



**BOARD OF TRUSTEES
ELK ISLAND PUBLIC SCHOOLS**

REGULAR
SESSION

THURSDAY, FEBRUARY 18, 2021

Board Room
Central Services
Administration Building

AGENDA

Mission Statement: To provide high-quality, student-centred education that builds strong, healthy communities.

- 9:00 am 1. **CALL TO ORDER** T. Boymook
2. **IN CAMERA SESSION**
- 10:00 am 3. **AMENDMENTS TO AGENDA / ADOPTION OF AGENDA**
4. **APPROVAL OF MINUTES**
4.1 Board Meeting – Jan. 21, 2021 (encl.)
5. **CHAIR REPORT** T. Boymook
5.1 Jordan Walker, Member of the Legislative Assembly – Jan. 22, 2021 (verbal)
5.2 Alberta Teachers Association Education Partners Session – Feb. 4, 2021
5.3 ASBA Advocacy Leadership Academy – Feb. 8, 2021
6. **SUPERINTENDENT REPORT** M. Liguori
(verbal)
7. **COMMENTS FROM THE PUBLIC AND STAFF
GROUP REPRESENTATIVES**
- ASSOCIATION/LOCAL REPORTS**
8. **ASBA ZONE 2/3 REPORT** C. Holowaychuk
Meeting held Jan. 29, 2021 (verbal)
9. **ATA LOCAL REPORT** D. Zielke
(verbal)
- BUSINESS ARISING FROM PREVIOUS MEETING**
- NEW BUSINESS**
10. **BUSINESS ARISING FROM IN CAMERA**
11. **ALBERTA SCHOOL COUNCIL ASSOCIATION (ASCA) VIRTUAL
CONFERENCE AND GENERAL MEETING SPONSORSHIP** T. Boymook
(encl.)
12. **2022-25 THREE-YEAR CAPITAL PLAN** M. Liguori/B. Dragon

(encl.)

13. BORROWING RESOLUTION

M. Liguori/L. Lewis
(encl.)

COMMITTEE REPORT

14. STUDENT EXPULSION
Meeting held Jan. 27, 2021

H. Stadnick
(verbal)

15. POLICY COMMITTEE
Meeting held Feb. 9, 2021

R. Footz
(verbal)

16. ADVOCACY COMMITTEE
Meeting held Feb. 17, 2021

T. Boymook
(verbal)

REPORTS FOR INFORMATION

**17. TRUSTEES' REPORTS/NOTICES OF MOTIONS/REQUESTS
FOR INFORMATION**

(verbal)

ADJOURNMENT

RECOMMENDATIONS TO FEB. 18, 2021 BOARD OF TRUSTEES

2. That the Board meet In Camera.
That the Board revert to Regular Session.
3. That the Agenda be adopted as amended or as circulated.
- 4.1. That the Board of Trustees approve the Minutes of Jan. 21, 2021 Board Meeting as amended or as circulated.
5. That the Board of Trustees receive for information the Chair report.
6. That the Board of Trustees receive for information the Superintendent report.
7. *Comments from the Public and Staff Group Representatives*
8. That the Board of Trustees receive the report from the representative of the ASBA Zone 2/3 for information.
9. That the Board of Trustees receive the report from the representative of the ATA Local #28 for information.
10. *Business Arising from In Camera.*
11. That the Board of Trustees approve the sponsorship of one school council member per school, to a maximum of 15 to attend the Alberta School Councils virtual Conference & Annual General Meeting, April 23 - 25, 2021, and that the deadline for submission align with the ASCA Conference registration timeframe.
12. That the Board of Trustees approve the EIPS 2022-25 Three-Year Capital Plan as presented for the submission to Alberta Education.
13. That the Board of Trustees approve the borrowing resolution to meet expenditures during the fiscal year 2020-21.
14. That the Board of Trustees receive for information the report from the Student Expulsion Committee meeting held on Jan. 27, 2021.

15. That the Board of Trustees receive for information the report from the Policy Committee meeting held on Feb. 9, 2021.
16. That the Board of Trustees receive for information the report from the Advocacy Committee meeting held on Feb. 17, 2021.



BOARD MEETING MINUTES

January 21, 2021

The regular meeting of the Elk Island Public Schools Board of Trustees was held on Thursday, January 21, 2021, virtually via Zoom Cloud Meetings and Central Services, Sherwood Park, Alberta. The Board of Trustees meeting convened with Board Chair Trina Boymook calling the meeting to order at 9:01 a.m.

BOARD MEMBERS PRESENT

Via video conference:

T. Boymook, Board Chair
C. Holowaychuk, Vice-Chair
S. Gordon
A. Hubick
D. Irwin
J. Seutter
H. Stadnick
H. Wall

BOARD MEMBER ABSENT

R. Footz

ADMINISTRATION PRESENT

Via video conference:

M. Liguori, Superintendent
S. Stoddard, Associate Superintendent
B. Billey, Associate Superintendent
C. Cole, Secretary-Treasurer
L. McNabb, Director, Communication Services
C. Langford-Pickering, Executive Assistant/Recording Secretary

CALL TO ORDER

Meeting called to order at 9:01 a.m. with all trustees noted above in attendance.

IN CAMERA SESSION

001/2021 | Trustee Vice-Chair Holowaychuk moved: That the Board meet in camera (9:01 a.m.).

CARRIED UNANIMOUSLY

002/2021 | Trustee Wall moved: That the Board revert to regular session (10:23 a.m.).

CARRIED UNANIMOUSLY

The Board recessed at 10:23 a.m. and reconvened at 10:32 a.m. with all trustees noted above in attendance.

TREATY 6 ACKNOWLEDGMENT

Board Chair Boymook called the meeting to order and acknowledged with respect the history, spirituality, and culture and languages of the First Nations people with whom Treaty 6 was signed, the territory wherein EIPS resides. We acknowledge our responsibility as Treaty members. We also honour the heritage and gifts of the Métis people.

AGENDA

Board Chair Boymook called for additions or deletions to the Agenda. It was noted that Items 13 and 14 will be presented by Vice-Chair Holowaychuk on behalf Trustee Footz, Policy Committee Chair.

003/2021 | Trustee Wall moved: That the Agenda be adopted, as amended.

CARRIED UNANIMOUSLY

APPROVAL OF MINUTES

Board Chair Boymook called for confirmation of the Dec. 17, 2020 Board Meeting Minutes.

004/2021 | Trustee Hubick moved: That the Board of Trustees approve the Minutes of Dec. 17, 2020 Board Meeting, as circulated.

CARRIED UNANIMOUSLY

CHAIR REPORT

Board Chair Boymook presented the Chair's report.

005/2021 | Board Chair Boymook moved: That the Board of Trustees receive the Chair's report for information.

CARRIED UNANIMOUSLY

SUPERINTENDENT REPORT

Superintendent Liguori presented the Superintendent's report.

006/2021 | Trustee Irwin moved: That the Board of Trustees receive the Superintendent's report for information.

CARRIED UNANIMOUSLY

COMMENTS, PRESENTATIONS AND DELEGATIONS AT BOARD MEETINGS

No comments, presentations and delegations were presented.

Association and Local Reports

ATA LOCAL REPORT

Board Chair Boymook welcomed ATA representative D. Zielke. Representative Zielke presented the Local ATA report to the Board.

007/2021 | Trustee Irwin moved: That the Board of Trustees receive the report from the representative of the ATA Local #28 for information.

CARRIED UNANIMOUSLY

Business Arising from Previous Meeting

No business arising from the previous meeting.

New Business

BUSINESS ARISING FROM IN CAMERA

No business arising from in camera.

COVID-19 COST UPDATE AND RE-ALLOCATION OF FUNDS

Secretary-Treasurer Cole presented to the Board for approval a COVID-19 cost update and a recommendation for the re-allocation of funds.

008/2021 | Trustee Irwin moved: That the Board of Trustees approve the changes in budget estimates for COVID-19 costs and the requests for additional funding as outlined on Attachment 2.

CARRIED UNANIMOUSLY

SIGNING AUTHORITY MATRIX

Director Lewis presented to the Board for approval the recommendation to change the Signing Authority Matrix to provide clarity and reduce risk management.

009/2021 | Trustee Hubick moved: That the Board of Trustees approve the amendments to the Signing Authority Matrix, as presented.

CARRIED UNANIMOUSLY

2021-22 SCHOOL FEE PARAMETERS

Secretary-Treasurer Cole presented to the Board for approval the proposed 2021-22 School Fee Parameters.

010/2021 | Trustee Seutter moved: That the Board of Trustees approve the parameters for establishing 2021-22 school fees.

CARRIED UNANIMOUSLY

BOARD POLICY 7: BOARD OPERATIONS

Vice-Chair Holowaychuk presented to the Board for approval the amendments to Board Policy 7: Board Operations.

011/2021 | Trustee Wall moved: That the Board of Trustees approve the amendments to Board Policy 7: Board Operations, as presented.

CARRIED UNANIMOUSLY

BOARD POLICY 23: SCHOOL AND ADMINISTRATIVE FEES

Vice-Chair Holowaychuk presented to the Board for approval the amendments to Board Policy 23: School and Administrative Fees.

012/2021 | Trustee Irwin moved: That the Board of Trustees approve the amendments to Board Policy 23: School and Administrative Fees, as presented.

CARRIED UNANIMOUSLY

Committee Reports

ADVOCACY COMMITTEE

Board Chair Boymook presented to the Board a report from the Advocacy Committee meeting held on Dec. 17, 2020, for information.

013/2021 | Board Chair Boymook moved: That the Board of Trustees receive for information the report from the Advocacy Committee meeting held on Dec. 17, 2020.

CARRIED UNANIMOUSLY

Reports for Information

SCHOOL STATUS REPORT

Superintendent Liguori presented to the Board the 2019-20 School Status report for information.

014/2021 | Trustee Gordon moved: That the Board of Trustees receive for information the School Status Report for 2019-20.

CARRIED UNANIMOUSLY

INTERIM SCHOOL FEE APPROVAL REPORT

Secretary-Treasurer Cole presented to the Board the Interim School Fee Approval Report for the period Sept. 1 to Dec. 31, 2020, for information.

015/2021 | Trustee Wall moved: That the Board of Trustees receive for information the summary of fee changes for the 2020-21 school year, for the period Sept. 1, 2020 to Dec. 31, 2020.

CARRIED UNANIMOUSLY

Trustees' Report, Notices of Motion and Request for Information

Reports by trustees were presented.

ADJOURNMENT

Board Chair Boymook declared the meeting adjourned at 2:09 p.m.

Trina Boymook, Board Chair

Mark Liguori, Superintendent



RECOMMENDATION REPORT

Page 1 of 2

DATE: Feb. 18, 2021

TO: Board of Trustees

FROM: Trina Boymook, Board Chair

SUBJECT: 2021 Alberta School Councils Association Conference & AGM Registration Sponsorship

ORIGINATOR: Board of Trustees

RESOURCE STAFF: Trina Boymook, Board Chair
Carol Langford-Pickering, Executive Assistant

REFERENCE: Board Policy 2: Role of the Board

EIPS PRIORITY: Enhance public education through effective engagement.

EIPS GOAL: Parent Engagement

EIPS OUTCOME: Student learning is supported and enhanced by providing meaningful opportunities for parents to be involved in their child's education.

RECOMMENDATION:

That the Board of Trustees approve the sponsorship of one school council member per school, to a maximum of 15 to attend the Alberta School Councils virtual Conference & Annual General Meeting, April 23 – 25, 2021, and that the deadline for submission align with the ASCA Conference registration period.

BACKGROUND:

The Alberta School Councils Conference and Annual General Meeting is an annual event which provides development sessions, information sharing and resources for the school community.

Annually the Board determines whether support can be provided for one school council member, per school, to attend the Alberta School Councils' Association (ASCA) Annual Conference and Annual General Meeting.

CURRENT INFORMATION OR KEY POINTS:

The 2021 event will be offered online, utilizing Zoom video conferencing and the EventMobi web platform (desktop and mobile applications). The online event is presented over three days, starting Friday, April 23 at 12 noon and ending Sunday, April 25, at 4 p.m.

The virtual event theme will consider "School Council: Leading with Purpose", promoting the work of school council in the school community to benefit student success. Attendance of school council members at the conference continues to be proven valuable and has increased School Council effectiveness.



RECOMMENDATION REPORT

Online registration opens at noon on Feb. 15, 2021.

COMMUNICATION PLAN:

If approved, information will be shared with COSC members to disseminate to school council members.

ATTACHMENT(S):

1. [ASCA 2021 Virtual Annual Conference and General Meeting Brochure](#)
2. [ASCA Event Fees and Schedule](#)

:clp

The Alberta School Councils' Association (ASCA) is pleased to present the 2021 annual conference and general meeting ONLINE, utilizing Zoom video conferencing and the EventMobi web platform (*desktop and mobile applications*).

Suitable for desktop, laptops, tablets, and smart phones, participants can join from a PC, Mac, iOS or Android device.

The 2021 virtual event will consider “School Council: Leading with Purpose”, promoting the work of school council in the school community to benefit student success.

Providing development sessions, information sharing and resources for the school community, the event offers opportunity to engage in provincial education and network with others on school council.



Hosting up to 500, attendees include parents, community members, students, teachers, principals, superintendents, and school board trustees, as well as government and organizations in education.

The online event is presented over three days, starting Friday at 12 noon until 5 pm, Saturday 8:45 am to 5:15 pm, and Sunday 8 am to 4 pm.

Over 30 breakout sessions, keynotes and plenary presentations are scheduled, prior to the business meeting day and election of the ASCA Board of Directors.

The EventMobi web platform provides an engaging, interactive online experience, offering attendees networking and communication features with Direct Messaging, 1:1 Video Meetings, Group Discussions, in-session Chat, Q&A, live polling, photo sharing, and game point challenges.

Two 2-hour pre-conference session workshops are offered on Friday morning at 9:30 am.

Three post-conference sessions are scheduled for Saturday evening at 6:30 pm to 8:00 pm.

A virtual Trade Show is included, exhibiting over 40 vendors with products, services and resources relevant to schools, communities and fundraising associations.

A variety of PRIZES are available to be won, by visiting the Trade Show, entering draws, challenges and contest activities!

Online registration opens at noon on February 15, 2021. Visit www.albertaschoolcouncils.ca



Alberta School Councils 2021 VIRTUAL Conference & Annual General Meeting (AGM)

Friday April 23 • Saturday April 24 • Sunday April 25

Event Schedule at a Glance



Event Registration Fees

Friday April 23

9:30 am - 11:30 am	Pre-conference Sessions
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Conference

12:00 pm	Opening, Partner Greetings
12:30 pm	Education Ministry Address
1:00 pm – 2:30 pm	Trade Show & Prize Draws
2:30 pm - 3:30 pm	Breakout Sessions
3:45 pm - 5:00 pm	Conversation Exchange

Saturday April 24

Conference

8:45 am	Welcome, Elder Blessing
9:00 am - 10:00 am	Breakout Sessions
10:15 am	Keynote Speaker
11:00 am	Trade Show & Prize Draws
11:45 am - 12:30 pm	Lunch Break
12:30 pm – 1:15 pm	Plenary Presentation
1:30 pm - 2:30 pm	Breakout Sessions
2:30 pm – 3:15 pm	Trade Show & Prize Draws
3:15 pm - 4:15 pm	Breakout Sessions
4:30 pm - 5:15 pm	Plenary and Closing

6:30 – 8:00 pm	Post-conference Sessions
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Sunday April 25

Annual General Meeting

8:00 am - 9:00 am	Opening, Candidate Speeches
9:00 am - 12:00 pm	Business Meeting
12:00 pm - 12:45 pm	Lunch Break
12:45 pm - 4:00 pm	Meeting, Board Elections

**NOTE - schedule may be subject to change.*

Registration Fees

\$60 Members	Pre-conference Sessions
\$75 Non-members	April 23 9:30 - 11:30 am

\$95 Parents on ASCA Member School Councils	Conference Friday April 23 12:00 pm – 5:00 pm & Saturday April 24 8:45 am – 5:15 pm
\$195 Division Administration and School Board Trustees sponsoring ASCA membership	
\$250 Non-members	

\$0 no charge for Conference or AGM Registrants	Post-conference Sessions April 24 6:30 – 8:00 pm
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\$25 ASCA School Council Members	Annual General Meeting Sunday April 25 8:00 am – 4:00 pm
\$0 for 1 parent voting delegate*	<i>Each ASCA Member School Council carries ONE vote at the AGM.</i>
\$50 District member sponsored Reps	<i>There is no limit on how many parents from a Member School Council can attend.</i>
\$85 Non-members	<i>* There is no charge for the (1) designated (Credentialed) voting parent delegate</i>

**Registration deadline is 5 pm
on Friday, April 16, 2021.**



RECOMMENDATION REPORT

Page 1 of 2

DATE: Feb. 18, 2021

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: 2022-25 Three-Year Capital Plan

ORIGINATOR: Calvin Wait, Director Facility Services

RESOURCE STAFF: Brent Dragon, Planner, Facility Services
Robert Derech, Assistant Director, Facility Services

REFERENCE: Alberta School Capital Manual: 2015
Administrative Procedure 540: Planning for School Facilities

EIPS PRIORITY: Enhance high-quality learning and working environments.

EIPS GOAL: Quality Infrastructure for all.

EIPS OUTCOME: Student learning is supported through the use of effective planning, management and investment in Division infrastructure.

RECOMMENDATION:

That the Board of Trustees approve the 2022-25 Three-Year Capital Plan as presented for submission to Alberta Education.

BACKGROUND:

Each year, the Government of Alberta requires school boards to assess their school capital needs and prioritize proposed projects based on the health and safety of existing school facilities, enrolment pressures and modernization needs. These projects are identified in a Three-Year Capital Plan as a single aggregated list. Once complete, Board of Trustees then approve the Division's Three-Year Capital Plan and submit it to Alberta Education for funding consideration.

