



# AGENDA

Edmonton School District No. 7  
One Kingsway  
Edmonton, Alberta

McCauley Chambers  
Tuesday, February 12, 2013  
2:00 p.m.

**Board Meeting #14**

- A. O Canada 🇨🇦
- B. Roll Call
- C. Communications from the Board Chair
- D. Communications from the Superintendent of Schools
- E. Minutes
  - 1. DRAFT – Board Meeting #13 – February 5, 2013
- F. Comments from the Public and Staff Group Representatives  
(NOTE: Pre-registration is required for this item.)
- G. Reports
  - 2. Motion re Joint Transportation Plan Feasibility  
(Recommendation)
  - 3. Policy Review Committee: Facility and Capital Planning  
Principles Policy  
(Recommendation)
  - 4. Enhance Student and Staff Knowledge of the Newcomer  
Experience  
(Information - Response to Request for Information #246)
  - 5. First Nations, Métis and Inuit (FNMI) Advisory Committee  
(Information - Response to Request for Information #250)
- H. Other Committee, Board Representative and Trustee Reports
- I. Trustee and Board Requests for Information
- J. Notices of Motion
- K. Meeting Dates
- L. Adjournment

**BOARD OF  
TRUSTEES**

Sarah Hoffman  
Board Chair

Michael Janz  
Board Vice-Chair

Heather MacKenzie  
Caucus Chair

David Colburn  
Leslie Cleary  
Cheryl Johner  
Catherine Ripley  
Ken Shipka  
Christopher Spencer

**MINUTE BOOK**

**Board Meeting #13**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, February 5, 2013 at 2:00 p.m.

**Present:**

**Trustees**

Leslie Cleary  
Sarah Hoffman

Michael Janz  
Cheryl Johner  
Heather MacKenzie

Catherine Ripley  
Ken Shipka

**Officials**

Edgar Schmidt  
Bruce Coggles

Mark Liguori  
Ron MacNeil

Jamie Pallett  
Tanni Parker  
Tash Taylor

**Board Chair:** Sarah Hoffman

**Recording Secretary:** Manon Fraser

A. O Canada 

**Staff Group Representatives**

CUPE Local 474 – Felix De Los Santos, President

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

The Superintendent advised that Trustees Colburn and Spencer were absent. All other Trustees were present.

## MINUTE BOOK

### **C. Communications from the Board Chair**

The Board Chair advised that the Board is considering revising its practices with respect to the *Comments from the Public and Staff Group Representatives* sections of the board meeting agenda but will try the changes over the next few board meetings prior to making a final decision. The changes, beginning with the February 12, 2013 board meeting, are as follows:

- Those wanting to speak under *Comments from the Public and Staff Group Representatives* at the beginning of a board meeting will be required to register with the Board Office no later than noon the day of the board meeting.
- An opportunity to speak under *Comments from the Public and Staff Group Representatives* at 5:00 p.m. will be provided once per month at the last board meeting of the month -- those wanting to speak at that time will be required to register with the Board Office no later than noon the day of the board meeting.
- There will be no change for individuals wishing to speak to specific reports on a board agenda; they will continue to be required to register with the Board Office no later than noon the day of the board meeting.

The Board Chair also noted a change to the *Other Committee, Board Representative and Trustee Reports* section. She will now ask if Trustees have any reports rather than calling on each Board representative separately -- Trustees will need to signal via the queue if they wish to speak under this item.

The Board Chair noted the proposed revised policy on Student Assessment, Achievement and Growth received first consideration by the Board on December 11, 2012 and was posted as an on-line survey from December 17<sup>th</sup> to January 31<sup>st</sup>. The survey had 1,676 respondents. In addition, the Board hosted a teleconference on Tuesday, January 29<sup>th</sup> to hear feedback and answer questions on the revised policy. She thanked Trustees who participated in the teleconference and all those who participated in the on-line survey and teleconference for their input. Letters and e-mails have also been received regarding the policy and she asked Trustees who may have personally received this kind correspondence to provide the information to Policy Review Committee Chair Trustee Ripley immediately so it can be included with the rest of the information that has been received. The input from the survey and teleconference will be reviewed and considered by the Policy Review Committee prior to the Committee bringing forward the policy to a future board meeting for second consideration. The date when the policy will next be brought to Board has not been determined at this time.

## MINUTE BOOK

### **D. Communications from the Superintendent of Schools**

The Superintendent advised that, last week, the Institute for Innovation in Second Language Education (IISLE) announced that nineteen district teachers in French Immersion and French as a Second Language Programs became certified examiners for the internationally-recognized DELF exams. The exams, certified by the French Ministry of Education, give students international acknowledgement and recognition of their level of expertise in French proficiency.

### **E. Minutes**

1. Board Meeting #12 – January 22, 2013

**MOVED BY Trustee Janz:**

**“That the minutes of Board Meeting #12 held January 22, 2013 be approved as printed.” (UNANIMOUSLY CARRIED)**

### **F. Comments from the Public and Staff Group Representatives – None.**

### **G. Reports**

2. Appointment of Returning Officer

**MOVED BY Trustee Janz:**

**“That the Board approve the appointment of the City of Edmonton’s Returning Officer as the Returning Officer for the purposes of the 2013 school board election for Edmonton School District No. 7 as per Section 13(1) of the *Local Authorities Election Act*.” (UNANIMOUSLY CARRIED)**

3. Dual Credit Pilot Project  
(Response to Request for Information #244)

**MOVED BY Trustee Cleary:**

**“That the report titled ‘Dual Credit Pilot Project (Response to Request for Information #244) be received for information.’ (UNANIMOUSLY CARRIED)**

## MINUTE BOOK

### 4. Bereavement

Vice-Chair Janz reported on the passing of Mr. Robert McMenamon.

#### **MOVED BY Trustee Janz:**

**“That the report be received with regret and the actions of the Administration in this regard be confirmed.” (UNANIMOUSLY CARRIED)**

### **H. Other Committee, Board Representative and Trustee Reports**

Trustee Johner, the Board’s representative on ASBA Zone 23, advised that, at the ASBA general meeting held on Friday, January 25, 2013, the Advocacy Committee met and she was selected as Chair of the Advocacy Committee. The key topic of the Advocacy Committee’s work for this year, as selected by the Zone 23 membership, will be *The Nuts and Bolts of Delivering Excellent Education*. She also reported the Committee is working on the MLA advocacy event being planned for next month (tentative date March 21, 2013).

The Board Chair noted Tash Taylor, Director Executive and Board Relations, will be leaving to take the position in the district as Director Strategic Services. She presented Ms Taylor with a token of appreciation from the Board in recognition of her efforts over the last two and one-half years.

### **I. Comments from the Public and Staff Group Representatives – 5:00 p.m.**

There were no pre-registered speakers.

