of these schools were replacement schools in mature areas of the city. This distribution of new schools is an indication of where the Division has seen the most growth in the last 12 years. For example, over 50 per cent of the newly constructed student spaces are located in the southwest and southeast sectors.

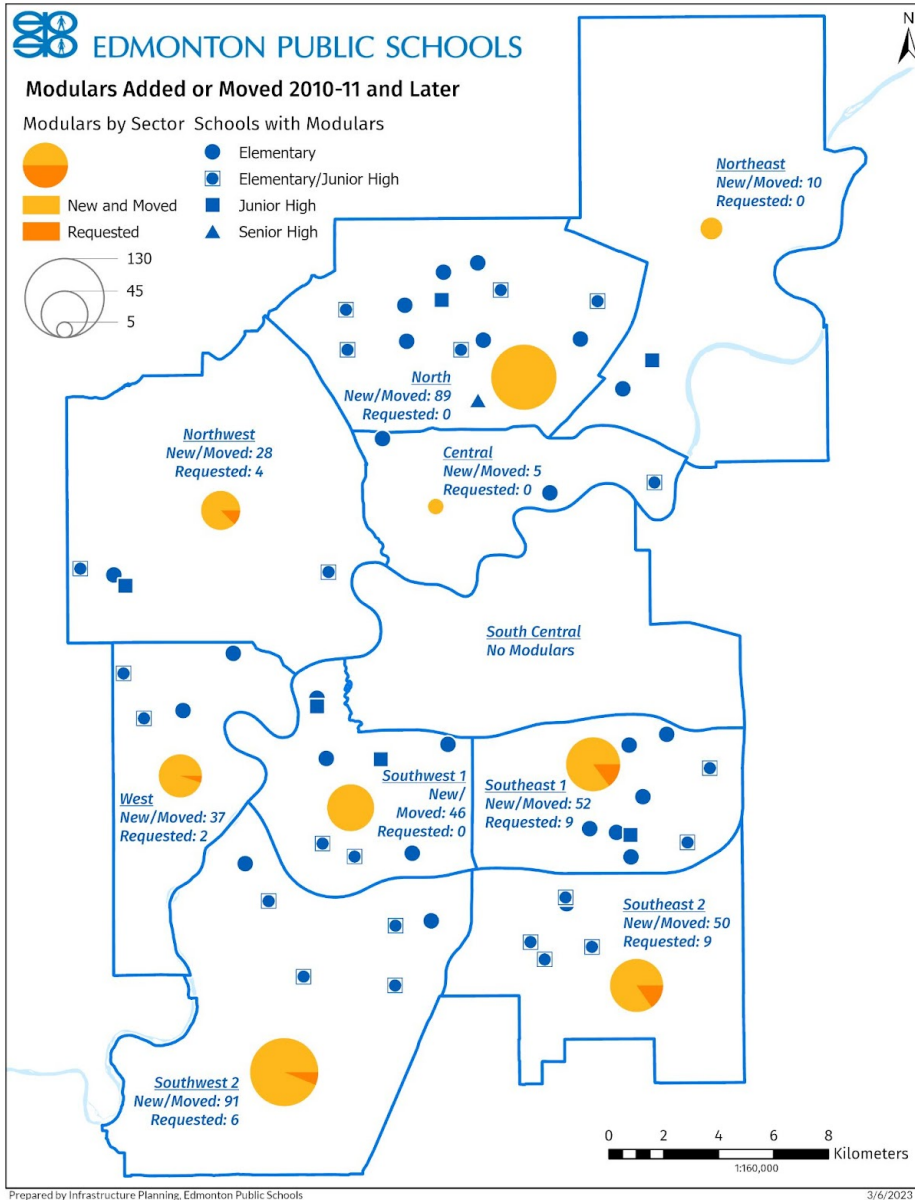


In collaboration with Alberta Infrastructure, the Division is currently constructing 2,400 student spaces in The Meadows high school (10–12) in Silverberry (Southeast 1) opening in 2024–2025 and 950 student spaces in a Kindergarten to Grade 9 school in Edgemont, anticipated to open in 2026 at the earliest.

Modular Classrooms

Since 2010, the Division has installed 475 modular classrooms in lieu of additional new schools being funded, in all sectors except South Central:

- 91 modular classrooms in Southwest 2
 - Six additional requested
- 89 modular classrooms in North
- 52 modular classrooms in Southeast 1
 - Nine additional requested
- 50 modular classrooms in Southeast 2
 - Nine additional requested
- 46 modular classrooms in Southwest 1
- 37 modular classrooms in West
 - Two additional requested
- 28 modular classrooms in Northwest
 - Four additional requested
- 10 modular classrooms in Northeast
- Five modular classrooms in Central



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 construction projects, 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.

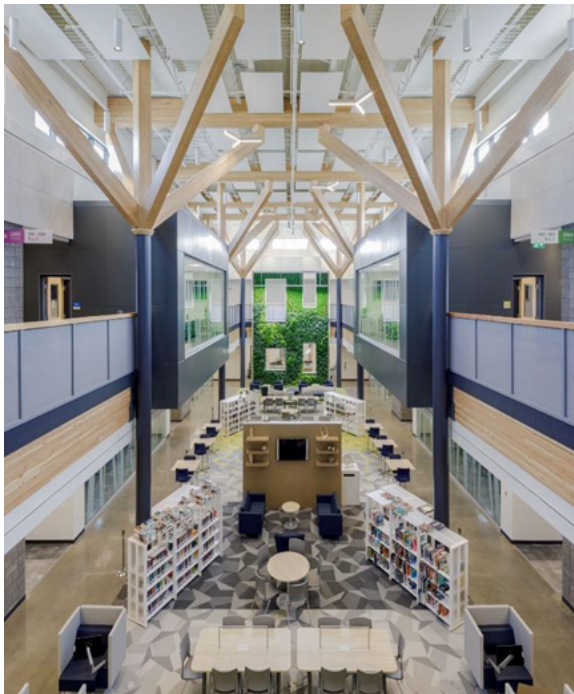
The Division submits a request to Alberta Education for new modular classrooms or funding to relocate existing modular classrooms by October 1 annually. Over the past few years, the Division has only received funding for approximately half of the modular classrooms requested. The Division has used Capital Reserve funds to acquire and install some of the unfunded requests. This is an unsustainable practice moving forward.

Modular classrooms are requested for schools with growing enrolments and 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 permit 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. The number of modular classrooms that can be accommodated at any school site is subject to limiting factors, including washroom capacity, fire code, building code, and land available to physically accommodate new units and associated drop-off and parking requirements.

Efficiency Initiatives

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

- Working with Building Great Neighbourhoods (BGN), 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.
- There are presently 24 schools with Division-led solar installations, which provide alternative energy to the school and serve as teaching and learning tools for students.
- The Infrastructure department conducted a feasibility study and developed a comprehensive Solar Strategy to expand solar installations on existing schools across the Division resulting in 15 schools having modules installed by the end of 2022.
- The most recent phase of work on the Solar Strategy, which included 12 schools, was completed in partnership with the Municipal Climate Change Action Centre and the Solar for Schools Program with funding from the Government of Alberta.
- The combined Division-led solar initiatives from 2018–2022 are expected to generate approximately 5,500 megawatt-hours of electricity and save an estimated \$650,000 per year.



- These solar installations are expected to offset about 7.5 per cent of the Division’s electricity consumption, or that of about 800 Alberta homes per year.

- As a result of the Division Solar Strategy, Edmonton Public Schools has the largest solar array installed on a secondary school in western Canada (Lillian Osborne High School).

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 modern, high-quality learning environment design principles with an Integrated Project Delivery (IPD) process, our recent school construction projects have been very successful. Through direct engagement with the City of Edmonton, the Dr. Anne Anderson Community Centre was realized as part of the school construction project

as a joint initiative, providing quality infrastructure and modern amenities to serve students and the community. The Community Centre provides shared space for students and community members in south Edmonton to connect, grow and thrive. Using the IPD process for the school construction project allowed the Division to deliver Dr. Anne Anderson School on budget and ahead of schedule while permitting the incorporation of the partnership with the City of Edmonton on the Community Centre. The Dr. Anne Anderson School 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, Edmonton Public Schools' Infrastructure team expanded our IMR and CMR project delivery model to include the use of IPD across multiple school sites and project types. The Division has completed four of these types of projects since 2020 and they have been very successful. The Division is currently completing three additional projects including a roof project at Old Scona School.

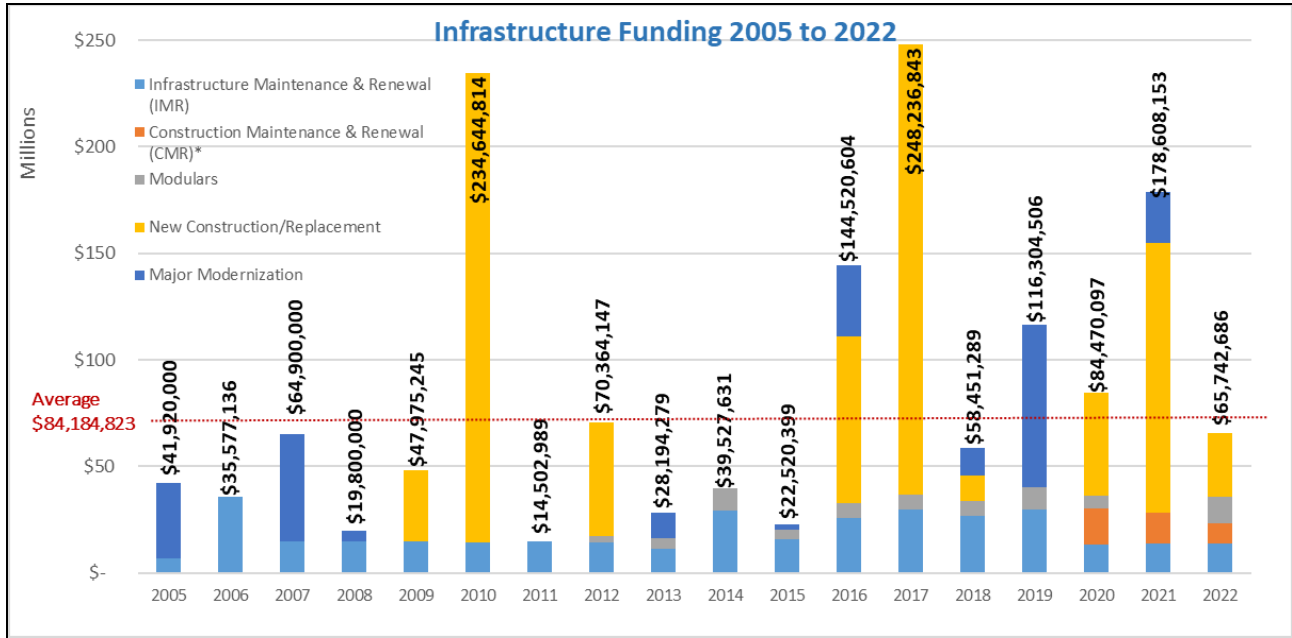
Over the past 10 years, the Division has used surplus funds to reduce deferred maintenance and support our schools in a variety of ways. This included projects that provided new ceiling tiles and lighting in learning spaces, painting corridors in schools to make more welcoming and inviting spaces, providing 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 up to \$250,000 towards the construction of an on-site parking drop-off at a school site in Edmonton. These drop-offs improve traffic flow and user safety, 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

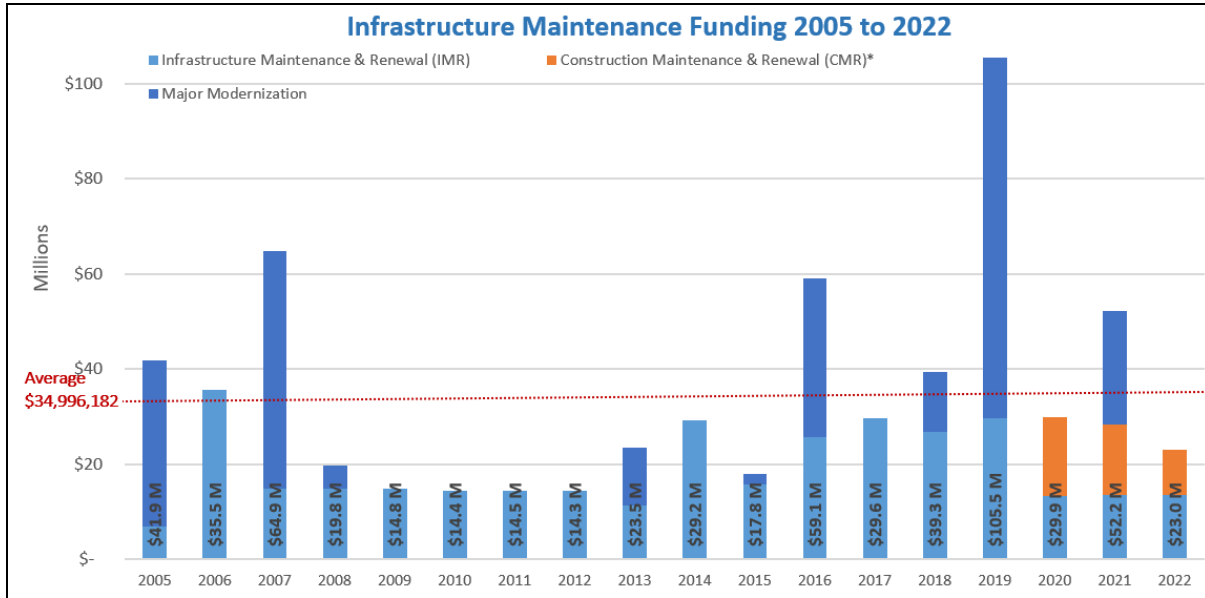
As the Division brings on additional infrastructure in the form of new schools or modular classrooms, the importance of efficiency becomes paramount as the Division supports ageing infrastructure as well. One of the challenges in dealing with the [ageing infrastructure](#) in the Division is overcoming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



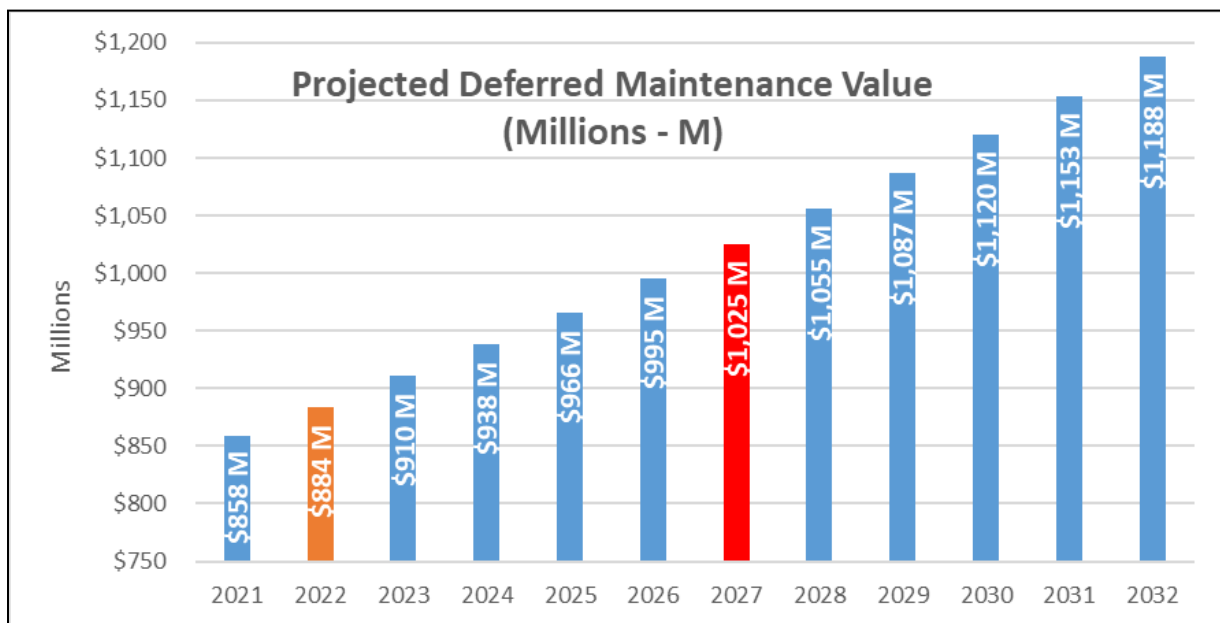
The chart above shows that infrastructure funding has historically been inconsistent and unpredictable, making it a challenge to plan for enrolment growth and the preventative maintenance and renewal of existing infrastructure. Maintenance funding in the chart above is represented by the light blue, orange and dark blue sections; the addition of new infrastructure is represented by the yellow and grey sections. It should be noted that different sizes of building have different build costs—the funding injection in 2021 for example supported two buildings, Garth Worthington School (950 spaces) and Dr. Anne Anderson (1950 spaces), whereas the new construction funding in 2017 supported ten K–6/K–9/7–9 buildings ranging from 600 to 950 spaces each. Funding for the Meadows High School and the Edgemont school are not reflected in the graph as the funding is reflected in the year the school opens (2024 and 2026, or later, respectively).

The average age of an operational school in the Division is 51 years old. The Division has 83 buildings (40 per cent) built between 1950 and 1969 and 57 buildings (28 per cent) built between 1970 and 1989. Together there are 140 buildings (68 per cent) in Division inventory that were built in this 40-year period and, on average, are 50 years old. There are an additional 24 buildings built before 1950.

Apart from capital project funding for building modernization, both IMR and CMR funding is used to provide repairs to building systems, replace failed building components, or to renew elements of the school building envelope, such as windows and roofs. Division assets continue to accumulate deferred maintenance which leads to funding for maintenance and renewal being increasingly diverted to emergent repairs instead of being applied to preventative maintenance. A portion of IMR funding is directed each year towards repairing or replacing failed building components. As our deferred maintenance has grown, so has the amount of money used towards these failed components. Ten years ago, approximately 15 per cent of the IMR budget was allocated towards these emergency type repairs. In recent years, this number has risen to between 20 per cent and 30 per cent. Although schools remain safe and healthy spaces for students, inadequate funding for maintenance means that funding for planned and preventative maintenance to avoid larger repairs is becoming less available as emergent repairs become more common.



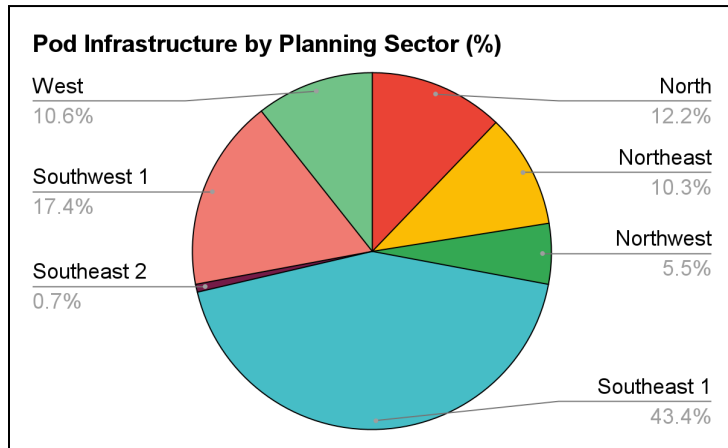
Capital funding grants to address deferred maintenance are unpredictable and are no longer sustainable as a large number of Division buildings are approaching component lifecycle replacement at the same time. Similar to the challenge of providing enough spaces for high school students when elementary 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. Ageing 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 surpass \$1.0 billion by 2027.



One of the key contributing factors to the Division’s mounting deferred maintenance is the amount of “temporary” infrastructure in the form of “pods” across the Division. Pods are wood-framed groups of

classrooms that were added to schools as a temporary measure to increase capacity. Approximately 37,000 square metres of pod infrastructure was built across the Division between 1959 and 1994.

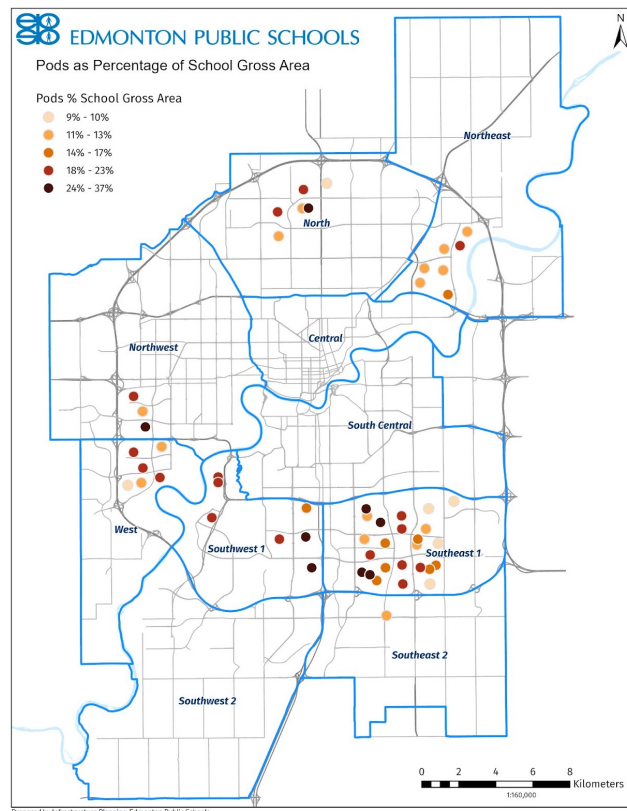
Pods, and older model wood-framed portables/modulars, were designed and built with a life expectancy of approximately 25 years. On average, the Division’s pod infrastructure is now 40 years old. This space is still required to accommodate students as space in the Division continues to be limited. The largest portion of “pod” infrastructure is located in the southeast, primarily in the Southeast 1 Sector, specifically in the Mill Woods area. This is indicated in the Pod Infrastructure by Planning Sector pie chart and the Pods as percentage of Gross Area map.



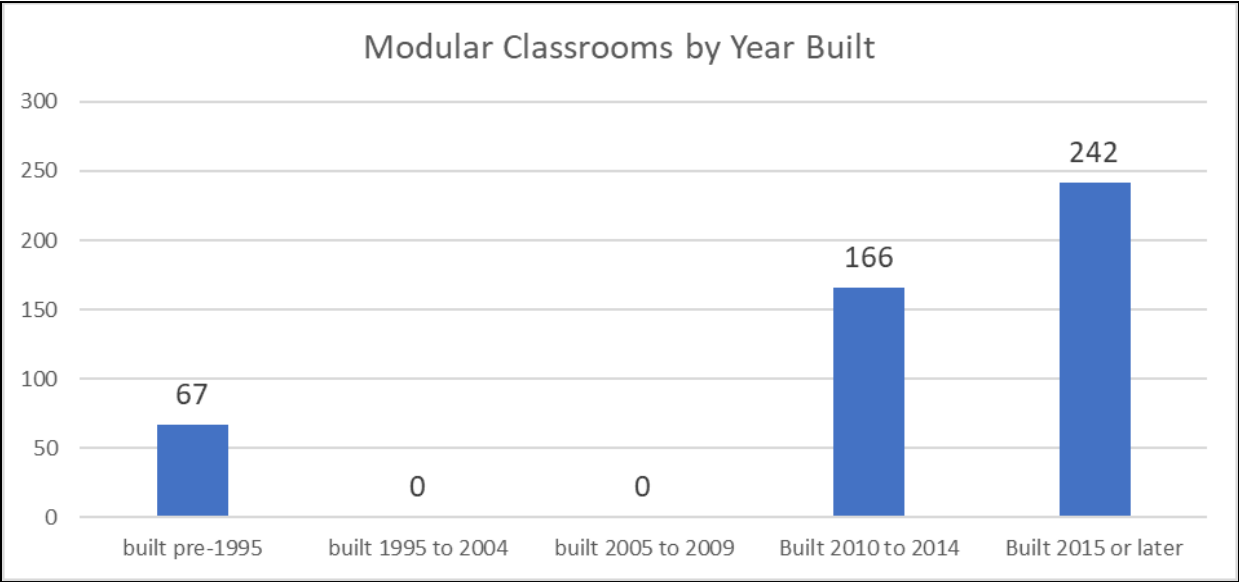
*Note: There are no pods in Central, South Central and Southwest 2 sectors.

As pod infrastructure was built to a different standard than a masonry or brick building, the longevity of this type of construction is shorter. These portions of the buildings are starting to require an increased level of maintenance as the “pods” approach the end of their expected life cycle or have exceeded that timeframe. Due to the amount of space the pods account for as part of a school building’s total capacity, the replacement of the pods would require major modernization funding from the Provincial Government to fully address the issue.

The Division currently has 475 modular/portable classrooms on school sites. Modular classrooms are also meant to be temporary infrastructure. The Division has used modular/portable classrooms for as long as 48 years. A benefit to modular/portable classrooms over pods is that they can be replaced in smaller batches, thus spreading the cost of replacement over a longer period of time.

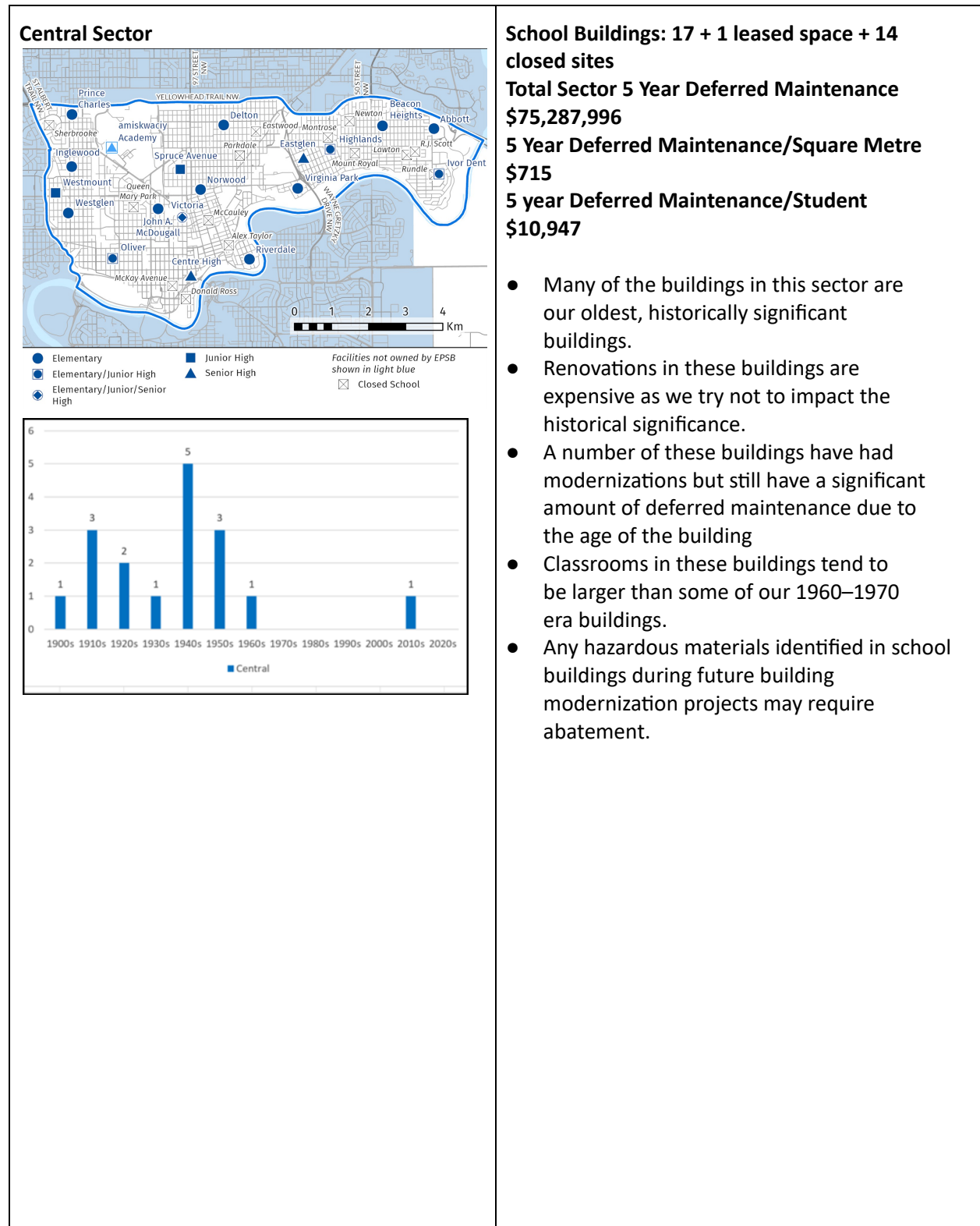


Modular/portables constructed prior to 1995 were typically expected to last 25 years, whereas newer provincial standard models are designed to last approximately 40 years. The Division’s large inventory of older modular/portables also contributes to the growing volume of deferred maintenance; however, divestment has not been possible due to space shortages and student accommodation pressures.