The projects requested—new and replacement schools, modernizations and additions—are examined, and the province determines the most pressing needs as identified by all school divisions. Alberta Education then prioritizes these project requests by considering the school board's priorities and determining whether the priorities fall within the three pillars of the province's capital plan: key social programs and services that Albertans rely on, encouraging economic development in communities and protecting the environment.

The fiscal year for capital plans is April 1 to March 31. As such, the Three-Year Capital Plan is submitted every year by April 1—the year before the new plan starts.



RECOMMENDATION REPORT

COMMUNICATION PLAN:

The following communication will occur if and when the Board approves the recommendation:

1. A complete capital plan submission will be provided to Alberta Education.
2. If or when funding is received by Alberta Education for a capital project(s), EIPS will develop a communication plan.

ATTACHMENT(S):

1. 2022-25 Three-Year Capital Plan

CC:



DRAFT
2022-25 Three-Year Capital Plan

Feb. 18, 2021

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1.0 Introduction

Elk Island Public Schools' (EIPS) 2022-25 Three-Year Capital Plan identifies the Division's highest capital priorities for two project categories:

- New School Construction and Replacement; and
- School Building Modernization and Major Additions.

The 2022-25 Three-Year Capital Plan priorities are updated to reflect new information and incorporate the outcomes of the 2020-21 Sherwood Park value scoping session that took place in Fall 2020. Over the last three provincial budgets, EIPS had no capital priorities funded. However, EIPS has completed two value scoping sessions since 2018. The first value scoping session was completed in October 2018. The session addressed enrolment pressures and facility conditions within the City of Fort Saskatchewan. The second value scoping session was completed in September 2020. It addressed the infrastructure needs at Sherwood Heights Junior High and the other Sherwood Park schools identified in the 2020-23 Three-Year Capital Plan.

As the sixth-largest school division in Alberta, EIPS serves close to 17,000 students in pre-kindergarten to Grade 12—down by 431 since 2019. The 43 schools operated by the Division are dispersed between rural and urban settings and divided into five sectors to better understand trends, opportunities and challenges. The five sectors include:

- Sector 1 – Sherwood Park
- Sector 2 – Strathcona County
- Sector 3 – Fort Saskatchewan
- Sector 4 – Lamont County
- Sector 5 – County of Minburn

EIPS is tasked with providing high-quality educational programming and flexible learning environments to residents across all sectors. The Three-Year Capital Plan helps identify the school-facility needs in each community served by analyzing historic student-enrolment data, enrolment projections, trends and the condition of existing capital assets.

In general, the uncertainty of access to capital funding creates challenges in prioritizing projects for both project categories. However, the 2020 provincial budget's Capital Plan provides some assurance the government will continue to fund capital projects. However, individual projects and timelines remain uncertain.

2.0 Status of Current Capital Plan

The last time the province announced funding for an EIPS capital project was in March 2017. However, Alberta Education has supported EIPS by funding two value scoping sessions. EIPS is also working with the City of Fort Saskatchewan and Strathcona County to support its application for planning funds to complete a series of technical studies as part of Alberta Education's gated approval process.

3.0 Status of Current Capital Projects

3.1 Sherwood Park – Heritage Hills Elementary replacement school

Heritage Hills Elementary replaced Wye Elementary. The school was relocated to the Heritage Hills area of Sherwood Park and opened to students in September 2020. Heritage Hills is a K-6 school capable of accommodating 650 students. The total construction cost was approximately \$20 million.

3.2 Sherwood Park – Davidson Creek Elementary

Davidson Creek Elementary is a new K-6 school that opened in September 2018. The school has a student capacity of 600 and serves a portion of the urban service area in Sherwood Park.

3.3 Strathcona County – Ardrossan Elementary

The Ardrossan Elementary replacement school opened to students in September 2018. The school has a student capacity of 650 and is expandable to 700. The school was constructed beside the old Ardrossan Elementary school, which was demolished, and the land reclaimed as a landscape area.

3.4 Fort Saskatchewan – SouthPointe School

SouthPointe School celebrated a successful grand opening in September 2017. The opening marked the arrival of the first new school in Fort Saskatchewan in 35 years. SouthPointe opened with a student capacity of 556 and is expandable to 800. In 2019, the Division utilized reserves to relocate three modular classrooms to the school from Mundare School. In 2020, another modular classroom was relocated to the school from Wye Elementary. The Division also worked collaboratively with Alberta Education to develop its 2021-22 Modular Classroom Plan, which outlines the Division's modular classroom requirements.

4.0 Desired Outcomes for the 2022-25 Three-Year Capital Plan

The 2022-25 Three-Year Capital Plan identifies priorities for improving learning environments, responding to community needs, addressing deferred maintenance and sizing Division space to meet short-term and long-term needs efficiently. The desired outcomes of the Three-Year Capital Plan include:

- Ensure the Division has sufficient infrastructure to offer high-quality learning environments for all students that are geographically located to serve regional demographics.
- Support asset-management plans for all buildings.
- Ensure sufficient space is available for partnerships and community supports.
- Be consistent with a sustainable transportation system designed to serve the Division's needs.
- Demonstrate commitment to the upkeep and infrastructure maintenance needs beyond 2025.
- Support financial efficiencies to ensure Division funds are directed to areas that provide benefits for the most students.

Consistent application of the Guiding Principles within the Three-Year Capital Plan helps build confidence and trust with stakeholders involved in the Division's long-range planning (see pg. 5, "Section 5.0: Guiding Principles"). Government stakeholders and the public will see the Division's infrastructure ensures high-quality learning opportunities and supports for all students, is responsive to community needs and enables the realization of the Division's vision and mission. The Division will ensure opportunities for ongoing engagement with partners, community members, municipalities and provincial ministries to implement the identified priorities.

5.0 Guiding Principles

The priorities identified in this capital plan combine best practices and planning principles with EIPS' administrative procedures. The objective is to ensure fair and equitable access to programs and facilities for students across the Division. In keeping with EIPS priorities, the guiding principles of this capital plan support a model of evidence-based, decision-making to provide clear, co-ordinated and consistent recommendations, which are as follows:

5.1 Alignment with EIPS Priorities

Priority 1: Promote growth and success for all students.

Goal 3: Success for every student.

Outcome: More students are engaged in school and achieve student-learning outcomes.

The Three-Year Capital Plan aims at ensuring the long-term viability of capital assets within the Division. By providing the right spaces in the correct areas, EIPS can tailor programming to students' needs. The results are schools that keep students engaged and supported throughout their time at EIPS while also setting the stage for a lifelong passion for learning.

Priority 2: Enhance high-quality learning and working environments.

Goal 2: Quality infrastructure for all.

Outcome: Student learning is supported through the use of effective planning, management and investment in Division infrastructure.

The Three-Year Capital Plan rationalizes decisions that affect a large portion of central Alberta's population. These decisions are made through careful consideration of several variables. The results ultimately lead to facilities that support student learning and serve the needs of their respective communities.

Priority 3: Enhance public education through effective engagement.

Goal 1: Parent engagement.

Outcome: Student learning is supported and enhanced by providing meaningful opportunities for parents to be involved in their child's education.

The Three-Year Capital Plan is developed by analyzing data, shared and refined by senior administration and presented to the Board of Trustees. Decisions that impact program delivery are shared with families and community stakeholders for input. Engaging stakeholders and communicating goals and objectives are key parts of arriving at well-considered decisions.

Priority 3: Enhance public education through effective engagement.

Goal 2: Engaged and effective governance.

Outcome: The Division is committed to engagement and advocacy to enhance public education.

The Three-Year Capital Plan provides an opportunity to advocate for potential partnerships with the broader community. The ministries of Education and Infrastructure and EIPS believe schools serve as important hubs within communities. As such, EIPS is encouraged to identify potential partnerships with local jurisdictions that mutually benefit both the students and broader community.

5.2 Student Accommodation Principles

- Provide fair and equitable access to facilities for all students.
 - In sectors with surplus student space, the Division’s capital priorities focus on the management of student space at individual schools through the addition, or removal, of modular classroom space and the modernization or replacement of facilities.
 - In accordance with provincial guidelines, the Division considers replacement school requests when the modernization costs exceed 75 per cent of the replacement cost.
 - The Division considers all surplus core student space for potential use by program reconfigurations, partners and tenants.
 - The Division makes an effort to fill surplus space with uses that are “exempt” to improve a school’s utilization and provide value to the community — for example, not-for-profit leases, such as child care and administrative uses.

- Division capital priorities include the ongoing modernization of all facilities to ensure matters of education, health and safety are addressed.
 - Modernization is intended to prolong the life of the facility through the replacement of major components. In general, any situation that poses a risk to life, health and safety is a top priority.
 - Modernization is intended to preserve and improve the quality of the learning environment and prolong the facility’s life.

- In sectors where there are new or developing communities without a local school, or in communities where enrolment exceeds space within the designated school, Division capital priorities focus on the deployment of modular classrooms to the designated receiving school(s) or the construction of a new school(s) to serve the additional enrolment pressure.
 - The decision to construct a new school takes into account whether or not the existing building can adequately support the placement of additional modular units. In some cases, additional modular classrooms cannot be added to a school because of code requirements, occupancy loads or site limitations.
 - The construction of an additional new school supports equity of access to quality learning environments for all students.
 - Division capital priorities for new school construction supports the efficient use of student space and resources.

- Provide fair and equitable access to program choices for all students.
 - Programming aligns with enrolment demand and where students reside.
 - Programming supports the effective and efficient use of student space.
 - Programming supports the effective and efficient use of Student Transportation resources.

- Commit to clear, co-ordinated and consistent decision-making that is transparent.
 - Make planning recommendations by consulting with appropriate senior staff and administrations—and further refined and communicated through public engagement.
 - Review of municipal documents from Strathcona County, the City of Fort Saskatchewan, Lamont County, the County of Minburn and other school boards about proposed plans, where appropriate. Additional consultations occur as needed.

- Be fiscally and environmentally conscious and responsible.
 - Funding efficiency and responsibility is a pillar of all planning decisions.
 - Where possible, planning decisions incorporate environmental consequences regarding transportation, facility condition and new facility location.

5.3 New School and Replacement School Construction

New school priorities are based on an analysis of student growth both as a Division overall and individually by sector (see, “Appendix 1: Creating Your Three-Year Capital Plan” and “Appendix 2: School Capital Planning Manual”). Replacement priorities are based on the criteria used for new school construction. Where appropriate, EIPS conducted value scoping sessions to identify solutions offering the greatest benefit while also balancing multiple stakeholders’ objectives.

5.4 School Building Modernizations and Major Additions

Major modernizations are prioritized using the following variables: facility condition, student enrolment, school-building utilization, and modernization and school-building age. Each category is ranked to provide an overall score (see, “Appendix 1: Creating Your Three-Year Capital Plan”).

6.0 Sector Profiles

Elk Island Public Schools Boundary by Sectors

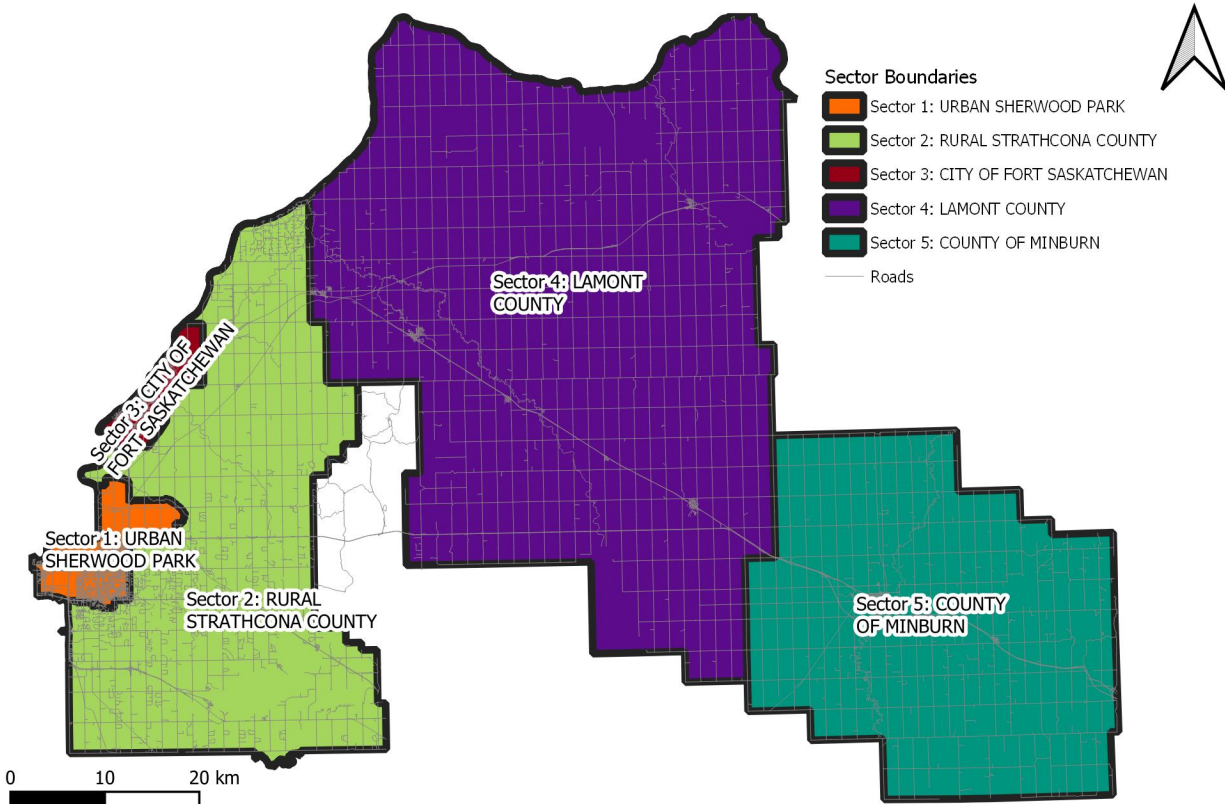


Figure 1 provides an overview of the five sectors that make up EIPS' geographic boundary.

EIPS comprises of five sectors: Sector 1, Sherwood Park; Sector 2, Strathcona County; Sector 3, Fort Saskatchewan; Sector 4, Lamont County; and Sector 5, the County of Minburn. Sector 5 accounts for the western portion of the County of Minburn.

For each sector, details are provided about the most recent census information. Where available, municipal census information is used. Details regarding major residential developments were reviewed for each sector, followed by a ten-year pre-kindergarten to Grade 12 enrolment projection for each sector—Strathcona Christian Elementary and Strathcona Christian Academy Secondary are not included in the enrolment projections.

To better understand student choice, EIPS compared the number of students who reside and attend school in each sector with the available kindergarten to Grade 12 capacity. Residency captures the number of pre-kindergarten to Grade 12 students who reside within the sector boundary. Meanwhile, enrolment captures the number of pre-kindergarten to Grade 12 students who choose to attend schools within the sector. The capacity reflects the total available capacity of schools within the sector. Overall, there are many reasons a student may choose to attend a school outside their sector of residence, such as alternative programs, parental choice or designations. However, when reviewing residency and enrolment concerning available capacity, areas of underuse become apparent.

6.1 Sector 1 – Sherwood Park

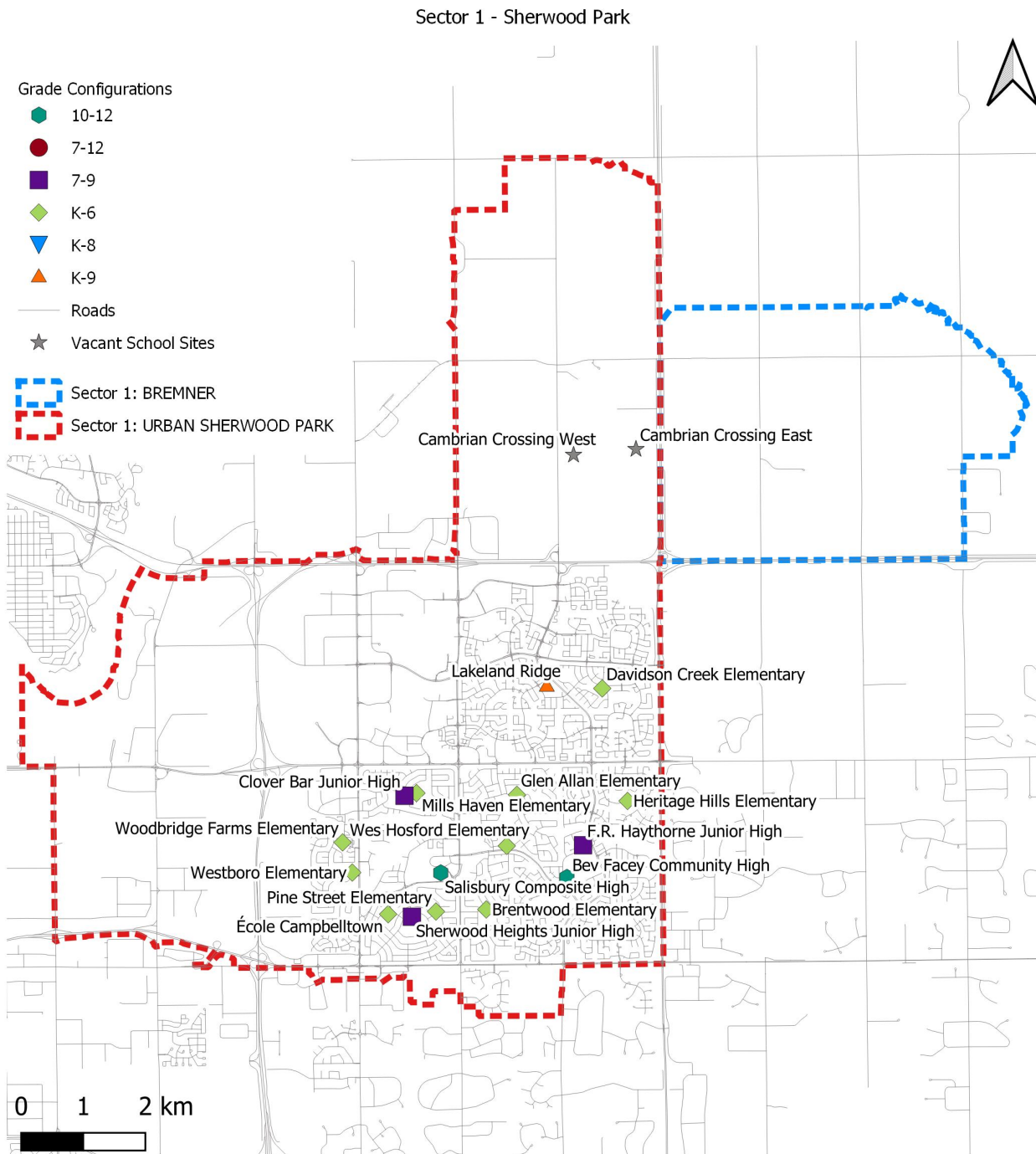


Figure 2 illustrates Sector 1's boundary in red, which corresponds to the urban service area of Sherwood Park. The Bremner area is identified in blue. Within the urban service area, all EIPS traditional program schools are identified by grade range. Vacant school sites are identified for the Cambrian Crossing growth area.