### **J. Trustee and Board Requests for Information**

Trustee Cleary requested that a brief report and overview be provided of the District’s involvement with the Restorative Justice Program including the following information:

- Outline the partners involved
- Highlight the general concept, principles and practices including process involved
- Describe the community approach and how widely it is used within district schools to address crime and conflict involving youth
- Provide information about the pilot project known as the "Southeast Project Partnership" which includes the Edmonton Police Service, Alberta Justice and Solicitor General, and the Safe Communities Innovation Fund

**MINUTE BOOK**

Trustee Janz requested that information be provided on the steps and process required to develop a guideline for Trustee campaign disclosures mirroring provincial legislation and requirements of City Council candidates.

**K. Notices of Motion**

Trustee Hoffman served notice of the following motion:

*That Edmonton Public Schools carry out a feasibility study in conjunction with Edmonton Catholic Schools on a joint transportation plan that would improve efficiency, reduce ride times and reduce costs for both districts. This study should be completed by January 31, 2014.*

**L. Next Board Meeting Date: Tuesday, February 12, 2013 at 2:00 p.m.**

**M. Adjournment (2:25 p.m.)**

**The Board Chair adjourned the meeting.**

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Sarah Hoffman, Board Chair

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Roberta Malysh, Secretary-Treasurer

**DATE:** February 12, 2013

**TO:** Board of Trustees

**FROM:** Trustee Sarah Hoffman

**SUBJECT:** Motion re Joint Transportation Plan Feasibility

**REFERENCE:** February 5, 2013 Board Meeting  
[Trustees' Manual – Meetings of the Board \(Notices of Motion\)](#)

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**RECOMMENDATION**

**That Edmonton Public Schools carry out a feasibility study in conjunction with Edmonton Catholic Schools on a joint transportation plan that would improve efficiency, reduce ride times and reduce costs for both districts. This study should be completed by January 31, 2014.**

**BACKGROUND**

Notice of motion was served at the February 5, 2013 board meeting.

SH:mmf

**DATE:** February 12, 2013

**TO:** Board of Trustees

**FROM:** Trustee Catherine Ripley, Chair Policy Review Committee  
Trustee Dave Colburn, Policy Review Committee  
Trustee Sarah Hoffman, Policy Review Committee

**SUBJECT:** Facility and Capital Planning Principles Policy

**ORIGINATOR:** Roberta Malysh, Executive Director, Finance & Infrastructure

**RESOURCE STAFF:** Josephine Duquette, Roland Labbe, Lorne Parker, Anne Sherwood

**REFERENCE:** N/A

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#### **ISSUE**

A new board policy to articulate a set of principles, in compliance with provincial legislation, to guide capital, facility and student accommodation planning was directed by a Board supported motion on October 23, 2012: *That, after the Board articulates a set of principles to guide capital and accommodation planning, the Administration develop and implement a district infrastructure strategy that identifies timelines and goals to provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit, and right size district space to efficiently meet short-term and long-term needs. That this recommendation replace the motions approved on March 13, 2012, April 10, 2012 and September 11, 2012.*

#### **RECOMMENDATION**

**That a new policy *\_BP – Facility and Capital Planning Principles (Attachment I)*, be considered for the first time and approved for posting on the district website for stakeholder input.**

#### **BACKGROUND**

A set of Planning Principles was introduced to the Board of Trustees in 2003 after being initiated by an Alberta Learning review of district operational practices. At that time, the Minister recommended that the District develop a long-term school facilities strategy to address the issue of over capacity, which would include removal of excess portable space, consolidating space and closing space.

Since 2003, the Planning Principles have been refined and added to, as required, throughout the years. There were two sets of public consultations held to refine and confirm the current Planning Principles (Appendix I).

**RELATED FACTS**

The Ten Year Facilities Plan and the Three Year Capital Plan have incorporated the Planning Principles to determine priorities, in addition to other factors. The over capacity issue that precipitated the development of the Planning Principles continues to exist in the District today. Although the District has reduced space through the closure and consolidation of a number of schools, there has been an increase in space to meet the growing needs of the new suburban developments. Meanwhile, the student population within the mature areas of the City continues to decline.

Funding to support the Plant Operation and Maintenance (PO&M) of school buildings is received from the Province on a per pupil basis. These funds are used to heat, light, clean and maintain district schools. Based on the 2011-12 Provincial assessment of district space (Area Capacity and Utilization [ACU] report), there are 37,504 excess student spaces. This calculation is articulated in the Province's School Infrastructure Manual. While these spaces are unfunded, the District must still heat, light, clean and maintain them. Due to the low enrolments in mature area schools the District has limited funding to support the PO&M of all mature area schools. This results in a reallocation of funding to cover the shortfall in low enrolment schools. Given a growing district operational deficit, this practice is not sustainable (Appendix II).

In the event of a closure, all allocations a school receives, including PO&M, would be redistributed among other schools in the District. Therefore, some closures would provide greater efficiencies through the pooling of financial resources to fewer sites. The amount of money that would be redistributed is equal to the annual school allocation of each closed school (Appendix III).

At present, Edmonton Public Schools operates 202 school buildings with an average age of 46 years. Of these, approximately 75 facilities are 50 years of age or older. Many of these facilities require significant renovations to maintain a high quality learning environment. The District has a sizable investment in an ageing inventory of school facilities. Funding for capital projects is directly linked to the amount of space used for teaching and learning rather than the total district inventory of space. As a result, Edmonton Public Schools must use existing space efficiently and effectively.

Alberta Infrastructure estimates the net value of all Edmonton Public School district buildings at \$2.3 billion, and estimates that the total value of deferred maintenance on the buildings for 2013 at \$256 million. According to the provincial Real Estate Capital Asset Priority Planning (RECAPP) database, this figure is projected to rise to \$715 million by 2016, and approach \$1 billion by 2026. As buildings age, more building components reach the category of 'moderate' to 'significant' risk, where failure is imminent or likely to occur. The current rate of capital funding approved by the Province for modernization projects, combined with funding provided through the annual Infrastructure Maintenance Renewal (IMR) program, which is applied annually through the Major Maintenance Plan, will not be sufficient to address the total deferred maintenance needs given these projections.

The funding of capital projects by the Province is partially based on the utilization rate within a sector. Calculation of the utilization rate and the provincial criteria for capital funding is specified in the School Capital Manual. The manual establishes a utilization rate of 85 per cent within a sector as a criteria for eligibility for capital funding. The Province also requires a standard approach to calculating district and sector utilization to enable a prioritization of the capital projects required across the province. A low utilization rate for the district and/or the sector can influence the ability of the District to receive capital funding for school projects, whether for major modernizations or new school construction.

In addition to the factors mentioned above, for the District to provide high quality educational programming for all students we must consider the enrolment in the program, as well as the amount of space required. With respect to the Alberta Commission on Learning, the report recommended an optimum class size for a variety of grades. Smaller class sizes may be accommodated; however, a number of grades with low enrolment impact the ability to provide extra-curricular activities, specialized instruction, and staff collaboration. The district should strategically align the capital and operational resources with the needed instructional spaces. This will allow the funds directed to classroom teaching and learning to be maximized, and not redirected to support the operation of school buildings.