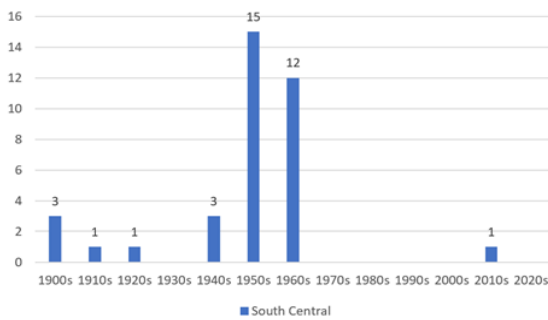
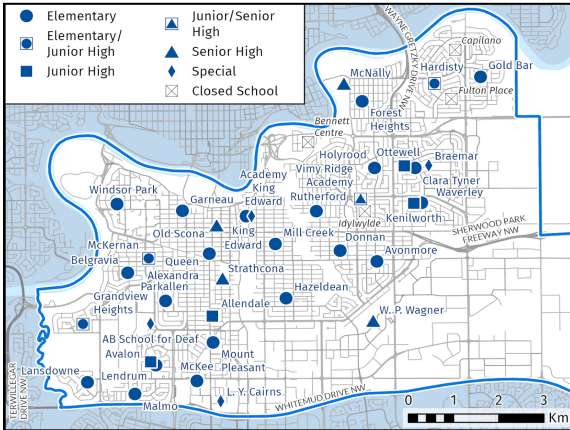


Similar to accommodation challenges, there are geographic differences in building construction type, age and deferred maintenance:

Buildings by Sector: Construction and Condition



South Central Sector



School Buildings: 35 + 4 closed sites

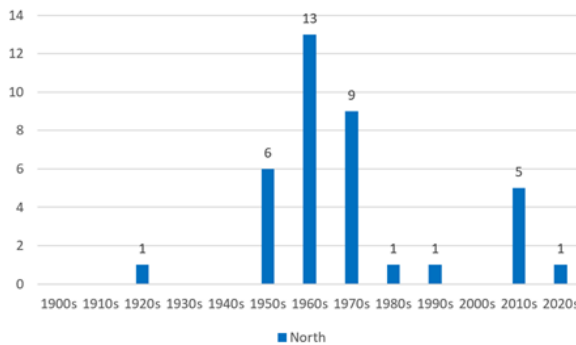
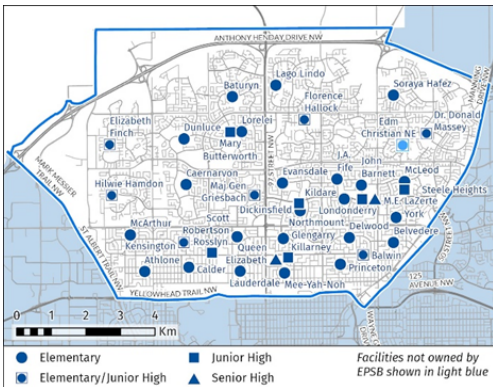
Total Sector 5 Year Deferred Maintenance \$193,768,489

5 Year Deferred Maintenance/Square Metre \$912

5 Year Deferred Maintenance/Student \$12,906

- 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

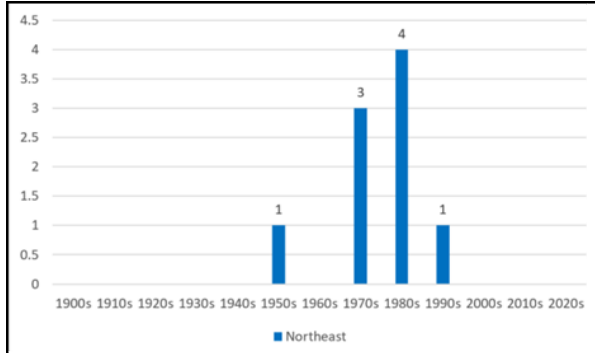
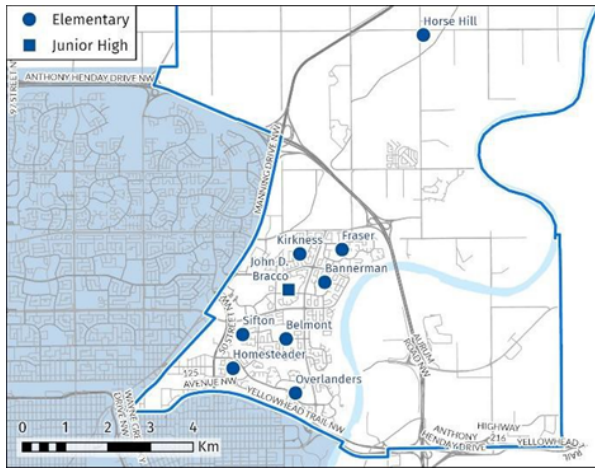
Total Sector 5 Year Deferred Maintenance \$175,081,421

5 Year Deferred Maintenance/Square Metre \$803

5 Year Deferred Maintenance/Student \$9,171

- 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 (pods) added in the 1970’s or 1980’s.

Northeast Sector



School Buildings: 9

Total Sector 5 Year Deferred Maintenance \$36,868,715

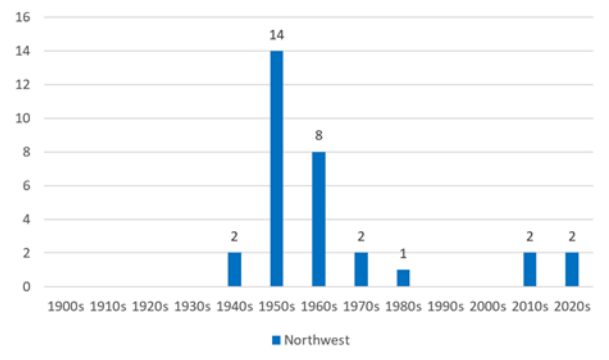
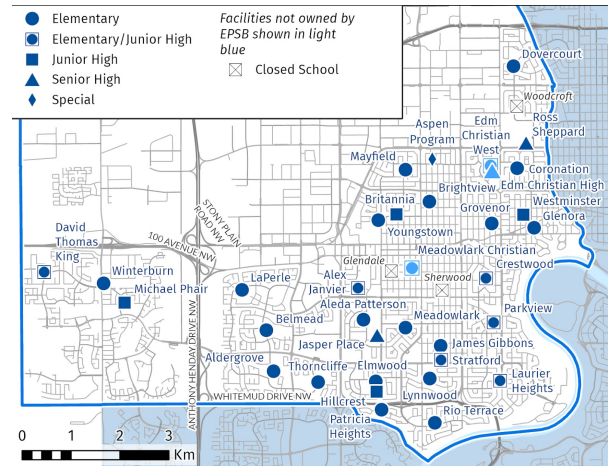
5 Year Deferred Maintenance/Square Metre \$1,007

5 Year Deferred Maintenance/Student \$13,300

5 Year Deferred Maintenance/Student \$13,300

- 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 (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 + 3 closed sites

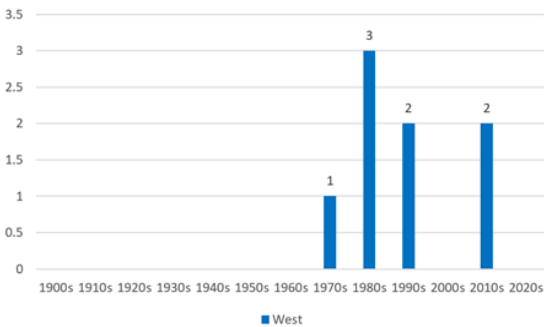
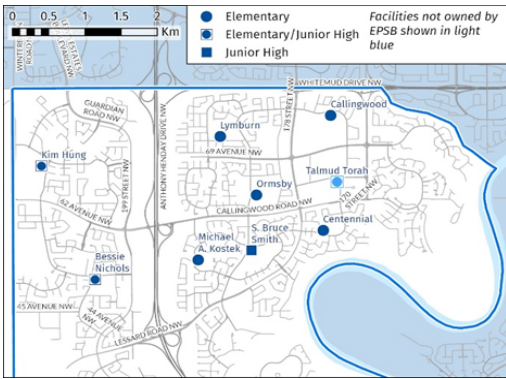
Total Sector 5 Year Deferred Maintenance \$164,036,701

5 Year Deferred Maintenance/Square Metre \$878

5 Year Deferred Maintenance/Student \$10,507

- 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 (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 four schools were closed and two new ones opened.
- This sector has the only K–4 school in the Division.

West Sector



School Buildings: 8 + 1 partner site

Total Sector 5 Year Deferred Maintenance

\$28,289,064

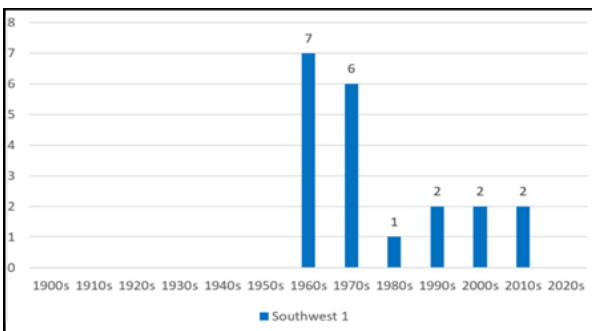
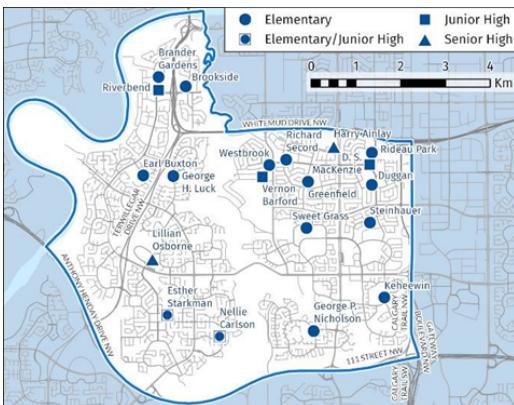
5 Year Deferred Maintenance/Square Metre

\$691

5 Year Deferred Maintenance/Student

- This is a small sector with schools opened between 1977 and 2017.
- 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 (pods) added in the 1970's or 1980's.

Southwest 1 Sector



School Buildings: 20

Total Sector 5 Year Deferred Maintenance

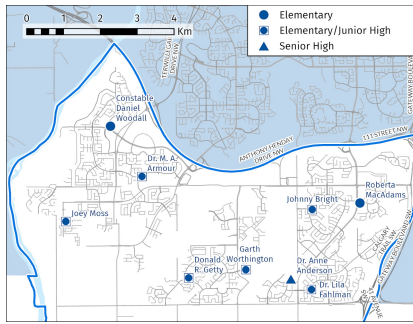
\$97,146,577

5 Year Deferred Maintenance/Square Metre

\$776

- 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 (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: 9

Total Sector 5 Year Deferred Maintenance \$313,167

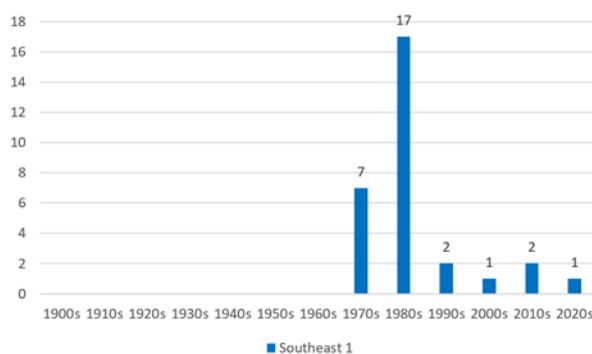
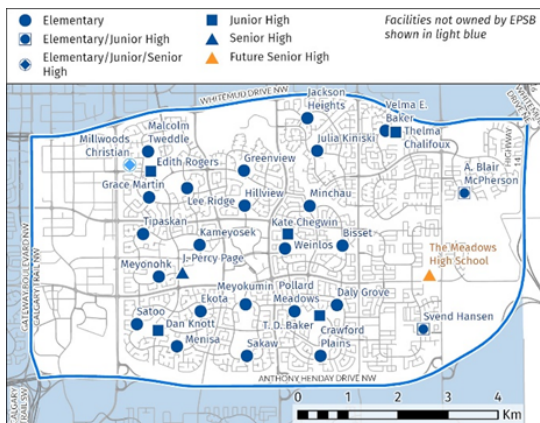
5 Year Deferred Maintenance/Square Metre \$8

5 Year Deferred Maintenance/Student \$62

5 Year Deferred Maintenance/Student \$62

- The schools in this sector are newer construction and have less 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

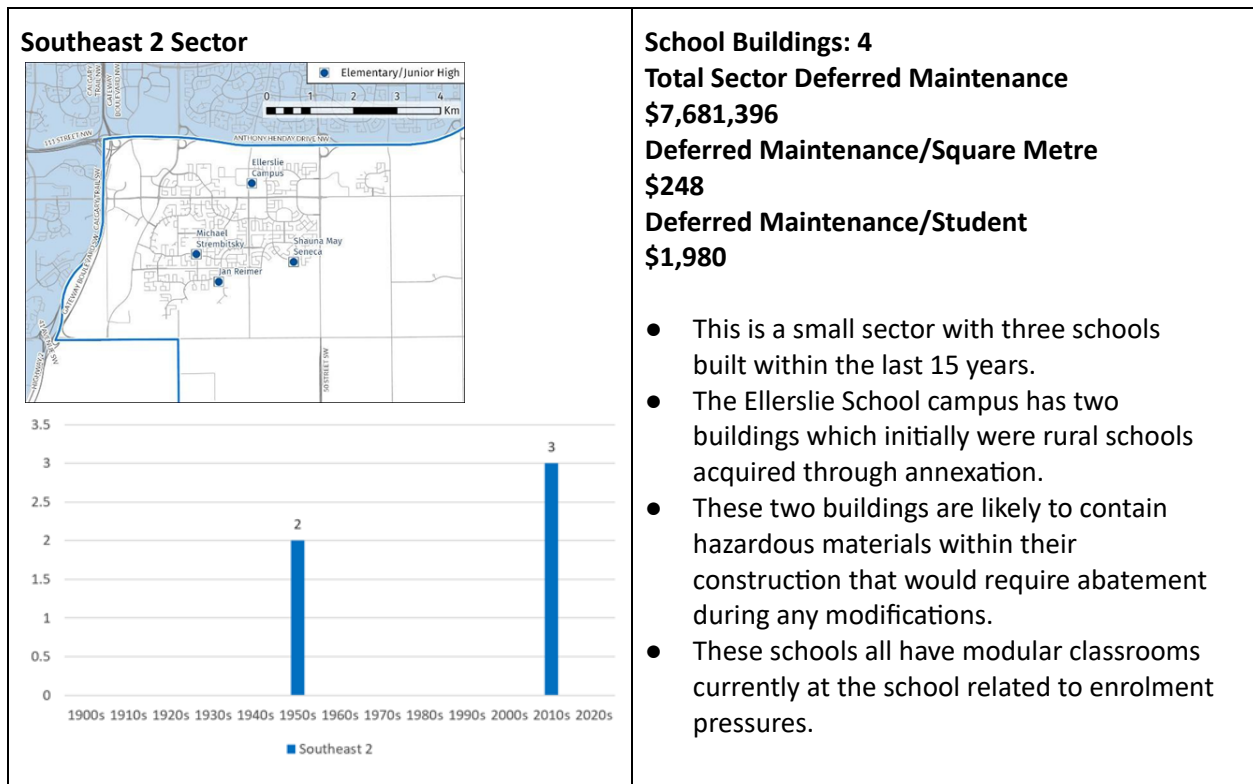
Total Sector 5 Year Deferred Maintenance \$136,343,592

5 Year Deferred Maintenance/Square Metre \$950

5 Year Deferred Maintenance/Student \$10,179

5 Year Deferred Maintenance/Student \$10,179

- 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 (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.



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
- 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
- maintaining 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 school 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, reduce carbon emissions from our buildings, 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.

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 by providing 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 to meet demand for Division centre special needs and alternative programs expansion.
- The distance between new and developing areas and designated receiving schools will continue to increase, placing additional pressure on the student transportation system.
- More schools will reach the highest levels of the Growth Control Model, reducing family and 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 and purpose-built learning space will become more limited within many schools.
- In some schools, students will have classes in unconventional learning spaces, such as staff rooms, libraries, etc.
- 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.

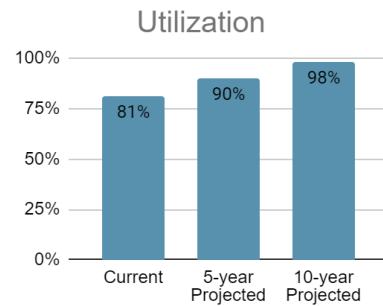
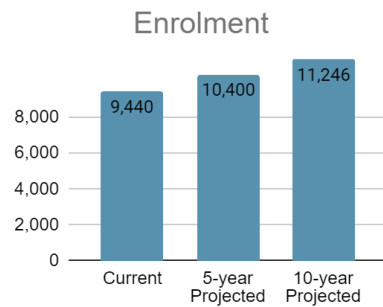
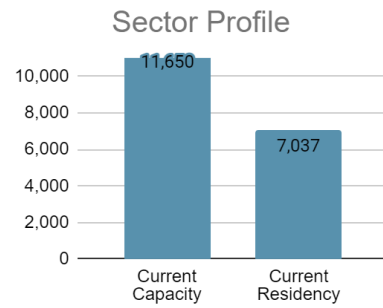
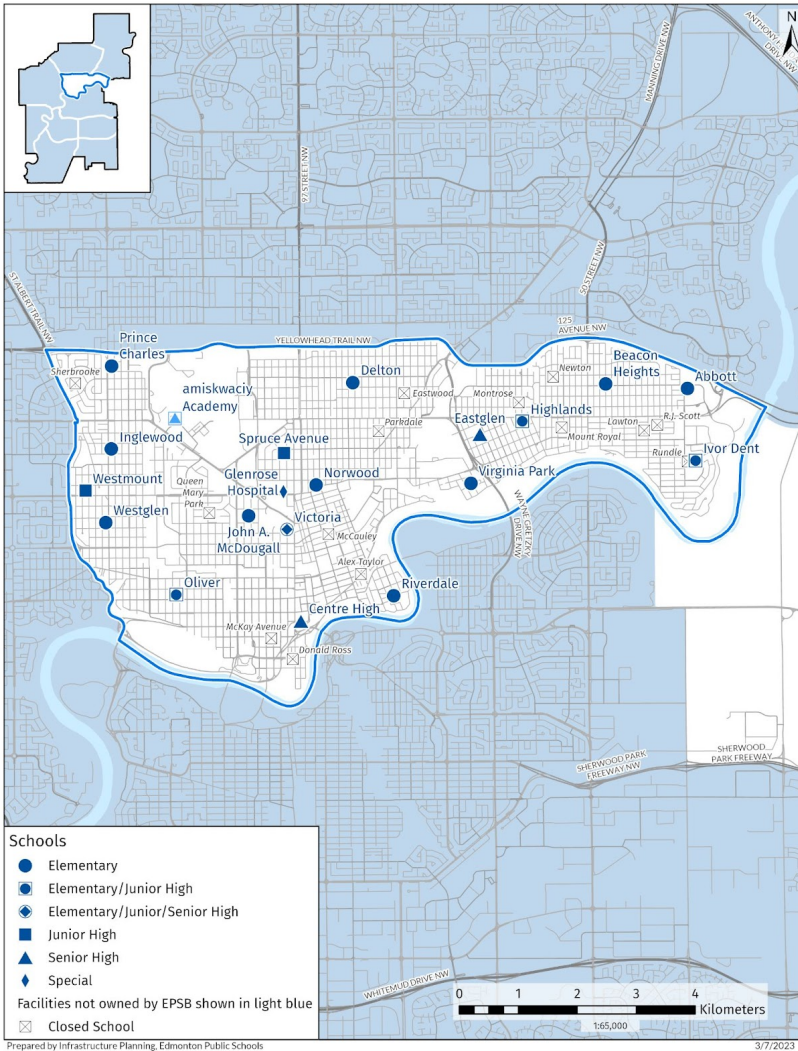
The space concerns, building condition concerns and projected demographic trends will inform the development of priorities included in future three-year capital plans, prepared and submitted annually to the Province, to clearly articulate the Division's needs resulting from these trends and impacts.

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 program spaces are reviewed on an ongoing basis.

Central Sector

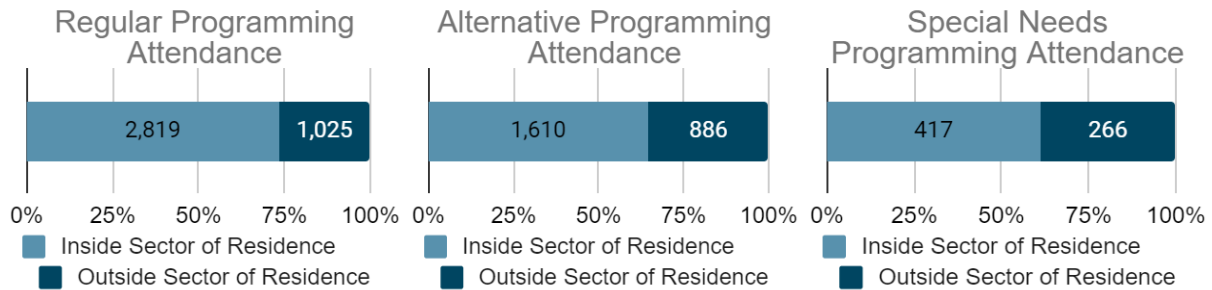


Where are we?

The Central sector includes core and mature communities and the redeveloping neighbourhood of Blatchford. The sector is contributing to a growing stock of row housing that is attractive to families. The sector could benefit from further Space for Students conversations with stakeholders to ensure students have access to modern, high-quality 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 operating surplus funding.

There is a range of academic, arts, specialized programs, and full-day Kindergarten programming options available to resident students in the sector. These programs are strategically located to serve the demographic range of residents in the sector as well as city-wide interest. Unique programming options include Awasis (Cree), amiskwacyi 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. The greatest increase in net row housing units has been in central areas of the city. Half of the top 12 neighbourhoods with the greatest increases are located in the Central sector (including Blatchford, Beacon Heights, Spruce Avenue, Eastwood, Prince Charles and Rosedale). 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.

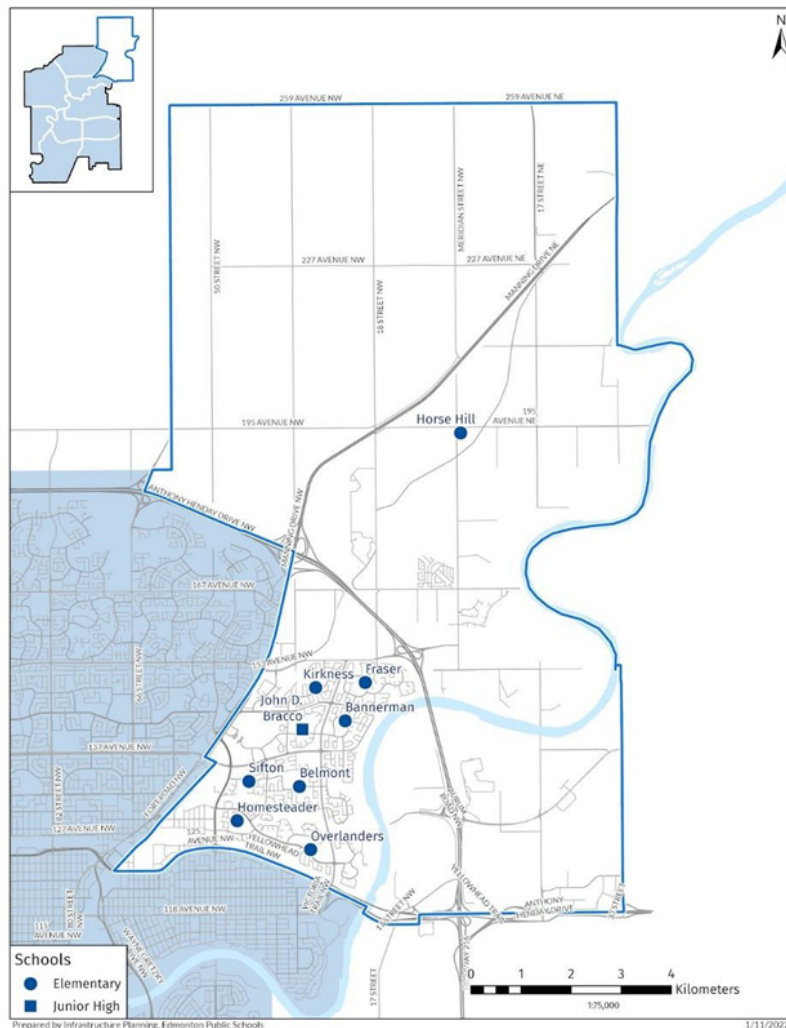
There are two replacement priorities in this sector (Delton K–6 and Spruce Avenue 7–9) outlined in the *Three-Year Capital Plan 2024–2027*.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Abbott	K–6	424	44.0%	63
amiskwaciy Academy*	7–12	775	41.0%	n/a
Beacon Heights	K–6	240	74.0%	71
Delton	K–6	624	67.0%	77
Eastglen	10–12	1,172	81.0%	70
Highlands	K–9	830	78.0%	109 (original); 1 (new addition)
Inglewood	K–6	294	60.0%	73
Ivor Dent	K–9	624	76.0%	6
John A. McDougall	K–6	425	76.0%	93

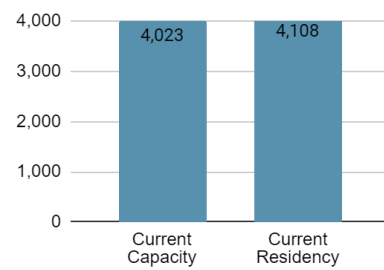
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Norwood	K-6	325	65.0%	115
Oliver	K-9	495	60.0%	113
Prince Charles	K-6	432	74.0%	74
Riverdale	K-6	163	47.0%	100
Spruce Avenue	7-9	460	52.0%	94
Victoria	K-12	2,290	78.0%	75
Virginia Park	K-6	255	60.0%	76
Westglen	K-6	282	123.0%	82
Westmount	7-9	506	64.0%	110
Average		590	67.8%	82

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

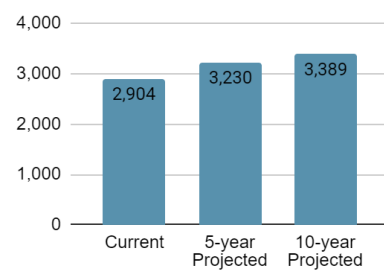
Northeast Sector



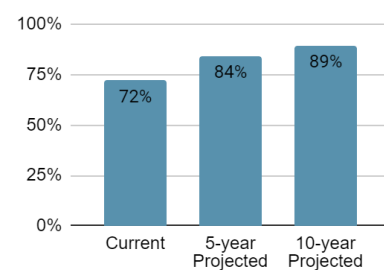
Sector Profile



Enrolment



Utilization



Where are we?

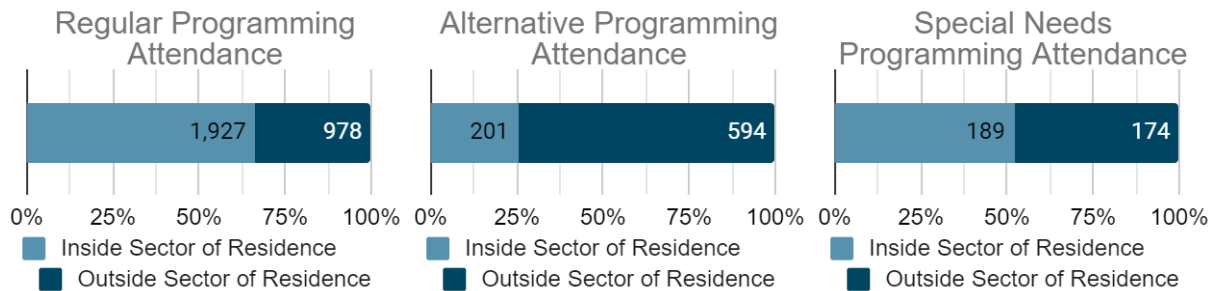
The Northeast sector comprises established, developing and Horse Hill Area Structure Plan (ASP) lands. Horse Hill neighbourhoods 1, 3, 4 and 5 are expected to have approved neighbourhood plans soon.