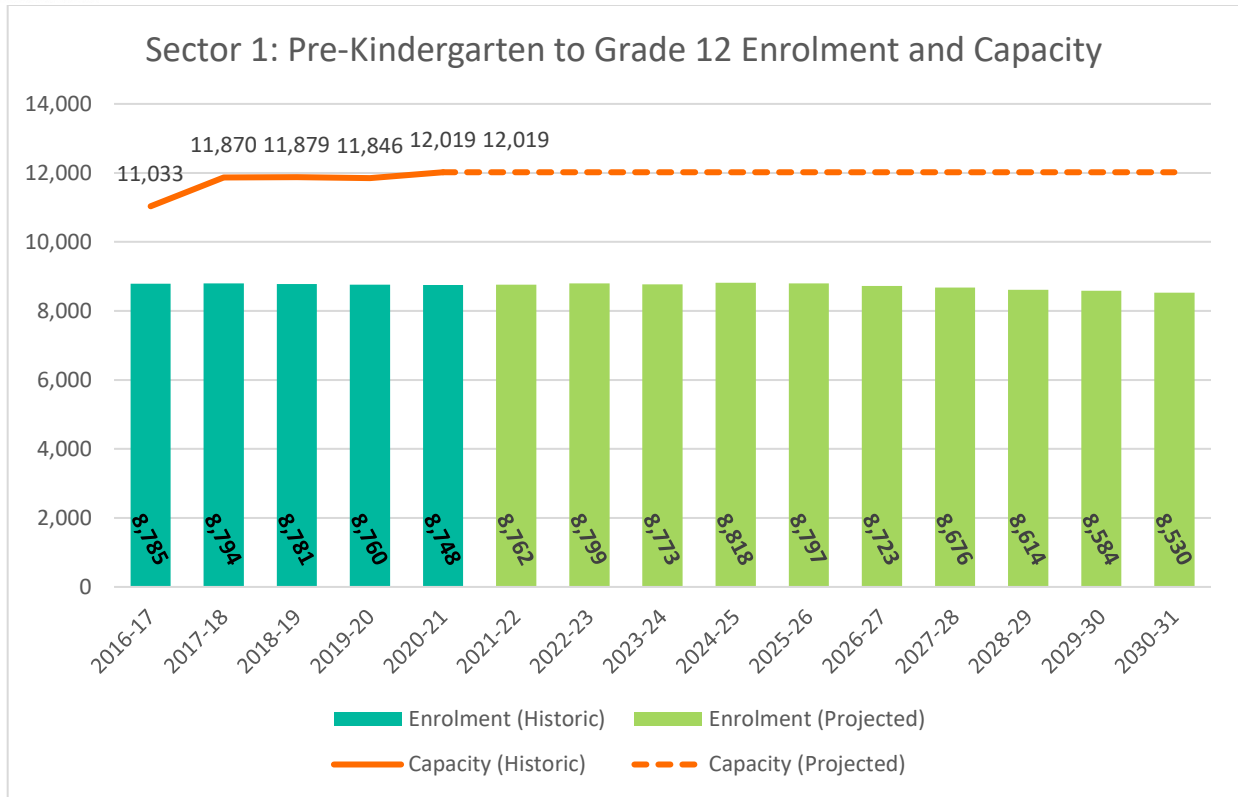


Figure 3 illustrates the current trend of pre-kindergarten to Grade 12 students in regular, alternative and special education programs. NOTE: Strathcona Christian Academy Elementary and Strathcona Christian Academy Secondary are not included in the above enrolment projection.

Sector 1’s kindergarten to Grade 12 enrolment is anticipated to experience a slight enrolment decline between 2021-22 and 2030-31. Several growth areas are expected to begin developing over the next decade, including Bremner, Cambrian Crossing and Hillshire. These developments are considered when developing the enrolment projection outline in Figure 3. Based on recent conversations with Strathcona County and the community landowners, EIPS anticipates Sector 1’s enrolment to decline—primarily because of declining student population within older Sherwood Park communities. Meanwhile, EIPS anticipates, the available capacity in Sector 1 for pre-kindergarten to Grade 12 will increase by 218—to 3,489 student spaces by 2030-31 from 3,271 student spaces in 2020-21.

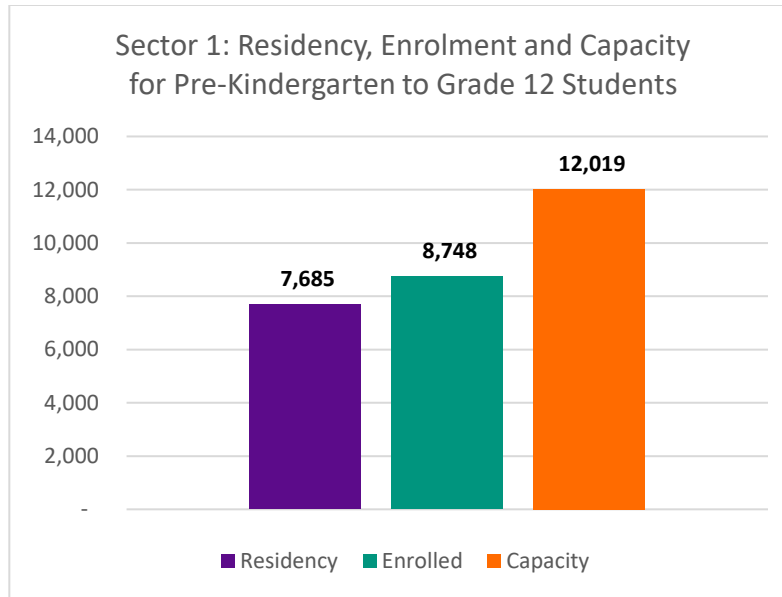


Figure 4 describes the current number of kindergarten to Grade 12 students residing in Sector 1, who are enrolled in Sector 1 schools, and the total available capacity of Sector 1 schools. The above enrolment is based on Sept. 30, 2020. NOTE: Strathcona Christian Academy Elementary and Strathcona Christian Academy Secondary are not included in the above analysis.

There are 7,685 students in kindergarten to Grade 12 who reside in Sector 1. The combined total enrolment of Sector 1 schools is 8,748—meaning more students chose to attend programming in Sector 1 than reside within the sector. There are many reasons students choose to attend a school in a different sector than where they reside, including designation, availability of alternative programs and parental choice. Currently, the sector has 3,271 surplus student spaces in pre-kindergarten to Grade 12.

6.2 Sector 2 – Strathcona County

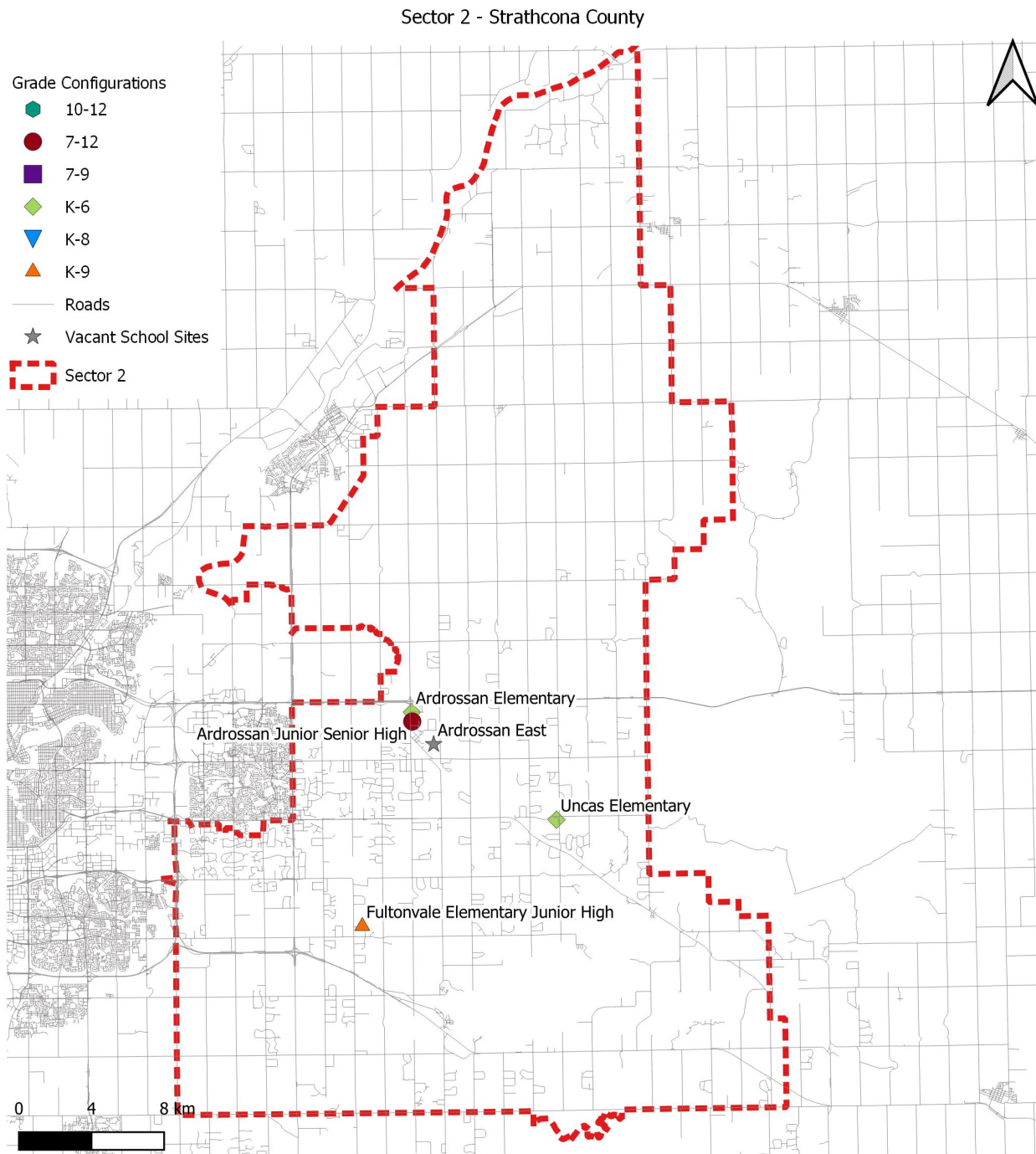


Figure 5 illustrates Sector 2's boundary in red, which corresponds to the rural area of Strathcona County, including the county residential areas. Within the rural portion of Strathcona County, all EIPS traditional program schools are identified by grade range. The vacant school site is identified for the Ardrossan East growth area.

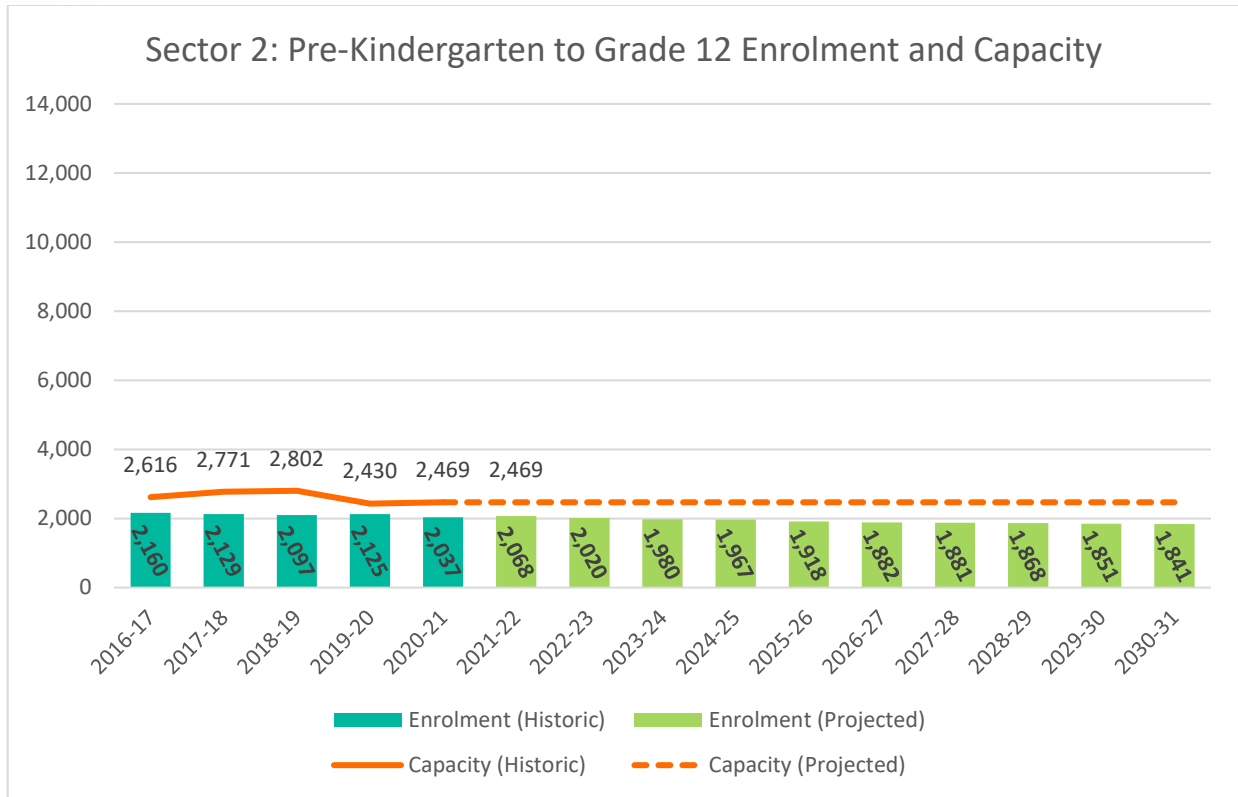


Figure 6 illustrates the current trend of pre-kindergarten to Grade 12 students in regular, alternative and special education programs. The vertical axis scale is maintained from Sector 1 across all other sectors to assist in illustrating the relative enrolment and capacity.

Sector 2’s pre-kindergarten to Grade 12 enrolment is anticipated to experience a short-term enrolment increase followed by a moderate enrolment decline between 2022-23 and 2030-31. The growth area of Ardrossan East is anticipated to begin developing within the next three years. However, EIPS expects Sector 2’s enrolment to decline—primarily because of declining student population in older areas. Meanwhile, under current conditions, the Division anticipates the sector’s available pre-kindergarten to Grade 12 capacity to increase by 196—to 628 student spaces by 2030-31 from 432 student spaces in 2020-21.

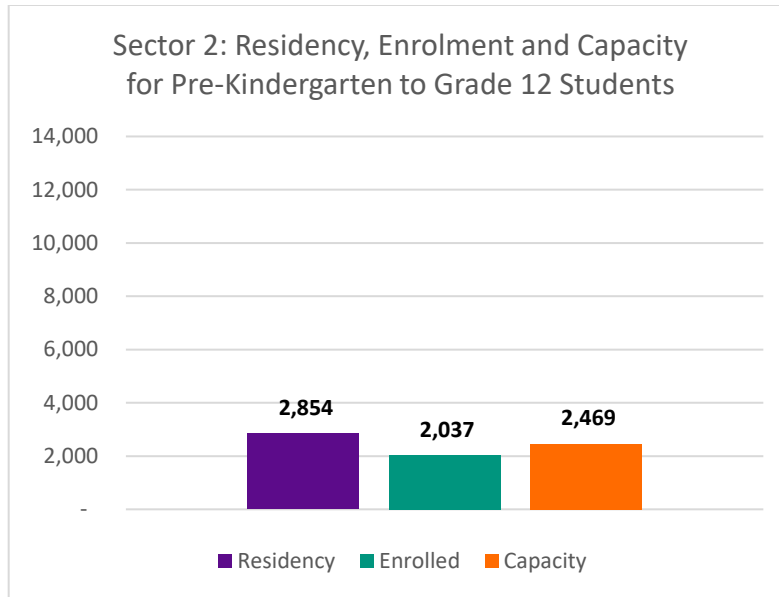


Figure 7 describes the current number of pre-kindergarten to Grade 12 students residing in Sector 2, who are enrolled in Sector 2 schools and the total available capacity of Sector 2 schools.

Figure 7 illustrates 2,854 students in pre-kindergarten to Grade 12 residing in Sector 2, as of Sept. 30, 2020. A total of 2,037 students were enrolled in Sector 2 schools on the same date—meaning some students chose to leave Sector 2 to receive educational programming in another sector—likely for alternative programming. That said, there are other reasons students may decide to attend a school in a different sector than where they reside, including designation, alternative programs and parental choice. Furthermore, if all pre-kindergarten to Grade 12 students were designated to attend a Sector 2 school, and choose to attend a school within the sector, the Division would require an additional 385 student spaces.