#### **OPTIONS**

The following options are selected for consideration as they are deemed the most admissible:

1. The Board approves the draft *\_BP – Facility and Capital Planning Principles* for posting on the District website for stakeholder input.
2. The Board does not approve draft *\_BP – Facility and Capital Planning Principles* and provides direction to the Policy Review committee to revise the policy and return to Public Board.

#### **CONSIDERATIONS & ANALYSIS**

The creation of *\_BP – Facility and Capital Planning Principles* was initiated by a board motion on October 23, 2012. The new policy will clarify the values the Board holds in relation to facility and capital planning and guide the development of a long-term district infrastructure strategy, as well as future Three Year Capital and Ten Year Facilities Plans. After a review of the existing Planning Principles, it was determined that the existing Planning Principles remain solid but should be amended to provide clarity. In addition, an acknowledgement that the Board must work in partnership with a variety of stakeholders (Province, City, other school districts, community partners) to achieve its infrastructure goals should be reflected in the Principles (see Principles 2 and 3). Two additional principles are recommended for inclusion.

A new Principle 7 sets a target utilization rate for the District, which will provide certainty and clarity for the public, the District, and the Provincial Government. Although the Committee recognizes that the Board does not agree with the current ACU formula, which measures how school district space utilization is calculated, and is undertaking advocacy for change in this area, the reality is that the Province continues to partially determine capital funding for districts using the ACU formula. Aligning District goals to the Province's method of calculation will ensure consistency for all parties and a common platform for planning.

Although the Province identifies a utilization of 85 per cent by sectors as the threshold at which it considers additional capital funding, the Policy Review Committee believes that a target utilization rate of 75 per cent will provide the District greater flexibility to meet the educational and programming needs of students while increasing the efficient use of school space and distribution of plant operations and maintenance funds. Achieving a target of 75 per cent would bring Edmonton Public Schools utilization rate more in-line with the other three large urban boards in Alberta. The utilization rate in 2011-12 for Edmonton Public Schools was 68 per cent, Edmonton Catholic School District was 73 per cent, Calgary Board of Education was 78 per cent, and Calgary Catholic School District was 78 per cent. With respect to Edmonton Public Schools, the 2011 – 2012 utilization rate does not include the addition of the two new ASAP schools or the portable additions to Esther Starkman and Johnny Bright schools.

A district infrastructure strategy, implemented over a number of years, will provide the direction necessary to realize a utilization rate of 75 per cent by 2023. Progress reports will be provided to the Board of Trustees at established milestones identified in the strategy implementation documents. The committee believes that reaching a 75 per cent utilization rate across the district by the end of 2023 is a realistic target for the Board to achieve. This will require an aggressive review of district facilities and how space can be used. Once the target is reached the Board can consider the possibility of increasing the target utilization rate.

Finally, a new Principle 8 is also recommended. After examining the proposed draft Facility and Capital Planning Principles in light of the overall plan for policy review, the Committee believes that it is an important policy related to Section 33(1)(i) of the new Education Act: *A board as a partner in education, has the responsibility to: ensure effective stewardship of the board's resources.* The concept of fiscal responsibility and maximizing resources relative to capital planning and expenditures was also one of the concepts identified from the 2010 consultation on the planning principles and therefore the Committee recommends that this be addressed in Principle 8.

The proposed Planning Principles and description (with changes to the existing Planning Principles and the new principles represented in *ITALICS*) are as follows:

**1.0 Equitable Access to *High Quality Learning Environments and Choice of Programs*** – Students of all abilities, backgrounds, socio-economic status and all grade levels are entitled to equity of access to high quality, modern facilities and a balanced range of regular, alternative and special programs no matter where they live in the city.

**2.0 Creative *Repurposing of Surplus Space Within our Facilities and Support for Community Partner Initiatives*** – School space that is not needed for instruction and non-operational facilities still has value to the community. Consistent with board policies and district practices, the District will continue to seek out tenants and partners for the use of surplus school space and non-operational facilities. The use of district space shall be provided at no cost to the District. Examples may include, but are not limited to, early learning partners such as Head Start groups, immigrant services, childcare providers, child and family services and not-for-profit organizations.

**3.0 Collaboration with Partners on Use of School Space and Retention of Sufficient Number of Schools in Ageing Neighbourhoods** – By reducing the amount of unused and unneeded space through collaboration with our partners we will increase the efficient use of school space within the sectors. We will continue to work toward retention of a sufficient number of schools in ageing neighbourhoods to support the educational needs of the students residing in the area.

**4.0 Student Accommodation and Program Needs Met Within Sectors** – Ensure that we have enough schools and programs in each sector to accommodate student demand, eliminating the need for students to travel great distances to access programs. Sectors are geographic areas within the District boundaries that were required and approved by the Government of Alberta. Sectors allow the District to equitably address the range of student needs while managing issues around utilization of school space in smaller geographic units.

**5.0 Capital Investment Contingent Upon Confirmation of Long-Term Viability** – The investment of funds for upgrades will focus on projects at schools where the long-term viability of programming and student enrolment has been confirmed. The long-term viability is based on both the costs to operate, maintain and renovate the building and the ability for the school to maintain an enrolment within the educational program to provide a high quality learning environment. The District will, however, continue to responsibly maintain school facilities in order to ensure that all matters of life, health and safety are fully addressed.

**6.0 Commitment to Environmental Awareness and Stewardship** - The District will consider environmentally responsible approaches to distribution of space and resources within the District. The District will promote a proactive strategy to environmental awareness and stewardship of buildings, land and student transportation.

**7.0 Commitment to a District Utilization Rate of 75 per cent, as Calculated by the Government of Alberta** - *A utilization rate of 75 per cent will provide the District the flexibility to meet the educational and programming needs of students while increasing the efficient use of school space and distribution of plant operations and maintenance funds. A district infrastructure strategy, implemented over a number of years, will provide the direction necessary to realize this principle.*

**8.0 Commitment to Effective Stewardship of the Board's Resources in Addressing District Facility and Capital Requirements** - *This is in keeping with the Board's belief that district resources are to be used to meet the Board's policy objectives and district priorities. The financial management of the district should be based on a foundation of integrity, prudent stewardship, planning, accountability and full disclosure of results.*

#### **NEXT STEPS**

1. If approved, \_BP – Facility and Capital Planning Principles will be posted on the district website on February 18, 2013 for four weeks for stakeholder feedback. The accompanying board report and attachments will also be posted to inform stakeholder input. In addition, the Province, the City, Edmonton Catholic School District, Conseil Scolaire Centre Nord, and Edmonton Federation of Community Leagues will be informed of the policy review and the opportunity to provide comment. Principals will also be asked to alert their school communities to this policy review.