Development is already underway in Marquis (neighbourhood 2). Development in Horse Hill and the nearby Pilot Sound area could accelerate enrolment growth within the next five years. If this happens, existing facilities in the sector may need to be replaced or the capacity increased. The Division is requesting a new Kindergarten to Grade 6 school in the developing Marquis neighbourhood and funding for a design study. Design study funding is also being requested to determine the appropriate grade configuration and capacity of a new school on the proposed Horse Hill District Campus Site where Horse Hill School is currently located.

Although several school facilities offer specialized programming and full-day Kindergarten programs, alternative programs in the sector are limited to Cogito and Logos Christian. Should demand increase, additional programming for K–6 could help increase utilization. However, because only one junior high school exists in the sector, additional K–6 enrolment will put pressure on the already highly utilized John

D. Bracco School. Balwin and Steele Heights schools in the neighbouring North sector currently 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 operating surplus 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.

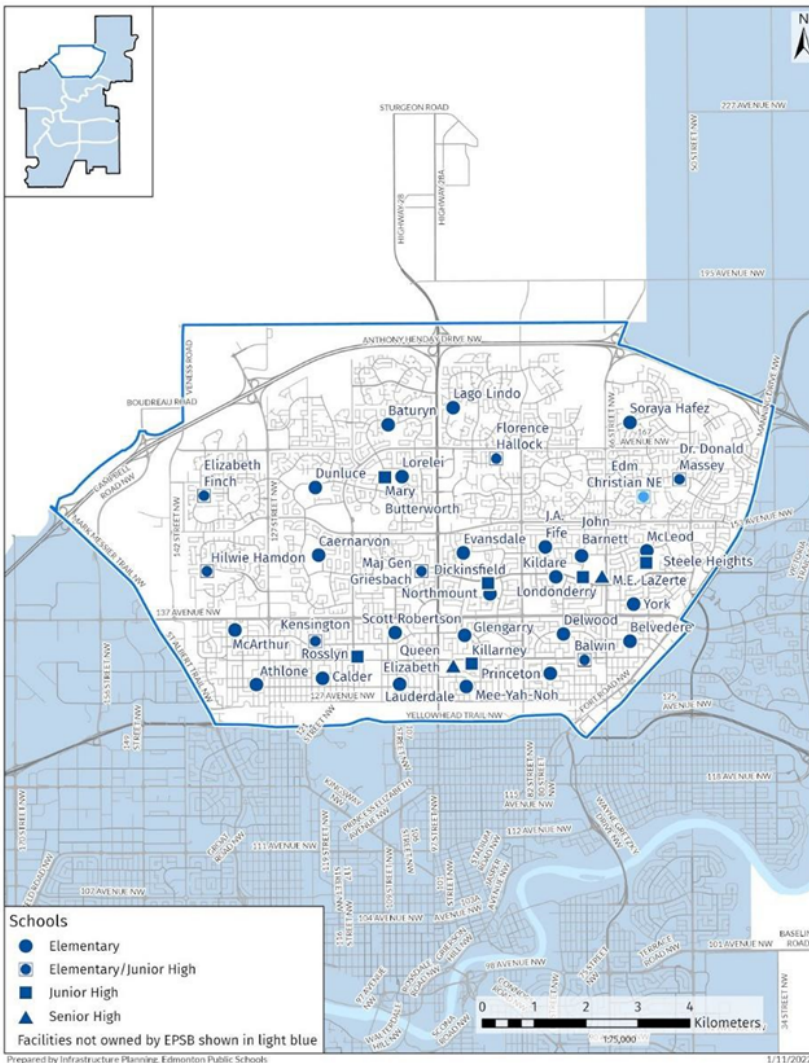
There is sufficient high school capacity to serve the sector, particularly at Eastglen School. Administration will continue to monitor demand for high school sites in the growing suburban areas. The sector has a vacant high school site in Clareview Town Centre and a high school site planned for the Horse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

In addition to the existing Horse Hill School site, the Division has three new school sites planned in the Horse Hill area to provide additional student capacity. In the future, the existing Horse Hill School site will be expanded to create a larger District Campus Site able to accommodate a Recreation Centre and two high schools. The existing Horse Hill School is a dated facility that will be at the edge of the planned residential area within the new neighbourhood of Marquis. The Three-Year Capital Plan 2024–2027 requests a new K–6 school to be located within the developing residential neighbourhood of Marquis. Also, the Division has requested funding for a design study to determine the appropriate grade configuration and capacity of a future school proposed to be constructed on the Horse Hill District Campus site. As more residential development plans are approved in the Horse Hill area, excess space in Northeast Sector schools may be required to accommodate resident students from these areas until new local schools can be opened.

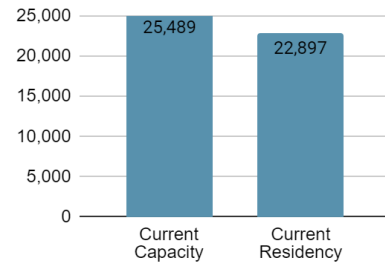
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Bannerman	K–6	516	43.0%	43
Belmont	K–6	374	70.0%	45
Fraser	K–6	388	83.0%	40
Homesteader	K–6	337	68.0%	47

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Horse Hill	K-6	487	64.0%	70
John D. Bracco	7-9	736	88.0%	32
Kirkness	K-6	373	81.0%	41
Overlanders	K-6	376	93.0%	43
Sifton	K-6	436	60.0%	46
Average		447	72.2%	45

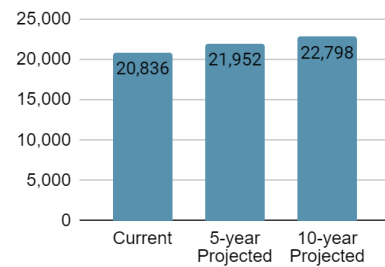
North Sector



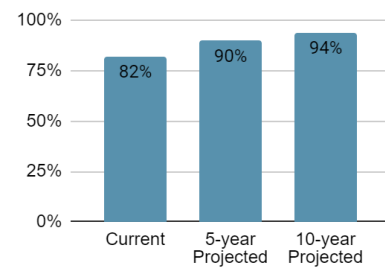
Sector Profile



Enrolment



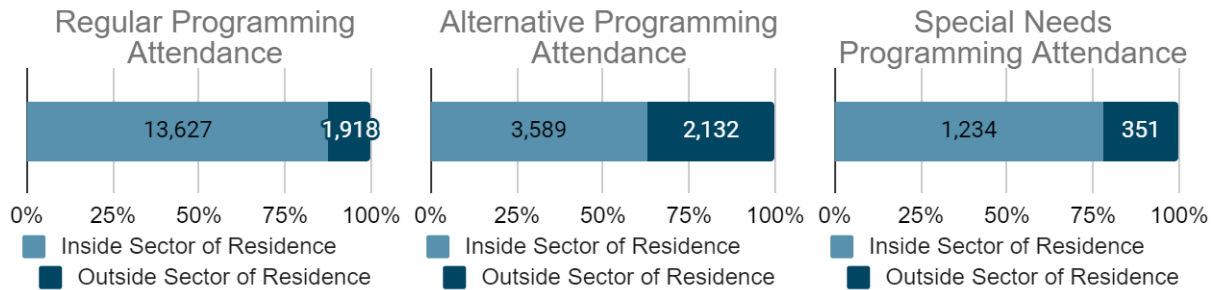
Utilization



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, alternative and specialized programming options.

Significant investments in some facilities have been made through infrastructure maintenance and renewal, capital and operating surplus 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.

One major modernization/replacement initiative from the North sector is listed in the *Three-Year Capital Plan 2024–2027*. The project is a modernization or replacement of Queen Elizabeth High School. This project seeks to modernize the learning environment for resident students, right-size space to increase utilization and reduce operational costs that result from maintaining ageing infrastructure.

Soraya Hafez School (Grades K–6) opened in September 2020 and serves new and developing communities in northeast Edmonton. The sector has two new construction priorities outlined in the *Three-Year Capital Plan 2024–2027* (McConachie 7–9 and Crystallina Nera K–6). 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.

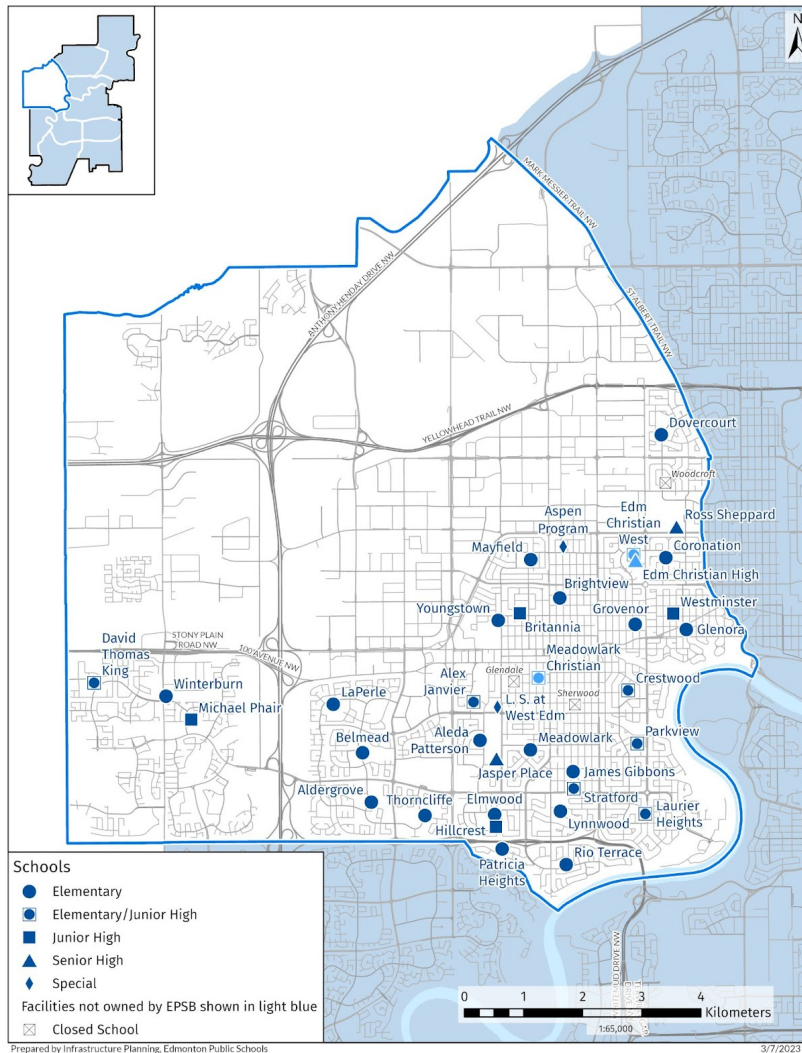
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Athlone	K–6	271	67.0%	67
Balwin	K–9	713	66.0%	63
Baturyn	K–6	506	84.0%	44
Belvedere	K–6	389	66.0%	64
Caernarvon	K–6	522	84.0%	48
Calder	K–6	396	72.0%	97
Delwood	K–6	548	63.0%	57

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Dickinsfield	7–9	483	76.0%	49
Dr. Donald Massey	K–9	935	104.0%	13
Dunluce	K–6	533	59.0%	45
Edmonton Christian Northeast*	K–9	719	93.0%	n/a
Elizabeth Finch	K–9	817	102.0%	13
Evansdale	K–6	508	86.0%	52
Florence Hallock	K–9	775	103.0%	13
Glengarry	K–6	714	88.0%	60
Hilwie Hamdon	K–9	854	92.0%	6
J. A. Fife	K–6	519	55.0%	55
John Barnett	K–6	271	83.0%	51
Kensington	K–9	625	74.0%	65
Kildare	K–6	625	68.0%	55
Killarney	7–9	795	74.0%	64
Lago Lindo	K–6	502	95.0%	34
Lauderdale	K–6	294	79.0%	70
Londonderry	7–9	787	94.0%	55
Lorelei	K–6	466	90.0%	46
M.E. LaZerte	10–12	2,286	100.0%	55
Major General Griesbach	K–9	612	78.0%	11
Mary Butterworth	7–9	675	92.0%	32
McArthur	K–6	460	55.0%	65

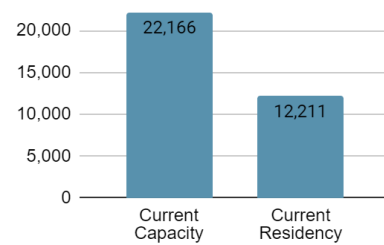
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
McLeod	K-6	429	88.0%	51
Mee-Yah-Noh	K-6	574	58.0%	63
Northmount	K-6	541	70.0%	53
Princeton	K-6	471	42.0%	59
Queen Elizabeth	10-12	1,803	86.0%	63
Rosslyn	7-9	709	66.0%	62
Scott Robertson	K-6	529	79.0%	63
Soraya Hafez	K-6	626	85.0%	3
Steele Heights	7-9	778	74.0%	55
York	K-6	419	66.0%	57
Average		653	78.4%	49

Note: *Facility not owned by the Division.

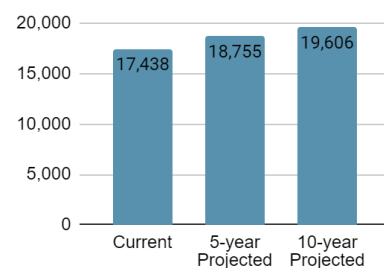
Northwest Sector



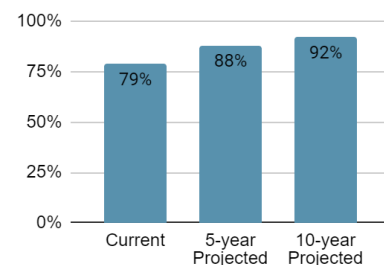
Sector Profile



Enrolment



Utilization



Where are we?

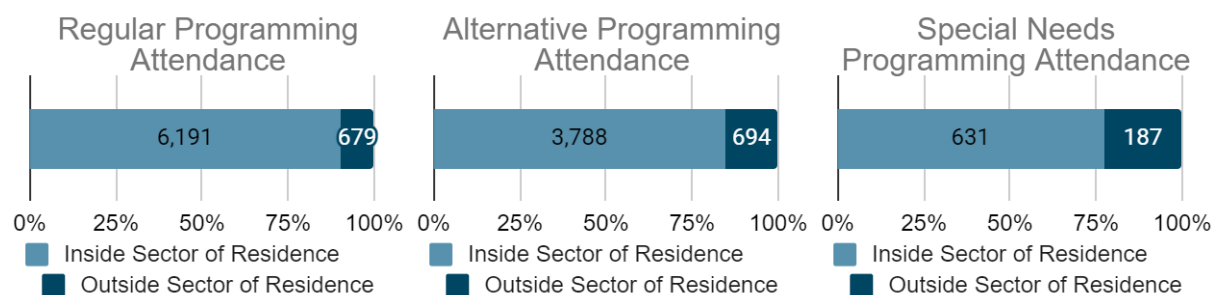
The Northwest sector consists of developing, established and mature neighbourhoods. The sector is expected to experience stable growth. New development is expected to focus on the Lewis Farms area, with additional development occurring in Big Lake. Infill development is expected to continue in neighbourhoods 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. Significant investments in some facilities were made through infrastructure maintenance and renewal, capital and operating surplus 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

ageing 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). These two replacement schools serve mature neighbourhoods in west Edmonton.

The Northwest sector has a wide range of alternative, Kindergarten and specialized 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 programming offered at three non-Division-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 in this sector identified in the *Three-Year Capital Plan 2024–2027*. Four ageing 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. There is also one modernization project from this sector (Grovenor K–6) identified in the *Three-Year Capital Plan 2024–2027*.

Two new construction priorities from this sector (Rosenthal K–6, Hawks Ridge K–6) are outlined in the *Three-Year Capital Plan 2024–2027*. 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.

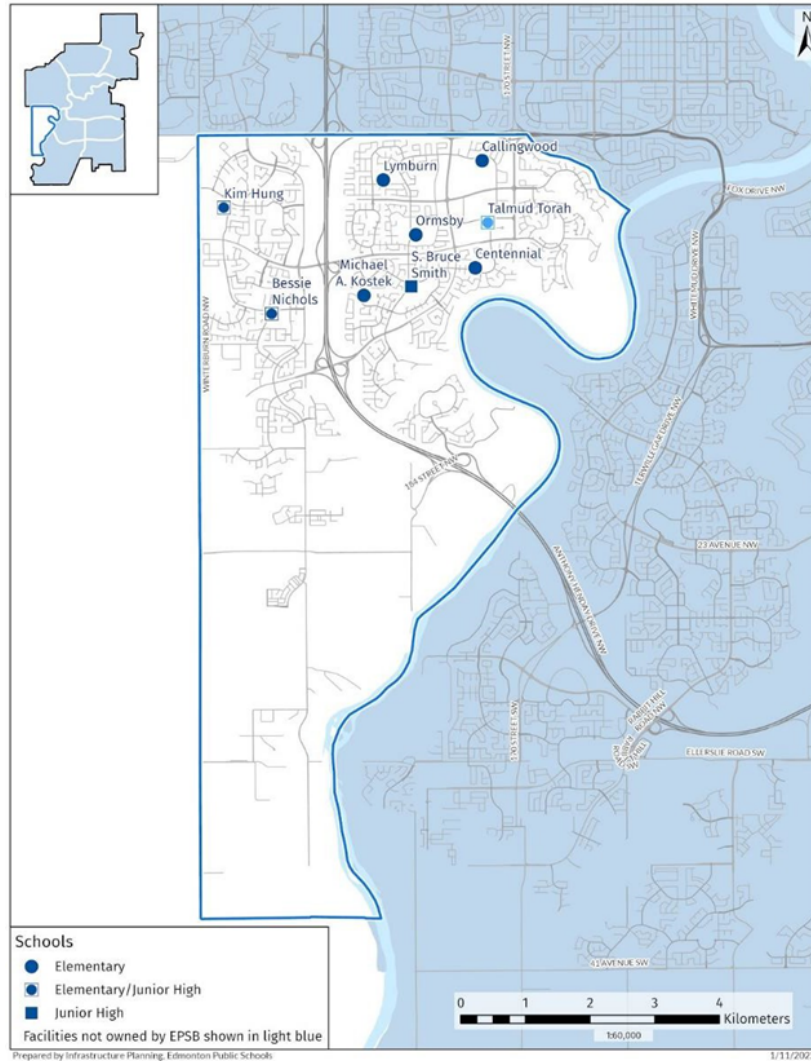
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Aldergrove	K–6	364	89.0%	47
Aleda Patterson	K–3	347	73.0%	2

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Alex Janvier	4–9	732	77.0%	2
Aspen Program	K–12	167	62.0%	69
Belmead	K–6	351	70.0%	45
Brightview	K–6	464	52.0%	56
Britannia	7–9	330	63.0%	67
Coronation	K–6	265	75.0%	70
Crestwood	K–9	400	107.0%	70
David Thomas King	K–9	980	102.0%	6
Dovercourt	K–6	401	95.0%	68
Edmonton Christian High*	10–12	521	52.0%	n/a
Edmonton Christian West*	K–9	739	72.4%	n/a
Elmwood	K–6	540	37.0%	63
Glenora	K–6	248	72.0%	83
Grovenor	K–6	307	68.0%	74
Hillcrest	7–9	643	64.0%	60
James Gibbons	K–6	182	82.0%	69
Jasper Place	10–12	3,512	81.0%	63
LaPerle	K–6	480	101.0%	41
Laurier Heights	K–9	667	85.0%	66
Lynnwood	K–6	428	81.0%	63
Mayfield	K–6	388	91.0%	65
Meadowlark	K–6	438	95.0%	65

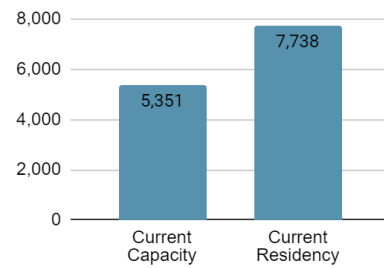
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Meadowlark Christian	K-9	306	107.0%	n/a
Michael Phair	7-9	957	56.0%	7
Parkview	K-9	820	77.0%	68
Patricia Heights	K-6	424	75.0%	55
Rio Terrace	K-6	526	62.0%	60
Ross Sheppard	10-12	2,193	102.0%	67
Stratford	K-9	708	103.0%	59
Thornccliffe	K-6	478	43.0%	51
Westminster	7-9	755	60.0%	73
Winterburn	K-6	544	94.0%	66
Youngstown	K-6	561	47.0%	64
Average		633	76.4%	56

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

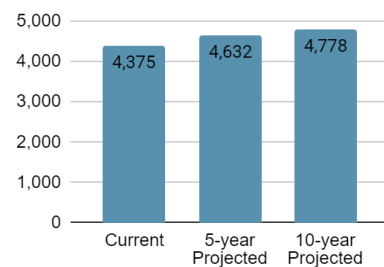
West Sector



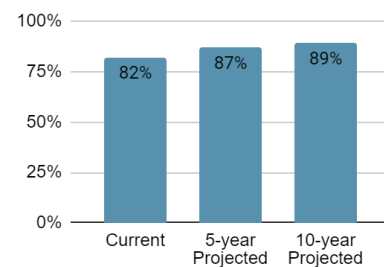
Sector Profile



Enrolment



Utilization

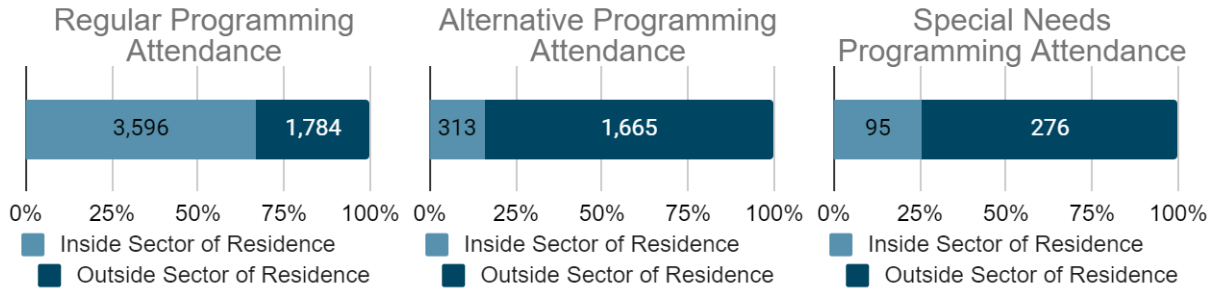


Where are we?

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 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 operating surplus 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?

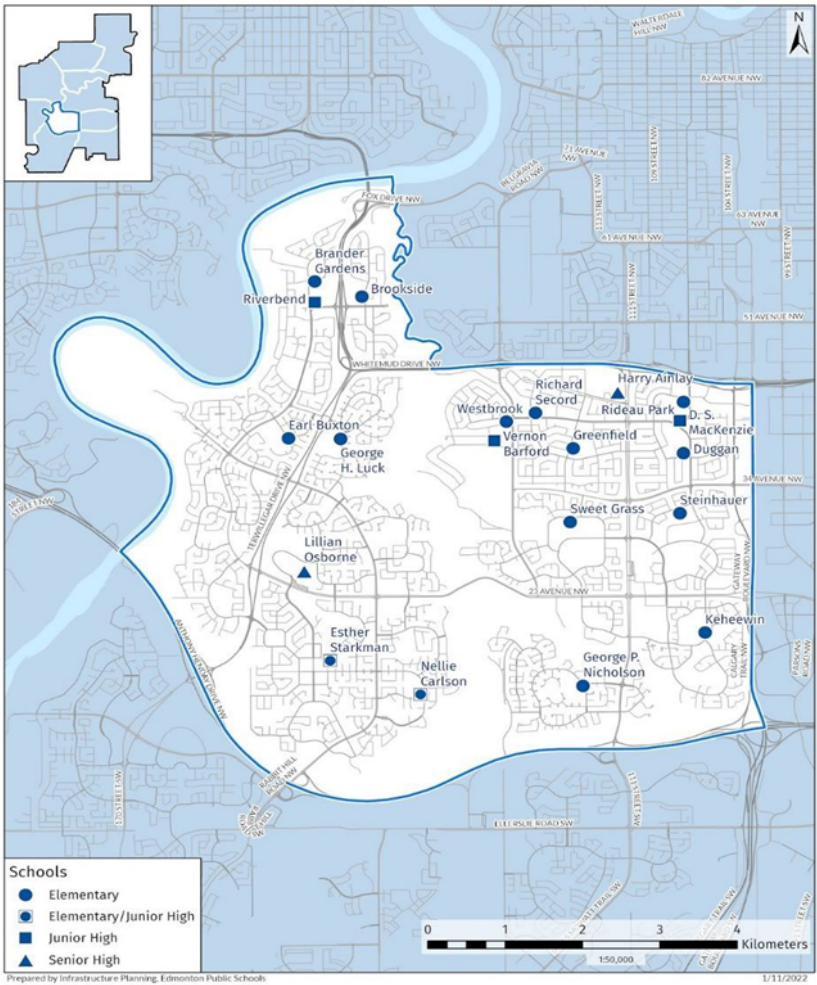
Based on projections, a west high school has been added as a priority in the *Three-Year Capital Plan 2024–2027*. The sector has a high school site available in The Hamptons and a site planned in the Riverview area. Because of the low median age of school facilities and a deficit in student capacity in the sector, significant modernization/replacement initiatives are not currently prioritized within the *Three-Year Capital Plan 2024–2027* for the sector.

Overall, there are two new construction priorities from this sector outlined in the *Three-Year Capital Plan 2024–2027* (West 10–12 and Riverview K–9). With respect to the Riverview area, the closest K–6 school is Michael A. Kostek School and the closest K–9 school is Bessie Nichols School (both of which have high utilization rates). Due to projected development in Riverview area neighbourhoods, additional capacity will need to be provided within the sector. A new Edgemont K–9 school is tentatively scheduled to open in fall 2026 and will provide short-term relief to enrolment pressures as Riverview continues to develop.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Bessie Nichols	K–9	933	104.0%	11
Callingwood	K–6	445	75.0%	46
Centennial	K–6	344	92.0%	42
Kim Hung	K–9	878	83.0%	6
Lymburn	K–6	469	88.0%	39
Michael A. Kostek	K–6	626	92.0%	44
Ormsby	K–6	457	64.0%	43
S. Bruce Smith	7–9	719	84.0%	33
Talmud Torah*	K–6	480	30.0%	n/a
Average		595	79.1%	31

Note: *Building not owned by the Division.

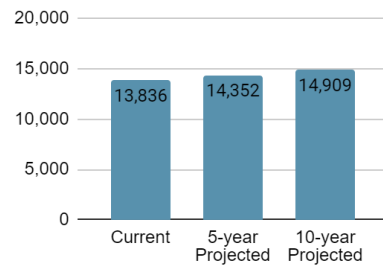
Southwest 1 Sector



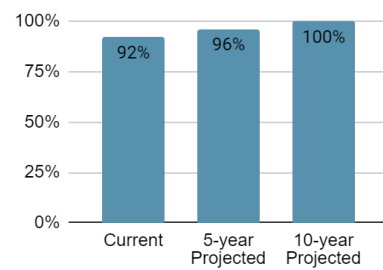
Sector Profile



Enrolment



Utilization

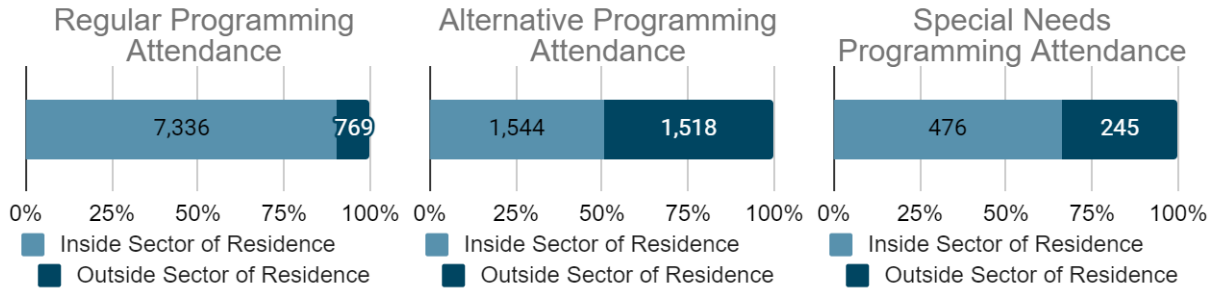


Where are we?