6.3 Sector 3 – Fort Saskatchewan

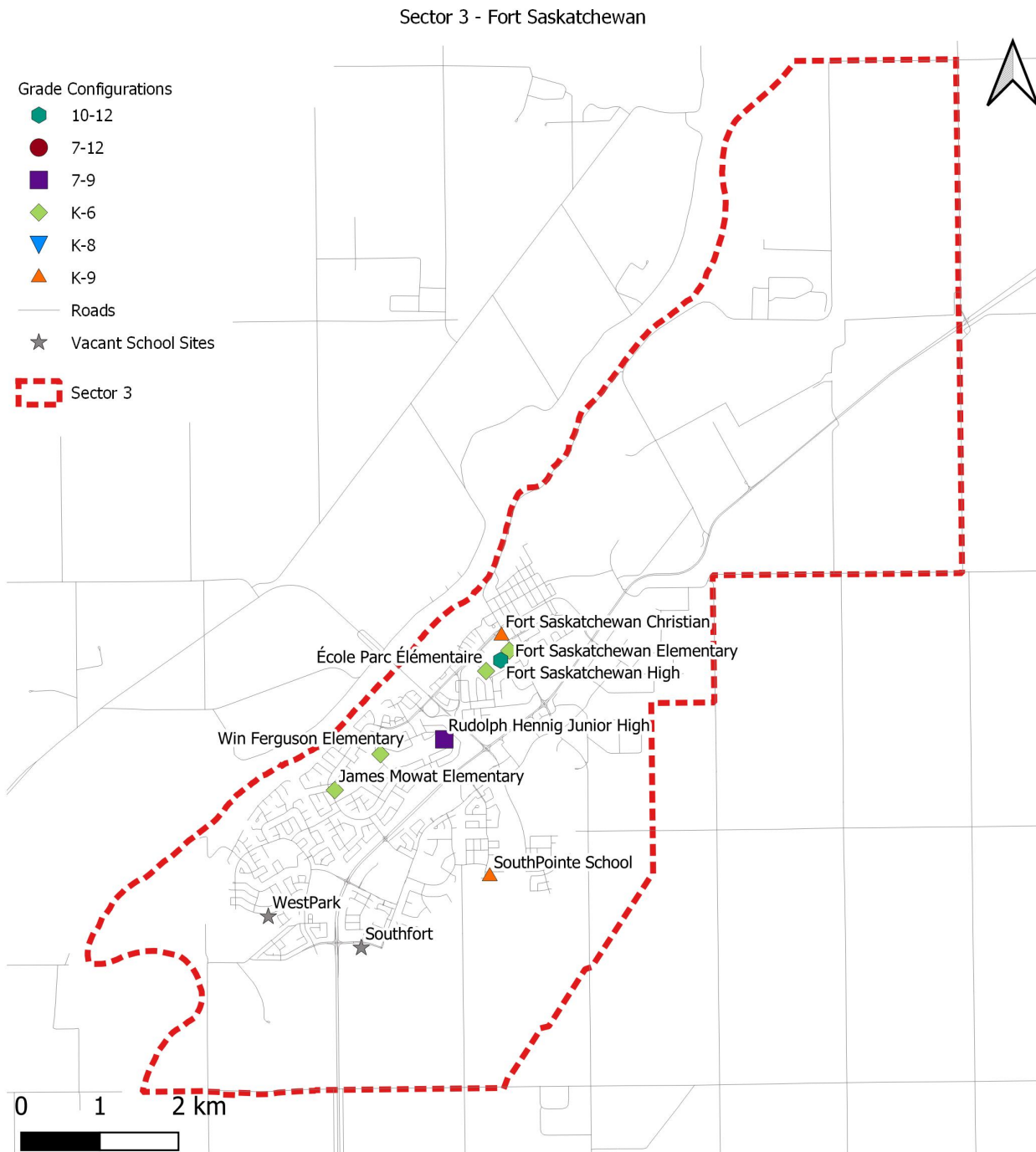


Figure 8 illustrates Sector 3's geographic boundary in red, which corresponds to the municipal boundary of the City of Fort Saskatchewan. Sector 3 is updated to reflect the lands annexed from Strathcona County (see Appendix 3). All EIPS traditional program schools are identified by grade range. Fort Saskatchewan Christian is included in the following analysis because the facility is owned and operated by EIPS. Vacant school sites are identified for WestPark and Southfort growth areas.

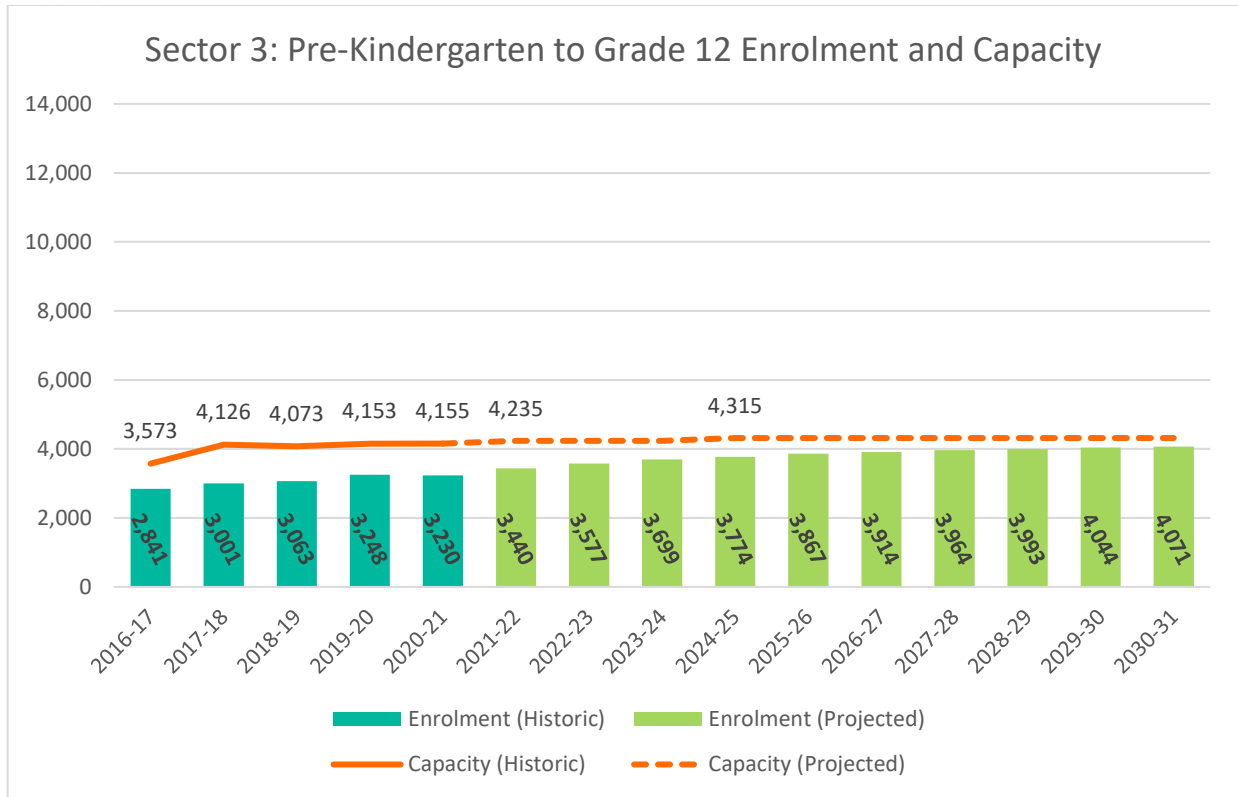


Figure 9 illustrates the current trend of pre-kindergarten to Grade 12 students in regular, alternative and special education programs. The vertical axis scale is maintained from Sector 1 across all other sectors to assist in illustrating the relative enrolment and capacity.

Sector 3’s pre-kindergarten to Grade 12 enrolment is anticipated to increase by 841 students—to 4,071 in 2030-31 from 3,230 in 2020-21 (see Figure 9). The above enrolment graph includes additional capacity that can be added to SouthPointe School. Recent conversations indicate EIPS may see four modular classrooms approved for relocation to SouthPointe School for the 2021-22 school year. The school requires an additional four modular classrooms by 2024-25—without it, the school is expected to exceed a utilization rate 101 per cent. As well, without the additional modular classrooms, the entire sector will only have 84 student spaces available across pre-kindergarten to Grade 12 by 2030-31. If the modular classrooms are provided, EIPS projects to maintain 244 student spaces. It is important to note, the lands annexation from Strathcona County are intended for future residential development. A year over year review of the Division’s ten-year enrolment projections continues to project growth in Sector 3. Current conditions have adjusted the enrolment projections to be less positive than previous years. However, the growth areas of Sector 3 are approved and serviced.

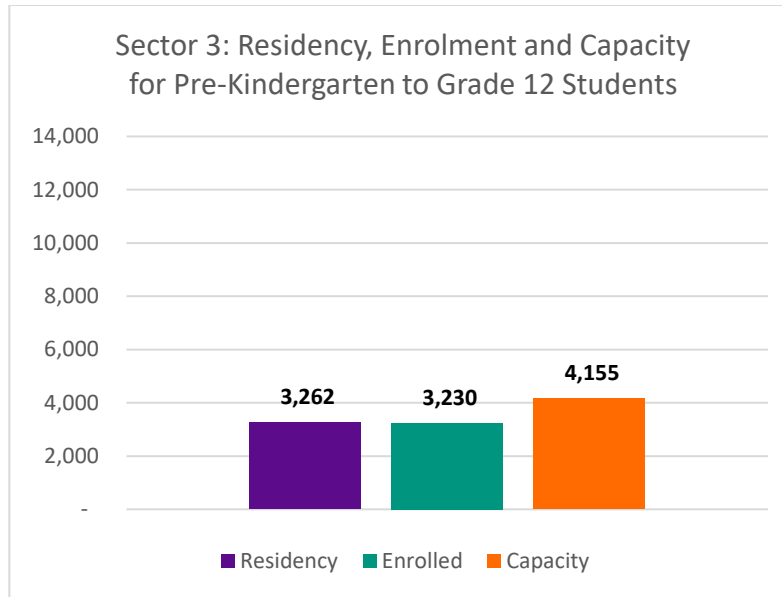


Figure 10 describes the current number of pre-kindergarten to Grade 12 students residing in Sector 3, who are enrolled in Sector 3 schools and the total available capacity of Sector 3 schools. Fort Saskatchewan Christian students are included in this analysis.

Figure 10 illustrates there are 3,262 students in pre-kindergarten to Grade 12 residing in Sector 3, as of Sept. 30, 2020. A total of 3,230 students are enrolled in Sector 3 schools on the same date, meaning some students travel out of Sector 3 for educational programming—likely for alternative programming. In previous years, Sector 3 had more students enrolled than residing within the boundary. There are several reasons students may attend a school in a different sector than where they reside, including designation, alternative programs and parental choice. Currently, only 893 student spaces are available in Sector 3. However, as illustrated in Figure 9, enrolment in the sector is projected to increase at a steady rate.

6.4 Sector 4 – Lamont County

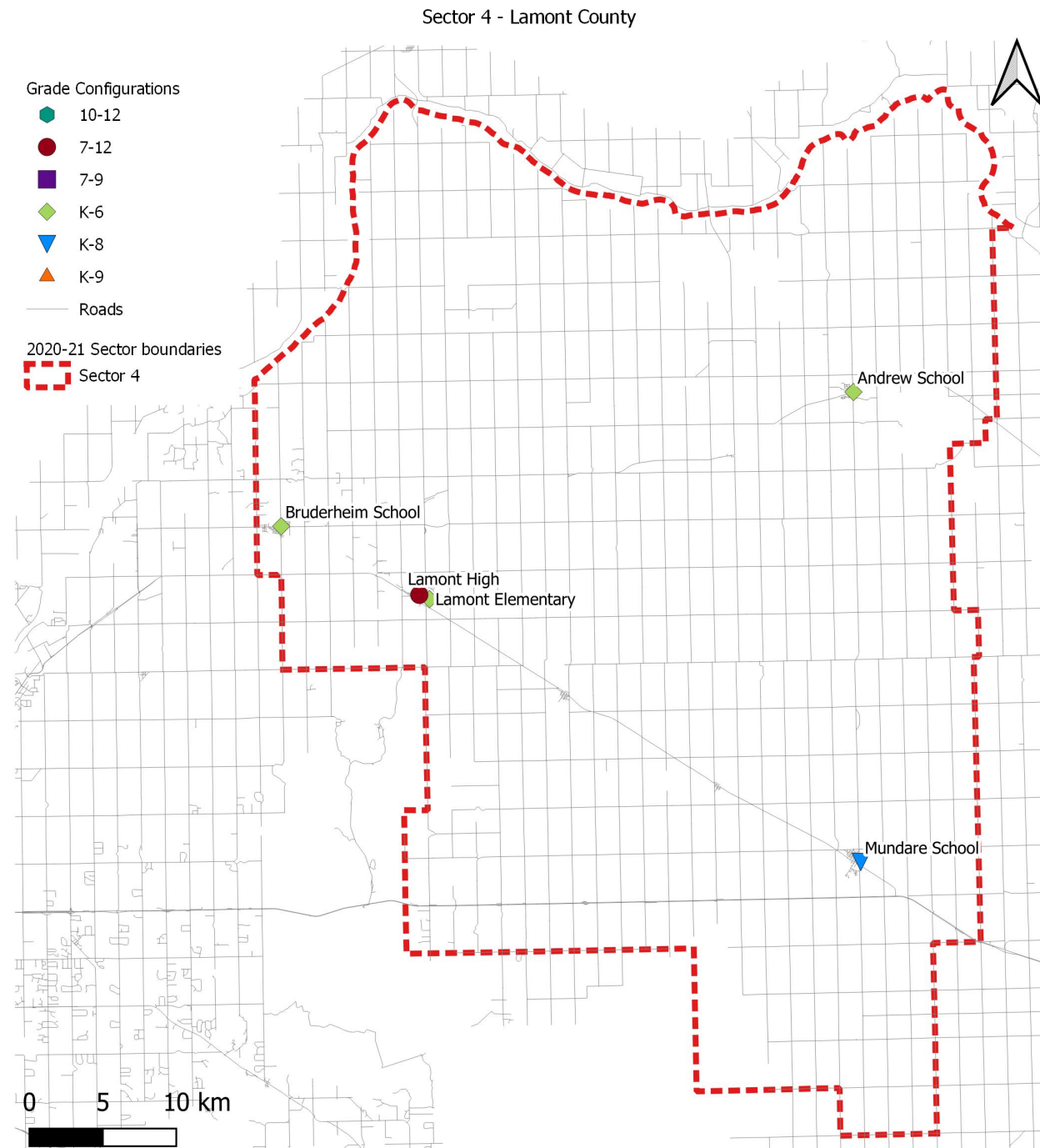


Figure 11 illustrates Sector 4's geographic boundary in red, which corresponds to the municipal boundary of Lamont County. The municipalities of the Village of Andrew, the Town of Bruderheim, the Village of Chipman, the Town of Lamont, and the Town of Mundare are included as part of Sector 4. All EIPS traditional program schools are identified by grade range.

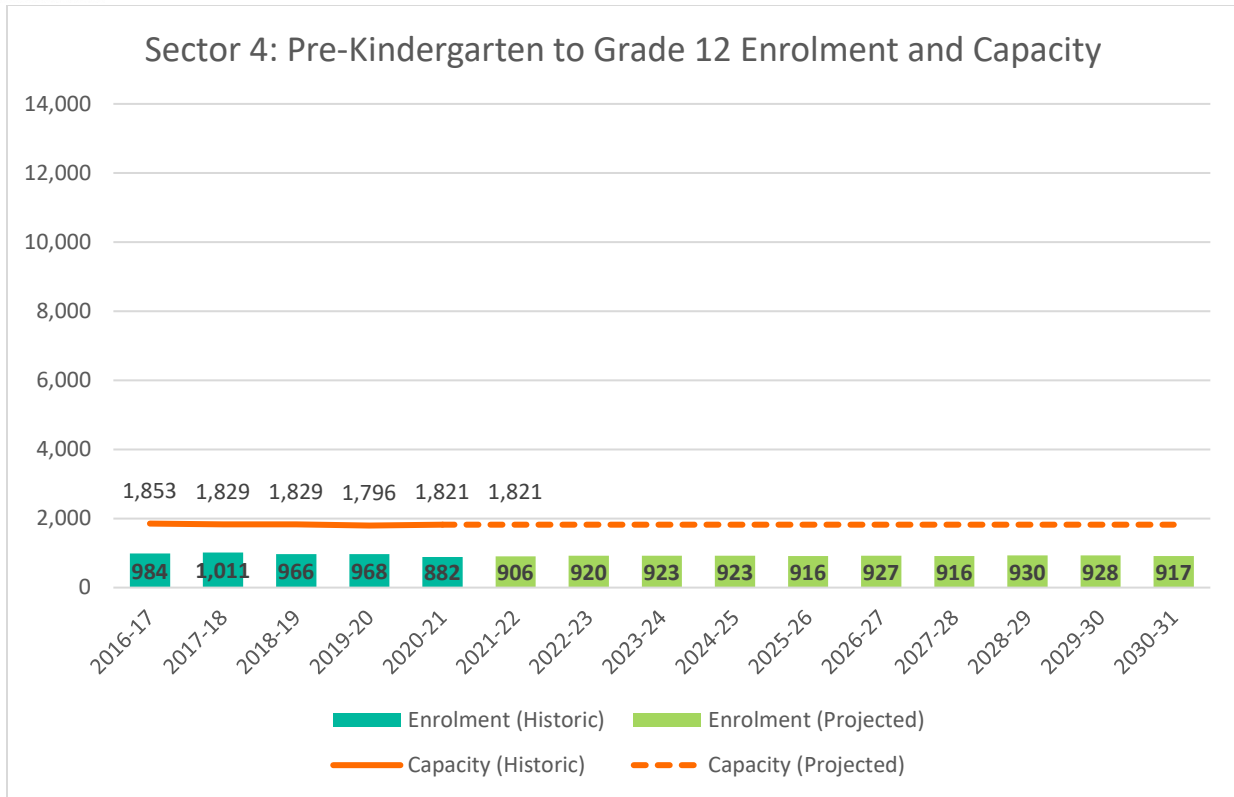


Figure 12 illustrates the current trend of pre-kindergarten to Grade 12 students in regular, alternative and special education programs. The vertical axis scale is maintained from Sector 1 across all other sectors to assist in illustrating the relative enrolment and capacity.