2. A summary of the stakeholder feedback received and a recommendation of changes to the policy and companion board report will be submitted to the Policy Review Committee.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I Draft Board Policy – Planning Principles

APPENDIX I Detailed Background of Planning Principles

APPENDIX II Reallocation of funding to cover operational shortfall and inefficiencies

APPENDIX III Savings expected over the short and long term from school closure

JD:gm

**CODE:** \_\_.BP

**EFFECTIVE DATE:** TBD

**TOPIC:** Facility and Capital Planning Principles

**ISSUE DATE:** TBD

**REVIEW YEAR:** 2013

## PURPOSE

To articulate a set of principles, in compliance with provincial legislation, to guide facility, capital, and student accommodation planning in the District.

The Planning Principles will guide the actions of the Superintendent of Schools and Administration when allocating financial resources, creating priorities for capital funding, maintaining and building new school buildings, and creating places for safe, caring, healthy, diverse, inclusive and equitable learning.

## DEFINITION

**High quality learning environments**, in the context of this policy, refers to the factors that impact student achievement from a facilities point of view: thermal comfort; indoor air quality; lighting and acoustical control.

**Long-term viability**, in the context of this policy, refers to the ability of the school to provide student accommodation for the existing students and future students. Viability will be based on both the costs to operate, maintain and renovate the building and the ability to maintain an enrolment within the educational program to provide a high quality learning environment.

**Partner**, in the context of this policy, refers to the City of Edmonton, Provincial and Federal Government, school jurisdictions, not for profit agencies, and organizations compatible with the core mission of the Edmonton Public School Board.

**Student accommodation**, in the context of this policy, refers to providing a place for safe, caring, healthy, diverse, inclusive and equitable learning experiences.

**Utilization rate**, in the context of this policy, will align with the Provincial methodology to calculate school utilization rates.

## POLICY

The Board believes that District capital, facility and student accommodation planning should reflect the following guiding principles:

1. Equitable access to high quality learning environments and choice of programs.
2. Creative repurposing of surplus space within our facilities and support for community partner initiatives.
3. Collaboration with partners on use of school space and retention of sufficient number of schools in ageing neighbourhoods.
4. Student accommodation and program needs met within sectors.
5. Capital investment contingent upon confirmation of long-term viability.
6. Commitment to environmental awareness and stewardship.
7. Commitment to a district utilization rate of 75 per cent, as calculated by the Government of Alberta.

8. Commitment to effective stewardship of the Board's resources in addressing district facility and capital requirements.

**EXPECTATIONS**

- The Facility and Capital Planning Principles shall be used in the development of a district infrastructure plan as well as the Ten Year Facilities Plan and Three Year Capital Plan, as required by the Government of Alberta.
- The District shall reach a utilization rate of 75 per cent, as calculated by the Government of Alberta, by the end of 2023.
- The District shall work in partnership with the Government of Alberta and the City of Edmonton to achieve these principles.
- The Superintendent of Schools shall implement this policy through the establishment of administrative regulations and processes and assignment of responsibilities as needed.

**ACCOUNTABILITY**

All facility, capital and student accommodation plans shall address the Facility and Capital Planning Principles. Annually, the Board of Trustees approves the District's Three Year Capital Plan and reviews the District's Ten Year Facilities Plan, as required by the Government of Alberta.

**REFERENCES**

FECA.BP	Identification of a Building as a Historic Resource
FED.BP	Capital Projects
FEE.BP	Site Acquisition and Disposal
FL.BP	School Closure
FO.BP	Environment
IC.BP	Student Accommodation
JG.BP	Community Use of District Buildings

## **Detailed Background of Planning Principles**

Through the summer of 2003, Planning staff worked on developing Planning Principles consistent with the Provincial priorities and principles for determining capital funding and “sustainable facilities”. The main sources used were the Student Accommodation Principles, Capital Priorities 2003-2005, and Managing the District’s Competitive Advantage (Superintendent’s Retreat, August 2003).

The Planning Principles were consistent with the Provincial priorities and principles for determining capital funding and “sustainable facilities.”

On November 23, 2003, the Ten Year Facilities Plan was presented to the Board of Trustees. Section 5 of the plan presented the Planning Principles intended to guide the District’s work in capital planning, student accommodation and program distribution in the coming years.

### **Original Planning Principles**

1. Equitable Access to Quality Learning Environments and Choice of Programs
2. Creative Re-Use of Surplus Space
3. Efficient Sector Utilization and Retention of Small Schools
4. Accommodation and Program Needs Met Within Sectors

The Planning Principles were refined through the subsequent Ten Year Facilities Plan reviews and preparations.

On May 31, 2005, the Ten Year Facilities Plan 2006-2015 was presented to the Board of Trustees. A new principle was added and the wording was adjusted to the existing Planning Principles. At this time, the Administration advised that a full consultative review of the Planning Principles would occur in early 2006.

The five principles contained in the June 2005 Ten Year Facilities Plan are as follows:

1. Equitable Access to Quality Learning Environments and Choice of Programs
2. Creative Re-Use of Surplus Space
3. Efficient Use of School Space in Sectors and Retention of Small Schools
4. Accommodation and Program Needs Met Within Sectors
5. Capital Investment Contingent Upon Confirmation of Long-term Viability

The Ten Year Facilities Plan Review: Public Consultation and Outcomes was prepared by Stantec Consulting in March 2006. The consultant recommended that all five existing principles be retained, the wording for the principles be revised to increase clarity, and three new principles be added, namely:

1. Create and retain schools with long-term viability.
2. Use modular units and flexible design to adjust the size and use of new and existing schools.
3. Coordinate facility planning closely with other key stakeholder organizations, such as the City of Edmonton and Edmonton Catholic Schools.

The first principles had already been reflected in Principle 5; the other two suggested principles were not adopted.

After the 2006 Consultation, the five principles contained in the May 2006 Ten Year Facilities Plan read as follows:

1. Equitable Access to Quality Learning Environments and Choice of Programs.
2. Creative Re-Use of Surplus Space.
3. Efficient Use of School Space in Sectors and Retention of Schools in Ageing Neighbourhoods.
4. Accommodation and Program Needs Met Within Sectors.
5. Capital Investment Contingent Upon Confirmation of Long-term Viability.

On June 10, 2008, the Board approved the 2009 -18 Ten Year Facilities Plan that contained a new sixth Planning Principle. The new Principle gave consideration to the environmental issues in the management and deployment of district facilities and resources and was stated: Proactive Approach to Environmental Awareness and Stewardship.

In June 2009, Dialogue Partners was retained to conduct a public engagement activity as a part of the Sector Planning work in the District. The activity included an examination of the Planning Principles, which were reworded for discussion purposes only:

1. All children are able to attend a good school that offers a variety of quality programs.
2. If there is extra space in schools, it is used in creative and valuable ways.
3. An adequate amount of schools exist in older neighbourhoods to meet student needs.
4. Each sector of the District can meet student needs.
5. If the District is sure that the school will continue to have enough students in the future, it will apply for funds to renovate or change buildings.
6. The District will be environmentally responsible in everything we do.