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 sector students to choose programming outside of the sector. The sector is projected to experience a significant increase in student enrolment over the next decade. Consistent 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 operating surplus funding to create better learning environments.

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



Where Are We Going and How Do We Get There?

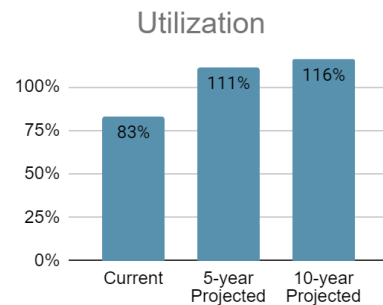
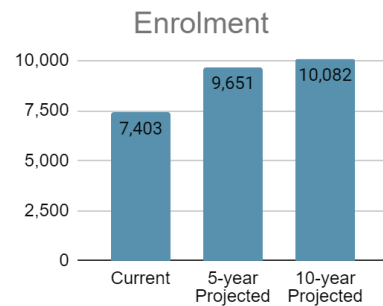
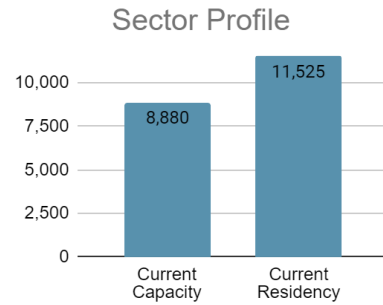
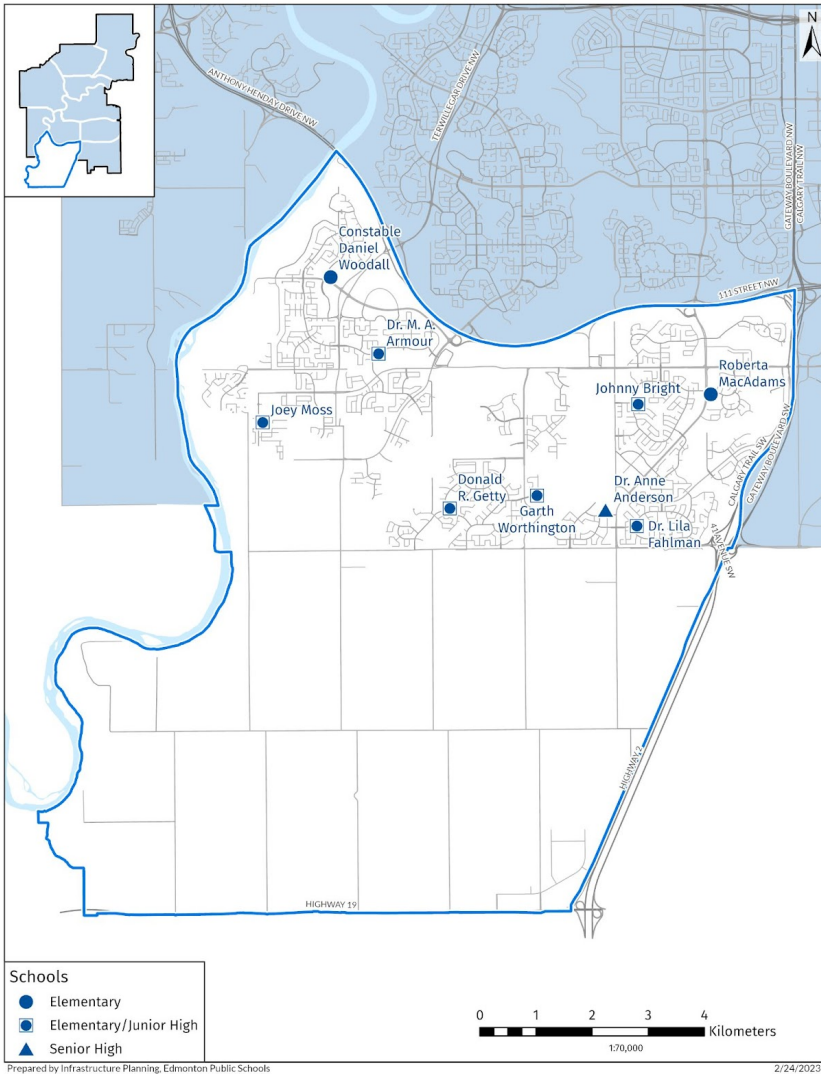
Administration will continue to monitor the demand for high school sites in the established and mature communities. The sector has a planned high school site in Keheewin that could be considered in future capital plan priorities.

There is currently one modernization priority in this sector (Brander Gardens K–6) outlined in the *Three-Year Capital Plan 2024–2027*.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Brander Gardens	K–6	457	79.0%	48
Brookside	K–6	398	60.0%	55
D. S. MacKenzie	7–9	757	76.0%	55
Duggan	K–6	463	80.0%	51
Earl Buxton	K–6	529	93.0%	33
Esther Starkman	K–9	897	91.0%	13
George H. Luck	K–6	491	98.0%	31
George P. Nicholson	K–6	517	78.0%	21
Greenfield	K–6	723	70.0%	55
Harry Ainlay	10–12	2,764	99.0%	58
Keheewin	K–6	434	76.0%	43
Lillian Osborne	10–12	1,669	123.0%	14
Nellie Carlson	K–9	830	98.0%	7
Richard Secord	K–6	669	95.0%	56

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Rideau Park	K-6	337	68.0%	46
Riverbend	7-9	844	97.0%	49
Steinhauer	K-6	442	79.0%	46
Sweet Grass	K-6	455	73.0%	46
Vernon Barford	7-9	820	100.0%	57
Westbrook	K-6	541	88.0%	57
Average		752	86.1%	42

Southwest 2 Sector



Where are we?

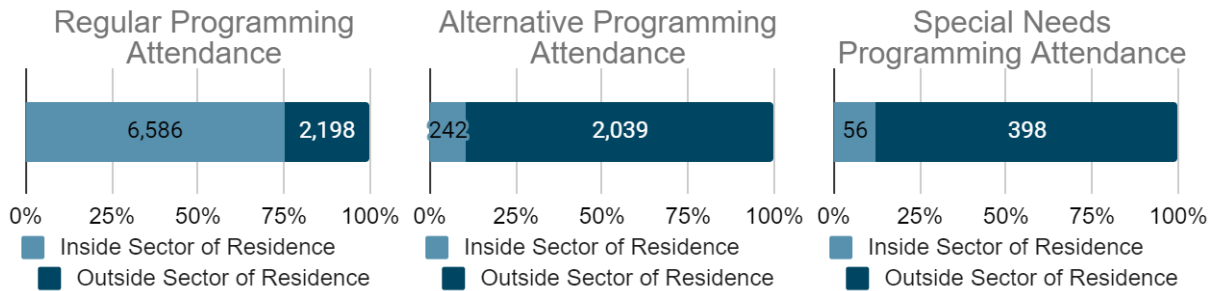
The Southwest 2 sector includes developing and established communities, as well as the newly annexed urban growth areas of Edmonton South West and Edmonton South Central.

The sector is projected to experience a significant increase in student enrolment over the next 10 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 operating surplus funding to provide better quality learning environments.

There are very few alternative, Kindergarten and specialized 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.

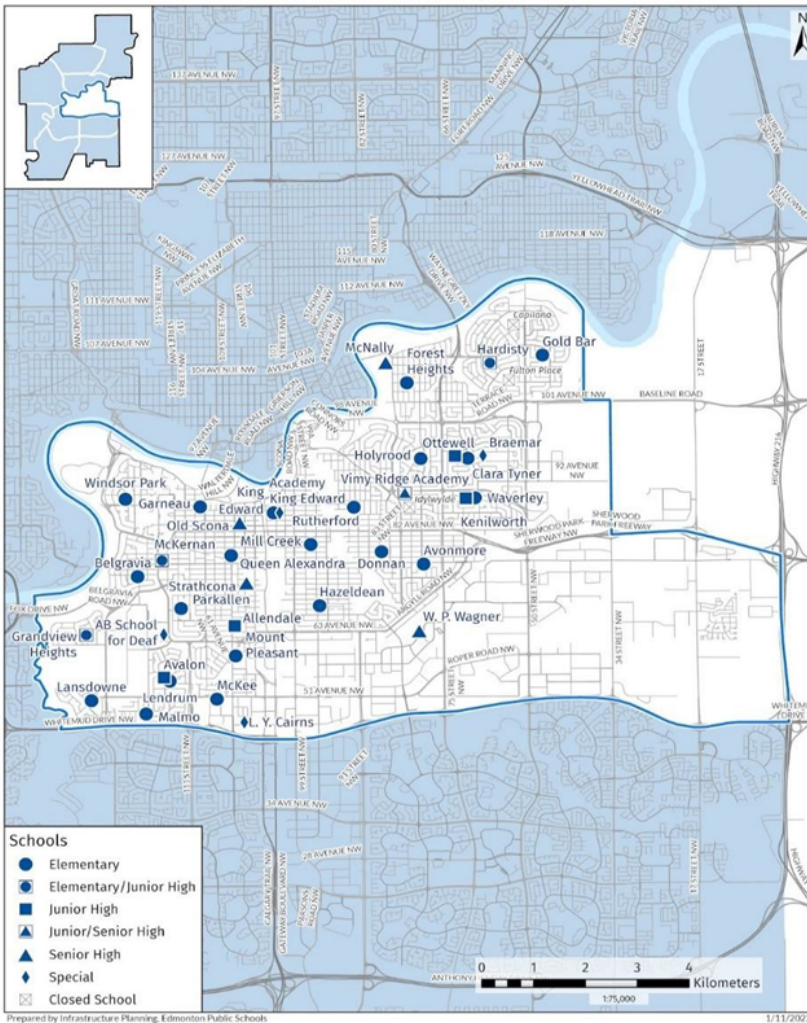


Where Are We Going and How Do We Get There?

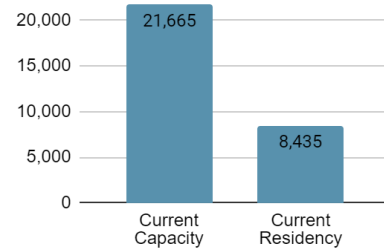
Because of the low median age of school facilities and a deficit in student capacity within the sector, modernization/replacement initiatives are not prioritized within the *Three-Year Capital Plan 2024–2027* for the Southwest 2 sector. There are three new construction priorities outlined in the *Three-Year Capital Plan 2024–2027* (Glenridding Heights 10–12, Glenridding Heights K–6 and Dr. Anne Anderson School Addition). 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	721	93.0%	6
Donald R. Getty	K–9	895	102.0%	6
Dr. Anne Anderson	10–12	1,940	75.0%	2
Dr. Lila Fahlman	K–9	1,000	100.0%	6
Dr. Margaret-Ann Armour	K–9	922	117.0%	7
Garth Worthington	K–9	887	63.0%	2
Joey Moss	K–9	895	38.0%	n/a
Johnny Bright	K–9	983	80.0%	13
Roberta MacAdams	K–6	637	96.0%	7
Average		987	84.9%	6

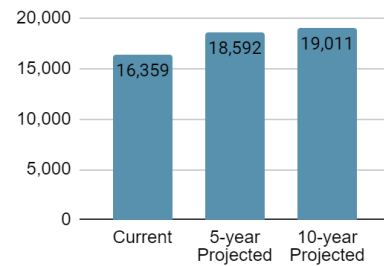
South Central Sector



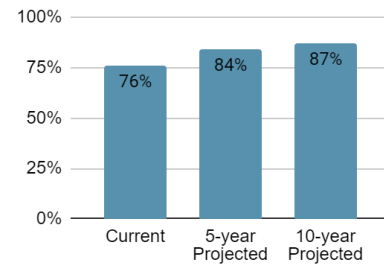
Sector Profile



Enrolment



Utilization



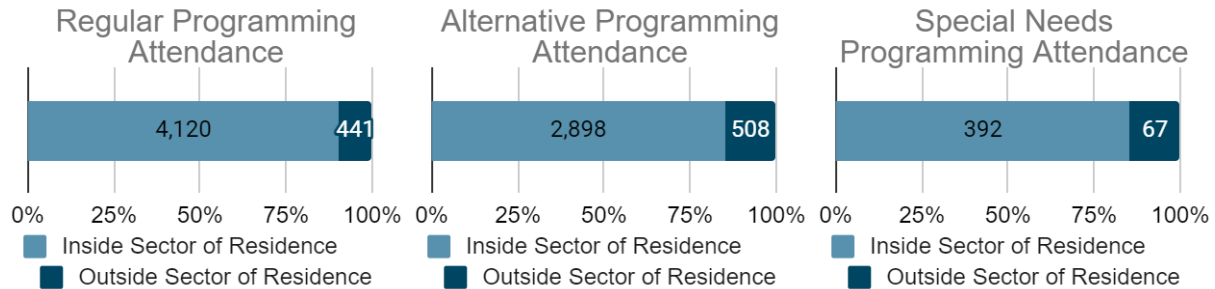
Where are we?

The South-Central sector includes mature and established communities. The sector is projected to experience moderate growth over the next 10 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. 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 modern, high-quality 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 operating surplus funding to provide better quality learning environments.

There are a range of academic, sports, specialized and language programming available to students in the sector. Unique programming in this sector includes the Sports Alternative program 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.

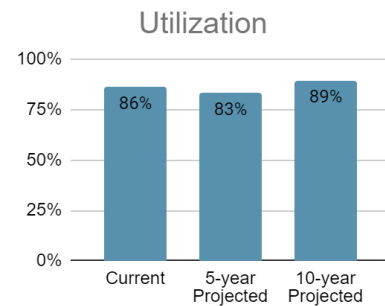
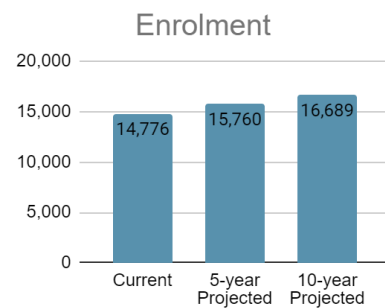
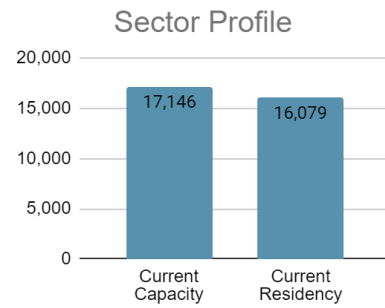
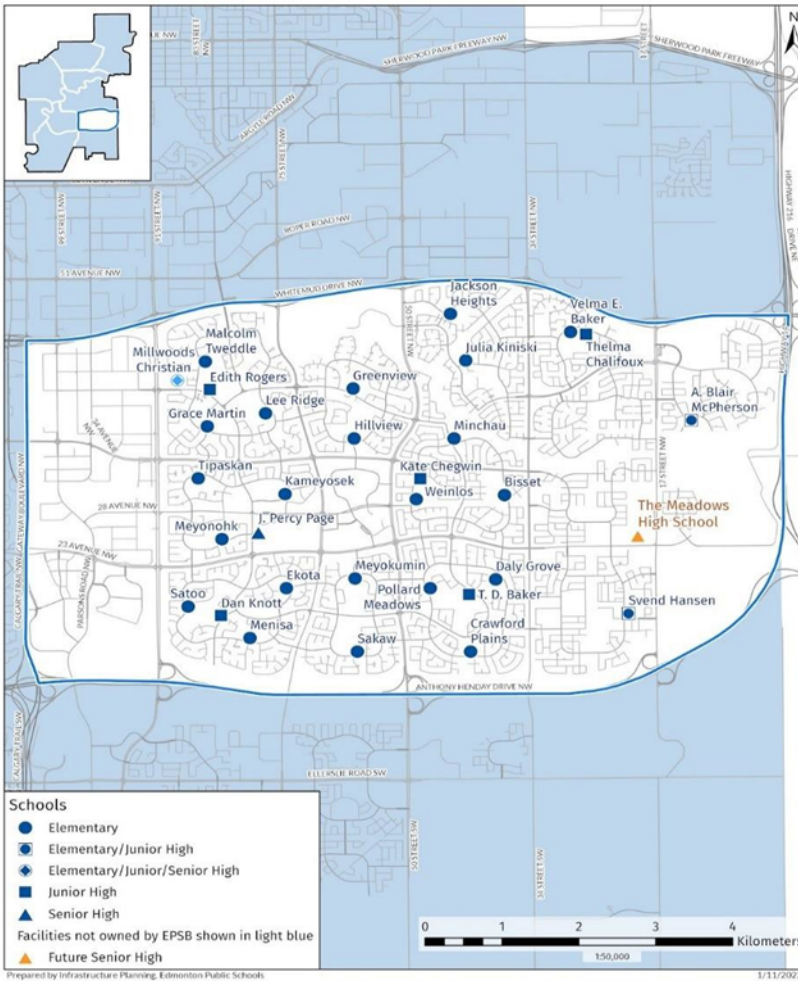
The need for modernization projects in the South-Central sector will be reviewed on an ongoing basis as the school buildings continue to age. There are currently two projects from this sector listed in the *Three-Year Capital Plan 2024–2027* as priorities for modernization: Lansdowne K–6 and McNally 10–12.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Allendale	7–9	686	75.0%	74
Avalon	7–9	676	81.0%	58
Avonmore	K–6	269	77.0%	68
Belgravia	K–6	153	95.0%	69
Braemar	7–12	304	21.0%	64
Clara Tyner	K–6	221	76.0%	57
Donnan	K–6	474	69.0%	74
Forest Heights	K–6	416	62.0%	75
Garneau	K–6	325	99.0%	100
Gold Bar	K–6	412	55.0%	65
Grandview Heights	1–9	318	108.0%	64

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Hardisty	K-9	944	57.0%	66
Hazeldean	K-6	498	62.0%	73
Holyrood	K-6	519	83.0%	68
Kenilworth	7-9	592	51.0%	61
King Edward	K-6	291	74.0%	64
L. Y. Cairns	7-12	935	58.0%	55
Lansdowne	K-6	325	34.0%	55
Lendrum	K-6	324	96.0%	60
Malmo	K-6	442	54.0%	60
McKee	K-6	412	70.0%	57
McKernan	K-9	737	90.0%	71
McNally	10-12	1,379	72.0%	60
Mill Creek	K-6	353	88.0%	4
Mount Pleasant	K-6	351	89.0%	70
Old Scona	10-12	381	97.0%	116
Ottewell	7-9	806	77.0%	63
Parkallen	K-6	394	76.0%	72
Queen Alexandra	K-6	292	41.0%	118
Rutherford	K-6	322	82.0%	123
Strathcona	10-12	1,516	111.0%	70
The Academy at King Edward	3-12	478	71.0%	110
Vimy Ridge Academy	7-12	1,299	95.0%	65

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
W. P. Wagner	10–12	2,134	73.0%	54
Waverley	K–6	589	30.0%	58
Windsor Park	K–6	221	78.0%	70
Average		577	73.0%	70

Southeast 1 Sector



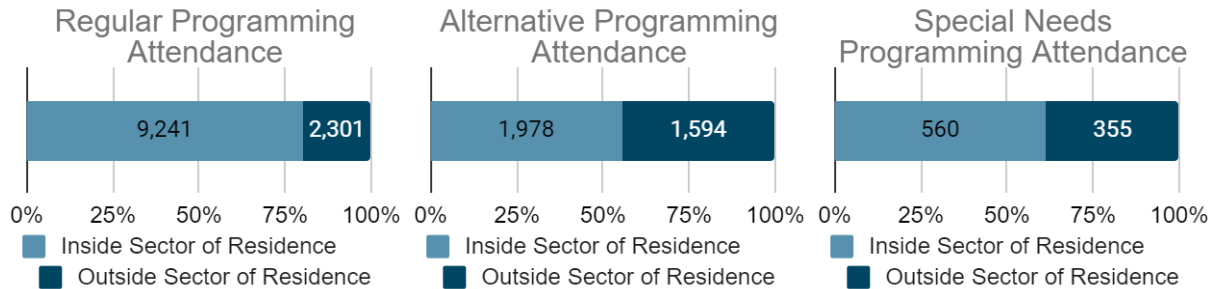
Where are we?

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. 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 then 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 ageing 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 operating surplus 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?

Once open, the Valley Line Southeast LRT 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 programming options available to resident students inside 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.

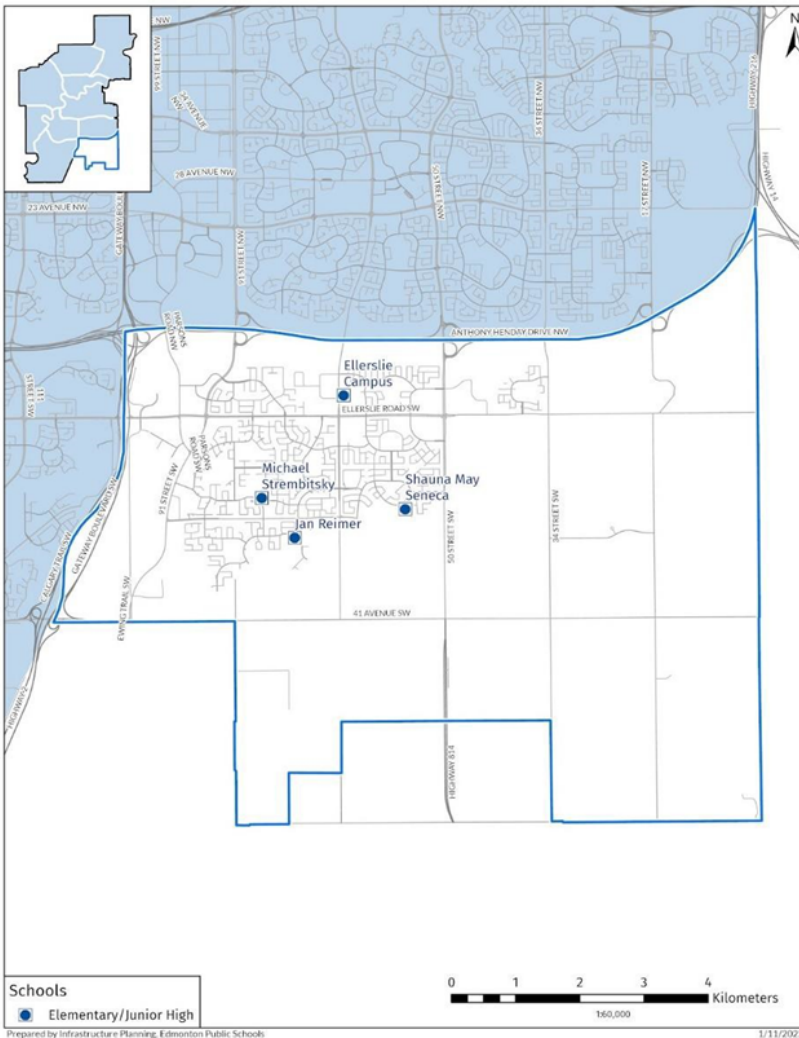
One new construction project from this sector (Aster K-9) is prioritized in the *Three-Year Capital Plan 2024-2027*. Additional projects may also be prioritized for modernization or replacement in the near future as ageing facilities in the sector will need to be addressed in the form of infrastructure maintenance and renewal investments, as the Division seeks to modernize learning environments for students and reduce operational costs that result from maintaining ageing infrastructure.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
A. Blair McPherson	K-9	943	105.0%	13
Bisset	K-6	515	93.0%	34
Crawford Plains	K-6	508	85.0%	41
Daly Grove	K-6	454	80.0%	35
Edith Rogers	7-9	611	78.0%	48
Ekota	K-6	284	63.0%	47
Grace Martin	K-6	495	55.0%	51
Greenview	K-6	459	78.0%	43
Hillview	K-6	330	83.0%	43

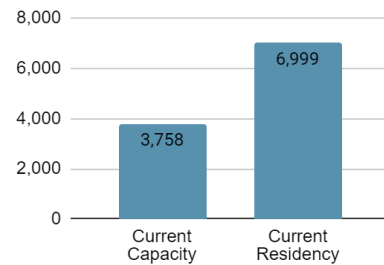
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
J. Percy Page	10–12	1,220	103.0%	41
Jackson Heights	K–6	360	81.0%	21
Julia Kiniski	K–6	476	87.0%	38
Kameyosek	K–6	290	80.0%	46
Kate Chegwin	7–9	658	97.0%	32
kisêwâtisiwin	7–9	668	81.0%	43
Lee Ridge	K–6	368	80.0%	47
Malcolm Tweddle	K–6	370	95.0%	48
Menisa	K–6	284	69.0%	42
Meyokumin	K–6	601	86.0%	43
Meyonohk	K–6	568	69.0%	43
Millwoods Christian*	K–12	682	131.0%	n/a
Minchau	K–6	386	85.0%	40
Pollard Meadows	K–6	500	83.0%	43
Sakaw	K–6	467	76.0%	43
Satoo	K–6	369	51.0%	47
Svend Hansen	K–9	1,060	99.0%	6
T. D. Baker	7–9	820	87.0%	34
Thelma Chalifoux	7–9	989	62.0%	3
Tipaskan	K–6	403	63.0%	41
Velma E. Baker	K–6	549	101.0%	31
Weinlos	K–6	459	99.0%	41
Average		553	83.4%	38

Note: *Building not owned by the Division.

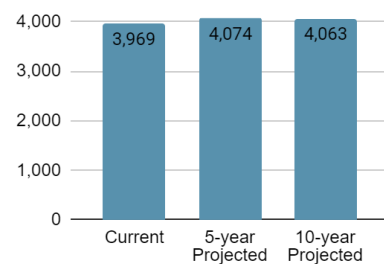
Southeast 2 Sector



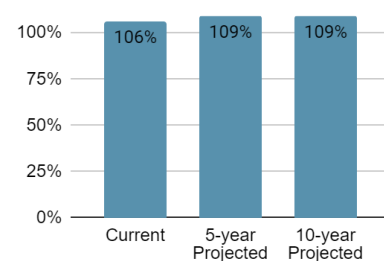
Sector Profile



Enrolment



Utilization



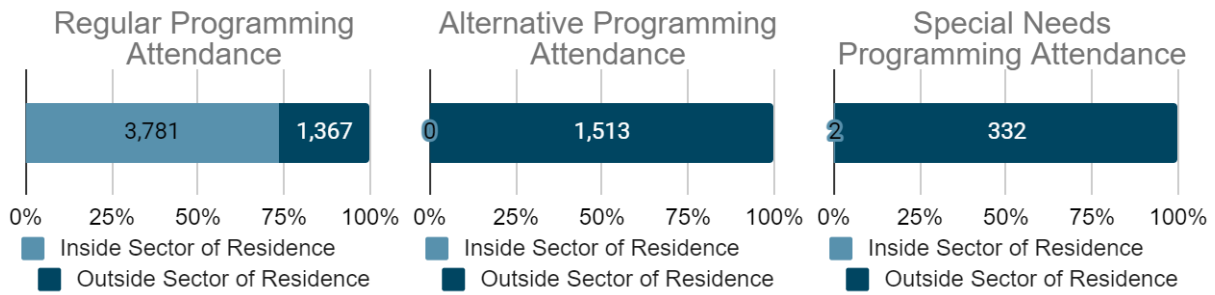
Where are we?

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 operating surplus 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 Connections. Many resident students in the sector choose to attend regular, alternative and specialized programming outside of the sector.



Where Are We Going and How Do We Get There?

One new construction project (The Orchards South K–9) is prioritized in the *Three-Year Capital Plan 2024–2027*. Ellerslie K–9 is also proposed in the plan as a solution project which will involve a consolidation of two existing buildings into a single new K–9 facility, given their age and condition. While the new high school site in The Meadows will provide high school capacity in the Southeast 1 sector, more space is expected to be needed in the Southeast 2 sector. 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. 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	939	112.9%	67
Jan Reimer	K–9	857	111.0%	6
Michael Strembitsky	K–9	982	92.0%	11
Shauna May Seneca	K–9	980	101.0%	6
Average		940	104.2%	23

Note: *Includes both Ellerslie Campus buildings.

