

EDMONTON PUBLIC SCHOOLS

May 25, 2004

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: District Capital Priorities 2005-2008

ORIGINATOR: A. Habinski, Executive Director, School and District Services

RESOURCE

STAFF: Jenise Bidulock, Randy Billey, Meredith Colgan, Robert Craig, Michael Ediger, Brian Fedor, Leanne Fedor, Andrea Furness, Gary Holroyd, Roland Labbe, Randy Leal, Karen Linden, Ron McGowan, Pat Niven, Cathy Pasternak, Deanne Patsula, Larry Schwenneker, Amy-Irene Seward, Cindy Skolski

RECOMMENDATION

That the district's 2005 – 2008 three-year capital plan, prepared for submission to Alberta Infrastructure, be approved.

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Attached to this report is Edmonton Public Schools' capital plan, *Capital Priorities 2005 – 2008*, establishing the district's highest priority school facility needs for the forthcoming three-year period. Subject to Board approval, this plan will be submitted to Alberta Infrastructure for approval and appropriate funding support.

The preparation of this capital plan included a thorough review of all existing priorities identified in the district's previous submission, *Capital Priorities 2003 - 2006*, approved by the Board of Trustees on June 17, 2003. Within the plan, the most significant changes to projects identified in the district's previous plan are listed and described in detail.

Provincial Requirements for Three-Year Capital Plans

The district's submission of this plan is in response to the request by the Minister of Infrastructure, dated May 04, 2004, for an update of the district's three-year capital plan. The plan is consistent with the requirements set out in the *School Infrastructure Manual* which states that:

Policy 4.2.2 Three Year Capital Plan

1. A school board must submit a three-year plan to Alberta Infrastructure.
2. The three-year capital plan must be updated by the school board and submitted to Alberta Infrastructure on an annual basis.

3. The three-year plan must reflect funding approvals for the current fiscal year and the highest priority school facility needs in the forthcoming three-year period.
4. The fiscal year for capital plans will be April 1st to March 31st.

Policy 4.2.1 General Procedures

7. The plans must be submitted by June 30th of the year prior to the commencing year of the plans or as requested by the Minister (i.e. June 30th, 2003 for the 2004-07 capital plan and 2004-2013 facilities plan).

Capital Plan Principles

As set out in the district's *Ten-Year Facilities Plan*, the principles that have served as a guide and provided a framework for the district's work in preparing this capital plan are:

Equitable Access to Quality Learning Environments and Choice of Programs

- (a) Students at all grade levels will have equity of access to high quality, modernized facilities wherever they live in the city.
- (b) A balanced range of regular, alternative and special education programs will be provided within each sector.
- (c) While district programs will be established and maintained to meet the needs of all children, their distribution will be intended primarily to accommodate students from inside sectors.

Creative Re-Use of Surplus Space

- (a) Surplus school space that is viable and has value to the community should be identified for potential partnership use.
- (b) Partnership agreements will be at no cost to the district.

Efficient Sector Utilization and Retention of Small Schools

- (a) In low utilization sectors, modernization projects will consist of targeted preservation of the school's required instructional space and this may be combined with demolition of unused and unneeded space within the school.
- (b) The process will lead to retention of smaller schools in neighbourhoods, although consolidation, rightsizing or closure may be required where enrolment is no longer viable.
- (c) In growth sectors, initiatives will be aimed at achieving a sector utilization rate of 85 percent to enable construction of new schools where they are needed in developing communities.
- (d) The process will reduce the dependency on designated receiving schools and long ride times.
- (e) Consideration will be given to upgrading receiving schools identified as a result of school or program closure.

Accommodation and Program Needs Met Within Sectors

- (a) Where possible, student needs for regular programming, alternative and special needs programs will be met within the student's resident sector.
- (b) Consideration will be given to ensuring that there is sufficient space within the district so that students do not have to travel great distances to access basic programs.
- (c) The need to provide new schools in growth areas of the city is affirmed.

Capital Priorities 2005 – 2008

The district, through its capital submissions over the past 10 years, has tended to place a greater emphasis on school preservation and the modernization of existing facilities, than it has on new school construction. As the City of Edmonton's suburban areas continue to grow, the educational needs of an increasing number of students are being accommodated outside of their respective communities. Currently, approximately one in five of the district's elementary students live in a neighbourhood without a local school. This presents a variety of challenges to the district not only in terms of the distribution of programs and the accommodation of students, but by also contributing to the problem of longer ride times for students on both school and city busses.

Edmonton Public Schools is committed to providing students at all grade levels with access to high quality, modernized facilities within a reasonable distance from their place of residence. In order to adequately serve all supporters of public education within the City of Edmonton, it is vital that new schools be constructed to serve students in the city's growing suburban communities. Over the past 10 years, the district has built and opened only two new schools. The current plan, therefore, places a significant emphasis on new construction projects within the district.

Along with a greater emphasis on new construction projects, the current capital plan demonstrates a commitment to improving the district's utilization rate. The district is eligible for new school construction when space utilization within a sector reaches 85 percent. With the accommodation of Consulting Services at Queen Elizabeth School and the lease of a portion of L'Académie Vimy Ridge Academy to the Francophone Society, the utilization rate within the district's High School sector is expected to reach 85 percent in this current year. Enrolments at a number of the district's high schools are over 2000 students (i.e. Harry Ainlay, Ross Sheppard, M.E. LaZerte) while others are operating at capacity. This capital plan identifies several new school construction needs including among them projects that will enable the district to reduce enrolment in crowded schools within the "High School Sector".

The current capital plan is intended to provide a strategy for capital development that promotes cost efficiency over the full life of each project. As in the past, for example, the district will endeavour to reduce design and construction costs by incorporating similar architectural plans into more than one new school construction project wherever it is feasible to do so.

Plan Appendices

The capital plan attached to this report contains a number of Appendices. The first is *Appendix I: Letter from Minister Lund Requesting Updated Capital Priorities*.

District priorities that have been established in the preparation of this year's capital plan are summarized in *Appendix II: Capital Priorities 2005-2008: Summary*. As the district's capital priorities for the forthcoming three-year period, these projects have been identified by the administration through a process that has involved a comprehensive review of all of the district's existing and emerging priorities.

In *Appendix III: Capital Priorities 2005-2008: Project Details*, the district's current capital priorities are described in more detail, project by project. With regard to the proposed preservation projects, information outlining enrolments and capacities at each school is highlighted along with similar information for the sector in which each school is located.

A general description of the scope of work to be undertaken with each of the proposed preservation projects is provided in *Appendix IV: Essential and General Upgrades*.

Appendix V: Sector Profiles contains maps of each of the district's ten planning sectors along with information specific to each sector. Also, included within this appendix is a table entitled "*Enrolment and Capacity by Sector*" which provides an analysis of the district's current overall enrolment and capacity focusing on "resident student enrolment". This information is intended to provide a more accurate picture in terms of the district's facility needs by illustrating what the need for space is, in each sector, by students who are actually resident within those sectors. Ensuring that student accommodation and program needs are met within sectors is one of the district's planning principles embodied within its recently approved *Ten-Year Facilities Plan*.

Appendix VI: Total Capital Investment summarizes, by category and by year, the total value of all of the capital projects proposed within the current plan over the forthcoming three-year period.

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AttachmentEdmonton Public Schools' Three-Year Capital Plan, *Capital Priorities 2005-2008*