Sector 4 is anticipated to have variable pre-kindergarten to Grade 12 enrolment for the duration of the plan period (see figure 12). Notably, the current number of available pre-kindergarten to Grade 12 student spaces, 939, is greater than the highest anticipated enrolment of 930—projected to occur in the 2028-29 school year.

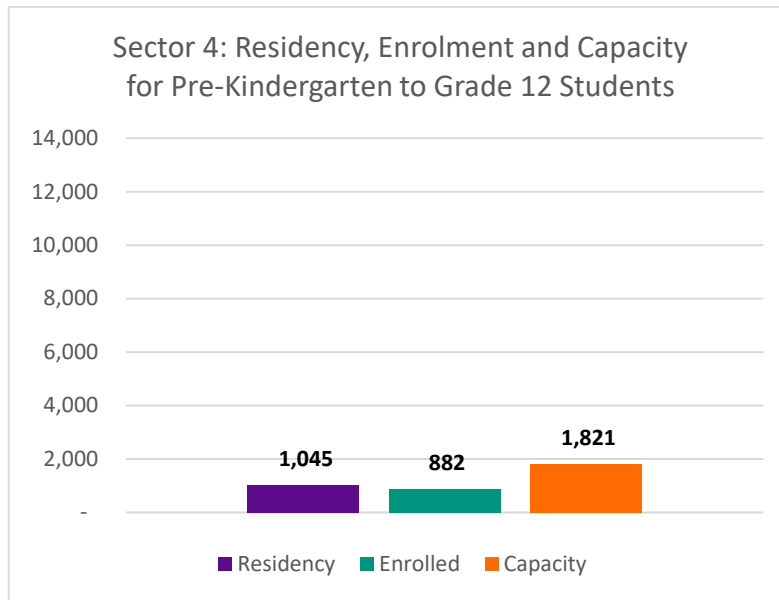


Figure 13 describes the current number of pre-kindergarten to Grade 12 students residing in Sector 4, who are enrolled in Sector 4 schools and the total available capacity of Sector 4 schools.

Figure 13 illustrates there are 1,045 students in pre-kindergarten to Grade 12 residing in Sector 4, as of Sept. 30, 2020. In total, 882 students are enrolled in Sector 4 schools, as of the same date, meaning some students travel out of Sector 4 for educational programming—likely for alternative programming. There are many reasons a student may decide to attend a school in a different sector than where they reside, such as designation, alternative programs and parental choice. If all students living in Sector 4 attend a school within the sector, there are still 776 excess student spaces.

6.5 Sector 5 – County of Minburn

Sector 5 - County of Minburn

Grade Configurations

- 7-12
- ◆ K-6
- Roads
- Sector 5 - EIPS County of Minburn

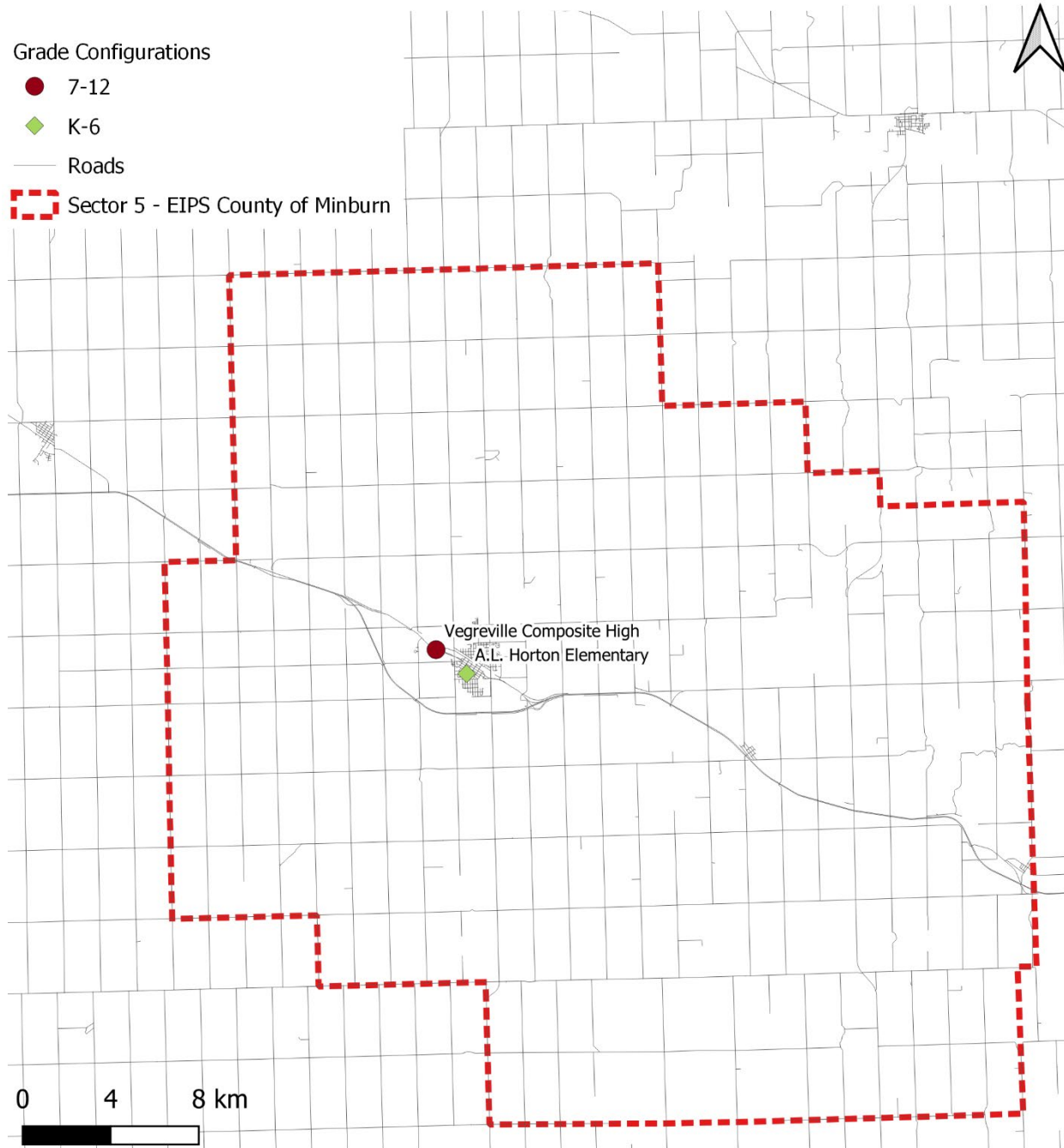


Figure 14 illustrates Sector 5’s geographic boundary in red, which corresponds to the western portion of the County of Minburn. The Town of Vegreville is included within the EIPS boundary. All EIPS traditional program schools are identified by grade range.

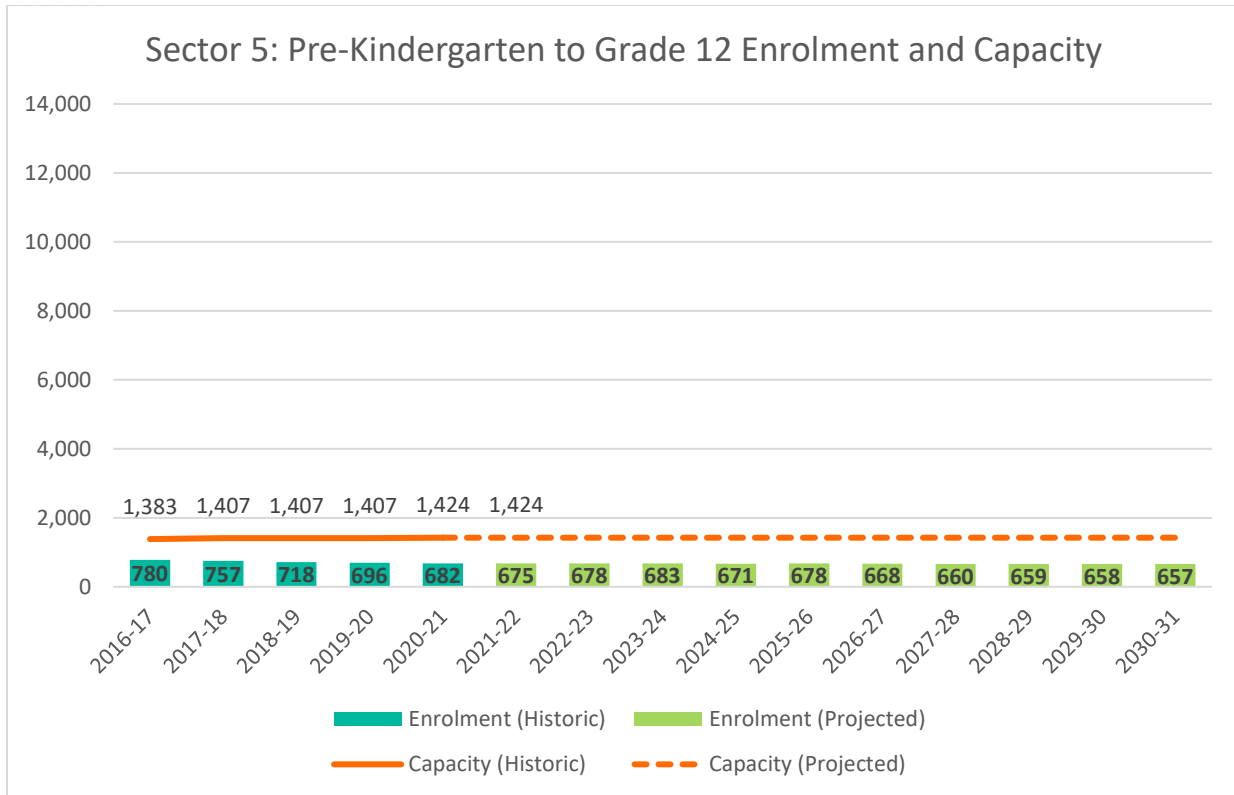


Figure 15 illustrates the current trend of pre-kindergarten to Grade 12 students in regular, alternative and special education programs. The vertical axis scale is maintained from Sector 1 across all other sectors to assist in illustrating the relative enrolment and capacity.

Pre-kindergarten to Grade 12 enrolment in Sector 5 schools is anticipated to decline slightly to 657 students in 2030-31 from 682 students in 2020-21. Notably, the current number of available pre-kindergarten to Grade 12 student spaces, 742, is greater than the highest anticipated enrolment of 683—projected to occur in the 2023-24 school year.

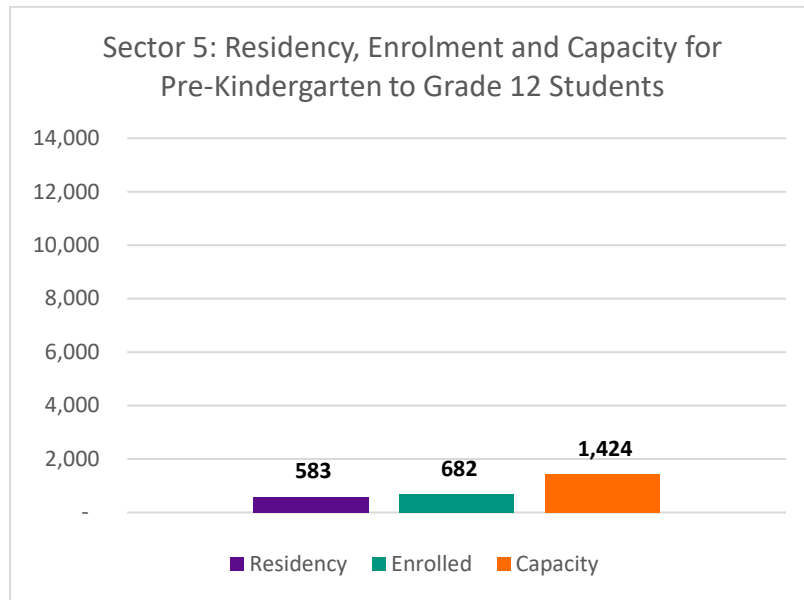


Figure 16 describes the current number of pre-kindergarten to Grade 12 students residing in Sector 5, who are enrolled in Sector 5 schools and the total available capacity of Sector 5 schools.

Figure 16 illustrates there are 583 students in pre-kindergarten to Grade 12 residing in Sector 5, as of Sept. 30, 2020. A total of 682 students are enrolled in Sector 5 schools, as of the same date, meaning students travelled into Sector 5 for educational programming—likely for alternative programs. There are 742 excess student spaces in Sector 5.

7.0 List of Major Modernizations and New School Capital Priorities

Alberta Education requires each school jurisdiction to submit a Three-Year Capital Plan identifying all project types as an aggregated list. The following criteria assist school divisions in structuring the capital plans. Each project’s placement is based on the criteria for Year 1, Year 2 or Year 3 (see, “Appendix 2 – School Capital Planning Manual”).

Year 1

- Well-defined and supported with strong evidence of need
- able to be implemented immediately
- site is serviced and ready

Year 2

- need is well established
- scope requires additional confirmation or definition
- site is under development but not yet fully serviced

Year 3

- project is an emerging need
- scope may not be well-defined
- site identified but not yet serviced

Furthermore, Alberta Education provides the following information to enable school divisions to identify each project's needs.

Health and Safety

- Health and Safety issues that require resolution may include serious structural deficiencies, presence of hazardous materials, documented air-quality issues, and more.

Building Condition

- There are demonstrated and documented deficiencies in the key areas of the structural, building envelope, interior, mechanical, electrical, building codes or standards compliance issues because of its age that Infrastructure Maintenance and Renewal (IMR) funding can't resolve.

Enrolment Pressures

- The school authority's existing facilities are insufficient to accommodate current and future students within a specified geographical area.

Functionality and Programming

- The project provides new or improved program-space functionality through reconfiguration, relocation or technology.

Legal

- The projects are evaluated on legal rights for equity of access and assessed regarding existing legal judgement or potential legal action—for example, rights to francophone education under Section 23 of *The Canadian Charter of Rights and Freedoms*.

Alberta Education uses the following information, which provides insight into how projects are categorized across the province. Each school division should consider the level of need for each project. Alberta Education classifies the level of need for each project based on the following information.

High Need (Tier 1)

- Projects addressing school facilities unsuitable, unsafe or pose a high risk to students and staff.

Medium to High Need (Tier 2)

- Projects considered an immediate need. An active mitigation strategy may be in place to address the immediate need.

Medium Need (Tier 3)

- Projects considered to have emerging needs.

Low Need (Tier 4)

- Projects to address in the long-term future—seven to 10 years.

7.1 School Matrix

Table 1 summarizes key details for all Division-owned facilities. Use the definitions when interpreting the information contained within the plan.

School	2020-21 Official Utilization	Total Cost per Student (2019-20)	Five Year Maintenance Cost (March 2020)	Five Year FCI Value (March 2020)	Building Age	Four-Year Growth Rate
A.L. Horton Elementary	70%	\$7,337	\$980,893	Good	63	-3.79%
Andrew School	16%	\$14,322	\$1,727,344	Good	63	-11.09%
Ardrossan Elementary	81%	\$6,588	\$0	Good	3	-2.24%
Ardrossan Junior Senior High	102%	\$6,321	\$6,249,691	Good	62	0.17%
Bev Facey Community High	69%	\$6,814	\$17,419,782	Fair	40	-1.88%
Brentwood Elementary	77%	\$6,703	\$4,148,629	Fair	56	-2.09%
Bruderheim School	63%	\$9,817	\$2,742,601	Fair	42	0.00%
Clover Bar Junior High	62%	\$6,972	\$5,139,636	Fair	49	-2.30%
Davidson Creek Elementary	97%	\$5,859	\$0	Good	2	
École Campbelltown	67%	\$5,964	\$3,668,025	Fair	64	-5.49%
École Parc Élémentaire	77%	\$9,201	\$3,290,613	Fair	58	6.17%
F.R. Haythorne Junior High	91%	\$6,039	\$6,169,440	Fair	28	-3.20%
Fort Saskatchewan Christian [^]	91%	\$6,950	\$116,926	Good	65	2.62%
Fort Saskatchewan Elementary [^]	65%					-10.82%
Fort Saskatchewan High	60%	\$7,049	\$4,593,291	Fair	63	-0.12%
Fultonvale Elementary Junior High*	71%	\$6,721	\$6,834,363	Fair	45	-3.61%
Glen Allan Elementary	67%	\$6,927	\$4,193,952	Fair	48	-5.15%
Heritage Hills Elementary	70%	N/A	\$0	Good	1	
James Mowat Elementary	92%	\$6,810	\$4,436,897	Fair	39	1.46%
Lakeland Ridge	93%	\$6,205	\$105,587	Good	16	1.18%
Lamont Elementary	59%	\$9,087	\$3,407,998	Fair	66	2.50%
Lamont High	65%	\$7,422	\$2,710,439	Good	63	-2.81%
Mills Haven Elementary	76%	\$6,889	\$4,394,969	Fair	49	-3.78%
Mundare School*	51%	\$10,589	\$3,047,160	Fair*	5	-6.48%
Pine Street Elementary	59%	\$9,478	\$3,025,147	Fair	58	-11.13%
Rudolph Hennig Junior High	75%	\$6,477	\$4,000,587	Fair	50	0.32%
Salisbury Composite High	62%	\$6,742	\$17,590,945	Fair	52	3.41%
Sherwood Heights Junior High	88%	\$6,286	\$6,071,045	Fair	62	5.95%
SouthPointe School	89%	\$6,854	\$0	Good	4	
Uncas Elementary	55%	\$7,385	\$1,562,817	Fair	43	-0.13%
Vegreville Composite High	40%	\$8,266	\$8,828,048	Fair	55	-2.52%
Wes Hosford Elementary	81%	\$6,792	\$4,254,074	Fair	46	-3.09%
Westboro Elementary	71%	\$6,617	\$3,571,869	Fair	50	-1.20%
Win Ferguson Elementary	88%	\$6,662	\$3,553,568	Fair	44	-4.12%
Woodbridge Farms Elementary	78%	\$7,321	\$2,408,159	Fair	42	-5.90%

[^] Fort Saskatchewan Christian and Fort Saskatchewan Elementary share a single facility, EIPS does not separate costs related to Plant Operations and Maintenance (PO&M). Therefore the Total Cost per Student and Total Cost per School is provided as one value for both schools.