DATE: March 21, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Three-Year Capital Plan 2024–2027

ORIGINATOR: Cliff Richard, Chief Infrastructure and Technology Officer

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

REFERENCE [Infrastructure Planning Principles Policy \(EA.BP\)](#)
[Strategic Plan 2022–2026](#)
[Three-Year Capital Plan 2023–2026](#)
[Ten-Year Facility Plan 2023–2032](#)
[Government of Alberta School Capital Manual - Chapter 2](#)
[McKinnon Report on Alberta’s Finances](#)
[Edmonton Public Schools - Environmental Sustainability](#)

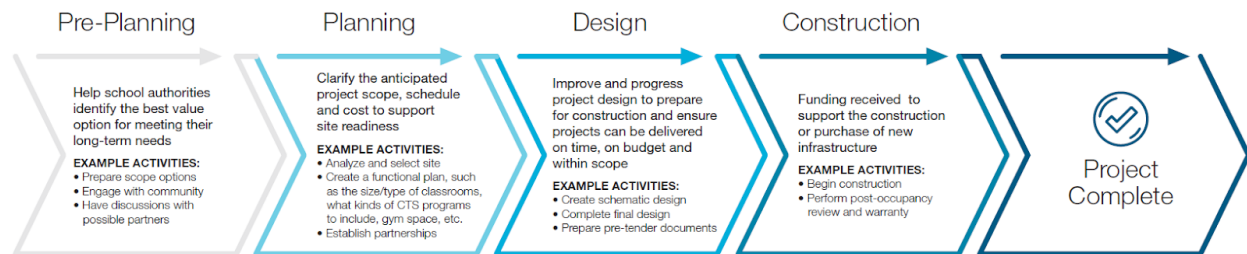
ISSUE

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

BACKGROUND

The current Three-Year Capital Plan 2023–2026 was approved by the Board of Trustees on March 22, 2022 and amended on September 20, 2022. On March 1, 2023, the Province announced construction funding for a K–9 school in Edgemont, design funding for a Grade 7–12 school in Glenriding Heights, planning funding for a K–6 school in Glenriding Heights and a K–6 school in Rosenthal, as well as pre-planning funding for a 7–9 school in McConachie.

- The design funding approval allows the project management team to complete the front-end project work, such as procurement of the consulting team, additional geotechnical investigation and permit applications that may otherwise impact the schedule.
- Planning funds are intended to allow for further development of project scope to advance site investigation work, and to help clarify potential risks and identify mitigating strategies and costs. The goal is to remove barriers and better position the project for consideration of design and construction funding approval in a future budget cycle.
- Pre-planning funding allows for a conceptual project to define basic scope elements, such as grade configuration, capacity and location. This funding is intended for projects that are anticipated to significantly increase in priority in the next three to five years.



Construction of Joey Moss School was completed in the Keswick neighbourhood, and opened for the 2022–2023 school year. The Division also anticipates opening the new high school in The Meadows in the fall of 2024, and the K–9 school in Edgemont is preliminarily estimated to open no earlier than the fall of 2026.

RELATED FACTS

- The Three-Year Capital Plan is required to be approved by the Board of Trustees for submission to the Province by April 1, 2023.
- The Three-Year Capital Plan identifies the Division's capital priorities.
- A high school construction project in The Meadows plan area, approved from a previous capital plan submission, is anticipated to open in the fall of 2024.
- On March 1, 2023, the Province announced construction funding for a K–9 school in Edgemont, the only priority identified in the previous Capital Plan that has been funded for construction.
- Only an aggregated list of project priorities can be submitted to the Province, combining new construction projects with modernization, replacement and solution (e.g., consolidation of multiple schools into a single modern facility) projects.
- The provincial requirement to blend new construction, modernizations, replacements and solution priorities into a single aggregated list creates a situation where serving new communities competes against modernizing facilities within the mature areas of our city. This is in contrast with the Division's Infrastructure Planning Principle to provide equitable access to modern, high quality learning environments, regardless of where resident students live.
- In each year of the three years outlined in the plan, new construction priorities are ranked ahead of modernization, replacement and solution projects based on previous provincial messaging indicating that new construction to accommodate resident student growth outscores the modernization and replacement of existing school facilities.
- This plan introduces an additional new high school priority in the west end of the city, an elementary school in Marquis in northeast Edmonton, a pre-planning study for a junior/senior high also in Marquis, and an elementary/junior high school in Decoteau in southeast Edmonton.
- Updated facility condition data supported a re-evaluation of priorities for modernization, replacement, and solution projects, resulting in a number of projects replacing previously recommended priorities.
- Given the high number of aging school buildings within the Division and the incremental repairs and improvements made on an ongoing basis, ranking buildings by condition will lead to subtle ranking changes which could cause priorities to rise or shift on an annual basis.
- Three modernization, replacement and solution projects are proposed to be retained as priorities: Delton School replacement, Spruce Avenue School modernization/replacement and the Britannia Cluster solution.
- Five previous modernization/replacement projects are recommended to be replaced as priorities by

buildings now ranking in poorer condition.

- Four new modernization/solution priorities are introduced.
- While the Division remains committed to future mature community ‘cluster’ (solution) discussions and ensuring a legacy of excellent infrastructure across the city, two “Space for Students in Mature Communities” school clusters are proposed to be removed from the plan, given the challenges in securing funding to meet community needs with desired infrastructure.
- Ongoing and predictable funding of modernization, replacement and solution projects is required to address the Division’s growing deferred maintenance deficit.
- Requests for temporary additional space through the addition of modular classrooms occurs through a separate provincial process, typically submitted by November 1 annually.

RECOMMENDATION

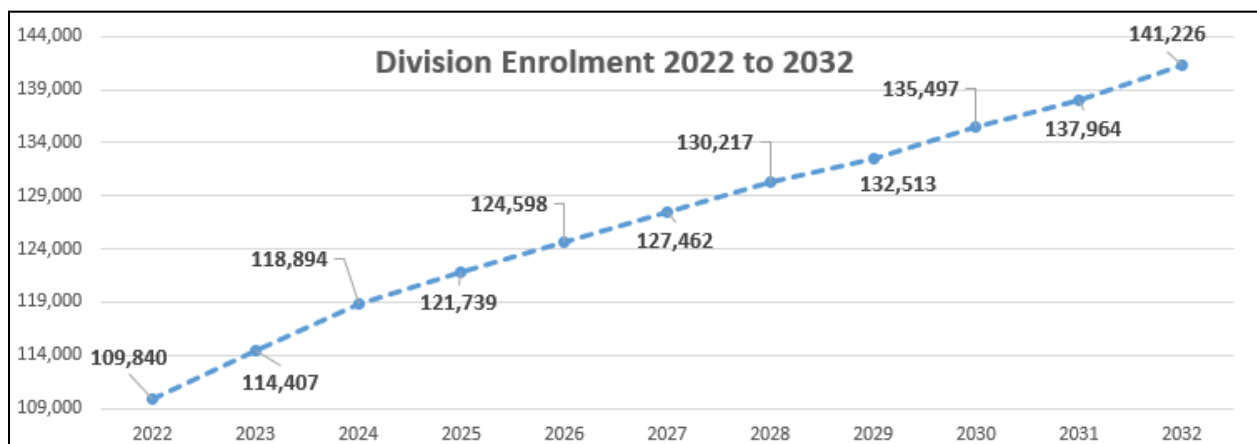
That the draft *Three-Year Capital Plan 2024–2027* for submission to the Provincial Government, be approved.

CONSIDERATIONS and ANALYSIS

The strategic direction for the Division’s facility planning is outlined within the Ten-Year Facility Plan 2023–2032. The capital priorities in this proposed Three-Year Capital Plan 2024–2027 (Attachment I) align with the Division’s Infrastructure Planning Principles, Strategic Plan 2022–2026 and Ten-Year Facilities Plan 2023–2032.

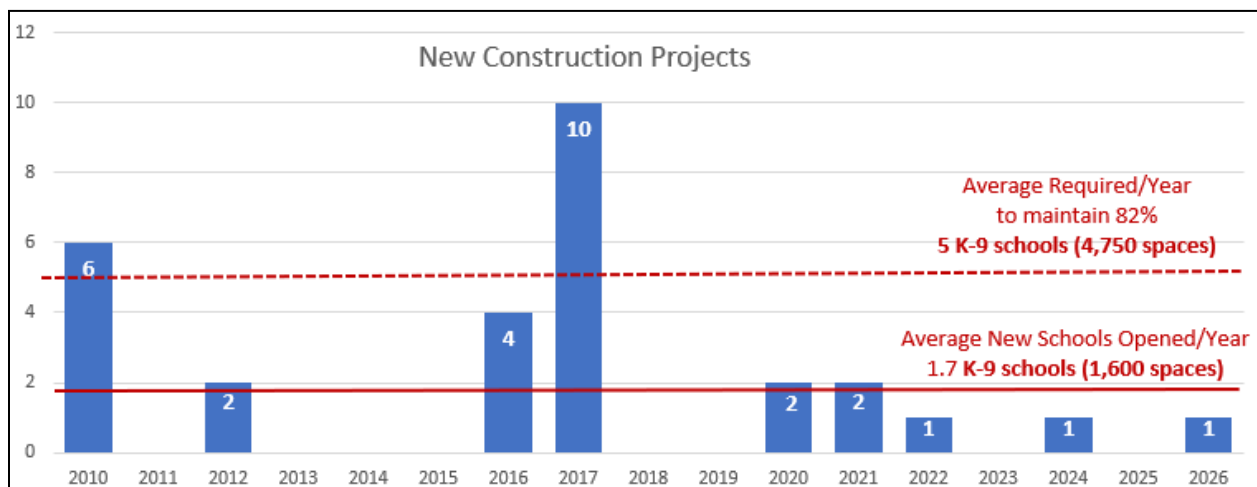
Enrolment Growth

The Division has experienced a pronounced increase in the enrolment growth rate as the Division grew by almost 29,929 students or 37 per cent between 2010 and 2022. Over the same time period, the Division only gained 24,000 new student spaces, and the overall space utilization rate of the Division has risen from 66 per cent to 82 per cent. The Division’s official enrolment as of September 30, 2022, represented an increase of 4.2 per cent, or 4,455 new students over the September 30, 2021, enrolment. This growth was the largest one-year enrolment increase for the Division since the annexation of Jasper Place in 1964–1965, when the West Jasper Place School Division was amalgamated with Edmonton Public Schools, including students and school buildings. The Division is projecting a similar increase in enrolment of 4,567 students for the 2023–2024 school year (an increase of 4.2 per cent). In three to five years, the Division is projected to have between 12,000 and 18,000 additional new students, bringing the deficit of new space versus enrolment growth to between 14,000 to 20,000 spaces. Enrolment is projected to continue to rise to 2032, to total over 141,000 students.



If all of the proposed capital requests for new construction in Year 1 of the proposed Three-Year Capital Plan 2024–2027 were to receive full construction funding this year, the Division would receive a total of 5,065 additional student spaces, with the opening of a new high school in The Meadows in 2024 and a K–9 in Edgemont opening in the fall of 2026 at the earliest (as it can take between three and five years to build a new school). These additional student spaces are critical in reducing the growing deficit of new space versus enrolment growth. The new construction projects identified in Year 2, requesting funding for 4,650 additional student spaces, are required to meet crucial need. Year 3 new construction priorities are intended to address anticipated needs in a strategic manner, requesting funding for 3,740 additional student spaces.

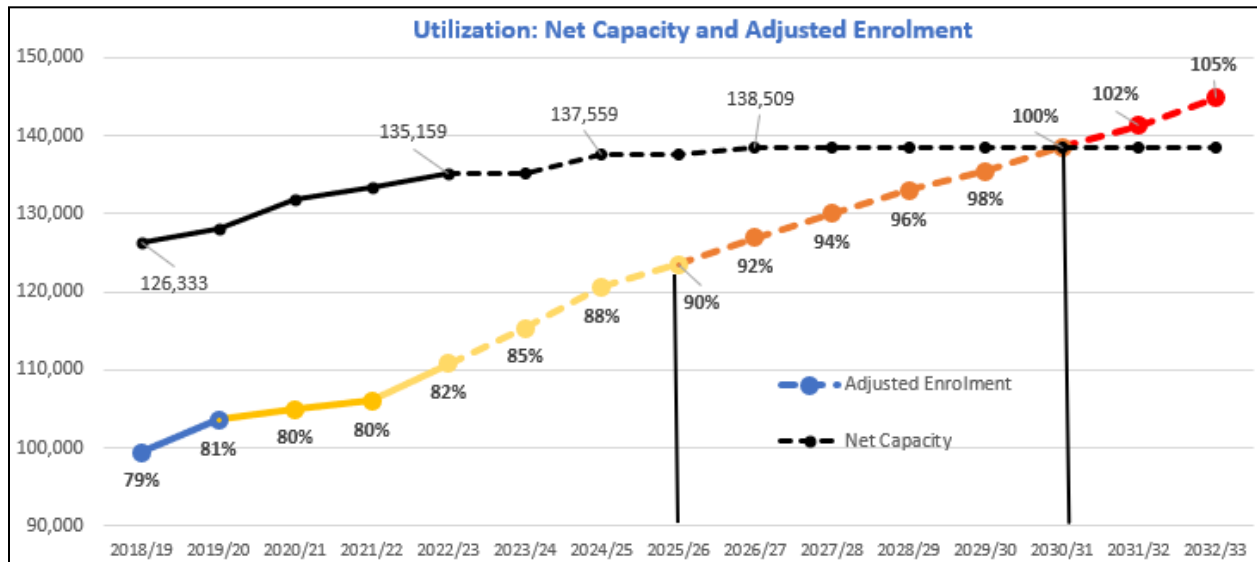
For the period 2010 to 2026, the Division will have opened 29 new schools in new growth areas of the city, which is an average of less than two new schools per year. To maintain the current utilization rate in our current enrolment growth context, the Division would need to open five schools with a capacity of 950 spaces every year. Currently, only two new schools will open in our Division—a new high school in The Meadows in 2024 and a K–9 in Edgemont in 2026 (at the earliest). Even if additional new school construction funding is announced immediately, it would take three to five years before these schools would be ready to accommodate resident students.



The Division’s overall utilization has increased to 82 per cent for the current school year—an increase of two per cent over the previous year. School utilization rates vary across the Division. The Division currently has 78 schools at or above 85 per cent utilization. In response to the increases in enrolment, the Division has:

- added as many modular classrooms as possible (within funding and physical space limitations)
- adopted a Growth Control Model to manage enrolment at schools

The Division’s overall utilization rate will reach 90 per cent in 2025 and 100 per cent in 2030, in the absence of additional new school projects being funded for construction.



Of note, once a school increases above 80 per cent utilization, space for enrolment growth becomes limited, program expansion at the site may not be possible, dedicated child care space may need to be reclaimed, and specialized classrooms such as art or science rooms may need to be utilized as full-time classrooms for regular programming. In short, choice for students and families becomes limited.

Schools at Level 3 in the Growth Control Model have reached capacity. In 2020–2021, three schools implemented the lottery process in some of their grades. In 2022–2023, two more schools implemented the lottery process for a total of five schools. In 2023–2024, a total of seven schools will be implementing the lottery process in some grades. An added challenge and cost related to lottery schools and accommodating families at overflow schools is related to student transportation. In all cases, yellow bus capacity was added in order to support families attending their “overflow designated school”. In two instances, yellow bus capacity was required for junior high school students given that acceptable Edmonton Transit Service (ETS) service was not available.

Capital Planning Methodology

New Construction Considerations

The proposed priorities for new construction and major additions are based on a review of all City of Edmonton development plans and data, analysis of demographic data sets from all three orders of government, building and development insights from the development industry, analysis of current and projected Division resident student residency, the utilization rate of schools where students reside, the average distance traveled by resident students to their designated school, the impact of recent or projected changes in capacity nearby (e.g., recently constructed schools), and site readiness as defined by the Province.

Pressure for new schools to serve developing areas is expected to continue, as the majority of projected new resident 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 south and west areas of the city. Resident students from new growth areas will continue to be accommodated in schools in mature and established areas where there is available space. If no new construction is realized, resident students will face increasing travel times to their designated schools, adding to the logistical and cost-related challenges that families and the Division experience related to student transportation.

An annual submission through the Provincial Modular Classroom Program can provide additional infrastructure to accommodate resident students. Over the past 10 years, the Province has funded an average of 54 per cent of the modular classrooms requested annually by the Division. The timing of modular funding decisions combined with fluctuating modular funding envelopes from the Province contribute to the challenges in relying on modular classrooms to address emergent localized growth pressures.

The 2024–2027 Three-Year Capital Plan (the Plan) includes 14 new construction priorities in newly developing areas, including one addition and one study (Attachment II). The Plan adds four new priorities: a high school in west Edmonton in Year 2 of the plan and an elementary/junior high in Decoteau in southeast Edmonton in Year 3 of the Plan. It also adds two priorities in northeast Edmonton: an elementary in Marquis and a design study on the Horse Hill campus site. Some shifts have occurred to acknowledge the construction funding of the school in Edgemont and some rises in priority for high school projects.

Year 1 new construction priorities are critically needed to meet growing enrolment. Year 2 priorities are requested to meet crucial need and Year 3 priorities are intended to address anticipated needs in a strategic manner. The plan includes:

- Three projects in the Southwest 2 sector
 - Glenridding Heights K–6, Glenridding 7–12 and an addition to Dr. Anne Anderson School
- Two projects in each of the North, West, Southeast 2 and Northwest sectors
 - McConachie 7–9 and Crystallina Nera West K–6
 - Riverview K–9 and a High School in the west end
 - Rosenthal K–6 and Hawks Ridge K–6
 - The Orchards South K–9 and Decoteau K–9
- One project in each of the Southeast 1 and Northeast sectors
 - Aster K–9
 - Marquis K–6

This list highlights the urgency for capital funding to accommodate resident students in developing communities in seven of 10 geographic sectors in the Division. Schools in the Southeast, Southwest, North and West sectors are already experiencing high utilization. New residential development in these sectors and surrounding neighbourhoods will continue to increase accommodation pressures at existing schools. The sites in Crystallina Nera, Riverview, Aster, The Orchards South, Marquis and Decoteau are not yet quite ready for school construction. Developers working in these areas anticipate sites to be dedicated for future school projects in the coming years; as such, they are not included as Year 1 priorities. The development of sports fields and final grading for school sites is the responsibility of the City of Edmonton and is typically funded shortly after the school project receives funding.

The Division will continue to monitor new growth in all current plan areas, as well as planned future growth that may come to be approved in the most recently annexed areas in south Edmonton.

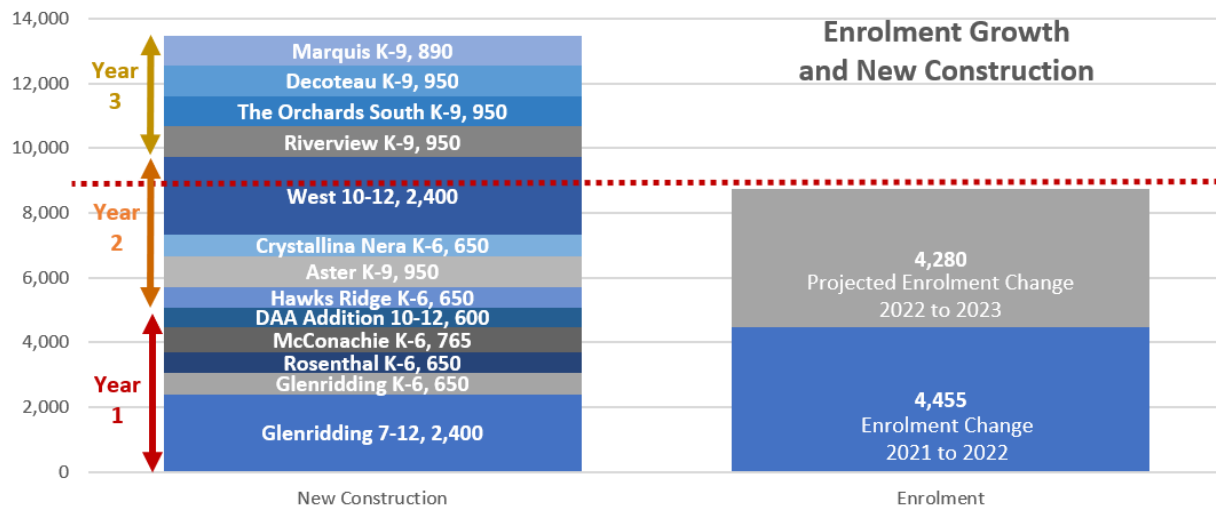
Three of the projects in the previously approved Three-Year Capital Plan 2023–2026 are proposed to be reprioritized.

- First, the Year 1 Glenriding Heights K–6 project is proposed to be moved from Priority 5 to Priority 2. The proposed reprioritization is due to the existing and projected number of resident students living in the neighbourhoods of Glenriding Heights and Glenriding Ravine, the current and projected utilization of existing schools, and the inclusion of area schools in the Growth Control Model. All three schools in the Windermere area are at Level 2 or 3 on the Growth Control Model:
 - Dr. Margaret-Ann Armour School has reached Level 3, including implementation of the lottery process in grades where demand exceeds available space.
 - Constable Daniel Woodall School has reached Level 2, including closing the attendance area boundary.
 - Joey Moss School will reach Level 2, and will have a closed attendance area boundary for the 2023–2024 school year.

Area or Neighbourhood	Remaining Planned Low Density Units	Percentage of Planned Units Developed	Average Annual Development Rate Over Five Years	Planned Student Population	EPSB Student Population (September 2022)	EPSB Five Year Student Growth Projection
Glenriding 7–12	7864	51%	2.5%	2378	1331	1859
Glenriding K–6	1501	51%	2.4%	591	458	689
Rosenthal K–6	1489	49%	3.6%	448	342	582
McConachie 7–9	468	92%	4.6%	469	448	538

- Second, the Year 2 Aster K–9 project is proposed to move from Priority 15 to Priority 10. The proposed reprioritization is due to the existing and proposed level of development in the near future, projected utilization of existing schools, the projected number of resident students, and the inclusion of area schools in the Growth Control Model. Svend Hansen School reached Level 3 in the Growth Control Model, including implementation of the lottery process in grades where demand exceeded available space. A. Blair McPherson School is a Level 2 school with open boundaries in the Growth Control Model.
- Third, an addition to Dr. Anne Anderson School is proposed to move from Priority 17 to Priority 5 given the acute need for additional high school space on the south side of the city, and the fact that the school will be at capacity in the 2023–2024 school year, its third year of operation.

Enrolment growth from this school year and projected into next school year could fill almost all of the new construction priorities in Year 1 and Year 2 of the Plan.



Modernization, Replacement and Solution Project Considerations

Funding for modernization projects and annual capital grants (Capital Maintenance and Renewal {CMR} and Infrastructure Maintenance and Renewal {IMR}) has been consistently below the levels required to prevent deferred maintenance from increasing within the Division’s aging building inventory. The average age of an operational school in the Division is 52 years, with 108 buildings (53 per cent) having been built prior to 1971. Due to many schools being built in the same era, a large cohort of schools will likely require emergent funding within a short period of time. Aging building components and an inadequate level of capital funding to address them contribute to the mounting deferred maintenance the Division is facing, estimated to reach \$1.0 billion by 2027. Ongoing and predictable funding of modernization, replacement and solution projects would align with findings of 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.”

Stable enrolment and student residency in core and mature areas, combined with aging infrastructure, supports the need for the modernization and replacement/solution priorities that are included in the Plan (Attachment III). Five of the recommended modernization, replacement or solution project priorities are proposed to remain unchanged from the previous capital plan, as there has been no funding announced for these types of projects since March 2018. Solution projects are described by the Province in the School Capital Manual as, “a new project type that is designed to allow for the submission of a project request for an integrated solution where, in order to meet the project delivery objective, more than one school facility will require construction activity”.

The proposed modernization/replacement/solution school project priorities (Attachment III) propose Delton and Spruce Avenue schools remain as the Division’s first and second priorities, respectively. The Spruce Avenue School replacement project has been in 16 previous capital plans (going back to 2008), while the Delton School replacement project has been in 14 previous capital plans (going back to 2010). As long as the projects remain unfunded, the Division must continue to invest heavily in maintenance while enduring significant functional and accessibility limitations. 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 and/or modernizing the aging infrastructure at these two sites will ensure that resident students in these areas have equitable access to high-quality learning environments, enhancing educational programming opportunities for resident students attending schools in the City’s core. Accessibility, safety and building condition challenges remain for these two schools. Delton School is currently inaccessible for resident students, staff and parents/guardians with mobility challenges. The building is located on a number of floors with multiple changes in floor height on the lower level. The addition of stair lifts, ramps or an elevator at this school to make the building accessible is neither functionally possible nor cost efficient. In addition, both schools will serve portions of the newly developing neighbourhood of Blatchford and the Edmonton Exhibition Lands once housing development is realized in these major city intensification initiative areas.

The Plan continues to include a solution project in the mature area of Britannia. A preferred concept for the Britannia cluster was identified and approved by the Superintendent in the fall of 2018. The project was determined through comprehensive consultation with the community including an extensive review of current and projected student enrolment, school utilization, deferred maintenance, cost of utilities, accessibility and program suitability. The approved concept would consolidate Brightview, Britannia, Mayfield and Youngstown schools into a new Pre-Kindergarten to Grade 3 school on the Mayfield School site and a new Kindergarten to Grade 9 school on the Britannia School site. This proposed consolidation solution remains unfunded.

Queen Elizabeth and McNally high schools remain as Division priorities for modernization or replacement due to the condition of the major building components. The determination of a modernization versus replacement project will be based on a detailed review of the cost to modernize the building versus the cost to replace the building. A modernization project within an occupied and highly-utilized high school building can be challenging in terms of staging the construction and providing the necessary programming spaces throughout construction. The Division will work with the Provincial Government to ensure the most efficient use of public funds in terms of how these projects would best be addressed.

Three-year capital plans dating back to 2018 have carried forward priorities for the modernization or replacement of Harry Ainlay, Lendrum, McKee, Weinlos and Westglen schools. In recent years, investments have been made at these schools through IMR, CMR, operating surplus or other funding to improve facility conditions. A summary of improvements made or underway at these schools follows:

- Harry Ainlay School received several upgrades including replacement of boilers and the heat distribution system; replacement of all windows, skylights, interior and exterior doors; upgrades to interior and exterior lighting; replacement of the electrical distribution panel and fire alarm system; north parking lot reconstruction and site drainage system replacement; gym floor replacement; gender neutral washroom installation; and functional upgrades to instructional space for art, music and foods studies, as well as other Career and Technology Studies (CTS) spaces.
- Lendrum School received improvements including a major ceiling and lighting upgrade, main electrical service upgrade, fire alarm system upgrade, window replacements, and the installation of a new gym floor.
- McKee School received upgrades including full renewal of the parking lot, a complete boiler and univent upgrade, fire alarm replacement, clerestory window replacement, new windows added, some flooring replaced, washroom renovations and some instructional area reconfiguration.
- Weinlos School received upgrades including new boilers, a fire alarm upgrade, partial window replacements, flooring and lighting upgrades, gym floor replacement, door replacements, new exterior lighting and concrete sidewalks, and installation of new modular classrooms.

- Westglen School received improvements including upgrades to electrical controls, lighting, full hardwood flooring repair or replacement, improvements to instructional areas adjacent to the gymnasium and significant lot grading improvements to improve surface drainage.

The Division assesses the condition of buildings using a two-stage approach. The first stage compares all school buildings based on their operating expenses per square meter and amount of emergent costs per square meter. The assumption is school buildings with higher levels of operating cost per square meter and a higher level of emergent spending would benefit the most from capital investment. In turn, the investment will have the greatest impact on the Divisions’ operating costs and deferred maintenance. Improvements to the school buildings through capital projects are intended to reduce operating costs, increase energy efficiency and potentially introduce clean energy solutions (e.g., solar energy production) that will support reducing the Division’s carbon footprint. The school buildings with the highest costs are then evaluated based on eight categories: mechanical, architectural, civil/site, structural, electrical, programming, accessibility and construction complexity.

Given the high number of aging school buildings and the incremental improvements made on an ongoing basis, ranking buildings by condition leads to subtle ranking changes which may cause priorities to rise and shift on an annual basis. As a result, the five previous modernization/replacement projects are recommended to be replaced as priorities with buildings now ranking in poorer condition. Removal of the previous five schools does not mean all of the deferred maintenance and possible improvements to the learning environments at those schools were resolved. These schools could still benefit from additional upgrades and improvements; however, the ranking of the school in comparison with other Division schools (in terms of the amount of maintenance and repairs required) is lowered, thereby shifting the priority of the project.

Condition ranking supports recommending the following schools be added to the Capital Plan: Lansdowne, Grovenor, Brander Gardens and Ellerslie Campus schools. The condition of the major building components at each of these sites was rated with the highest need for capital investment relative to other school buildings. This does not mean that these buildings are unsafe. The Division ensures that all of its school and non-operational buildings are safe. The Division prioritizes the health and safety of students, staff, visitors, tenants and community members that access our buildings. These schools are identified for a number of improvements to the buildings that are best addressed comprehensively by a capital plan modernization project.