In January 2010, a Sector Planning Public Engagement Report was submitted to the Board of Trustees. and four new proposed principles were suggested as additions to the existing six principles:

1. Maximize resources and act with fiscal responsibility.
2. Academic excellence and quality education for all students.
3. Inclusion, respect for diversity and celebration of multiculturalism.
4. Recognize and nurture the social, emotional, physical and psychological needs of children.

The Ten Year Facilities Plan has not been amended since June 2008.

### **Reallocation of funding to cover operational shortfall and inefficiencies**

- For the 2009-2010 school year, the excess expenditure over revenue as per the unaudited schedule submitted to Alberta Education was over \$26 million in relation to operations and maintenance of schools. \$8.8 million was recovered from instructional grants to partially address the shortfall.
- A small school allocation is provided by the District if the enrolment in regular programs is less than 275 students. The rationale and philosophy behind the origin of this allocation is to provide financial support and assistance for low enrolment schools. During the 2010-2011 school year, a total of \$6.5 million was allocated to schools meeting this criteria. If the number of schools receiving this allocation were reduced, the “saved” allocations could be more effectively targeted to remaining schools or used for other opportunities.
- The 2012-2013 fall revised budget reflects an operating deficit of \$32.7 million which is based on planned carry forward spending for Schools and Central decision units of \$14.6 million and \$18.1 million, respectively. The 2012-2013 fall revised budget deficit will be offset by transfers from accumulated operating surplus of \$23 million derived from instructional operating budgets and a capital surplus of \$5.3 million. This will result in an estimated accumulated operating deficit of \$4.2 million at August 31, 2013.

### Savings expected over the short and long term from school closure

**TRUSTEE REQUEST #20, NOVEMBER 16, 2010, (TRUSTEE SHIPKA) PROVIDE INFORMATION ON THE SAVINGS EXPECTED OVER THE SHORT AND LONG TERM FROM CLOSING THE FIVE SCHOOLS AND ONE PROGRAM (INFRASTRUCTURE AND PERSONNEL, ETC.).**

As a result of the closure of Capilano, Eastwood, Fulton Place, McCauley and Parkdale schools and the elementary program at Spruce Avenue School, savings incurred are associated with small school allocations, staffing, deferred maintenance, future school modernizations and utilities.

#### A. School Allocation

Schools with an adjusted enrolment below 275 students receive “a small school grant.” This allocation acknowledges the unique and complex financial demands associated with the challenges in operating a school with low enrolment.

<b>CCEP Schools</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>Savings</b>
Delton	\$54,614	Not Eligible	\$54,614
Eastwood	\$91,714	Closed	\$91,714
John A. McDougall	\$54,153	Not Eligible	\$54,153
McCauley	\$100,932	Closed	\$100,932
Norwood	\$79,271	\$48,472	\$30,799
Parkdale	\$94,249	Closed	\$94,249
Spruce Avenue	Not Eligible	Not Eligible	Not Eligible
<b>Total</b>	<b>\$474,933</b>	<b>\$48,472</b>	<b>\$426,461</b>

<b>GHA Schools</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>Savings</b>
Capilano	\$88,258	Closed	\$88,258
Fulton Place	\$85,723	Closed	\$85,723
Gold Bar	\$75,353	\$73,971	\$1,382
Hardisty	Not Eligible	Not Eligible	Not Eligible
<b>Total</b>	<b>\$249,334</b>	<b>\$73,971</b>	<b>\$175,363</b>

Savings associated with the small school allocation for City Centre Education Partnership (CCEP) and Greater Hardisty Area (GHA) is \$601,824. Schools listed as “not eligible” did not receive small school allocations as their adjusted enrolment exceeded 275 students.

#### B. Staffing

The closure of schools in the CCEP and the GHA resulted in a reduction of administrative, teaching, administrative assistants, support and custodial staff.

The staff costs in the following table were calculated applying the per unit rates for the 2010-2011 school year for all staff groups.

### City Centre Education Partnership Staffing Cost Savings

<b>CCEP Schools</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>Savings</b>
Teaching	\$8,275,238	\$6,289,542	\$1,985,696
Custodial	\$794,183	\$474,620	\$319,563
Administrative Assistant	\$387,090	\$224,840	\$162,250
Support Staff	\$1,180,106	\$794,723	\$385,383
Principal	\$838,793	\$486,197	\$352,596
Assistant Principal	\$428,086	\$323,950	\$104,136
<b>Total</b>	<b>\$11,903,496</b>	<b>\$8,593,872</b>	<b>\$3,309,624</b>

### Greater Hardisty Area Staffing Cost Savings

<b>GHA Schools</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>Savings</b>
Teaching	\$4,591,840	\$3,893,190	\$698,650
Custodial	\$478,732	\$278,613	\$200,119
Administrative Assistant	\$229,780	\$117,360	\$112,420
Support Staff	\$920,134	\$688,454	\$231,680
Principal	\$481,731	\$250,567	\$231,164
Assistant Principal	\$108,586	\$112,141	-\$3,555
<b>Total</b>	<b>\$6,810,803</b>	<b>\$5,340,325</b>	<b>\$1,470,478</b>

A total savings of \$4,780,102 on staffing resulted from the closure of five schools. Assuming a stable student enrolment in CCEP and GHA schools and no staff cost increases, \$4,780,102 would be saved on a yearly basis.

### C. Infrastructure

Operating costs in a repurposed building are completely recovered from the tenants. Currently, Edmonton Public Schools has three schools, Eastwood, Parkdale and Prince Rupert that remain closed without being repurposed. Prince Rupert School housed the Rites Of Passage program until June 30, 2010. This program is now located at Amiskwaciy Academy. As these schools have been vacant for three months, it is not possible to compare the annual utility costs to when they were in operation.

The following tables reflect the actual 2009-2010 utility costs for Capilano, Eastwood, Fulton Place, McCauley and Parkdale schools prior to closure. August 2010 electricity data and June to August 2010 gas data are not yet finalized and will be subject to some minor adjustments.

Actual utility costs have been provided and savings are based on an estimated reduced consumption of natural gas at 40 per cent, electricity at 60 per cent and water at 80 per cent.