* Five-Year Maintenance Cost and Five-Year FCI reflects Pre-modernization or Replacement costs.

2020-21 Official Utilization – Determined annually through Alberta Education’s Area Capacity and Utilization Report—typically reported one year behind the current school year.

Total Cost Per Student – Costs include Plant Operations and Maintenance (PO&M) and instruction. The information is based on the School Status Report for the 2019-20 school year. The average cost per student is \$6,925. Values above the average are red, and values below the average are green.

Five-Year Maintenance Cost – incorporates the deferred maintenance costs of each facility in addition to anticipated costs over a five-year window.

Five-Year Facility Condition Index (FCI) Value – Recorded as a per cent and determined by dividing the five-year requirement cost by the building replacement cost. Each school's FCI value is retrieved from Alberta Infrastructure’s VFA software program and converted to the appropriate descriptor.

- **Facility Condition Index scale ranges from 0 to 1.00**
 - 0 to 0.15 good condition; 0.15 to 0.40 fair condition; 0.40 to 1.00 poor condition
 - **Good** – Adequate for the intended use and expected to provide continued service life with average maintenance—identified in green.
 - **Fair** – Ageing components are nearing the end of their life-cycle and require additional expenditures for renewal or refurbishing—identified in yellow.
 - **Poor** – Upgrading is required to comply with minimum codes or standards, and deterioration has reached the point where major repairs or replacements are necessary—identified in red.

Building Age – The age of each facility based on the construction date reported in Alberta Infrastructure’s Facility Condition Evaluation.

Four-Year Growth Rate – The change in enrolment for each school divided by the four-year history.

$$Growth\ Rate = \frac{(2020-21\ enrol. - 2016-17\ enrol.) / (2016-17\ enrol.)}{(2020-21\ enrol. - 2016-17\ enrol.)}$$

The School Matrix is used in conjunction with 10-year enrolment projections to gain a better perspective on the viability of each respective facility. Because the tool is designed to work with long-range student projections, the matrix ranking is not used as the sole basis for determining capital priorities. Other factors that help inform capital priorities, include contextual and qualitative information provided by Facility Services staff and technical studies, such as value scoping sessions.

7.2 Priority 1: Determination

Table 2 is an excerpt of Table 1 focusing on École Campbelltown, Fort Saskatchewan High, Rudolph Hennig Junior High and Sherwood Heights Junior High. The data illustrates the complexity of determining a single No. 1 priority. Fort Saskatchewan High is the only facility with a cost per student above the Division average. In contrast, Sherwood Heights Junior High has the highest five-year maintenance cost of the four facilities. These four facilities are older than the average age of all EIPS facilities and are in “Fair” condition. It should be noted, facility condition assessments were conducted on all four facilities within the last five years. Also, COVID-19 has impacted the enrolment at all EIPS facilities. However, the majority of the enrolment decline at École Campbelltown is the result of the opening of Heritage Hills Elementary. For Sherwood Heights Junior High, a portion of the enrolment growth can be attributed to the closed boundaries at Ardrossan Junior Senior High. No boundary changes occurred in Sector 3.

Table 2 provides summary of the school matrix for the four schools identified in Priority 1 and Priority 2.

School	2020-21 Official Utilization	Total Cost Per Student (2019-20)	Five Year Maintenance Cost (March 2020)	Five Year FCI Value (March 2020)	Building Age	Four-Year Growth Rate
École Campbelltown	67%	\$5,964	\$3,668,025	Fair	64	-5.49%
Fort Saskatchewan High	60%	\$7,049	\$4,593,291	Fair	63	-0.12%
Rudolph Hennig Junior High	75%	\$6,477	\$4,000,587	Fair	50	0.32%
Sherwood Heights Junior High	88%	\$6,286	\$6,071,045	Fair	62	5.95%

Both capital requests remain high priorities to the Division. EIPS will continue to evaluate Division needs on an annual basis. Capital requests must consider school data in addition to the sector data. Facility condition and program challenges are key drivers for both requests. However, there are clear facility concerns identified for Sherwood Heights Junior High, which include challenges in sourcing replacement parts for the ageing mechanical systems.

The enrolment pressure in Sector 3 provides limited options to the Division for alternative student accommodation strategies. It’s important to note, EIPS will continue to advocate for additional modular classrooms where it makes sense. EIPS will also continue to monitor the enrolment pressure in Sector 3.

In terms of site availability, EIPS has worked collaboratively with the City of Fort Saskatchewan and Strathcona County to ensure the sites are ready for development when funding becomes available. EIPS is developing an application for planning funds to conduct a series of technical studies for the Southridge site and the Sherwood Heights Junior High site—the next step in the gated approval process used by Alberta Education. If successful, EIPS will use the planning funds to complete a series of studies on both sites—identifying any geotechnical, transportation access or environmental concerns that may influence the scope or cost of either request.

7.3 Aggregated Priority List

Table 3 represents the combined aggregated capital priority list for the 2022-25 Three-Year Capital Plan

Priority	School(s)	Sector	Year 1	Capacity	Cost (Millions)
1	Sherwood Heights Junior High and École Campbelltown	1	Solution: Replace Sherwood Heights and École Campbelltown into one K-9 school. Result of the 2020 value scoping session.	1,000	\$37.7
2	Rudolph Hennig Junior High and Fort Saskatchewan High	3	Solution: Replace Rudolph Hennig Junior High and Fort Saskatchewan High School into one new facility on the Southfort Site. Result of the 2018 value scoping session.	1,400*	\$64.2
Priority	School(s)	Sector	Year 2	Capacity	Cost
3	James Mowat Elementary	3	Replacement of James Mowat Elementary on the WestPark Site. Result of the 2018 value scoping session.	650	\$23
4	Win Ferguson Elementary	3	Complete a Major Modernization. Result of the 2018 value scoping session.	470	\$16.5
5	Salisbury Composite High	1	Complete a Major Modernization. Result of the 2020 values scoping session.	1,978	\$33.8
Priority	School(s)	Sector	Year 3	Capacity	Cost
6	A.L Horton Elementary and Vegreville Composite High	5	Sector 5 value scoping session – planning funds only.	TBD	-
7	Sector 4 Value Scoping Session	4	Sector 4 value scoping session – planning funds only.	TBD	-

* Opening capacity expandable to 1,600 capacity.

7.4 Detailed Rationale and Project Scope

Priority 1: Sherwood Heights Junior High Solution

Project Scope: Replace Sherwood Heights Junior High and École Campbelltown into a kindergarten to Grade 9 school adjacent to the existing Sherwood Heights Junior High school. Balance enrolment between Sherwood Heights Junior High and Clover Bar Junior High. The relocation of surplus modular classrooms from Pine Street Elementary, Clover Bar Junior High and École Campbelltown.

Project Capacity: The requested replacement school has a capacity of 1,000 student spaces— kindergarten to Grade 9.

Project Cost: approximately \$37,697,128.

Sherwood Heights Junior High has been a capital priority for over a decade. In the 2020-23 Three-Year Capital Plan, EIPS highlighted four schools in Sherwood Park as priority projects. At the time, Sherwood Heights Junior High was identified as the Division's No. 1 priority, with École Campbelltown, Pine Street Elementary and Salisbury Composite High also included within the capital plan. In November 2019, the provincial government announced funding for 15 schools and design funding for an additional 10 school projects across the province. No projects were identified for EIPS. Through conversations with the province's Capital Planning Branch, EIPS was awarded planning funds to conduct a value scoping session to evaluate alternative solutions to the 2020-23 capital priority for a one-to-one replacement of Sherwood Heights Junior High. The best performing solution packaged two projects into one capital request. The first and highest need project involves combining the replacement of Sherwood Heights Junior High and École Campbelltown into one kindergarten to Grade 9 school with a student capacity of 1,000. The report also recommends EIPS balancing enrolments between Sherwood Heights Junior High and Clover Bar Junior High through a review of programming at the two schools. The planned location of the replacement school is the site adjacent to the existing Sherwood Heights Junior High.

The value scoping session also provides recommendations for a minor modernization of Pine Street Elementary and a modernization involving the right-sizing Salisbury Composite High with the relocation of surplus modular classrooms. Facilities Services' staff have reviewed the potential cost savings, existing functionality, and outstanding facility concerns at Pine Street Elementary and Salisbury Composite High. The review indicates a modernization is not required at Pine Street Elementary. However, Salisbury Composite High would realize programming and facility improvements as a result of a modernization. Therefore, Salisbury Composite High is identified as a separate capital request (see pg. 31, "Priority 5").

In September 2020, a value scoping session was conducted to define and establish support for the replacement of Sherwood Heights Junior High and address the existing infrastructure needs of the Sherwood Park Schools identified in the 2020-23 Three-Year Capital Plan. The full report is available in the [Nov. 26, 2020 Board Package \(see pg. 207-594\)](#).

Priority 2: Rudolph Hennig Junior High, Fort Saskatchewan High Replacement

Project Scope: Replace Rudolph Hennig Junior High and Fort Saskatchewan High onto the Southridge vacant school site (see Figure 8 for site location). Project scope includes the demolition of both facilities upon completion of the new facility.

Project Capacity: The replacement school is being requested to have a core capacity of 1,400 student spaces with the ability to expand to 1,600.

Project Cost: The delivery of this project is expected to cost \$64,220,400.

Priority two of the 2022-25 Three-Year Capital Plan is a request for capital funds to replace Rudolph Hennig Junior High and Fort Saskatchewan High as a single facility. The replacement school will be constructed on the Southridge site with a core capacity of 1,400 student spaces expandable to 1,600 for Grades 7 to Grade 12. The request seeks construction of the replacement school on the Southridge vacant site (see. Figure 8). The two-to-one replacement is in alignment with the outcomes of the 2018 value scoping session, which identified the replacement of the two schools as the best-performing option overall. When considering building condition and enrolment growth the replacement of the two schools onto the Southridge site allows the Division to accommodate current and future growth while addressing significant five-year maintenance costs.

A review of the schools' functionality indicates both schools have issues with sightlines, inadequate careers and technology studies spaces, and challenges meeting emerging program opportunities for core subject areas—the result of too few and undersized classrooms, many of which have limited or no natural light. EIPS does ensure the safety and functionality of its facilities. However, there are ongoing challenges related to acoustics and circulation in the hallways and classrooms at both Rudolph Hennig Junior High and Fort Saskatchewan High.

In June 2020, EIPS and the Fort Saskatchewan Public Library Board identified a joint interest in partnering to incorporate a satellite public library within the replacement facility. The partnership benefits the Library Board by establishing a permanent branch on the south end of the City of Fort Saskatchewan. And, it benefits EIPS to have resource sharing between librarians and teachers, access to literacy programs for students, spaces for youth and the activation of the facility during non-instructional times.

Since the completion of the 2018 value scoping session, the Southridge school site has been rezoned to public service lands. Transportation access and utility servicing are available to the site. Ongoing conversations with the developer continue to provide assurances that when funding is available, the site will be turned over to the City of Fort Saskatchewan and EIPS for use. In combination with the written support from the City of Fort Saskatchewan, EIPS is confident the project can be implemented imminently upon funding approval.

In October 2018, a value scoping session was conducted for Sector 3. The highlights and a copy of the report are available in the [May 22, 2019 Board Package \(see pg. 44-191\)](#).

Priority 3: James Mowat Elementary Replacement

Project Scope: Replacement of James Mowat Elementary onto the WestPark vacant school site (see Figure 8 for site location).

Project Capacity: The requested replacement school has a core capacity of 650 student spaces.

Project Cost: approximately \$23,048,000.

The replacement of James Mowat Elementary was also identified in the 2018 values scoping session as part of the best-performing option overall. Increasing enrolment pressures within Sector 3 and facility-condition concerns are key drivers for this capital priority. The James Mowat Elementary building is 39 years old, has a 92 per cent utilization rate and a “Fair” FIC rating. The facility also has a five-year maintenance cost of \$4,436,897. The WestPark school site is owned by the City of Fort Saskatchewan, has municipal services and is zoned appropriately for a school facility.

In October 2018, a value scoping session was conducted for Sector 3. The highlights of the report and a copy of the value scoping session report are available in the [May 22, 2019 Board Package \(see pg. 44-191\)](#).

Priority 4: Win Ferguson Elementary Major Modernization

Project Scope: To complete a major modernization to Win Ferguson Elementary.

Project Capacity: The requested modernization maintains the school’s current capacity of 470 student spaces.

Project Cost: approximately \$16,474,087.

The modernization of Win Ferguson Elementary was also identified in the 2018 value scoping session as part of the best-performing option overall. A major modernization will address concerns related to the school’s deferred maintenance and necessary upgrades to the mechanical and electrical systems. The modernization will also enable EIPS to address current and future community needs by improving access to high-quality learning environments. The Win Ferguson Elementary building is 44 years old, has an 88 per cent utilization rate, and a “Fair” FCI rating. The facility also has a five-year maintenance cost of \$3,553,568.

In October 2018, a value scoping session was conducted for Sector 3. The highlights and a copy of the report are available in the [May 22, 2019 Board Package \(see pg. 44-191\)](#).

Priority 5: Salisbury Composite High Modernization

Project Scope: To complete a major modernization to Salisbury Composite High.

Project Capacity: The requested modernization maintains the school's current capacity of 1,978.

Project Cost: approximately \$33,800,000.

Concerns regarding the deactivation of unutilized space at Salisbury Composite High were raised during the value scoping session and by the Board of Trustees. Since the completion of the value scoping session, EIPS is evaluating opportunities to improve the utilization at Salisbury Composite High through program relocation and leasing of surplus space. Conversations with Alberta Education have since revealed it supports these actions and provides the added benefit of maintaining instructional areas for future enrolment increases.

The modernization of Salisbury Composite High is in alignment with the outcomes of the 2020 value scoping session. The school's five-year maintenance costs exceeds \$17 million. The school requires significant mechanical and electrical upgrades along with some minor modifications to instructional areas. Modernizing space within Salisbury Composite High addresses deferred maintenance issues and optimizes student learning spaces. Furthermore, a major modernization would help reimagine the career and technology studies programming within the Division by creating opportunities for innovation in personalized pathways. The full 2020, value scoping session report is available in the [Nov. 26, 2020 Board Package \(see pg. 207-594\)](#).

Priority 6: A.L. Horton Elementary, Vegreville Composite High

Project Scope: Funds to conduct a value scoping session.

As identified in Section 6.5, "Sector 5 – County of Minburn," there is significant available capacity (see Figure 15 and Figure 16). Furthermore, the total cost per student to operate Vegreville Composite High is \$7,337, and A.L. Horton Elementary is \$8,067, which is above the Division's average cost per student (\$6,925). By conducting a value scoping session in Sector 5, EIPS can identify opportunities to right-size Division space and evaluate opportunities to direct more dollars into the classroom.

Priority 7: Sector 4 Value Scoping Session

Project Scope: Funds to conduct a value scoping session

As identified in Section 6.4, "Sector 4 – Lamont County," there is a significant amount of available capacity (see Figure 12 and Figure 13). Furthermore, the total cost per student to operate in all five Sector 4 schools is above the Division average of \$6,925. Andrew School (\$14,322) and Mundare School (\$10,589) are the two highest schools to operate. Bruderhiem School (\$9,817) ranks fourth, Lamont Elementary (\$9,087) ranks seventh and Lamont High (\$7,422) ranks 10th. By conducting a value scoping session in Sector 4, EIPS can identify opportunities to right-size Division space, evaluate programming opportunities, and ensure boundaries accurately reflect student needs. A value scoping session aims to identify solutions that provide the highest value for money while maximizing the utilization and functionality of school infrastructure to optimize the learning environment and educational program delivery. Such sessions are a structured, problem-solving process based on the value-management discipline using function analysis to develop a range of alternatives and achieve consensus around a preferred solution that provides the optimum balance to maximize functionality and minimize cost.



8.0 List of Appendixes.

- *Appendix 1 – Creating Your Three-Year Capital Plan*
- *Appendix 2 – School Capital Planning Manual*
- *Appendix 3 – Fort Saskatchewan Annexation Area*

Current enrolments and enrolment projection information must be provided to Education with the request for new space.

As indicated in section 203 of the *School Act*, before any construction or demolition begins, school jurisdictions must submit a copy of the expansion plans related to construction, addition, or reducing the number of classrooms in the original design of a school.

Jurisdictions must seek approval for additional space for capital projects from the Minister of Education.

All new schools must meet government requirements for LEED Silver certification, which is a measure of sustainability and energy efficiency.

Criteria for adding to an existing school

A school jurisdiction may choose to include a major addition to an existing school as a priority in their Three-Year Capital Plan when:

- The school experiences increases in existing enrolments with utilization rates nearing or exceeding 100 per cent.
- The school requires additional space for programming (e.g., CTS labs).

Criteria for building a new school

A school jurisdiction may choose to include a new school as a priority in their Three-Year Capital Plan when:

- Additions to existing schools would not provide sufficient space to accommodate current and expected future enrolment in the sector.
- Existing schools are not appropriately located in the geographic sector of the jurisdiction to accommodate current and expected future enrolment.
- The utilization rate for any geographic sector of the jurisdiction is above 100 per cent.

A utilization rate of 100 per cent or greater indicates that a school is approaching a point where consideration should be given to providing additional space. This depends on enrolment trends, utilization rates across the jurisdiction or sector, and current capital projects underway.

3.1.2 Modernization Program

Modernization funding supports the renovation of a school building or portion of a school building to address aging of the physical structure and/or improve the functionality and suitability for present and future educational programs. Modernization projects are assessed based on the following criteria:

- health and safety
- current and projected enrolments
- utilization rate
- strategic location
- cost savings by right sizing
- functionality
- condition as determined by a facility audit.