The Britannia School Cluster Solution remains unfunded and proposed for priority retention in the Plan. The remaining two “Space for Students in Mature Communities” school clusters, the Rosslyn Cluster and an undetermined cluster, are proposed to be removed from the Plan given the lack of assurance that consolidation solution school initiatives would be funded. The Division remains committed to future mature community ‘cluster’ discussions when there is greater assurance that community-desired solutions can be achieved more predictably.

Aggregation and Provincial Consideration

The Three-Year Capital Plan 2024–2027 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 and solution priorities as a result of messaging by the Province that indicated enrolment growth areas were of higher priority. 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 Division's Infrastructure Planning Principles Policy to provide equitable access to modern, high-quality learning environments regardless of where students live. It also does not align with objectives in the City of Edmonton's City Plan to intensify mature areas, and see a greater percentage of new residents reside in these communities, including families with children.

Once approved, the Plan will be submitted to Alberta Education and Alberta Infrastructure. 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), based on the following project drivers: building condition, community renewal, efficiency solutions, enrolment pressures, functionality and programming, health and safety, and legal. Additional information, such as regional plans and/or partnership opportunities can be entered into the system for consideration.

NEXT STEPS

Once approved, the Plan is communicated by the Board Chair to the Ministers of Alberta Education and Alberta Infrastructure. The priorities and supporting documentation are also entered by Administration into the Province's Building and Land Information System (BLIMS), which includes copies of provincially required Site Readiness Checklists for all school projects identified in Year 1 of the Plan.

ATTACHMENTS and APPENDICES

ATTACHMENT I - 2024–2027 Three-Year Capital Plan Aggregated List of Priorities

ATTACHMENT II - Proposed New Construction Priorities

ATTACHMENT III - Proposed Modernization/Replacement/Solution Priorities

ATTACHMENT IV - Proposed Year 1 New Construction Priorities - Additional Information

ATTACHMENT V - Proposed Year 1 Modernization/Replacement/Solution Priorities - Additional Information

ATTACHMENT VI - Government of Alberta School Capital Manual - Chapter 2.0

JD:jl

2024–2027 Three-Year Capital Plan Aggregated List of Priorities

	Priority		Project	Capacity	Sector	Cost (millions)
	Prop.	App.				
Year 1	1	1	Glenridding Heights 7–12 (D)	2,400	SW2	\$101
	2	5	Glenridding Heights K–6 (P)	650	SW2	\$26
	3	3	Rosenthal K–6 (P)	650	NW	\$26
	4	4	McConachie 7–9 (PP)	765	N	\$39
	5	17	Dr. Anne Anderson School Addition	600	SW2	\$15
	6	6	Delton Replacement K–6	650	C	\$26
	7	7	Spruce Avenue Modernization/Replacement 7–9	450	C	\$14
	8	8	Space for Students in Mature Communities Britannia Cluster: Mayfield PK–3 and Britannia K–9 Replacements	1,100	NW	\$56
Year 2	9	9	Hawks Ridge K–6	650	NW	\$26
	10	15	Aster K–9	950	SE1	\$43
	11	10	Crystallina Nera K–6	650	N	\$26
	12	N	West 10–12	2,400	W	\$101
	13	N	Lansdowne K–6 Modernization	TBD	SC	\$13
	14	N	Grovenor K–6 Modernization	TBD	NW	\$11
	15	11	Queen Elizabeth Modernization/Replacement	TBD	N	TBD
	n/a	12	Harry Ainlay Modernization	TBD	SW1	TBD
	n/a	13	McKee Modernization/Replacement	350	SE	\$13.5
n/a	14	Westglen Modernization/Replacement	350	E	\$13.5	

	Priority		Project	Capacity	Sector	Cost (millions)
	Prop.	App.				
Year 3	16	16	Riverview K-9	950	W	\$43
	17	18	The Orchards South K-9	950	SE2	\$43
	18	N	Ellerslie K-9 Solution	TBD	SE2	\$45
	19	N	Decoteau K-9	950	SE2	\$43
	20	N	Marquis (Horse Hill) K-6	890	NE	\$33
	n/a	19	Space for Students in Mature Communities Rosslyn Cluster: Concept TBD	1,800-2, 400	N	\$62-73
	n/a	20	Lendrum Modernization/Replacement	350	SC	\$9
	n/a	21	Weinlos Modernization/Replacement	350	SE1	\$13.5
	21	N	Brander Gardens K-6 Modernization	TBD	SW1	\$15
	22	22	McNally Modernization/Replacement	TBD	SC	\$56-\$89
	23	N	Horse Hill School Pre-Planning Study	TBD	NE	TBD
	n/a	23	Space for Students in Mature Communities: Cluster TBD	TBD	TBD	TBD

D = Design Funding


P = Planning Funding

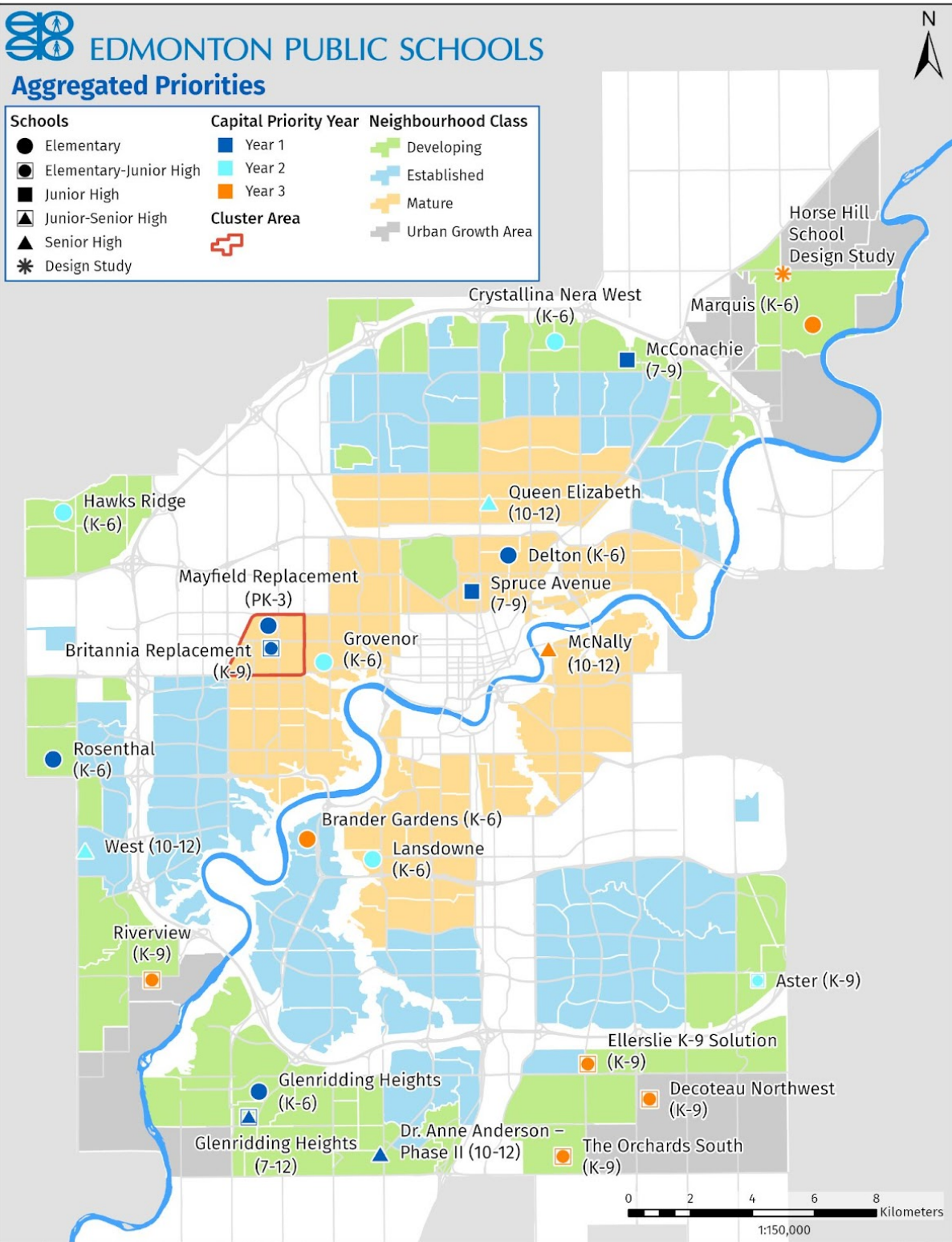
PP = Pre-Planning Funding

N = New Priority Project

n/a = Project Proposed to be Removed

EDMONTON PUBLIC SCHOOLS
Aggregated Priorities

Schools	Capital Priority Year	Neighbourhood Class
● Elementary	■ Year 1	■ Developing
● Elementary-Junior High	■ Year 2	■ Established
■ Junior High	■ Year 3	■ Mature
▲ Junior-Senior High	Cluster Area	■ Urban Growth Area
▲ Senior High		
* Design Study		



Prepared by Infrastructure Planning, Edmonton Public Schools

3/2/2023

Proposed New Construction Priorities

Priority			Project	Capacity	Sector	Cost (millions)
	Prop.	App.				
Year 1 (Critical)	1	1	Glenridding Heights 7–12 (D)	2,400	SW2	\$101
	2	5	Glenridding Heights K–6 (P)	650	SW2	\$26
	3	3	Rosenthal K–6 (P)	650	NW	\$26
	4	4	McConachie 7–9 (PP)	765	N	\$39
	5	10	Dr. Anne Anderson School Addition	600	SW2	\$15
Year 1 Total				5,065		\$207
Year 2 (Crucial)	6	6	Hawks Ridge K–6	650	NW	\$26
	7	8	Aster K–9	950	SE1	\$43
	8	7	Crystallina Nera K–6	650	N	\$26
	9	N	West 10–12	2,400	W	\$101
Year 2 Total				4,650		\$196
Year 3 (Strategic)	10	9	Riverview K–9	950	W	\$43
	11	11	The Orchards South K–9	950	SE2	\$43
	12	N	Decoteau K–9	950	SE2	\$43
	13	N	Marquis (Horse Hill) K–6	890	NE	\$33
	14	N	Horse Hill School Pre-Planning Study	TBD	NE	TBD
Year 3 Total				3,740		\$162
Total				13,455		\$565

D = Design Funding

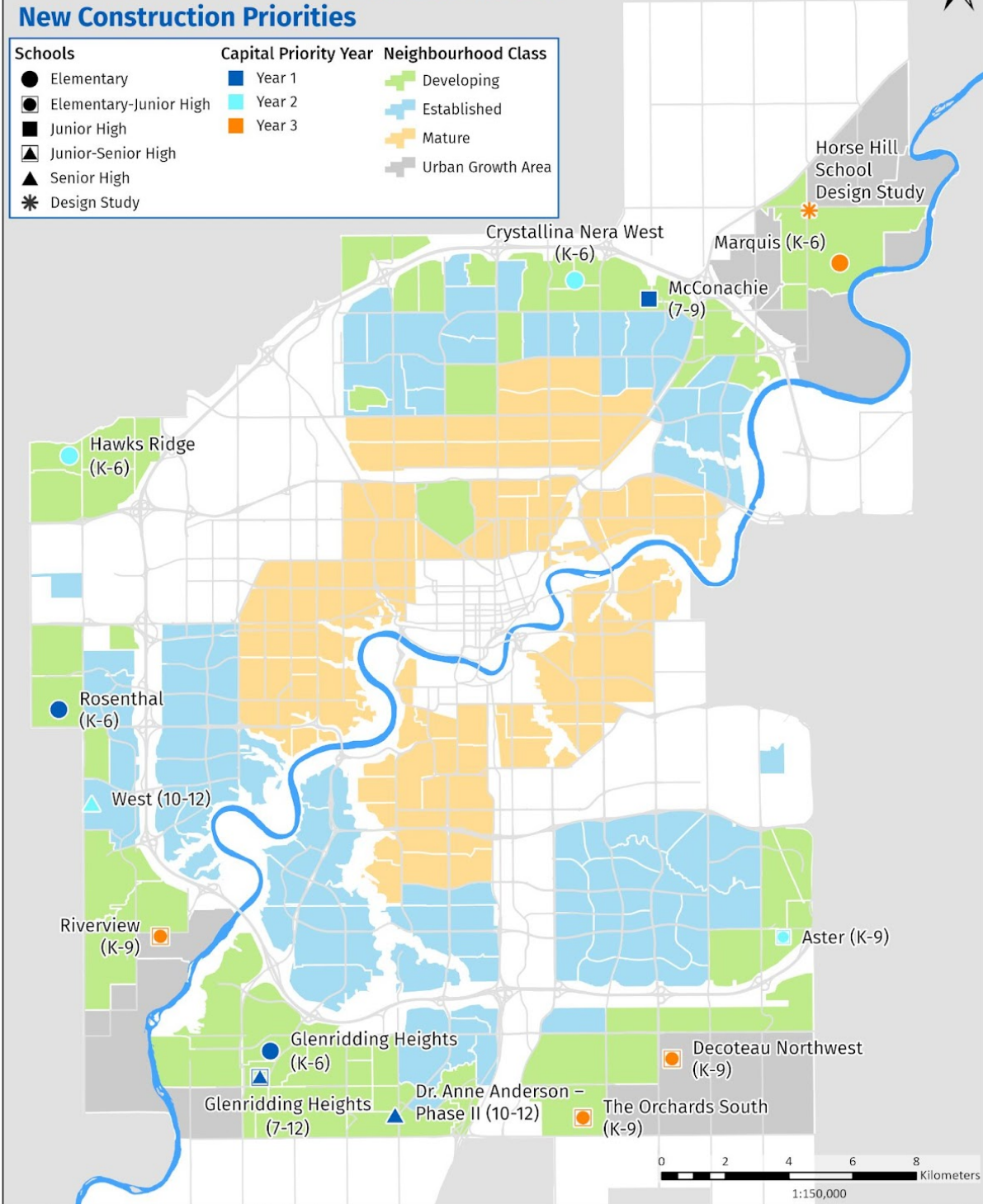
P = Planning Funding

PP = Pre-Planning Funding

N = New Priority Project

EDMONTON PUBLIC SCHOOLS
New Construction Priorities

Schools	Capital Priority Year	Neighbourhood Class
● Elementary	■ Year 1	■ Developing
● Elementary-Junior High	■ Year 2	■ Established
■ Junior High	■ Year 3	■ Mature
▲ Junior-Senior High		■ Urban Growth Area
▲ Senior High		
* Design Study		



Prepared by Infrastructure Planning, Edmonton Public Schools

3/2/2023

Proposed Modernization/Replacement/Solution Priorities

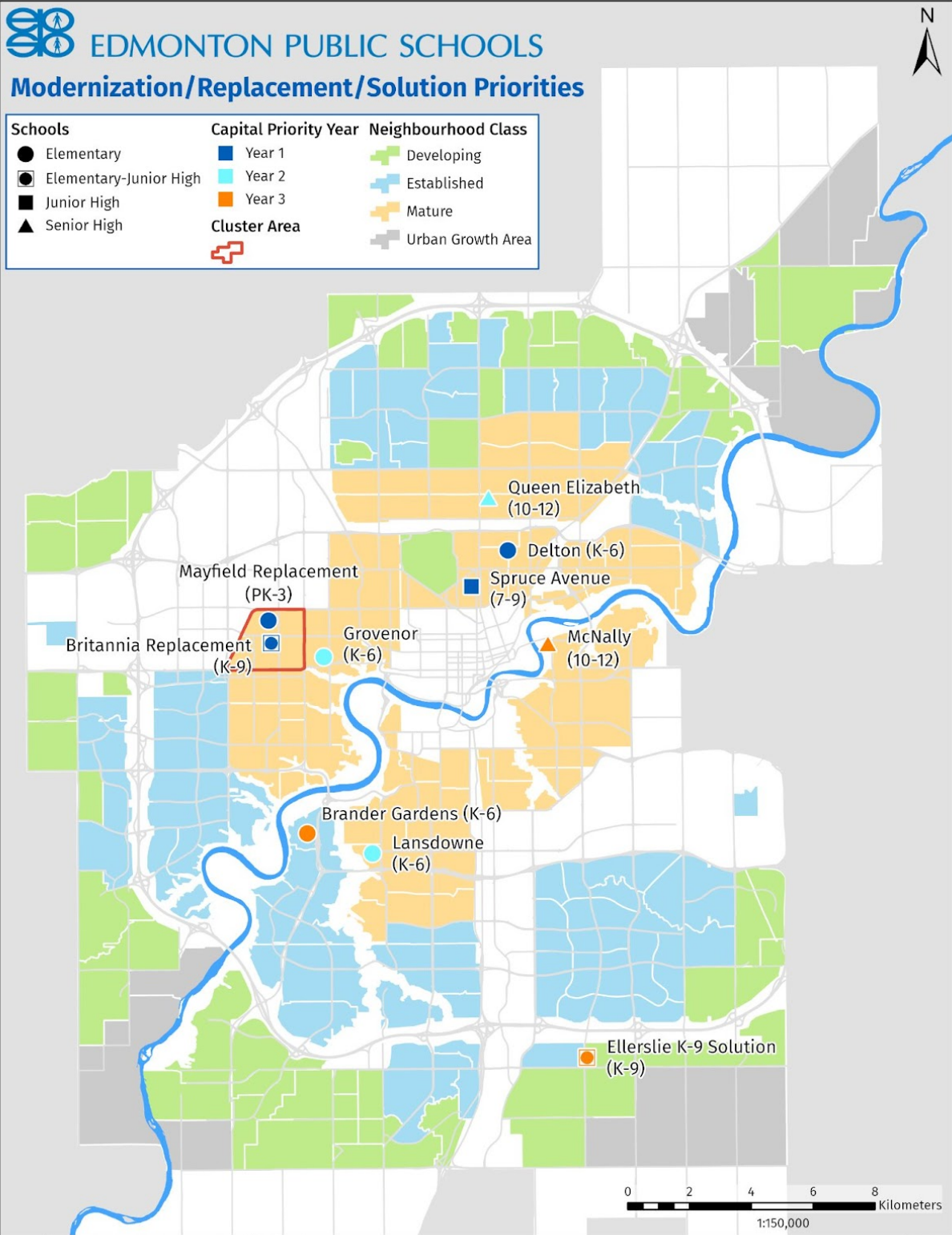
	Priority		Project	Capacity	Sector	Cost (millions)
	Prop.	App.				
Year 1	1	1	Delton Replacement K-6	650	C	\$26
	2	2	Spruce Avenue Modernization/Replacement 7-9	450	C	\$14
	3	3	Space for Students in Mature Communities Solution - Britannia Cluster: Mayfield PK-3 and Britannia K-9 Replacements	1,100	NW	\$56
Year 2	4	N	Lansdowne K-6 Modernization	TBD	SC	\$13
	5	N	Grovenor K-6 Modernization	TBD	NW	\$11
	6	4	Queen Elizabeth Modernization/Replacement	TBD	N	TBD
	n/a	5	Harry Ainlay Modernization	TBD	SW1	TBD
	n/a	6	McKee Modernization/Replacement	350	SE	\$13.5
	n/a	7	Westglen Modernization/Replacement	350	E	\$13.5
Year 3	n/a	8	Space for Students in Mature Communities Rosslyn Cluster: Concept TBD	1,800-2,400	N	\$62-73
	n/a	9	Lendrum Modernization/Replacement	350	SE	\$9
	n/a	10	Weinlos Modernization/Replacement	350	SE1	\$13.5
	7	N	Ellerslie K-9 Solution	TBD	SE2	\$45
	8	N	Brander Gardens K-6 Modernization	TBD	SW1	\$15
	9	11	McNally Modernization/Replacement	TBD	SC	\$56-89
	n/a	12	Space for Students in Mature Communities: Cluster TBD	TBD	TBD	TBD

N = New Priority Project

n/a = Project Proposed to be Removed

EDMONTON PUBLIC SCHOOLS
Modernization/Replacement/Solution Priorities

Schools	Capital Priority Year	Neighbourhood Class
● Elementary	■ Year 1	■ Developing
● Elementary-Junior High	■ Year 2	■ Established
■ Junior High	■ Year 3	■ Mature
▲ Senior High	Cluster Area ■	■ Urban Growth Area



Prepared by Infrastructure Planning, Edmonton Public Schools

2/10/2023

Proposed Year 1 New Construction Priorities - Additional Information

Windermere District Park - Glenridding Heights New Construction 7–12 Project Drivers:

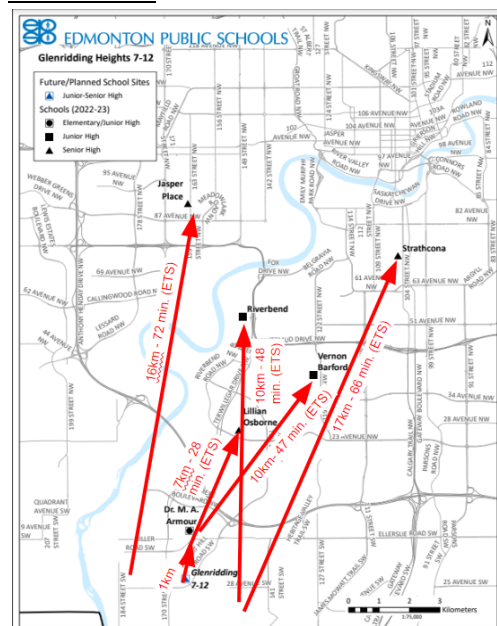
Enrolment Pressures

- 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 nearest southwest sector junior high schools ranges from 76 per cent to 117 per cent.
- Windermere area neighbourhoods that could populate this school include junior high residents in Windermere Estates, Glenridding Heights and Glenridding Ravine, 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 to Lillian Osborne School, which is operating over capacity and has implemented a lottery process to control enrolment, as well as other neighbouring high schools with high utilization rates, including Harry Ainlay and Strathcona schools.
- The new Dr. Anne Anderson High School in Heritage Valley added nearby capacity but is anticipated to be fully utilized next year, 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. Typically, the City will commence sports field and park development after construction funding for the school building has been committed.

Google Images



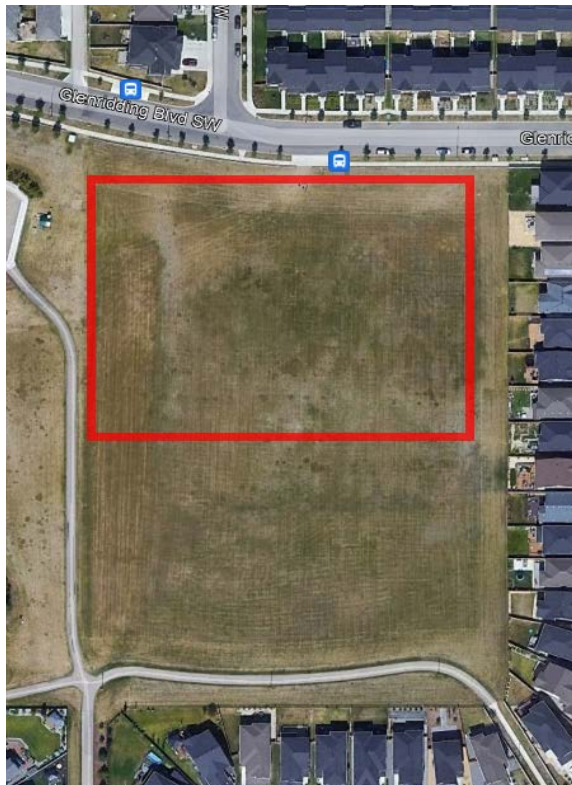
Travel Times



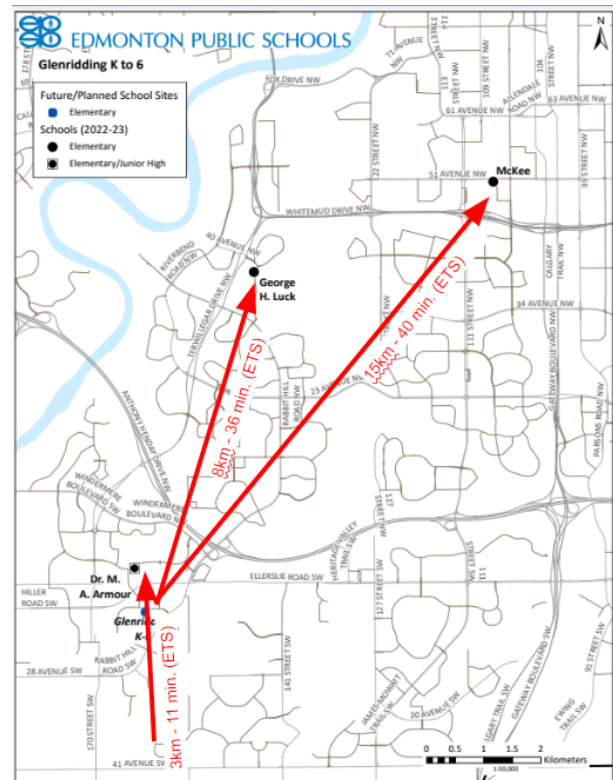
Glenridding Heights New Construction K–6 Project Drivers:
Enrolment Pressures

- 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 conducting a lottery at grades where there are more resident students than there is space available to accommodate them.
- The neighbourhood is experiencing a significant increase in resident student generation, which is expected to continue in coming years.
- Utilization of space in the current receiving schools for the neighbourhoods of Glenridding Heights and Glenridding Ravines ranges from 98 per cent to 117 per cent.
- An elementary school in the neighbourhood would significantly reduce commute times for students who are attending George H. Luck or McKee schools.
- A site for the school is owned by the City of Edmonton and available for construction.

Google Images



Travel Times



Rosenthal New Construction K–6 Project Drivers:

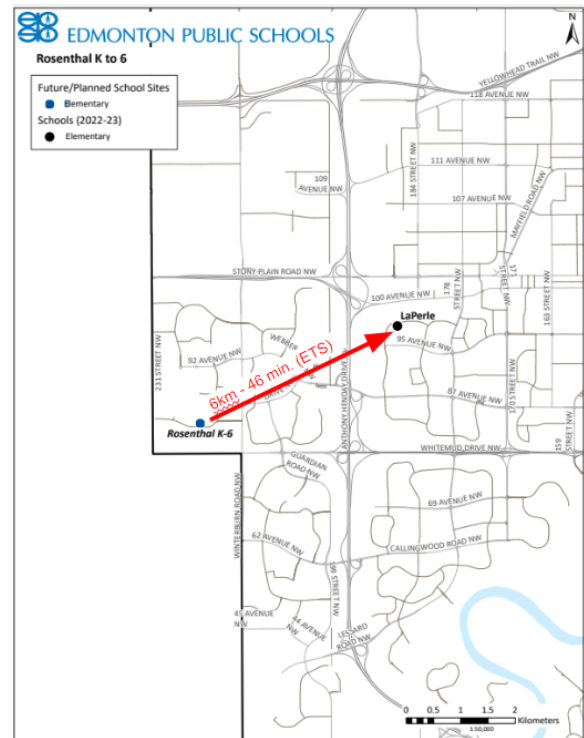
Enrolment Pressures

- The rate of development in the Rosenthal neighbourhood is accelerating and there are a significant number of lots remaining to be developed.
- The neighbourhood will see a significant increase in resident student generation in the coming years.
- Utilization of space in the sector and in nearby schools is high. LaPerle School receives elementary resident students from the neighbourhood and is running short on space to accommodate a growing demand. LaPerle School is at 101 per cent utilization.
- David Thomas King School in the adjacent neighbourhood is conducting a lottery at grades where there are more resident students than there is space available to accommodate them.
- An elementary school in the neighbourhood would significantly reduce commute times for students who are attending LaPerle or other schools.
- A site for the school is owned by the City of Edmonton and available for construction.