<b>2009-2010 DATA</b>	<b>Actual Gas</b>	<b>Actual Electricity</b>	<b>Actual Water</b>	<b>Total Actual Utility Costs</b>
Capilano	\$46,887	\$11,857	\$7,174	\$65,918
Eastwood	\$74,256	\$22,398	\$3,203	\$99,857
Fulton Place	\$49,589	\$16,090	\$5,125	\$70,804
McCauley	\$27,476	\$31,857	\$3,331	\$62,664
Parkdale	\$64,829	\$21,481	\$3,383	\$89,693
<b>TOTALS</b>	<b>\$263,037</b>	<b>\$103,683</b>	<b>\$22,216</b>	<b>\$388,936</b>

<b>2009-2010 DATA</b>	<b>Estimated Natural Gas</b>	<b>Estimated Electricity</b>	<b>Estimated Water</b>	<b>Total Estimated</b>	<b>Savings</b>
Capilano	Recovered from tenant	Recovered from tenant	Recovered from tenant		\$65,918
Eastwood	\$44,554	\$8,959	\$641	\$54,153	\$45,704
Fulton Place	R Recovered from tenants	Recovered from tenants	Recovered from tenants		\$70,804
McCauley	\$27,476	\$31,857	\$3,331	\$62,664	\$0
Parkdale	\$38,897	\$8,592	\$677	\$48,166	\$41,527
<b>TOTALS</b>	<b>\$110,927</b>	<b>\$49,408</b>	<b>\$4,649</b>	<b>\$164,983</b>	<b>\$223,953</b>

The closure of these five schools is projected to result in a savings of \$223,953. Assuming stable utility rates this amount will be saved on an annual basis. Capilano and Fulton Place schools are fully leased with all operational costs recovered from tenants. McCauley School is the site for the District's Transition Program; however, some of the space is leased to external organizations. As the primary purpose for this building is a district program, it is anticipated that the majority of the utility costs would be a district expense. Eastwood and Parkdale schools, while they remain vacant, would have district costs associated with the maintenance of these buildings.

Long term savings costs are also associated with deferred maintenance. These costs are items that need to be replaced or upgraded in the immediate or near future (boiler replacement, window upgrades, roofing work, etc.). The following information is based on maintenance assessments completed by Facilities Services.

<b>School</b>	<b>Deferred Maintenance Cost</b>
Capilano	\$2,122,713
Eastwood	\$2,610,998
Fulton Place	\$1,137,058
McCauley	\$139,806
Parkdale	\$2,345,287
<b>Total</b>	<b>\$8,355,862</b>

Additional long term savings are associated with future school modernization projects. School modernization costs (Attachment I) are based on modernization funding rates provided by Alberta Infrastructure.

<b>School</b>	<b>Major Modernization Cost</b>
Capilano	\$6,944,928
Eastwood	\$11,312,784
Fulton Place	\$7,899,647
McCauley	Recently modernized
Parkdale	\$8,677,604
<b>Total</b>	<b>\$34,834,963</b>

A future cost of \$34,834,963 to modernize these schools will not be required as a result of school closure.

Overall, there are significant savings as a result of the closure of Capilano, Eastwood, Fulton Place, McCauley and Parkdale schools. Savings are comprised of annual costs associated with small school allocations, staffing and utilities of an estimated \$5,605,879 per year. Deferred maintenance and future school modernizations would result in a projected savings of \$43,190,825.

Attachment I – CCEP and GHA Facilities Condition and Future Expenses

### CCEP Facilities Condition and Future Expenses (10 year window)

Jan 27, 2010

	McCaughey Elementary / Junior High School B3208A	Norwood Elementary School B3234A	John A. McDougall Elementary / Junior High School B3210A	Eastwood Elementary / Junior High School B3067A	Parkdale Elementary / Junior High School B3245A	Defton Elementary School B3087A	Spruce Avenue Elementary / Junior High School B3277A
Year Constructed	1911	1908	1930	1921	1912	1946	1929
Sq Metres	4,580	3,399	5,485	5,568	4,271	5,130	4,410
ReCAP Information (Alberta Infrastructure)							
Replacement Cost	\$12,204,313	\$9,057,512	\$14,513,575	\$14,837,128	\$11,378,844	\$13,667,668	\$11,750,012
FCI (maintenance events only)	3.59%	3.54%	8.71%	13.53%	14.43%	5.01%	24.93%
FCI (maintenance & non-maintenance events)	4%	5%	9%	6%	8%	8%	26%
General Factors:							
Modernized?	Modernized in 2002	Recently modernized	Recently modernized	Multi-story - large hallways	Multi-story - large hallways	Multi-story	Multi-story - large hallways
Asbestos Liability?	no	no	no	yes	yes	yes	yes
Good HVAC system?	yes	yes	yes	no	no	no	no
Accessibility?	yes	yes	yes	poor	poor	poor	poor
10 Year Potential for the physical building Reasoning	V Good	V Good	V Good	Poor Outdated design and expensive to renovate Poor layout	Poor Outdated design and expensive to renovate Poor layout	Fair Fair overall design	Fair Fair overall design
Expected Degree of Modernization	None	None	None	Major	Major	Minor	Major
Maximum Support for Modernization per sq M (from AIT)				\$ 1,750	\$ 1,750	\$ 1,750	\$ 1,750.00
Modernization Cost				\$ 9,744,000	\$ 7,474,250	\$ 8,977,500	\$ 7,717,500
Consulting Fees (12.5%)				\$ 1,218,000	\$ 934,291	\$ 1,122,188	\$ 964,688
Project Fees (2%)				\$ 194,880	\$ 149,435	\$ 179,550	\$ 154,350
GST (1.6%)				\$ 155,904	\$ 118,538	\$ 143,640	\$ 133,480
<b>Total Estimated Modernization Cost</b>				<b>\$ 11,312,784</b>	<b>\$ 8,677,604</b>	<b>\$ 10,422,878</b>	<b>\$ 8,960,018</b>

**Note:**

- Maintenance Items**
- failure replacement
  - lifecycle replacement
  - preventative maintenance
  - repairs
  - code replacement

- Non-maintenance Items include:**
- lighting upgrades for energy efficiency
  - hazardous material management
  - barrier free access improvements
  - indoor air quality improvements

HVAC - Heating Ventilation Air Conditioning

Prepared by: Ken Erickson  
Reviewed by: John Nicol

## Greater Hardisty Facilities Condition and Future Expenses (10 year window)

Jan 28, 2010

	Gold Bar Elementary School B3132A	Capilano Elementary School B3070A	Fulton Place School B3122A	Hardisty Junior High School B3144A
Year Constructed	1958	1958	1981	1957
Sq Metres	3,319	3,418	3,888	9,473
ReCAPP Information (Alberta Infrastructure)				
Replacement Cost	\$8,844,617	\$9,107,872	\$10,359,931	\$25,241,024
FCI (maintenance events only)	37.8%	32.9%	28%	16.9%
FCI (maintenance & non-maintenance events)	95%	33%	30%	64%
General Factors				
Modernized?	No	No	No	No
Asbestos Liability?	Yes	Yes	Yes	Yes
Good HVAC system?	Fair to Poor	Fair to Poor	Fair to Poor	Fair to Poor
Accessibility?	Fair	Fair	Fair	Poor
10 Year Potential for the physical building Reasoning:				
	Fair	Fair	Fair	Fair
	One floor	One floor	One floor	Multifloor - two gyms
	Old HVAC	Old HVAC	Old HVAC	Old HVAC
				Large footprint
Expected Degree of Modernization				
	Major	Major	Major	Major
Maximum Support for Modernization per sq M (from AIT)				
	\$ 1,750	\$ 1,750	\$ 1,750	\$ 1,750
Modernization Support				
	\$ 5,808,950	\$ 5,981,850	\$ 6,804,175	\$ 16,577,750
Consulting Fees (12.5%)	\$ 726,119	\$ 747,731	\$ 850,522	\$ 2,072,219
Project Fees (2%)	\$ 116,179	\$ 119,637	\$ 136,084	\$ 331,555
GST (1.6%)	\$ 92,943	\$ 95,710	\$ 108,867	\$ 265,244
<b>Total Estimated Modernization Cost</b>	<b>\$ 6,744,191</b>	<b>\$ 6,944,928</b>	<b>\$ 7,899,647</b>	<b>\$ 19,246,768</b>