A modernization project involves renovations to all or part of an existing school in order to:

- overcome major deficiencies throughout a building or a section of a building that threaten the health and safety of students and staff
- accommodate educational programs and integrate delivery of technology, including Career and Technology Studies (CTS) equipment, associated with the modernization project
- provide access and facilities for persons with disabilities
- replace or upgrade building structural components, mechanical and electrical services, and architectural finishes.

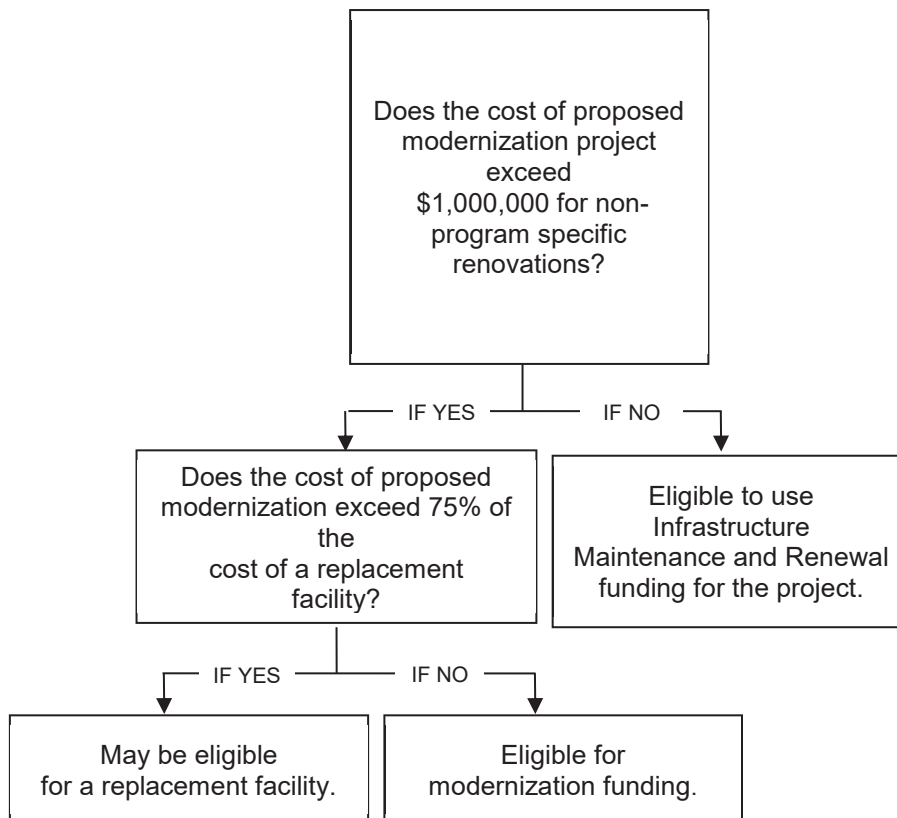
Modernization funding is provided for projects where the total construction cost for non-program specific renovations exceeds \$1,000,000. For any projects under the above-noted cost thresholds, school jurisdictions should use Infrastructure Maintenance and Renewal funding (see section 12).

Where a modernization project is estimated to cost more than 75 per cent of a replacement facility, the school jurisdiction may instead wish to list a replacement facility as a priority in their Three-Year Capital Plan.

Jurisdictions are also required to report to Infrastructure when they have reduced space in a school due to a modernization.

Identifying Modernization Funding Opportunities

The chart below illustrates the process school jurisdictions should follow to identify potential modernization projects. School jurisdictions inform Education of their modernization plans through their Three-Year Capital Plans.



3.2 Prepare the School Site

Discussions with municipalities must occur prior to submitting a request for all high priority new or replacement projects to ensure the site has been identified and services are available.

A Site Readiness Checklist (see Appendix K - Form 8) available at <http://www.education.alberta.ca/media/6414507/form8sitereadiness.doc> must be completed, signed and submitted for each New or Replacement School Project included in the first year of the jurisdiction's Three Year Capital Plan.

Areas that need to be considered include:

- title of land
- appropriate zoning
- topography of site
- any site assessments that have been completed
- adequate road access
- site size considerations
- services to the site
- other concerns about the site.

3.3 Identify Possible Partnerships

The ministers of Education and Infrastructure believe that schools serve as important hubs within communities. School boards are expected to identify potential partnerships with local jurisdictions that would mutually benefit both the students and larger community.

To assist school jurisdictions in identifying and establishing partnership opportunities, please refer to the Partnerships webpage online at <http://education.alberta.ca/departement/ipr/capitalplanning/infrastructureresources.aspx> for the Guide to Partnerships and various resources.

School jurisdictions are encouraged to contact their Education Senior Manager in Capital Planning for any additional information on developing partnerships.

3.3.1 Student Health Services and Parent Link Centres

For information on Student Health accommodations and Parent Link Centre facilities in schools, please contact Education's Capital Planning Sector at 780-643-0951 (toll free by first dialing 310-0000).

3.4 Develop a Budget

This information is to assist you in preparing individual capital project applications. For more assistance and support in developing your budget, contact the Learning Facilities Branch at Infrastructure.

3.4.1 Building Construction Support Prices

The building construction support rates are outlined in the cost templates provided to each school jurisdiction. The SharePoint site link to access this information is <https://extranet.infrastructure.alberta.ca/capitalprojects/pm/cm/ecs/CPMP/Schools/Forms/AllItems.aspx>. Infrastructure will update the cost templates as required in response to fluctuations in

market conditions and construction escalation. For any questions on these templates, please contact the Learning Facilities Branch at Infrastructure.

3.4.2 Location Differentials and Distance Allowances

Location factors are applied to the support rate per square metre to compensate for the higher costs associated with construction in various locations and are now included in the cost templates. For any questions on location differentials and distance allowances, please contact the Learning Facilities Branch at Infrastructure.

3.4.3 Budget Components

The project budget established for each capital project typically includes the following capital cost components:

- Building Construction Costs
- Consultants' Fees
- Project Expenses
- Furniture and Equipment
- Career and Technology Studies (CTS) Equipment
- Other approved project costs, if applicable
- Non-refundable GST.

The total project cost is the sum of the components above.

3.4.3.1 Building Construction Costs (includes site development)

The approved budget is to be used for the physical construction of the school facility and the normal site development costs incurred when undertaking a typical school construction project, including the following:

Building substructure and structure	Exterior walls and cladding
Interior fixed partitions and moveable partitions	Vertical movement systems (elevator, escalator)
Finishes (interior and exterior)	Electrical systems
Mechanical systems	All services on the school site (water, sewer, gas, etc.)
Allowances (design, construction, contingency)	Telephone and data site services
Electrical and mechanical site services	Hard surfaces including fire lane(s)
Fire protection	General conditions and permits
Landscaping (as required to meet the requirements of authorities having jurisdiction and to provide safe access and site drainage)	LEED Certification
Fixtures in the building, such as millwork (including classroom shelving), storage units and counters, gymnasium equipment (basketball backstops, climbing frames, floor inserts required for volleyball or badminton), fixed library shelving, gymnasium equipment storage and dividers for classrooms, gymnasium	Cost escalation

and lockers

Note: The total project cost does not include extraordinary site costs, site acquisitions, access roads to the site, services to the site, or any other landscaping features beyond a five-metre perimeter of the building envelope. The school jurisdiction should work in consultation with the local municipality and the site developers to ensure these items are addressed.

3.4.3.2 Consultants’ Fees

The approved budget for consultants’ fees is for a prime consultant to provide basic services in accordance with the Alberta Association of Architects (AAA) and the Association of Professional Engineers and Geoscientists of Alberta (APEGGA) recommended conditions of engagement for building projects and Schedule of Professional Fees (see Appendix B):

Basic services include the work of architectural, structural, mechanical, electrical and municipal engineering professional services related to the building construction/site development component.

School jurisdictions and prime consultants are expected to conclude fixed fee agreements for full basic services. School jurisdictions and their consultants should be guided by the definitions within the schedules of Basic and Additional Services developed and published by the AAA and APEGGA.

The consultants’ fees are a percentage of the building construction/site development component of the approved budget, for all projects including modular classrooms.

3.4.3.3 Project Expenses

The approved budget for project expenses is for normal project expenses and additional or variable services associated with a school building project. These expenses and services include the following:

Consulting services beyond basic services, such as facility planners, landscape architects, acoustic specialists, interior designers, cost consultants, etc.	Site surveys
Soils reports	Roof assessments, inspections and reporting (if required)
Environmental assessments (Phase 1 Environmental, see Form 8: Transportation and Site Requirement Checklist)	Provision of small scale plans of school buildings
Commissioning of mechanical and electrical systems	Development and building permits
Materials testing and reporting for items such as bore holes, compaction and soils, concrete and mortar	Printing and photocopying, plotting of computer-generated drawings, communication such as postage, long distance telephone calls, courier and travel.

The project expenses are generally calculated as a percentage of the building construction/site development component of the initial approved budget only. Calculation of the project expenses component is the building construction/site development cost times the appropriate percentage (see Appendix B).

3.4.3.4 Furniture and Equipment

The approved budget for furniture and equipment is for the basic furniture and equipment for approved capital projects. Examples include the following:

- stand-alone furniture or storage units and trolleys
- lockers for Grades 7-12
- stage lighting
- clocks
- bleachers
- commercial kitchen fixtures and related air systems
- voice enhancement systems in classrooms
- roll shutters
- air conditioning
- playground equipment
- filing cabinets.

A more complete list can be found in Appendix I.

The furniture and equipment component does not provide funding for the following:

- Fixtures included in the building construction/site development component of the approved budget.
- Computer equipment and local area networks which are funded under Education's Base Instruction funding.

The furniture and equipment component is calculated as a percentage of the building construction/site development component of the initial approved budget only. Calculation of the furniture and equipment component is the building construction/site development cost times the appropriate percentage for all projects, including modular classrooms (see Appendix B).

3.4.3.5 Career and Technology Studies (CTS) Equipment

The approved budget includes funding for projects that provide for or upgrade a CTS area(s). The school jurisdiction should provide a list of CTS pathways it intends to offer within the CTS areas. Note: For each qualified, new or modernized CTS lab within a major capital project, an allocation of \$100,000 for CTS equipment will be provided.

3.4.3.6 Other Approved Project Costs (Ancillary Work)

If other options are shown to be unavailable or not practical, additional funding will be considered on an individual basis and may be provided for approved capital projects, in which ancillary work is required. Ancillary work includes additional and unforeseen costs such as:

- asbestos abatement.
- demolition and material removal costs for entire buildings or wings.

After the approval of a capital project and prior to tender, the school jurisdiction must submit a consultant's report identifying the need for the ancillary work, the proposed method of remediation and the estimated cost of the remediation to Infrastructure, Learning Facilities Branch for review, who will then provide a recommendation to Education.

3.4.3.7 Non-Refundable GST

Funding for the non-refundable GST will be added to the approved budget.

3.5 Charter Schools

Information on Education's support for newly established or existing charter schools can be found in Appendix G: Protocol for Provision of Space For Charter Schools.

A new Charter School may be established following a process identified in the *Charter School Regulation*. Expansion of enrolment would require approval of Education and be subject to available space.

The province is taking action to ensure that charter schools in the future will own the buildings they occupy or have long-term leases in place to align with the length of the school's charter – this will provide an added sense of stability to both students and their families. A collaborative approach involving government, school jurisdictions and municipalities, will provide charter schools with more control over their facilities. The approach is to transfer ownership of facilities from school jurisdictions directly to the charter schools or to secure long-term leases of the buildings. These title transfers and long-term leases will allow charter schools to better plan for the future, because their school buildings will be available for at least the length of the school's charter term.

3.6 Submit Your Three-Year Capital Plan

3.6.1 Submission Considerations

The following should be considered in submitting capital funding requests:

- Jurisdictions are to include all new, addition and replacement schools and preservation and upgrading of existing school facilities in priority order. Note: Beginning with the submission in the 2013-14 fiscal year for the 2013-2016 Three Year Capital Plan, leases are no longer to be included in the submission.
- Clearly differentiate between a new school request that will add capacity to accommodate increasing enrolment and a replacement school request to handle existing enrolment.
- When prioritizing major modernization requests, include minor expansions, upgrading, and facility adjustments to address declining enrolment, etc. in this category. Major modernizations include demolitions and additions of small areas.
- It is the responsibility of a school jurisdiction to provide the rationale for the proposed project including past enrolment and expected enrolment trends, capacity requirements, program needs and facility condition.
- Requests for modular classrooms, if part of a new core school request, should be included in the Web Application Program (WAP) submission (see next section). However, requests for replacement of older portables or new modular classrooms to accommodate enrolment

growth are only submitted to Education annually through the modular classroom program (see section 10).

- All WAP applications are reviewed by Education and Infrastructure. The review may include the transferring of a project to the most appropriate program (Expansion or Modernization). School jurisdictions will be notified of any changes.
- School jurisdictions should submit a single request for any projects that have multiple components (for example, a project may include a modernization, and addition, and a demolition). The request should be made under the category that reflects the primary type of project (for example, should the modernization portion of the project be largest, the project should be categorized as a modernization).

3.6.2 Web Application Program (WAP)

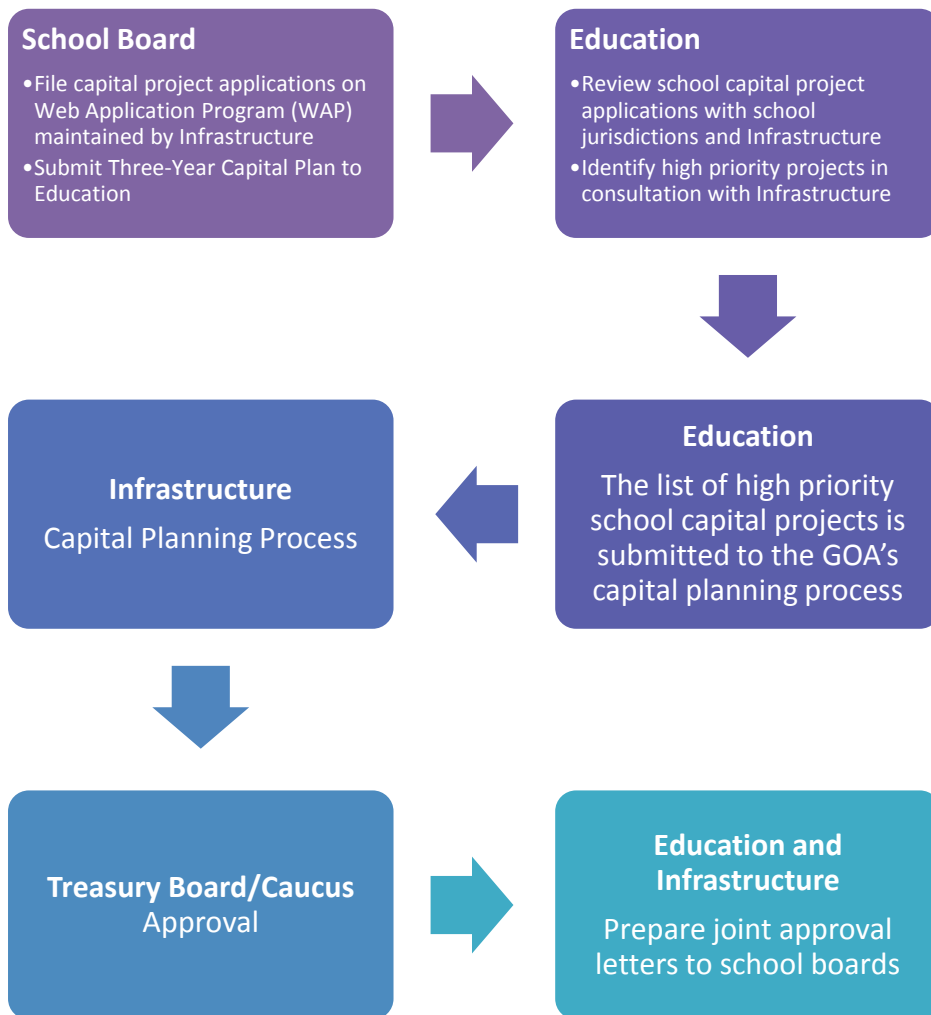
School jurisdictions must submit their Three-Year Capital Plans to Education by April 1 for the next year's school year. Capital projects identified in the Three-Year Capital Plans must also be submitted through Infrastructure's Form 2: Expansion and Modernization Application, available on the Web Application Program (WAP).

Infrastructure will provide each school jurisdiction with the required User-ID and Password for accessing the WAP site. Users are required to maintain the security of their passwords, including changing the password every 60 days. New users and previous users whose passwords have expired must contact Infrastructure for assistance. The WAP will be available to jurisdictions to enter data for a period of time as determined jointly by Education and Infrastructure.

For more information on accessing the WAP site and passwords, please contact the region Director in Learning Facilities Branch, Infrastructure.

4. Approval Process for School Building Projects

As required by the School Act, Part 7, Division 2, ministerial approval must be obtained before a school jurisdiction can begin work on any capital project. There will be no funding provided to a jurisdiction for a project that has been started without prior written ministerial approval.



4.1 School Capital Funding Priorities

School capital projects are reviewed and prioritized by Education, with technical input from Infrastructure, prior to being submitted to the government's capital planning process led by Infrastructure.

The projects identified in the Three-Year Capital Plans should include sufficient information to support the jurisdictions' priority ranking. Projects are first reviewed for accuracy and clarity, and staff from Education's Capital Planning Sector and Infrastructure's Learning Facilities Branch may meet with school jurisdictions to obtain further information as required.

Partnerships have become an important component of the capital planning submission. Please see section 3.3 for partnership considerations.

Education then prioritizes project requests by first considering school jurisdiction priorities and then the following criteria:

Health and Safety – Impact on health and safety of occupants of not proceeding with the project (e.g., replacement or essential modernization to correct unsafe conditions or prevent a major building failure).