Google Images



Travel Times



McConachie New Construction 7–9 Project Drivers:

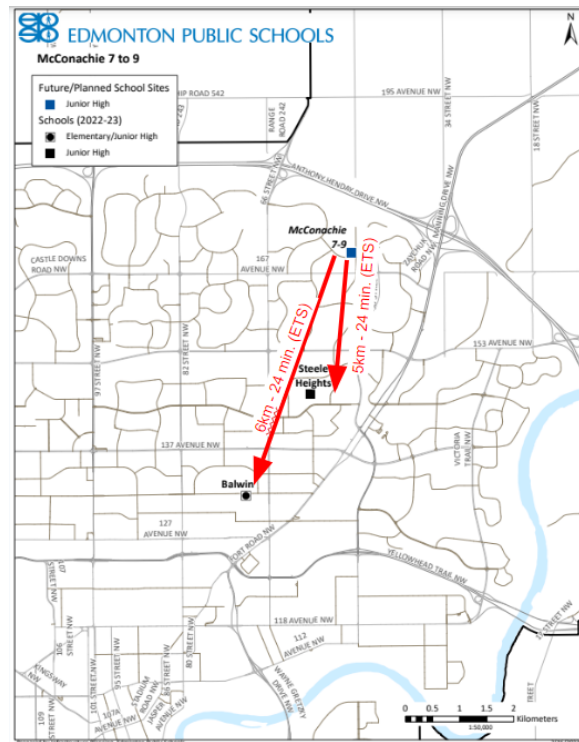
Enrolment Pressures

- McConachie and adjacent neighbourhoods have had a high rate of development since 2014.
- The neighbourhood will see a significant increase in resident 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 high resident 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.
- A junior high school in the neighbourhood would significantly reduce commute times for students who are attending Balwin or Steele Heights schools.
- The Division park site is fully serviced and the City of Edmonton is currently in the process of completing site assembly and sports field development.

Google Images



Travel Times



Dr. Anne Anderson High School Addition 10–12 Project Drivers:

Enrolment Pressures

- Senior high utilization in the southwest sector in 2022 was 99 per cent.
- Enrollment at Dr. Anne Anderson High School has increased significantly from September 2021 to September 2022 and is anticipated to continue to increase over the next 10 years.
- Dr. Anne Anderson High School opened in September 2021 with an enrolment of 764 students over two grades (Grades 10 and 11). The enrolment grew to 1,443 students over three grades (Grades 10, 11 and 12) in September 2022.
- The projected enrolment for the 2023/2024 school year is over 1,900 students. With a capacity of 1,940 student spaces, the school will be reaching capacity after three years of operation.
- Currently, the school is not part of the Division’s Growth Control model; however, this will be re-evaluated annually.
- Neighbourhoods in the Heritage Valley area are experiencing rapid growth.
- The rate of development remains high, with continued development in the following neighbourhoods: Chappelle, Desroches, Hays Ridge, Heritage Valley Town Centre and Heritage Valley Neighbourhood 14.
- Despite Dr. Anne Anderson School opening in September 2021 and The Meadows high school scheduled to open in September 2024, the Division will be out of high school space in 2027.



Proposed Year 1 Modernization/Replacement/Solution Priorities - Additional Information

Delton School (Built in 1946) Replacement K–6 Project Drivers:

Community Renewal

- Delton School serves a large area with a diverse and vulnerable student population.
- The City, through its community renewal program, has invested in the area by improving pedestrian safety and road infrastructure throughout the neighbourhood and constructing a school bus lay-by at the school site.

Enrolment Pressures

- Resident student population is projected to increase over the next decade, partially through development of the City's Exhibition Lands site and the east portion of Blatchford neighbourhood.

Functionality and Programming

- The school serves students and families with a range of programs, including full-day and pre-Kindergarten, Connections (previously referred to as Behaviour and Learning Assistance), and Opportunity programs for students requiring specialized supports.
- A new school at the Delton site would serve a large number of resident students who currently lack access to a modernized learning environment.

Efficiency Solutions

- Delton School receives resident students from three former school attendance areas that have been closed and redesignated to attend it.

Health and Safety

- Delton School is currently inaccessible for students, staff and parents/guardians with mobility challenges. The building is located on a number of floors with changes in floor height within one floor. The addition of stair lifts, ramps or an elevator at this school is neither functionally possible nor cost efficient.

Building Condition

- Delton continues to rank as a Year 1 priority due to its poor building condition.
- The building does not meet standards outlined in the School Capital Manual and has deficiencies in terms of mechanical and electrical systems, fire safety and barrier-free accessibility.
- A Cost Benefit Analysis was completed in 2021 for the redevelopment of Delton School as a replacement school.
- Replacing the facility will reduce deferred maintenance and operational costs, and ensure an environmentally friendly building design, best aligned with the Division's environmental strategies for energy efficiency and greenhouse gas reduction.



Spruce Avenue School (Built in 1929) Replacement 7–9 Project Drivers:

Community Renewal

- Since the consolidation of McCauley and Parkdale schools' junior high programs in 2010, Spruce Avenue is the only school offering a junior high program immediately 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.
- The City completed a neighbourhood renewal project which improved pedestrian safety and road infrastructure around the school.

Functionality and Programming

- Spruce Avenue School offers regular, Literacy, and Connections (previously referred to as Behaviour and Learning Assistance) programs for students requiring specialized supports.

Health and Safety

- Spruce Avenue School presents mobility challenges for students, staff and parents/guardians due to the number of stairs that are required to access and navigate through the school.

Efficiency Solutions

- Replacing the facility will reduce deferred maintenance and operational costs.
- A replacement school would give students access to modernized learning spaces and allow for improved junior high program delivery.

Enrolment Pressures

- Student population is projected to increase over the next decade, partially through development of the City's Exhibition Lands site and Blatchford.

Building Condition

- Spruce Avenue School does not meet space standards outlined in the School Capital Manual and has deficiencies in terms of mechanical and electrical systems, fire safety and barrier-free accessibility.
- A Cost Benefit Analysis completed in 2021 concluded that partial modernization and partial demolition/addition would be most cost-effective.



Space for Students in Mature Communities

Britannia Cluster: Replacement Schools (Mayfield PreK–3 and Britannia K–9) Project Drivers:

Efficiency Solution

- 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 with the exception of Youngstown School which is the overflow elementary school for David Thomas King School.
- Utilization is expected to remain below 85 per cent at all existing schools in their current configuration except Mayfield, which is currently at 91 per cent. Utilization at Youngstown is expected to increase due to it being an overflow school.
- 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 and operation, and allows for configuration to modernized learning 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 modern learning standards) are detailed below.

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 (2017 dollars) – \$13,577,615	Estimated Deferred Maintenance – \$0

School capital manual for the 2022/23 school year



Alberta

Chapter 2

Capital Planning Process

2.1 Provincial Capital Planning Process

The Government of Alberta (GOA) uses a province wide consolidated capital planning process. The purpose of this 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 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 place different emphasis on the GOA criteria.

Each ministry evaluates and prioritizes its capital project needs using its program delivery criteria when developing their Ministry Capital Plan. 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 jurisdictions must either have a suitable, serviced site, or there must be a suitable site identified with a written commitment from the municipality to provide and service the site before the scheduled start of construction. Any required access roadways and services need to be installed by the municipality prior to tendering school construction.

Once the individual ministries have completed and submitted their Ministry Capital Plans, the Provincial Capital Planning team consolidates the requests of all ministries. Projects are then evaluated from a provincial standpoint for criticality, readiness, alignment with government priorities and with consideration to the available budget allocation. The projects approved by Cabinet become part of that year's Provincial Capital Plan.

2.2 Education's Capital Planning Process

School jurisdictions are required to submit their capital project requests to Education by the April 1 submission deadline each year, unless otherwise communicated in writing by Education's Capital Planning team. Education's Capital Planning staff review and evaluate project submissions using the ministry's criteria for program delivery, as outlined in Section 2.5 and 2.8 of this chapter. Education staff provide recommendations to the ministry's senior leadership team, including the data and risk analysis, project drivers, readiness, rationale, and criticality of each project requested for possible inclusion in the upcoming Ministry Capital Plan.

Once the Education Minister reaches a decision, Education finalizes and submits the Ministry Capital Plan Submission to the province wide process for consolidation, further evaluation and funding consideration.

When Education is advised by Treasury board of the capital requests approved for funding, approval letters are prepared and sent to school jurisdictions.

2.3 Ten-Year Facilities Plan

The Ten-Year Facilities Plan provides a broad overview of the school jurisdiction's existing facilities, including age, condition, historical and current utilization, and anticipated needs as a result of projected changes in enrolment and facility condition. It assists school jurisdictions, 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 should be prepared to submit this plan to Education upon request by Capital Planning staff. Each school jurisdiction should review its plan annually to confirm that it is up to date, relevant and that it aligns with their Three-Year Capital Plan.

The Ten-Year Facilities Plan is to include the following information:

- an overview of key strategies and objectives for the next 10 years or longer;
- the school jurisdiction's expected utilization rate, historical, current and projected enrolment (increase in enrolment that may lead to additional space being required or decrease in enrolment that may lead to closure of programs or school buildings);
- modernization and/or replacement needs;
- need for new schools or addition to existing schools;
- 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
- facility condition evaluation information.

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.

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.

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;
- the project would be able to move forward expediently if funding were approved; and
- site readiness in alignment with the municipal, provincial and federal guidelines and regulation where applicable. Please refer to section 2.7 for further information on Site Suitability.

DATE: March 21, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update Report: Priority Two
Anti-racism and Equity Action Plan - Year One Update

ORIGINATOR: Nancy Petersen and Kent Pharis, Co-Chairs Anti-racism and Equity Steering Committee

RESOURCE STAFF: Sibin Ammanethu, Angela Anderson, Clarice Anderson, Youssra Badr, Grace Cooke, Marlene Hanson, Kim Holowatuk, Shaun Lafferty, Karen Mills, Jimi Ogunfowora, Ann Parker, Carrie Rosa, Elizabeth Shen, Mangal Singh, Jean Stiles, Gail-Ann Wilson

ISSUE

Strategic Plan Update Reports are one way of reporting to the Board of Trustees progress across the three priority areas of the Division's Strategic Plan. This Strategic Plan Update Report provides an overview of Division efforts in support of The Anti-racism and Equity Action Plan and reflects progress in support of Priority 2 of the [2022-26 Division Strategic Plan](#), "*Advance action towards anti-racism and reconciliation*".

BACKGROUND

The Edmonton Public Schools Board of Trustees issued their [Board Statement on Anti-racism and Inclusion](#) on June 4, 2020. In response to this statement, the voices of staff and students and the urgency within the community to address racism and reconciliation, the Division embarked on a multi-year commitment to work intentionally toward anti-racism, reconciliation and equity through continuous action, learning and improvement. Priority 2, Goal 1 of the [2022-26 Division Strategic Plan](#) calls for the Division to work with students, staff, families and communities to update and advance the Division's [Anti-racism and Equity Action Plan](#) each year. The actions outlined in the plan are intended to lead to authentic and meaningful long-term systemic change. This work is in support of Board Policies [HAAB.BP Anti-racism and Equity](#) (June 2021) and [HAA.BP First Nations, Métis and Inuit Education](#), aligns with the Division's Cornerstone Values of Accountability, Collaboration, Equity and Integrity and reflects the Division's commitment to student success.

The action plan was introduced in the fall of the 2021-2022 school year and was structured around three key areas of focus, as noted below. The development of the plan was informed by feedback from staff, students, families and members of the community.

1. Support for schools and enhancing school capacity.
2. A focus on Human Resource practices and the engagement of all staff.
3. The development of a model to support the collection of extended student demographic data.

CURRENT SITUATION

The Division's efforts toward anti-racism, reconciliation and equity reflect a multi-year commitment. The action plan serves as a guide to assist in keeping the work moving forward and as a means of communication to support awareness around key areas of the work and progress being made.

The Division reviews the action plan on an ongoing basis and commits to communicating around progress and next steps in this work. Information on epsb.ca will be updated to include year one progress and the next steps outlined in the year one update report.

KEY POINTS

- This report reflects progress towards Priority 2 of the Strategic Plan and provides an overview of year one's actions in support of the Division's Anti-racism and Equity Action Plan.
- These actions reflect the Division's commitment to anti-racism, reconciliation and equity.
- The voice of staff, students, families and community members have helped inform this work.

ATTACHMENTS and APPENDICES

ATTACHMENT I Anti-racism and Equity Action Plan - Year One Update

APPENDIX I Increasing Diversity in Leadership: Analysis of Focus Group Discussions with Aspiring and Formal Leaders

NP:mh

Anti-racism and Equity Action Plan

Year One Update

March 2023

Introduction

The Edmonton Public Schools Board of Trustees issued their [Board Statement on Anti-racism and Inclusion](#) on June 4, 2020. In response to this statement, the voices of staff and students and the urgency within the community to address racism and reconciliation, the Division embarked on a multi-year commitment to work intentionally toward anti-racism and equity through continuous action, learning and improvement. Priority 2, Goal 1 of the [2022-26 Division Strategic Plan](#) calls for the Division to work with students, staff, families and communities to update and advance the Division's [Anti-racism and Equity Action Plan](#) each year. The actions outlined in the plan are intended to lead to authentic and meaningful long-term systemic change. This work is in support of Board Policies [HAAB.BP Anti-racism and Equity](#) (June 2021) and [HAA.BP First Nations, Métis, and Inuit Education](#), aligns with the Division's Cornerstone Values of Accountability, Collaboration, Equity and Integrity, and reflects the Division's commitment to student success.

Overview

The Division believes that listening to, and learning from, students, staff, families and community is critical to understanding what is important. These voices have helped inform actions initiated in support of anti-racism, reconciliation and equity. Engagement has been and will continue to be important at every stage of the Division's multi-year path to progress. Based on this ongoing feedback, three key areas were prioritized in the initial development of the action plan and in the identification of next steps for each area:

1. Support for schools and enhancing school capacity.
2. A focus on Human Resource practices and the engagement of all staff.
3. The development of a model to support the collection of extended student demographic data.

This report serves as the opportunity to communicate with stakeholders, including the Board of Trustees, an update on actions taken in the 2021–2022 school year and share our next steps. The report has been structured around each of the three key areas of the action plan.



Support for Schools and Enhancing School Capacity

“Things are moving forward; a lot of these conversations weren’t happening even five years ago, so it is important to keep moving forward.”

– Student Participant, Listening Circle spring 2021

Supporting and enhancing school capacity in the areas of anti-racism and equity involves multiple layers of listening, learning, unlearning and relearning. The provision of ongoing professional learning that supports personal growth and professional practice is necessary as we strive to learn more about the students we serve.

The following actions were taken in the 2021–2022 school year in the area of Support for Schools and Enhancing School Capacity:

- **Introduced the Anti-racism Critical Support Team as a resource to schools**
To support school administration in navigating emergent incidents that are reported to be racist or discriminatory, the Anti-racism Critical Support (ARCS) Team was introduced in the fall of 2021. This team was comprised of trained racially and ethnically diverse members who can support conversations with staff, students, families and community members in an effort to work towards resolution of complex situations. They provide cross-disciplinary support to schools and are trained in restorative justice and mediation techniques. For situations needing specialized supports and with consultation from other Division areas (e.g., Division Support Services, Communications, Intercultural Consultants, Specialized Learning Supports school-linked teams) an [ARCS Team Action Plan](#) template was created to be utilized and customized to address the emergent situation and school context. In its first year, the ARCS Team was a valued resource and responded to nine requests from schools.
- **Introduced the multi-faith calendar**
Students, staff, families and community members have shared the importance of the school calendar representing the diversity of Division stakeholders and the days of significance that are important to them. As a result, the Division introduced a [multi-faith calendar](#) for schools to use to support welcoming, inclusive, safe and healthy learning and working environments for students, staff and families. The multi-faith calendar is intended to be a planning tool for schools to help minimize conflict of exams, assignments etc. with days of significance for students. Knowing the needs of their communities, school staff can use the calendar as a reference when planning school events, student exams and project deadlines.
- **Supported the work to review [GCA.BP Approval of the School Year Calendar](#)**
Hearing from staff, students, families and members of the community reinforced the importance of having the Division’s yearly operational calendar include a variety of cultural and religious holidays that better reflect the diversity of staff and students. In working towards a more inclusive calendar the Division reviewed feedback gathered by the community around key days of significance, added questions related to the calendar as part of the 2021–2022 Division Feedback Survey and the review of [GCA.BP Approval of the School Year Calendar](#) was identified on the Board of Trustees’ Policy Review Committee’s annual work plan. Administration used this feedback to help inform the preparation of the [2023–2024 calendar report](#), which was brought forward for approval at the June 7, 2022 Board meeting.

- **Provided a range of professional learning sessions for Division staff**

The Division developed and implemented a range of professional learning (PL) sessions throughout the 2021-2022 school year. The sessions were intended to build awareness and help staff weave the values of equity and inclusion into instruction and everyday actions. Feedback from year one participants and from the Anti-Racism and Equity Principal Committee helped to identify areas of PL that would be required to support ongoing progress toward becoming an anti-racist organization. This includes the development of a set of asynchronous resources principals could use with their school community around key areas of anti-racism work. The following is a snapshot of some of the key areas of PL staff have been participating in:



- Allyship and inclusion
- Bias and microaggressions
- Creating a welcoming learning environment through a First Nations, Métis and Inuit perspective
- Foundational definitions and understandings of anti-racism
- Intersectionality
- Project-based learning through a First Nations, Métis and Inuit perspective
- Treaties and agreements with First Nations
- Truth, Reconciliation and Residential schools
- Weaving foundational knowledge through literacy text

Professional Learning was made available to Division staff through a variety of means, including, but not limited to: early dismissal Thursday sessions; Division PL days; consultant support; pre-and post-Division Leadership Meeting sessions; Black History month supports; National Truth and Reconciliation Day supports; school level and catchment initiatives in support of awareness and capacity building, and asynchronous learning resources.

- **Establishment of school level anti-racism and equity teams**

Aligned with the Anti-racism and Equity Action Plan and the sense of urgency within schools to address inequity and racism, a number of schools created an anti-racism and equity team to support this work within the school community. These school level teams were instrumental in promoting school cultures that support belonging and inclusion and reflected the participation of staff and students. As a result of the grassroots interest in this work, it took a range of pathways forward and was supported through the collaborative efforts of central decision units, catchments and schools.



- **Developed a draft Anti-racism and Equity toolkit**

This resource is being developed to support schools in creating an environment of anti-racism that recognizes diversity as a strength and values the diversity across school communities, the Division and the broader community. Fundamentally, it upholds the Division's commitment to developing positive relationships with staff, families and community members and working together in support of student success. Grounded in the Division's strategic direction, the toolkit aligns with Division policy [HAAB.BP Anti-racism and Equity](#) and is a supportive document that can be easily accessed by any Division staff member.

The draft toolkit, scheduled for release in the 2022–2023 school year, will contain information and links to support schools in the areas of anti-racism and culturally responsive practices and sexual orientation and gender identity and expression support. The comprehensive toolkit will provide staff with access to a variety of resources to support anti-racism work, including information on the Division's board policies and administrative regulations, anti-racism learning resources, curricular links and information on the multi-faith calendar. It will also provide schools with clarity around the supports available through the Division's Diversity Team, including a direct link for requesting consultant support and first language supports.

Beyond the toolkit, there are a range of additional resources available to staff related to both of these areas, as well as resources that develop foundational knowledge of First Nations, Métis and Inuit cultures, worldviews, histories and current realities.

Next steps...

- Continue to build capacity at school, catchment and Division levels through professional learning opportunities focused on key areas or themes related to anti-racism, reconciliation and equity.
 - This will include the introduction of processes and resources to support schools in continuing to build confidence and capacity within school communities
- Gather input from staff, students and community members to inform foundational professional learning topics for Division staff.
- Continue to communicate the availability and support of the ARCS Team.
- Explore curricular links and learning opportunities that build connection, support belonging and develop intercultural understanding for students and staff.
- Enhance communication and awareness around current avenues for students and families to report incidents of racism
- Extend the information provided through the multi-faith calendar and continue to build Division staff's awareness of the calendar and how best to use it as a resource.
- The Policy Review Committee continues the work to review and revise [GCA.BP Approval of the School Year Calendar](#). This work will include additional opportunities for engagement.

Human Resource Practices

“My hope is for the courage to continue the conversation below the surface of the cultural iceberg. Conversations that challenge our beliefs and assumptions so that we can bring our whole selves to work.”

– Division Staff Member, Staff Collaborative Conversation December 2021

Edmonton Public Schools serves diverse students, families and staff. It is important that students and families see themselves represented within the Division’s staff. Engagement and collaboration with staff supported key actions taken in support of this area. The Division’s success is both a collective and individual responsibility for all members of the organization.

The following actions were taken in the 2021–2022 school year in the area of Human Resource (HR) Practices:

- **Developed and refined a Diversity and Inclusivity Statement**

Significant work was done to explore and support the crafting of a statement that represents the Division’s beliefs around diversity and inclusion. The statement was created after researching best practices, examining diversity statements for other organizations and gathering feedback from a variety of stakeholder groups. The aim is to ensure existing staff and potential employees feel the statement represents the Division as an inclusive and equitable workplace, an attractive work environment and an employer that embraces diversity. This statement, as highlighted below, was implemented in October 2022 and serves as a reflection of what the Division offers and what it aspires to be.

We are listening, we are learning and we are committed. Edmonton Public Schools aspires to be a learning community where every individual:

- ***Belongs***
- ***Is included***
- ***Experiences success***

We strive to empower staff to reach their goals in a diverse, equitable and inclusive workplace that values their lived experiences. We are seeking individuals like you, who reflect the students and families we serve. Together, we are stronger.

- **Hosted collaborative conversations with staff who identify as Black, Indigenous and People of Colour to learn about their lived experiences**

As part of the Division's ongoing conversations on anti-racism and equity, the Division hosted Staff Collaborative Conversations (SCC) in December 2021. The SCC provided staff the opportunity to share why the Division's work on anti-racism and equity is important and to suggest what the Division's path to progress could look like based on their own lived experience or personal perspectives.



Focus group discussions were held virtually in February 2022 with Black, Indigenous and People of Colour, who are in formal leadership positions or aspiring to leadership positions in the Division. Participants discussed their experiences seeking advancement opportunities and formal leaders shared perspectives of their experiences in leadership roles. Feedback from these discussions was summarized and is being used to inform HR practices that support aspiring leaders.

The feedback from these two engagement opportunities was documented and used to inform changes to HR practices this past year. This feedback will continue to be a source of staff voice in the ongoing work towards becoming an anti-racist organization.

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- **Gathered feedback on Division teacher hiring practices to inform change**

Edmonton Public Schools is committed to hiring practices that are welcoming and equitable for all applicants. The Division values diversity and welcomes applications from all qualified individuals.

In January 2022, teachers newly hired within the last three years were invited, through a survey, to provide feedback on their application and interview experience. The information collected helped to inform changes to teacher hiring practices. This process will continue in the future through engagement with other staff groups.

Based on survey feedback, to support more individuals applying from diverse backgrounds, language in the hiring application has been updated to include the opportunity for an applicant to share their lived experience. This work also included reviewing and revising the rubric used for teacher applications through an anti-racist lens.

- **Initiated the development of a new leadership competency, including indicators related to leadership for anti-racism, reconciliation and equity**

The Division's competency-based Leadership Development Framework strives to ensure that staff have a common understanding of what it means to be a leader. The process to explore an anti-racism competency was initiated and will continue to develop with input from various stakeholders.

- **Initiated a review of curriculum for all leadership development cohort based programs**

As the Division moves forward with intentional efforts towards anti-racism and equity, integrating anti-racism content into the Leadership Development Framework and related programs will be a critical step. In year one, additional professional learning was included relative to anti-racism and reconciliation. Existing materials, visuals and graphics were also examined and revised to support this work.

- **Revised the Aspiring Principal Development Program Application Rubric through an anti-racism and equity lens**

The rubric used to evaluate applicants was examined and adjusted to better reflect leading a learning community in which diversity is embraced and a sense of belonging is emphasized to support success for all students. Additionally, the application was revised to include an introductory paragraph that upholds the Division's Anti-racism and Equity policy.

- **Initiated review of Board Policies and Administrative Regulations through an anti-racist and equity lens**

In support of Board Policy [HAAB.BP Anti-racism and Equity](#), a review was initiated of all Division Board Policies through an anti-racist and equity lens. This work is multi-year work and will also involve the review of administrative regulations. Through the anti-racism and equity work in the area of HR, administrative regulations were examined. The work to revise these documents is ongoing.

- **Developed diversity professional learning for managers working in the area of hiring**

To build their understanding and application of unconscious bias in hiring practices, a professional learning session was developed to support principals and other Division managers. The session was first offered for Division leaders starting in the fall of 2022. In total, the session has been made available three times throughout the 2022–2023 school year.

Next steps...

- Establish a staff working group to help inform and support the Division's commitment to and progress towards reconciliation and being an anti-racist organization.
- Continue to use the feedback from the leadership and staff collaborative conversations to determine intentional actions that will support more Black, Indigenous and People of Colour to advance their careers in leadership.
- Start exploring the collection of staff and applicant extended demographic data.
- Continue updating administrative regulations to align with Board Policy [HAAB.BP Anti-racism and Equity](#).
- Enhance communication and awareness around current avenues for staff to report incidents of racism.
- Continue to offer and build upon PL for hiring managers.
- Explore developing tools or templates for HR leaders to use that support consistent approaches to hiring through an anti-racist and equity lens.
- Continue review and revision of hiring practices across all staff groups.

Extended Student Demographic Data Collection

“If we know better, we can do better - having these opportunities lets us do better. My hope is there comes a time when nobody is marginalized for any reason.”

– Community Member, Listening Circle May 2021

Student success and well-being is at the heart of the Division’s work—striving to have all students feel safe, experience a sense of belonging at school and to grow and succeed as learners. One action to help the Division further enhance student success in school is to better understand how students identify themselves and then examine which students are thriving in school and which students need additional support.

September 22, 2020, the Board of Trustees [passed a motion](#) formally requesting that Edmonton Public Schools administration develop a model for the collection of data to better understand the self-described identities of students in the Division.

The planning and development process to inform this model was supported by ongoing consultation with staff, students and community organizations, examination of research and learning from other Canadian jurisdictions already collecting additional student demographic data. The result of this work was the implementation of the Extended Student Demographic Data (ESDD) Survey in the fall of 2022 with students in Grades 4 to 12.

The following actions were taken in the 2021–2022 school year toward the development and implementation of a model to support the collection of extended student demographic data:

- **Developed a working group to support the initiative**

In September 2021, a working group focused on developing a model for the collection of ESDD was established. This group was made up of staff from across various central decision units, bringing expertise in the areas of diversity education, First Nations Métis and Inuit education team, technology, student information, communications and research. The working group examined a broad range of factors critical to the initiative, such as:

- What questions around identity should be asked and why will this information be important?
- Should the data be anonymous or linked to student identity?
- How will this additional data inform action that will result in greater success for students?
- What are the Division’s legal responsibilities around the collection and protection of this data (ie. FOIP)?
- How should the data be gathered?
- What supports will schools need to implement the initiative?
- What engagement and communication with stakeholders will be critical to the success of this work?

To support the initiative, a project plan was developed and used to document each step of the process, including references to research, options for consideration, feedback from stakeholders and key decision points.

- **Engaged with staff, students and members of the community**

Honouring the complex nature of this work, the Division engaged multiple perspectives, including hearing from: the Anti-racism and Equity Steering Committee, the Anti-racism and Equity Principal Committee, members of the First Nations, Métis and Inuit Education and Diversity Teams, senior leadership, Student Senators, students, and community members representing diverse perspectives and the voice of families. These conversations informed the scope and development of student survey questions, determined the approach to having students complete the survey and strategies to support communication and readiness for implementing the survey with students.

- **Developed a set of questions to support additional information about the identity of students across the Division**

Following two years of consultation, research, planning and preparation, Edmonton Public Schools implemented its first student demographic data collection in October 2022. This work included careful consideration regarding what additional information about student identity could help the Division take action towards anti-racism and equity. A commitment was made to not ask questions without a clear understanding of how the resulting data could inform improvement. For this first time gathering additional information around student identity, it was determined that the following small set of questions (with a list of identity choices) would be asked of students in Grades 4 to 12:

- Do you identify as First Nations, Métis and/or Inuit?
- Which of the following best describes you?
- What ethnic or cultural origin(s) do you see yourself as?
- What is your religion and/or spiritual affiliation?
- Please describe your gender identity.
- Please describe your sexual orientation.

(This question was asked of Grades 7 to 12 students only)

These questions were asked of students through an online survey. To respect individual student and family comfort with sharing additional identity information with the Division, parents were able to request that their child not participate in the orientation session and extended student demographic survey. Parents were able to indicate their preference to the school through an email, phone call or conversation with school staff.

Additionally, all questions for students were voluntary, which meant participating students only answered the questions they felt comfortable answering. For each question, students were also able to choose to not answer the question at all or select a response of 'I prefer not to answer.'