**Note:**

**Maintenance items**

- failure replacement
- lifecycle replacement
- preventative maintenance
- repairs
- code replacement

**Non-maintenance items include:**

- lighting upgrades for energy efficiency
- hazardous material management
- barrier free access improvements
- indoor air quality improvements

Prepared by:  
Reviewed by:

Ken Erickson  
John Nicoll

HVAC - Heating Ventilation Air Conditioning

**DATE:** February 12, 2013

**TO:** Board of Trustees

**FROM:** Edgar Schmidt, Superintendent of Schools

**SUBJECT:** Enhance Student and Staff Knowledge of the Newcomer Experience  
(Response to Request for Information #246)

**ORIGINATOR:** Tanni Parker, Assistant Superintendent Student Learning Services

**RESOURCE  
STAFF:** Rosalind Smith, Corrie Ziegler

**REFERENCE:** January 15, 2013 Board Meeting (Trustee MacKenzie)  
[Teaching Somali Immigrant Children](#)  
[Working with South Sudanese Immigrant Students](#)  
[Multifaith Calendar](#)  
[ESL Learning Resources](#)

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#### **ISSUE**

The following information was requested: What are we doing to enhance student and staff knowledge of the 'newcomer experience' and the histories and backgrounds of newcomer students and families?

#### **BACKGROUND**

Over the past the past nine years the number of identified English language learners has risen from 3,299 students in 2003 to 15,109 students in 2012. For the 2012-2013 school year, as of December 2012, 607 students speaking 37 different languages have visited one of four English as a Second Language (ESL) Reception Centres located at Harry Ainlay, Queen Elizabeth, J. Percy Page, and Jasper Place schools.

#### **CURRENT SITUATION**

In September 2012, the ESL Reception Centres were established to provide reception support to immigrant and refugee students and their families new to the District. The Intercultural consultants within Support for Staff and Students (SFSS) play a lead role in facilitating the transference of information regarding students and families new to Canada. The first line of support to students and their families is arranged through the ESL Reception Centre, where a family interview in the first language is conducted. This is an opportunity for families and students to communicate information regarding previous schooling and their current situation. In addition, the Intercultural consultants spend time with families explaining schooling in the District, and the supports and resources available in their school community. Upon completion of the family interview the information is placed on Pinpoint for schools to receive. The Intercultural consultants, upon requests of a school, also provide in school support to all staff to learn about a particular culture. This is done through presentations, family nights, and one on one interviews.

At the ESL Reception Centre the ESL consultant conducts a student programming assessment to provide students and families with options regarding appropriate programming available within the District. The ESL consultants within SFSS and Inclusive Learning work closely with

school teaching staff throughout the year to identify resources to support English language learners. As an example, newly released resources from Alberta Teachers Association and the Canadian Multicultural Education entitled, *Teaching Somali Immigrant Children* and *Working with South Sudanese Immigrant Students*, (see reference) allow a teacher to enhance their background knowledge about a student.

Staff, new families and students benefit from active engagement with community partners, including the Mennonite Centre for Newcomers, the Multicultural Health Brokers and Citizenship and Immigration. These agencies work in tandem with schools to facilitate support and understanding of the history and background of Edmonton's growing multicultural community. The hands on approach has been welcomed by schools and has provided wrap-around support to refugee students who may be vulnerable.

School staff have initiated many new strategies to learn more about the background and history of their students. Activities such as Multicultural Day, artist or writer in residence originating from outside of Canada, have fostered positive experiences for both new and current students and their families. Schools use the Multifaith Calendar 2013 (see reference), as a reference to recognize religious holidays and celebrations that are important to their student community.

#### **KEY POINTS**

- The Reception Centre is integral to setting a positive welcoming environment for students and families new to the District.
- The Intercultural consultants and the ESL consultants provide an umbrella of services to support schools.
- Resources, including the English as a Second Language Guiding Document, are available for teachers to learn about students whose first language is not English. Resources may be viewed on the ESL website (see reference).
- The support from community partners assists school staff to understand the needs of newcomer students and families.
- Schools have demonstrated the ability to identify key strategies that support their communities to better understand the background and history of their newcomer students and families.

#### **ATTACHMENTS & APPENDICES**

N/A

RS:cs

**DATE:** February 12, 2013

**TO:** Board of Trustees

**FROM:** Edgar Schmidt, Superintendent of Schools

**SUBJECT:** First Nations, Métis and Inuit (FNMI) External Advisory Committee  
(Response to Request for Information #250)

**ORIGINATOR:** Tanni Parker, Assistant Superintendent Student Learning Services

**RESOURCE  
STAFF:** Eileen Marthiensen, Rosalind Smith, Corrie Ziegler

**REFERENCE:** January 16, 2013 Board Meeting (Trustee Johner)  
[IAA.BP - Aboriginal Education](#)

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#### **ISSUE**

The following information was requested: Provide an update on the work of the FNMI Advisory Committee and how it impacts the work of the FNMI and Diversity Unit.

#### **BACKGROUND**

In January 2006, the first FNMI External Advisory Committee meeting was held with a mandate to increase community agency involvement in Edmonton Public Schools and to provide updates on funding and agency initiatives.

#### **CURRENT SITUATION**

The External FNMI Advisory Committee meets up to three times a year to collaborate, share wise practices, programs, resources, services and initiatives in support of FNMI students, parents, guardians and schools in the District. The committee is hosted by FNMI and Diversity and includes community partners from Bent Arrow Healing Society, Métis Child and Family, Centre for Family Literacy, Creating Hope Society, Canadian Native Friendship Centre, Ben Calf Robe Society, Frontier College, University of Alberta, Grant MacEwan, NAIT, Concordia, Yellowhead Tribal College, and Rupertsland Institute. Current initiatives offered by community partners include: Wicihitowin Family Night, Coyote Pride, Coyote Kids, Tawow Night, New in Town, and Choices, Stay in School. Parents and guardians of students in the District also attend the meetings.

In consultation with district staff and based on the identified needs of FNMI students in the District the following initiatives have been developed for the 2012-2013 school year via community partnerships.