Building Condition – Facility audit scores and the facility condition evaluation is a key tool for government and school boards' long-term capital planning processes. It assists with determining priorities for investing in maintenance, upgrades and new infrastructure. Reviews are ongoing within a five-year cycle so that each school is re-evaluated five years following its last review. The evaluation report generated from each review provides a "snapshot" of the physical condition and building systems at that specific point in time. The review anticipates the amount and cost of maintenance work that may be required over the next five years to keep the school in good condition.

Utilization Rates – The utilization formula is used as a measure of the relative occupancy levels of a school. When a facility reaches or exceeds a utilization of 85 per cent this indicates that a capital expansion may be considered. See section 9.3 for more information on the utilization formula. A high utilization rate at a school will not automatically result in the approval of additional infrastructure. Demographic trends, total utilization of the area, funding considerations and overall provincial priorities also need to be taken into consideration, along with the relative priorities for school capital projects identified by each of the school jurisdictions in their Three-Year Capital Plans.

Enrolment Projections – Trends and subsequent school board plans for the accommodation of students.

Education Program Delivery and Impact – Alignment with the direction the board has described in the Three-Year Education Plan and the importance of the project to achieving ministry program delivery requirements.

Site Readiness – An appropriately sized site that is serviced and has appropriate access should be available.

Infrastructure Performance – Recognition of infrastructure that is generally in greater need of attention due to poor functionality or poor physical condition; or that high utilization results in the need to adjust program delivery capacity.

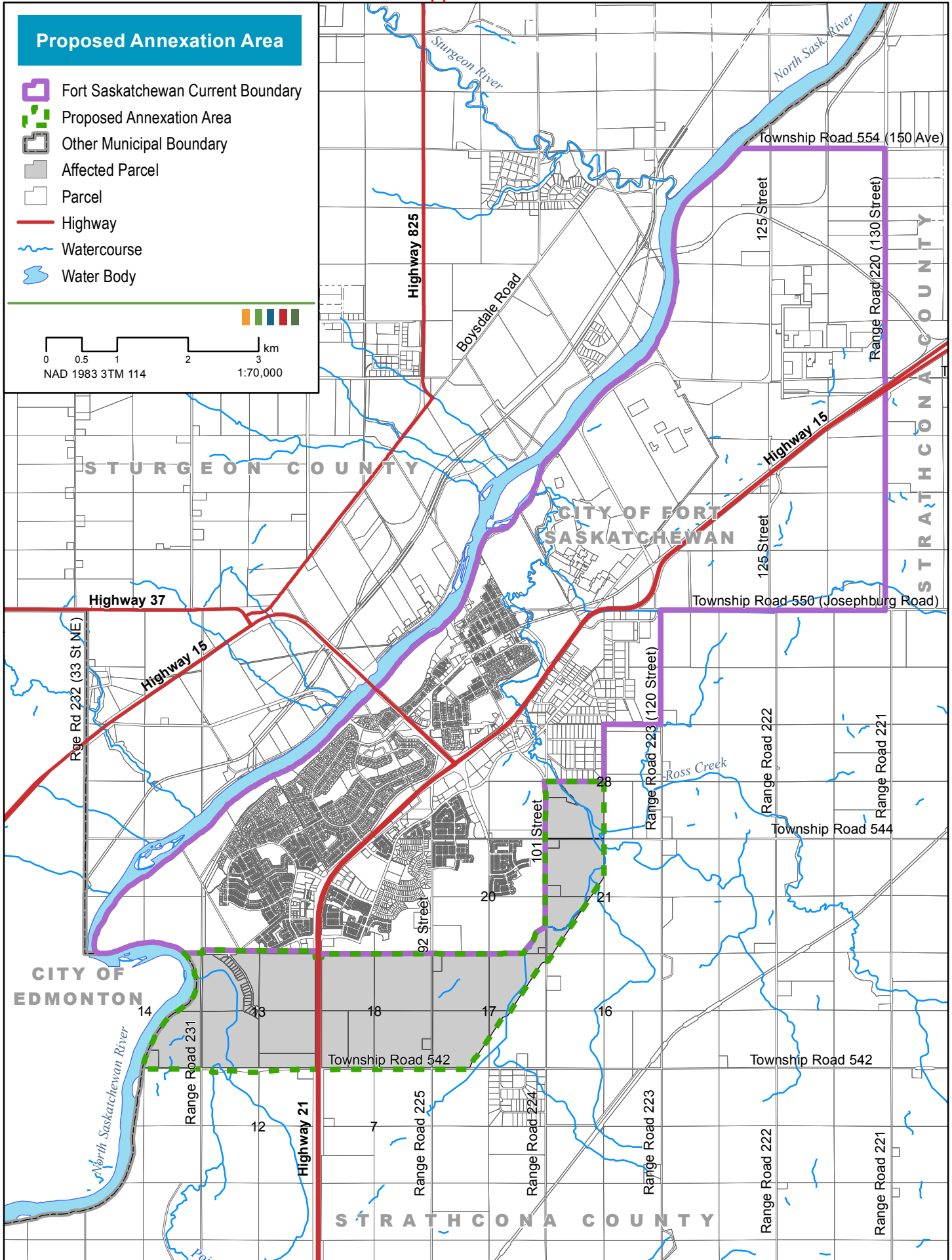
Additional Information, including opportunities for partnership/collaborations between one or more school jurisdictions and/or other partners and other supplementary information such as studies, regional plans.

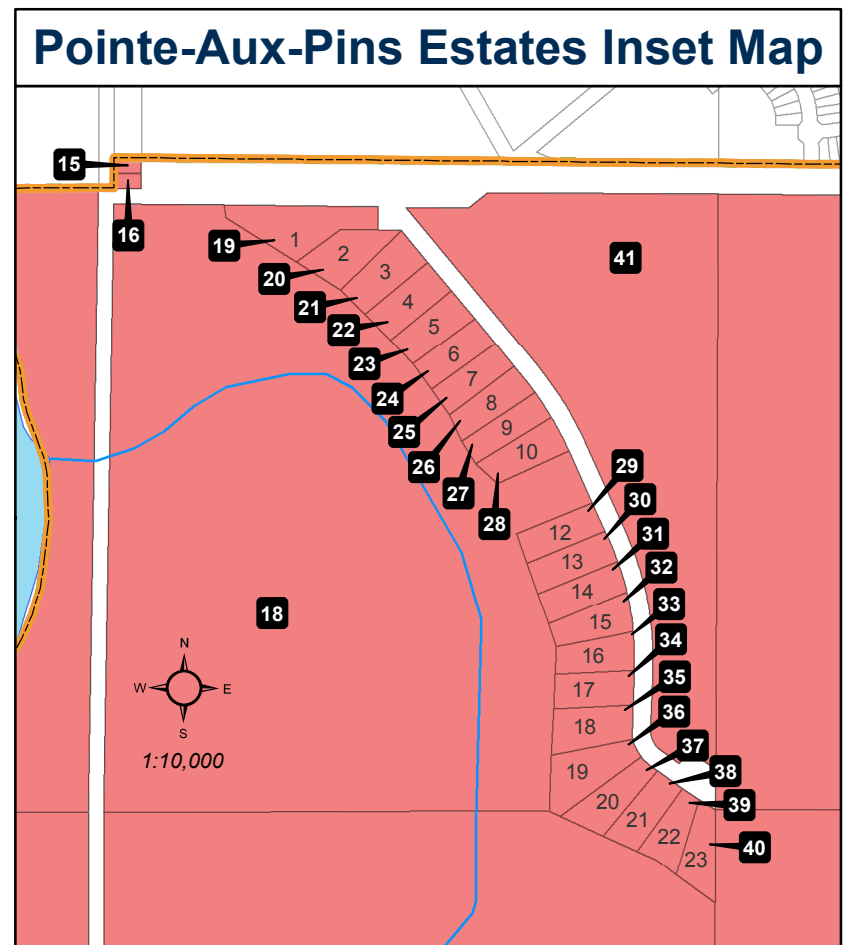
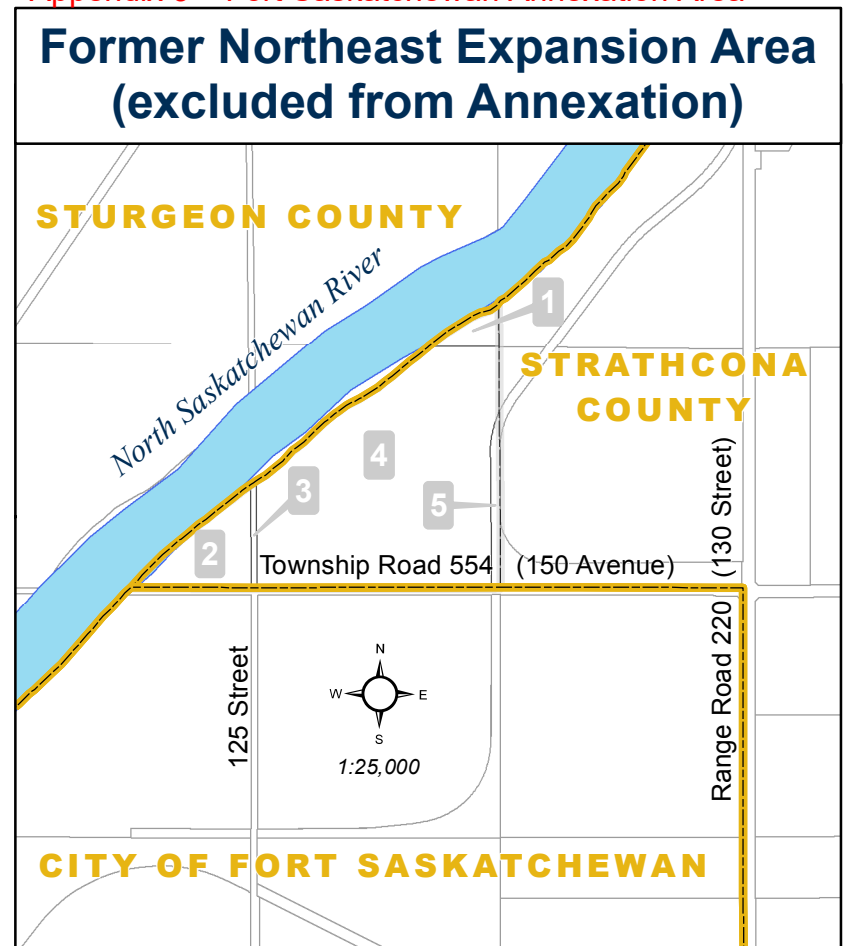
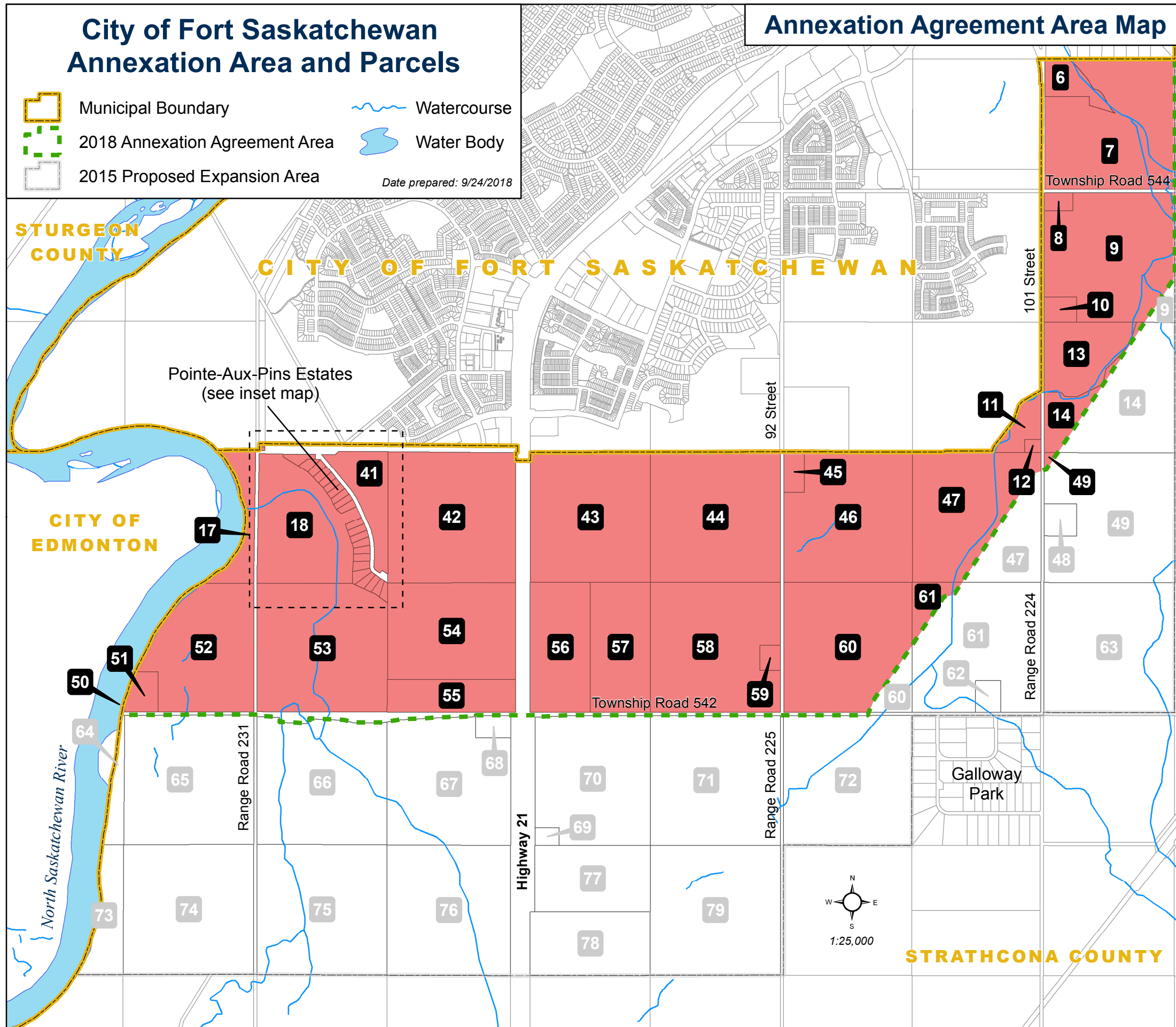
Education then prepares the annual submission for the provincial Capital Planning Prioritization Process.

4.2 Approval of Projects

Education and Infrastructure will send a letter to the school jurisdictions, notifying them of their approved school building projects and approved funding.

Appendix 3 – Fort Saskatchewan Annexation Area







RECOMMENDATION REPORT

DATE: Feb. 18, 2021

TO: Board of Trustees

FROM: Mark Liguori, Superintendent

SUBJECT: Borrowing Resolution 2020-21

ORIGINATOR: Candace Cole, Secretary-Treasurer

RESOURCE STAFF: Leah Lewis, Director, Financial Services

REFERENCE: Section 180 *Education Act*
Borrowing Regulation AR 83/2019

EIPS PRIORITY: Enhance high-quality learning and working environments.

EIPS GOAL: Quality infrastructure for all.

EIPS OUTCOME: Student learning is supported through the use of effective planning, management and investment in Division infrastructure.

RECOMMENDATION:

That the Board of Trustees approve the borrowing resolution to meet expenditures during the fiscal year 2020-21.

BACKGROUND:

The Bank of Montreal (BMO) requires EIPS to submit a borrowing resolution annually for the various credit facilities in place, following Board approval of the Audited Financial Statements. *Administrative Procedure 503, Cash Management and Credit Facilities* states that the Secretary-Treasurer shall submit a borrowing resolution annually for the various credit facilities in place and may only enter into credit facilities as approved by the annual borrowing resolution. The resolution is to be reviewed and approved annually to ensure the Board is informed of lending agreements that are in place.

Under Section 180 of the *Education Act*, authorization is given to the Board to borrow to meet current operating expenditure and capital expenditure requirements.

There has been one change in credit facilities from 2019-20. The Division's Corporate Mastercard credit facility has been increased from \$3,000,000 to \$4,000,000 to ensure the Division has coverage for the full credit limit of all Division cards. Over the past several years, as more purchases take place online and as vendors move to a credit/direct deposit preference over cheques, there has been an increase in the number of staff requiring a purchase card. Note that Division spending on purchase cards does not ever approach this limit (average monthly spending is \$400,000 and is paid in full each month). Bank of Montreal had no concerns with this change.



RECOMMENDATION REPORT

Borrowing Resolution

Administrative Procedure 514, Signing Authority requires any two of the following signing officers to provide authorization for Credit Facility Agreements:

- A) Board Chair
- B) Superintendent
- C) Secretary-Treasurer

Credit Facility	Purpose	Amount	Usage in 2019-20
Overdraft Lending Facility	<p>To assist with daily operating cash requirements.</p> <p>Overdraft would only be accessed if insufficient funds were available to cover withdrawals. The Division completes cash flow projections and adjusts investments, etc. to minimize the use of the Overdraft Lending Facility.</p>	\$5,000,000	None
Corporate MasterCard	<p>To finance all expenses eligible under the EIPS purchasing card program.</p> <p>Monthly transactions are charged against this credit facility. No interest charges are incurred as the Division pays the bill in full each month.</p>	\$4,000,000	Approximately \$400,000 per month in purchasing card transactions, balance is cleared monthly (no interest charges incurred).
Direct Electronic Funds Transfer (DEFT)	<p>DEFT for payroll, bill payments or other cash management services.</p> <p>This credit facility is required by BMO as a guarantee for DEFT files processed by EIPS. It is in place to protect the bank if insufficient funds were available to process the DEFT file. The Division cannot choose to draw on this facility as part of a cash management strategy.</p>	\$8,500,000	None
Total		\$17,500,000	



RECOMMENDATION REPORT

COMMUNICATION PLAN:

In order to satisfy the requirements of BMO, EIPS must provide a borrowing resolution that is approved by the Board. A copy of the Board meeting minutes will be provided to BMO, once approved.

ATTACHMENTS:

N/A