- **Developed a variety of resources that supported survey implementation**

Communication was recognized as a critical factor to the success of this initiative. With this in mind, a key component of the model supporting the collection of ESDD included developing materials to support communication with principals, staff, families and students. A range of resources was developed, in consultation with both internal and external stakeholders. Examples of these materials included:

- A video to introduce the student survey and provide key information.
- Materials for principals to work with their staff in preparation of the survey.
- Materials for principals to support further conversations with families prior to the survey being implemented with students.
- Materials for teachers to use with their students to support a pre-survey orientation and materials to support the actual implementation of the survey.

- To support clarity and understanding, student glossaries were developed to help students with language and terminology used in the survey.

To support communicating with as many individuals as possible, key materials were translated into the 15 most common languages represented within the student population. Information regarding the survey was available on SchoolZone, epsb.ca and Connect (internal staff website); additionally, the Superintendent sent a letter out to all families and Division social media accounts were used to reach out to staff, students and families.

Next Steps...

- A small team of Division staff will prepare for the reporting of preliminary results; this is a large data set as approximately 73 per cent of all students registered in Grades 4 to 12 as of September 30, 2022 participated in the survey (or approximately 55,850 students)
- Engage with stakeholders to inform how best to present the data in a manner that respects the identity of students and clearly communicates what students have shared with the Division through the survey.
- Develop a communication plan to support the release of initial results.
- Utilize preliminary results to inform further analysis of the data over subsequent school years looking at areas of safety, sense of belonging and academic outcomes.
- Through an evidence-based approach, use information from this data set to inform actions that will inform system improvement and greater success for all students.
- Take lessons learned through this work to inform the exploration of a model to support the collection of staff extended demographic data.



Supporting the Work

“It’s not so much what you say—it’s what you do. If families don’t see action around what’s being done about eliminating racism—if they don’t see their children being protected then it doesn’t matter what we say. It’s going to be important to demonstrate what’s being done.”

– Community Member, Summer engagement 2022

The Division has planned, resourced and organized to support progress in support of the [Anti-racism and Equity Action Plan](#) and Board Policy [HAAB.BP Anti-racism and Equity](#). The steering committee and principal committee meet regularly to ensure that progress in each of the priority areas remains on track, to provide feedback on the work and to plan next steps. The Division also advertised and recruited to support the reestablishment of the Equity Advisory Committee, made up of parents and members of the community. Collectively, from across these three committees, the Division is supported by a diverse range of voices, perspectives and lived experiences. The work of each of these groups is guided by the action plan and supported through a Terms of Reference.



Beyond these formally established groups, this work has been supported and informed by the voices of staff, students and community members through various means of engagement. The interest and time invested by these individuals is a strong indication of the importance of this work and the shared commitment across the Edmonton community towards anti-racism and equity.

Conclusion

The Anti-racism and Equity Action plan is a multi-year approach reflecting the Division’s commitment to reconciliation and becoming an anti-racist organization. The action plan is intended to be responsive and will be updated to reflect actions accomplished and critical next steps on the Division’s path to progress.

It is our hope that actions that have been taken and the future work that is set out in this plan will ultimately support a greater sense of belonging for students, staff and families. This work is a collaborative effort that is built on listening, learning and evidence-based decision-making.

The Division will continue to engage in meaningful ways with students, staff, families and community members to ensure that diverse lived experiences and perspectives inform the work. Ongoing communication regarding the progress of this action plan will support transparency and reinforce the Division’s unwavering commitment to anti-racism, reconciliation and equity.

“The only way society can get to the healing is through knowing.”

– Unknown, Division meeting spring 2022



Increasing Diversity in Leadership

Analysis of Focus Group Discussions
with Aspiring and Formal Leaders

February 2022

A decorative graphic at the bottom of the page consisting of several overlapping, wavy lines in various shades of blue, ranging from light to dark, creating a sense of movement and flow.

epsb.ca

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BACKGROUND AND PURPOSE

In June 2020, EPSB's Board of Trustees issued a [statement](#) acknowledging the existence of racism and discrimination in the Division, making a commitment to "listen, learn and collaborate" in order to promote anti-racism and inclusion via an updated multiculturalism education policy ("Board Statement", 2020). After the Board's public acknowledgement of systemic racism, Board Policy [HAAB.BP Anti-racism and Equity](#) was approved in 2021, affirming the commitment "To promote an environment of anti-racism that recognizes diversity as a strength and values diversity in its schools, staff and communities." The policy outlines an approach that engages schools, staff and communities served by the Division, "using evidence and data to better understand issues of racism and equity in Edmonton Public Schools, to inform decision-making and action and to monitor progress and outcomes of this ongoing work."

To support the implementation of the Board policy, an [Anti-racism and Equity Action Plan](#) was developed for the 2021-2022 school year, with the intent to update the plan on an annual basis. The action plan document outlines three areas of work being prioritized by the Division for 2021-2022. This report will focus on one of the activities described in the Division's priority of "Focus[ing] on Human Resource practices and the engagement of all staff." Specifically, the purpose of this report is to summarize a range of feedback gathered from Focus Group Discussions (FGDs) that reflects the lived experiences of staff at EPSB who identify as a Black, Indigenous or a Person of Colour as they navigate the organization and work toward meeting their leadership goals. This report represents the voices of staff and a summary of their shared lived experiences as an aspiring leader within the organization. This feedback will help to inform what structures and processes should be in place to support all staff on their leadership journey and identify existing challenges or barriers. The FGDs included staff with a range of experience, from aspiring leaders to those already in formal leadership positions.

METHODS

An email was sent out to all staff in February informing them of the upcoming conversations and inviting staff who identify as a Black, Indigenous or Person of Colour to complete an expression of interest form if they wished to participate in one of the FGDs.

FGDs were held virtually using Google Meets between February 24 and 28, 2022, and invited people of colour working in the Division as formal and aspiring leaders to discuss four open-ended questions:

1. In our first round of conversation today we invite you to tell us about your leadership journey so far; what, if any, supports within Edmonton Public Schools have you found to be effective as you work toward your leadership goals?
2. Based on your personal experience within Edmonton Public Schools, what, if anything, has made it more difficult to move toward your formal leadership goals?
3. What is one thing Edmonton Public Schools can do to encourage more individuals from diverse backgrounds to apply for and successfully attain leadership positions?
4. After today's conversation, what makes you hopeful going forward?

The intention of these questions was to provide participants with the opportunity to delve into a number of issues related to experiences of employment and advancement in Edmonton Public Schools (EPSB), as well as to allow participants to share and listen to other perspectives to generate insight.

Participants were assigned to breakout rooms with four to five participants. Discussions were led by a facilitator, whose role it was to provide a welcoming, safe and non-judgemental space for participants, guide the conversation and ask for elaboration where needed. Given the sensitive nature of the subject matter being discussed, facilitators were provided with protocols to uphold conversation norms in the event of insensitive, harmful or racist comments. Notetakers were also present and tasked with supporting the facilitator in providing a welcoming and respectful discussion, while capturing the essence of feedback relayed to the group by participants. Participants were notified that in order to create a safe and respectful space to share feedback, names and other identifiable information were not included in the session notes to ensure confidentiality.

Over the two days, 37 participants who identified as formal leaders and 61 participants who identified as aspiring leaders attended the FGDs. Feedback from the FGD's also includes the voices of five formal leaders and 10 aspiring leaders who were involved in focus group discussion sessions as note takers or facilitators, and were given an opportunity to contribute to the conversation.

Data gathered by the notetakers in each conversation were collected and themed to capture the experiences of both aspiring and formal leaders. Each theme is discussed using the following format:

- Summary of responses
- Key points
- Discussion highlights

The summary of responses encapsulates the personal perspectives shared by participating aspiring leaders and formal leaders unless otherwise indicated. In some instances, comments from the note taker documents are included to further illuminate key points.

ANALYSIS

Four topics arose from the FGDs:

- Experiences of staff who identify as Black, Indigenous or a Person of Colour as they seek advancement in the organization.
- Division supports and professional networks that were/are beneficial and support equity for staff as they work toward their leadership goals.
- Barriers faced by participants as they navigate their professional career.
- Ways to improve the organization to increase diversity across leadership roles.

Experiences

Summary of Responses

Aspiring leaders discussed their experiences seeking out advancement opportunities, while formal leaders discussed both their experiences with the advancement process and experiences acting in leadership roles. A lack of transparency about the advancement process was more frequently cited by aspiring leaders, though was also mentioned by formal leaders. Formal leaders were more likely to discuss the length of time it took to get through the advancement process and become a leader. Otherwise, all themes were consistent across aspiring and formal leaders.

Key Points

When discussing experiences related to the advancement process, participants described:

- Uncertainty of how to bring up and address issues of racism, both at the individual and systemic level, through the advancement process and as Divisional leaders.
- Participants described experiencing microaggressions through the advancement process and while holding leadership positions.
- Perceptions that the advancement process was very lengthy.
- Discomfort related to an expectation to fit into the current leadership 'mould'.

Discussion Highlights

Hard to bring up and address issues of racism

Aspiring leaders spoke to challenges in bringing up issues of racism both towards them and towards others in the Division. Some indicated that as a result, this lowered their confidence or made them fearful to express themselves.

“Right now, I am working on my self confidence because when you talk in meetings, because of my accent, people tend to shut down my ideas which affects my self confidence. I have even been told by a parent to go back to where I came from. Sometimes, when I go to the schools, the office staff are not patient enough to listen to me but I try to play along and even offer to spell if that will help.”

Formal leaders expressed that it is challenging for them to bring up issues of racism in their positions.

“In a leadership role, it can still feel uncomfortable to address things that have an element of race or cultural bias. How are people in positions of leadership supposed to bring this up in a way that generates conversation instead of making people defensive or upset?”

Both aspiring and formal leaders spoke to the importance of training about anti-racism to be made available or even mandatory for staff.

Microaggressions

Participants provided anecdotes about experiences of microaggressions and the impact these had on their well-being. Some examples of microaggressions included surprised comments from others about the participant holding a leadership position, comments about the participant's articulateness, mispronounced names and a sense that they are not taken as seriously because of biases.

“When they raise awareness of perspective as “cultural”, they have had situations where people have rolled their eyes at them and made them feel less than because they valued certain things in their culture; example: when they brought ethnic food for lunch and there are off the cuff comments such as ‘oh, you would be eating something like that’.”

Process is lengthy

Formal leaders spoke to the lengthy process of attaining a leadership position. Participants shared a range of reasons for this, including the challenge of transitioning qualifications from an international setting, lengthy time to achieve a

formal contract with the Division, the limited availability of leadership positions in their area of experience/expertise and the large number of applicants applying for leadership positions.

“[...]feels stuck and cornered/limited into a particular program/school level (junior high). There isn’t a lot of opportunity to move to another position - you have to wait for someone to retire in order for a position to open up. This is particularly true of the languages program.”

Discomfort fitting in

Though this theme was mentioned by two formal leaders, it was aspiring leaders who spoke to the discomfort of fitting into a divisional leadership ‘mould’. To this effect, participants described that they felt their way of being, doing and knowing were not necessarily accepted by the Division and that they would have to change this in order to advance. From one formal leader:

“There is a “fight” between who one is and who one feels they are expected to be (e.g., feeling they needed to fit into a box that they weren’t comfortable in fitting).”

There were also several comments that the participants’ way of speaking often resulted in them being labelled as ‘aggressive’ and that they had to make extra efforts to speak softly in order to feel accepted.

“People can take as many courses as possible to learn, but for some reason the slight differences in the way I say things creates my messaging to be more aggressive - even though the message is exactly the same as someone else would say something.”

Supports and Professional Networks

Summary of Responses

While both aspiring and formal leaders recognized that networks were a key component of a successful professional life at EPSB, aspiring leaders were more likely to be searching for meaningful work connections that could help them achieve their professional goals. Likewise, knowledge and utilization of valuable professional learning and leadership opportunities were more apparent for those participants classified as formal leaders. Both sets of respondents spoke about the connection between confidence and support from peers, supervisors and the Division as a whole. Many respondents voiced pride in working for EPSB and consider it to be a progressive organization.

Key Points

Responses from participants highlighted the following ways in which the Division encourages diverse staff to pursue their leadership goals:

- Support and mentorship from supervisors, Division leaders, and colleagues.
- Relationship building.
- Formal and informal leadership opportunities.
- Professional Learning (PL) opportunities.

Discussion Highlights

Support and mentorship

Many participants emphasized the important role of supervisors, Division leaders and colleagues in supporting their path to leadership. Examples include principals and supervisors supporting and encouraging staff to:

- Participate in PL and leadership programs.
- Complete a Master's degree.
- Take on informal leadership roles, new responsibilities, and initiatives.
- Apply to leadership positions.

Participants also spoke more generally about how strong relationships with their supervisors, colleagues and other leadership staff have made them feel supported by the Division. Participants emphasized this kind of support and encouragement made a difference in their journeys. Participants told stories of receiving encouragement and support from leaders who are people of colour and other staff in leadership positions. Several formal leaders also described how they strive to pay this encouragement forward by supporting their own staff to pursue leadership and advancement.

“When I moved to a new school, I had a principal with a lot of experience working with refugee and immigrant families. I hit it off with this principal because she understood families like mine, even though she was white. She was the first person who told me I could be a principal one day, and this was early in my career. This stuck with me.”

Mentorship also came up as an important factor in advancement and leadership success in the Division. Having mentors with a shared lived experience related to navigating leadership as a staff member of colour was described as beneficial. In addition, participants described the importance of getting feedback from mentors, being able to go to mentors with questions and learning from mentors who model advancement and effective leadership.

“Having some personal contact with someone in the position and who is prepared to support you and advocate for you is also important. It was with the support of a principal who got me on the path to receive a continuing contract. Having individuals like this is a must if you are going to have any kind of role. It definitely seems that one needs a mentor/godfather and developing some good relationships to give you a sense of what direction you can take and what you need to do.”

Relationship building

Closely related to the importance of supportive leaders, mentors and colleagues, participants discussed how relationships and networks are helpful for advancement and leadership. Participants spoke about how participating in professional development and formal leadership and mentorship programs can help establish networks in the Division. Informal networking and relationship building was also discussed as an important factor for successfully advancing into leadership positions. Some of the challenges or barriers associated with the importance of networks is discussed later in the [Barriers](#) section of the report.

“Moving in the Division can be about who you know (the circles you can build and maintain). Means being honest and genuine with yourself. Knowing how to align yourself and be part of the team, part of the circle.”

Leadership opportunities

Many responses from both aspiring and formal leaders gave examples of opportunities available to them in their work setting to demonstrate leadership. Many of these examples leveraged language skills, cultural knowledge via lived experience and/or a connection to the school community to share knowledge and further the work of anti-racism and equity in the Division.

“Set up a committee of teachers within the school to help students with anti-racism, bullying, things that students have to deal with in a school setting. Set up forums for students to share their opinions. Reporting tool. We are dealing with things that are Division wide, community wide, city wide that leaders need to deal with.”

Professional Learning opportunities

Many participants cited the availability of PL opportunities for staff as a strength in the Division. Formal leaders, in particular, mentioned various initiatives that were helpful to their career journey, including the Leadership and Excellence in Assessment Program (LEAP), the new Teacher Induction Program, Leadership Saturdays, catchment PL for emerging leaders and PL offered via the Leadership Framework.

“Something that was helpful was the New Teacher Induction Program when I was just starting out. Watching the school closure process really taught me how important engaging and communicating with the community is. Being part of LEAP opened my eyes to the bigger Division picture. Collaborating with colleagues has been great learning. I get different ideas, and like having someone challenge my thinking and share different approaches.”

During the discussion, the effectiveness of PL opportunities was closely linked to the effectiveness of communications and other platforms used by the Division such as Connect to help staff find PL that best matched their career needs.

Barriers

Summary of Responses

Participants spoke about barriers to leadership and advancement they have experienced and witnessed in the Division. Aspiring leaders identified more barriers and spoke more frequently about barriers than formal leaders did. These conversations also surfaced, that this may be partly attributed to where each of the group of leaders are at in their leadership journeys. Overall, themes identified by aspiring leaders were consistent with those identified by formal leaders.

Key Points

The main factors identified by participants as barriers to advancement and leadership included the following:

- Lack of transparency in hiring and advancement processes and lack of information about opportunities.
- Lack of diversity and representation in the organization, schools and leadership.
- Assumptions, stereotypes and tokenizing.
- Lack of support, recognition and encouragement from the Division and/or supervisors.
- Exclusivity in Division culture and networks.
- Speaking out and raising concerns.

Discussion Highlights

Lack of transparency and information

A lack of transparency related to advancement processes was a common theme raised by participants. There were two broad areas around advancement that were raised often:

1. The career and development pathways available within the Division.
2. A lack of constructive feedback or explanation when an individual is unsuccessful in a job competition.

For some respondents, the latter contributes to a perception that they were overlooked for a position.

Regarding a lack of transparency about career and development pathways within the Division, one participant described their experience as follows:

“...what steps, training, education are needed to advance to leadership roles in the Division. There is no clear training or development path for staff to follow in planning their career path.”

To clarify this, participants suggested that a page on Connect describing pathways to leadership, what positions exist on that pathway and clear criteria about what is required to achieve those positions would be helpful. Participants also suggested that this would contribute to equitable hiring practices by ensuring consistent criteria is used in the hiring process.

The perceived lack of transparency and a lack of feedback following unsuccessful applications for leadership positions contributed to participants’ feeling unsure of what was required of them to be successful in their attempts at achieving a leadership position. As described by a participant:

“There should be feedback sent after a job interview or job posting, if internal applicants did not get the position. This could help applicants prepare better for a position and/or know how to position themselves better and know what to apply for. “

The lack of transparency about qualifications required for positions also contributed to a number of participants expressing concern about bias and nepotism in the selection process.

“There is no formal process on the selection process for candidates to leadership roles at EPSB. Qualifications for the position are being tailored to the preferred candidate of the principal or head of the department. Sometimes promises are being made which should not be made thus hurting the objectivity of the hiring/selection process which greatly impacts staff morale and engagement. Hiring or selection is perceived as biased bordering on nepotism/cronyism.”

Lack of diversity and representation

Aspiring and formal leaders spoke extensively about the lack of diversity and representation in staff across the Division. This includes a lack of diversity among the leadership within schools and central units. Participants felt this lack of diversity creates the impression that the Division does not recognize the benefits of having diverse staff and leaders. Participants also described how lack of diversity gives the impression that the Division may not value the expertise or skills of diverse staff, or that there are specific or intentional reasons why this lack of diversity exists.

“The current leaders of the Division have the ultimate power to hire, and the lack of diversity in Centre and most of the schools set-up, particularly in bigger schools and even the newly opened schools, clearly shows the current mind-set of leaders in the organization with regard to hiring people of colour, particularly in a leadership capacity.”

In addition, lack of diversity and representation was described as a barrier to leadership in that it can create an environment where diverse staff do not feel a sense of belonging.

“When there are very few voices advocating for a lot of people of colour, you don’t get far. We need to feel like we belong, cared for and are heard, but if you are always a lone voice in a big group, you're always in fight mode.”

Assumptions and stereotypes

Participants described how assumptions and stereotypes have held them back from leadership advancement. This is one barrier that formal leaders identified more frequently than aspiring leaders. Participants spoke about assumptions being made about them based on their accent or languages they list on their resume; for example, that they are not strong English speakers or not capable of leadership in a larger school. In addition, several participants perceive that they may have been unsuccessful in getting interviews because of having a non-Anglicized name on their application.

“When I used my first name (ethnocultural) on applications when I was first looking for a job, I didn’t get any calls; when I Anglicized it, I started getting calls.”

Participants also discussed how stereotypes and assumptions about different aspects of their identities intersect. In particular, barriers to leadership for women of colour, individuals who are or appear young and individuals who are gender or sexually diverse were discussed by participants. Concerns about being overlooked for leadership positions based on these identity factors were described by participants as reinforced by the lack of diversity in leadership; for example, some respondents were under the impression that most principals in the Division are white men.

“In general, my age and being a female is a barrier - male dominated so I feel like my voice is not heard the same way or given the same weight even if I am saying the same thing as a male colleague.”

There was also discussion about how assumptions and stereotypes have resulted in situations where staff who are Black, Indigenous or a Person of Colour perceive that they are being tokenized or pigeonholed in their roles. This includes assumptions that an individual represents an entire culture or they are being asked to participate in activities to show diversity in the Division. Some also spoke about not being sure whether they were included in opportunities based on their skills or as a token. Some participants also noted that, although it can be a positive experience to be recognized for unique skills, for example language skills, this can also limit opportunities to access broader leadership roles and opportunities.

“From conversations with my colleagues, many of these issues are related to tokenization and being put into a box. Some people take this on proudly, but others feel pigeon holed or stereotyped.”

Lack of support, recognition and encouragement

The lack of support, recognition and encouragement was identified as a barrier for participants and was more prevalent amongst aspiring leaders than formal leaders. Participants frequently spoke about the feeling that staff who are Black, Indigenous or a Person of Colour have to work harder to prove themselves as worthy to move into leadership. At times, even with this extra work, these individuals were still not able to secure leadership roles. Participants gave examples of acting in leadership positions and fulfilling informal leadership roles and then not being recognized, trusted or encouraged to formally move into these roles. In addition, participants told stories of how their educational credentials from other countries have not been recognized or valued.

“If you don’t have the right person supporting you to be in a formal leadership position, you remain unknown.”

In addition, several participants spoke about feeling that the unique or specific skills they have are not appreciated or considered in advancement decisions. These skills and strengths include but are not limited to, the ability to build connections, trust and relationships with diverse students and families, the ability to communicate and teach in a range of languages and the ability to represent diverse perspectives and experiences within the Division.

“What has prevented me is that I haven’t been utilized in the way I think I would be most effective. For example, we had a project in my unit to engage with members of southeast Edmonton (i.e., where there is a large South Asian community). I felt this was a great opportunity for me to take a leadership role and show my skill set because I am of Southeast Asian descent and can speak the language. I asked the leadership in my unit if I could take a more prominent role in this engagement, and they said they would take it into consideration. On the day of, however, I was only tasked to be a translator.”

Exclusivity in Division culture and networks

Many aspiring leaders spoke about how the Division has a culture that often relies on networks, relationships, and, as described by some participants, “cronyism” for advancement and leadership success. It is notable that this theme was significantly less prominent among formal leaders compared to aspiring leaders. In contrast, support, encouragement, relationships, networks and mentorship were some of the major factors that formal leaders described as supporting their advancement and leadership in the Division. There is a perception among some aspiring leaders that only staff with the right networks or relationships are encouraged to pursue leadership opportunities.

“A lot of talk and observation going around that advancement to leadership roles in the Division is based on connections not actual qualifications, which is very discouraging. There is a perception of nepotism and cronyism in getting opportunities for career advancements in the Division.”

Participants reported that not knowing the right people or having the right connections can result in a lack of encouragement and support to pursue leadership roles. Some aspiring leaders describe the Division as “gatekeeping” access to advancement and leadership positions.

“People who are in leadership positions, how did they do it? Would be interested to know. A lot of time Principals and AP’s hire who they know or already have someone in mind when they post a job. Very frustrating.”

Speaking out

Some participants reported that speaking out or raising concerns can be a barrier to leadership. This was discussed particularly in relation to raising concerns related to racism and inequity. Participants voiced fears of appearing disruptive, difficult to work with or being stereotyped as a person who frequently complains. There was concern that being outspoken would tarnish a staff member's reputation and make it more difficult to be successful in advancement and leadership opportunities.

“The stereotype of the person of colour complaining scares me a lot. I've brought things up before multiple times, and have had to explain why it is racist... You don't want to be the complainer because they might not want you around. But it feels like you have to speak up because you're the only person of colour in the room.”

Ways to Improve

Summary of Responses

Aspiring and formal leaders offered similar suggestions as to ways the Division could improve and increase diversity within leadership positions. It should be noted that some of the respondent's suggestions for improvement may already be enacted or are in the process of being planned and/or implemented, such as work to examine and revise hiring practices for teachers and adjustments to the Division's Leadership Development Framework to include content that supports anti-racism, reconciliation and equity.

Key Points

- Continue conversations and commit to sharing and next steps.
- Offer supports lead by individuals who have lived experiences or represent diverse segments of the population.
- Re-examine leadership qualifications, requirements and hiring processes.
- Create career planning and transition processes that help target diverse candidates.

Discussion Highlights

Continue conversations and commit to sharing and next steps

As seen with many of the engagement sessions sparked by the Anti-racism and Equity Action Plan there was a strong appreciation for having open, honest, respectful and sincere conversations about uncomfortable topics. While these conversations are important, participants expressed that they wanted these opportunities to be more widespread, accessible and inclusive—potentially spanning all stakeholders in the Division. Many participants also stressed the importance of having the findings of the FGD shared back with them and having these communications outline clear and tangible actions or next steps within reasonable timeframes.

“Looking forward that these conversations will lead to the creation of policies and initiatives that would provide an appropriate amount of representation of communities of colour in leadership roles in EPSB.”

Offer supports lead by individuals that have lived experiences or represent diverse segments of the population

Participants expressed the desire to have various types of support including professional learning sessions, networking events, peer coaching and mentorship programs that could support diverse staff seeking leadership roles. These supports would be led by individuals with lived experiences or represent diverse segments of the population (e.g., people of colour, women) and provide opportunities to share experiences, challenges, advice, as well as create support networks and collaborative partnerships. Ideally, participants felt that the provision of these supports should be done

systematically and start early in one's career with the Division so that the onus did not fall on the individual to navigate pathways to becoming a leader.

Participants also suggested there be dedicated individuals at various levels in the Division (i.e., centrally, catchment-level, school-level) that have the expertise to support initiatives related to anti-racism and equity.

Re-examine leadership qualifications, requirements, and hiring processes

Participants recognized that the Division set out specific qualifications required of individuals in leadership positions (i.e., Master's degree, completion of courses, etc.), but questioned why some of these qualifications were needed and requested greater transparency around how these qualifications informed the hiring process.

Participants also suggested critically re-examining leadership qualifications and reviewing hiring practices so that they better reflect the needs of the student populations. Some suggestions included:

- Modify/Adapt leadership job descriptions and positions so that they reflect the needs of the staff and student populations. This may include language proficiency as a component of hiring practices.
- Collect staff demographics on job applications "for the purpose of culturally responsive hiring processes." This collection would also enable the Division to reflect on whether there were improvements being made to increase staff diversity in leadership positions within the Division.

"I wonder if the Division doesn't ask about backgrounds in fear of sounding racist or segregating people off. But my lived experience is a huge asset to work with families with similar experiences/backgrounds. I believe we need to appreciate differences and find commonalities."

Create career planning and transition processes that help target diverse candidates

A number of participants suggested that the Division build partnerships with post-secondary institutions to build career planning or transition processes that target new graduates with diverse backgrounds. Participants also felt this outreach could also extend to Division students through summer programs or guest talks to encourage Black, Indigenous or students of colour to consider teaching as a career pathway.

CONCLUSIONS

The staff engagement initiative described in this report led to powerful conversations that brought together perspectives of many diverse leaders and aspiring leaders in the Division, and provided feedback to inform actions that can be taken by the Division to support increased diversity across leadership positions. Participants relayed their experiences related to leadership within the organization, highlighting barriers encountered and successes achieved, while suggesting possible ways forward in an anti-racist mode. Although careful planning was made to create a welcoming and safe space in the FGDs, sharing lived experiences of racism proved difficult for some participants and discussion group facilitators. Feedback regarding the FGDs also stressed the importance for concrete, impactful action resulting from this round of engagement and from the 2021-2022 Anti-racism and Equity Action Plan in general. Many expressed a willingness to be involved in future dialogue and appreciated the opportunity to have staff who are Black, Indigenous or a Person of Colour from across the Division come together to work toward positive change. Participants noted that such a gathering was unprecedented in their professional experience in the Division and saw potential for further networking and mentoring possibilities.

Based on the feedback from these staff conversations, the following areas of focus merit further consideration to strengthen the Division's commitment to anti-racism and equity efforts:

- Processes that support safe spaces to report and discuss incidents of racism in the workplace.
- Increased access to and information about PL opportunities that support leadership readiness and cultivate professional networks throughout the Division for staff who identify as Black, Indigenous or a Person of Colour.
- Increased access to and communication about PL for all Division staff that promotes anti-racism and equity.
- Increased transparency regarding job postings, job applications and hiring practices.
- Further collaboration with community partners to promote the hiring of candidates with diverse backgrounds.
- Opportunities to build strong networks of diverse staff throughout the organization.
- Consistent communication and engagement with staff to further the goals of the 2021-2022 Anti-racism and Equity Action Plan.

RESOURCES

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