- The FNMI unit approached Frontier College, a community partner that offers literacy training, supports and services, to provide tutoring to students at a junior high in the District at no cost. Frontier College was introduced to the school administrator and tutoring details were finalized. Frontier College was then connected to another community partner, the University of Alberta, who identified role models who are self-identified FNMI students to volunteer as tutors. Frontier College is providing training to the tutors and will begin the after school tutoring program in the spring of 2013.
- Frontier College was also asked to design literacy programs to support FNMI students in the District. The programs would run for 12 weeks, be offered at a nominal cost so schools may

allocate funding towards the programs. The programs have recently been finalized and information shared with schools in the District via email.

- FNMI staff provided a professional learning session for high school counsellors to introduce a new resource developed in support of FNMI students. The session included post-secondary partners, participants in the External Advisory Committee who presented services, programs, and supports available to FNMI students.

#### **KEY POINTS**

- The FNMI unit provides updates to the committee members in the areas of *Respect and Recognition, Community Involvement, Staffing and Professional Development, Achievement, Curriculum, Programs and Programming, Assessment, Enhanced Supports for Learning and Accountability* in alignment with IAABP - Aboriginal Education.
- The FNMI unit communicates their roles, responsibilities, supports, services, and initiatives towards high school completion via the External FNMI Advisory Committee meetings.
- Several community partners provide services to schools based on grant proposals and funding. The FNMI unit assists community partners by providing feedback on proposals, writing letters of support, and connecting community partners with schools requesting support, programming or services not available in the District.
- The External FNMI Advisory Committee partners provide resources and services to FNMI students, parents, guardians and schools in the District.
- The next FNMI External Advisory Committee meeting is scheduled for March 7, 2013, 1:00 p.m., at 13750 Woodcroft Avenue.

#### **ATTACHMENTS & APPENDICES**

N/A

EM:cs

**MINUTE BOOK**

**Board Meeting #14**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, February 12, 2013 at 2:00 p.m.

**Present:**

**Trustees**

Leslie Cleary  
David Colburn  
Sarah Hoffman

Michael Janz  
Cheryl Johner  
Heather MacKenzie

Catherine Ripley  
Ken Shipka  
Christopher Spencer

**Officials**

Edgar Schmidt  
Bruce Coggles  
David Fraser

Mark Liguori  
Ron MacNeil  
Roberta Malysh

Jamie Pallett  
Tanni Parker  
Sandra Stoddard

**Board Chair:** Sarah Hoffman

**Recording Secretary:** Manon Fraser

A. O Canada 

**Staff Group Representatives**

CUPE Local 474 – Felix De Los Santos, President  
CUPE Local 3550 – Carol Chapman, President

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

The Superintendent advised that all Trustees were present.

C. **Communications from the Board Chair**

The Board Chair advised that February 11 to 17<sup>th</sup> is Random Acts of Kindness Week. The Board has endorsed and recognized Random Acts of Kindness Week since 1996.

## MINUTE BOOK

The Board Chair advised that, last year, the Board approved a motion that the Administration create a Student Advisory Council to meet with the Board and Administration at least twice per year to provide student perspectives on educational issues. The first meeting of the Council will take place Tuesday, February 19, 2013. Approximately forty Grade 10, 11 and 12 student representatives from district high schools will serve on the Council.

The Board Chair advised that she attended the Premier's Economic Summit on February 9, 2013 in Calgary. She noted Minister Horner had requested participants work that day on what would help prepare Alberta for the world we will be in twenty years from now. She spoke at the summit indicating that there was no greater way of creating economic diversification than through investment in public education. She also acknowledged that the Premier has talked about the importance of having consistent class sizes; safe, quality schools throughout our city and province; full-day kindergarten, especially for children who are socially vulnerable; and the importance of ensuring that our staff feel valued and respected and that none of this is possible if we fail as a province to provide stable, adequate and predictable funding to school boards. The question she raised at the summit was: *What do you think needs to change now to ensure that we have revenue stability so children can have the same stability in the classroom?*

### **D. Communications from the Superintendent of Schools**

The Superintendent introduced Dr. Sandra Stoddard the new Director Executive and Board Relations.

### **E. Minutes**

1. Board Meeting #13 – February 5, 2013

**MOVED BY Trustee Janz:**

**“That the minutes of Board Meeting #13 held February 5, 2013 be approved as printed.” (UNANIMOUSLY CARRIED)**

### **F. Comments from the Public and Staff Group Representatives – None.**

## MINUTE BOOK

### **G. Reports**

2. Motion re Joint Transportation Plan Feasibility

#### **MOVED BY Trustee Hoffman:**

**“That Edmonton Public Schools carry out a feasibility study in conjunction with Edmonton Catholic Schools on a joint transportation plan that would improve efficiency, reduce ride times and reduce costs for both districts. This study should be completed by January 31, 2014.” (UNANIMOUSLY CARRIED)**

3. Policy Review Committee: Facility and Capital Planning Principles Policy

Trustee Ripley, Chair Policy Review Committee, advised that the Committee was withdrawing the policy at this point for further work prior to it being brought back to the Board for first consideration.

4. Enhance Student and Staff Knowledge of the Newcomer Experience (Response to Request for Information #246)
5. First Nations, Métis and Inuit (FNMI) Advisory Committee (Response to Request for Information #250)

#### **MOVED BY Trustee MacKenzie:**

**“That the following reports be received for information:**

- **Enhance Student and Staff Knowledge of the Newcomer Experience (Response to Request for Information #246)**
- **First Nations, Métis and Inuit (FNMI) Advisory Committee (Response to Request for Information #250)”**

Trustee Colburn asked for information regarding the length of the lease term with the Multicultural Health Brokers.

**The Board Chair called the question.**

**The Motion was UNANIMOUSLY CARRIED.**

## MINUTE BOOK

### **H. Other Committee, Board Representative and Trustee Reports**

Trustee Ripley reported the following from a Ward H Community Meeting she held at Harry Ainlay School on January 30, 2013.

- A dozen people, along with Trustee Janz, attended the meeting to provide their “two cents on policy” – specifically, the Student Assessment, Achievement and Growth policy draft and the current Planning Principles in preparation for the Board’s development of new Planning Principles. Both policies were viewed through the lenses of three main questions (as per the online survey):
  - Is there any clarification required?
  - Are there any additional elements needed?
  - Do you have any concerns?
- She promised the attendees she would share their input with the Board, Superintendent and administrators working on the policies. The comments of the meeting participants can be found [here](#).

### **I. Trustee and Board Requests for Information**

Trustee Colburn requested that information be provided examining the provincial pesticide bans currently in place in Ontario, Quebec and Nova Scotia. He asked that information be provide on how these provinces distinguish higher-risk pesticides that are banned and lower-risk pesticides that are not banned; e.g. garlic and vinegar. He also asked that the most appropriate model be identified for a Board policy on the non-essential use of pesticides in the district.

**J. Notices of Motion – None.**

**K. Next Board Meeting Date: Tuesday, February 19, 2013 at 2:00 p.m.**

**L. Adjournment (3:00 p.m.)**

**The Board Chair adjourned the meeting.**

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Sarah Hoffman, Board Chair

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Roberta Malysh, Secretary-Treasurer