

EDMONTON PUBLIC SCHOOLS

June 28, 2005

TO: Board of Trustees  
FROM: A. McBeath, Superintendent of Schools  
SUBJECT: Recommendations Regarding the Proposed Closure of Strathearn School  
ORIGINATOR: C. McCabe, Assistant to the Superintendent

RESOURCE  
STAFF:

Jenise Bidulock, Randy Billey, Leanne Fedor, Pamela Hall, Kelly Hehn, Sandra Irving, Jane Klaray, Kerry-Ann Kope, Roland Labbe, Randy Leal, Shirly McNeill, Deanne Patsula, Amy-Irene Seward, Cindy Skolski, Colin Willows

RECOMMENDATION

1. That the closure of Strathearn School at the end of the 2004-2005 school year be approved.
- 2a. That an emergent request to the Minister of Infrastructure and Transportation for capital funding to complete essential facility modifications at receiving schools, to accommodate students for September 2005, (minor modifications at Rutherford School in the amount of \$75,000, and Holyrood School in the amount of \$40,000) be approved.
- b. That in the event that a commitment for funding the above from the Minister of Infrastructure and Transportation is not forthcoming prior to October 15, 2005, that a transfer of these funds from the Capital Reserve be approved.
3. That once September 2005 enrolment has been confirmed, the Three-Year Capital Plan be amended as appropriate for general upgrades to receiving schools.

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**Rationale for Recommending Closure**

Strathearn School was opened in 1952 and has a provincially rated capacity for 670 students. September 30, 2004 enrolment at the school was 102 students in kindergarten through grade 6 and 80 students in grades 7 through 9 for a total of 182 students. Enrolment at Strathearn School has been declining steadily since 1960 (Appendix I). Of the 182 students enrolled at Strathearn School, 94 are in regular elementary programming and eight students receive elementary special needs programming. In junior high, 68 students receive regular programming and 12 students receive special needs programming.

Projected enrolment for next year is 96 students in kindergarten to grade 6 and 82 students in grades 7 through 9 for a total of 178 students. Current pre-enrolment at Strathearn School as of June 23, 2005 is as follows: 121 students in the regular program (72 regular elementary and 49 regular junior high) and 14 students in special needs programs (three in elementary and eleven in junior high) for a total of 135 students. There are 371 public elementary and junior high students residing within Strathearn School's attendance area. Ninety-seven of those students currently choose to attend Strathearn School while the remaining 274 students are choosing to attend other district schools (Appendix I). (Elementary attendance area: 148 students residing and 53 attending; Junior High attendance area: 223 students residing and 44 attending).

### Demographic Data

The City of Edmonton prepared a 25 year *Edmonton Population and Employment Forecast 2000 - 2025* which was released in 2001. This study has been used by City departments in support of developing such plans as the Transportation Master Plan, the Recreation Facilities Master Plan, and in support of the current Urban Parks Master Plan project. The study was developed by an external consultant working with City representatives, and was based on available population and census data, and development planning activity information current at the time. Included in this plan was a significant section on the overall composition of the population in the City of Edmonton, including pre-school and school-aged population totals both in total numbers and as percentage of the population. Population projections were also presented by City Transportation Zones. Only one population projection scenario was included in the *Edmonton Population and Employment Forecast 2000 - 2025*.

As part of the recent cluster study work engaged by our district, a review of supporting information and data included inquiries to City representatives about statistics and forecasts in the *Edmonton Population and Employment Forecast 2000 - 2025*. City officials indicated that they were close to releasing an update to the 25 year projection for the period 2003 - 2030. The district was provided with data tables which provided population projections by age by neighbourhood. Two tables were provided, a Base projection, which is consistent with the previous 25 year projection, and a High projection. City officials indicated that they were contemplating inclusion of a Base and a High projection approach as part of the 2003 - 2030 forecast. At the time that consultation meetings were held, the forecast was not officially released. The forecast has now been released officially, exclusive of 2005 Civic Census results.

Only the City's draft Base projection was used at the time of public consultation meetings, as the adoption of a High projection model was not yet formalized. It should also be noted that the difference between the Base and the High projection for elementary students in the Strathearn School elementary attendance area is 224 to 230 (6 students), and 312 to 332 (20 students) for the junior high attendance area.

For district projections, the best data source available on which to base district enrolment projections are district student counts. These are available through the district's own Student Information System. This system informs the district of actual numbers of students by where they live and what schools they attend. This is the most relevant data available in analyzing and developing district projections for student numbers residing in an area or attending a district school. The City's 25 year projections provide the best external information available for projections beyond the Student Information System.

The Appendix II graph indicates the district's own student residency history to September, 30, 2004, known total school-aged populations extracted from the 1996 and 2001 Federal Census, the

1999 Civic Census, and the City's draft Base and High forecasts to 2030. The enrolment history of Strathearn School has also been included as an additional contextual reference.

Based on district enrolment history and trends, census data from 1996 to 2001, and civic population projections for the next twenty-five years, it is anticipated that the viability of Strathearn School will continue to decline. Strathearn School is eligible for closure in accordance with Board Policy FL.BP (Appendix III) which identifies space utilization (under 40 per cent), and/or an average elementary enrolment below 15 students per grade, or an average junior high enrolment below 30 students per grade, and/or the cost of keeping the school in operable condition or restoring it to operable condition being deemed by the board to be unreasonably high.

If Strathearn School were to be closed, savings in operational costs of approximately \$214,000 per year would be realized by the district. The Strathearn School building is in good condition with a provincial audit score of 390. Upgrades to the facility, estimated at \$1.5M would be required to bring it to current standards.

### **Accommodation of Strathearn School Students**

If Strathearn School were to be closed, the 142 students currently enrolled for the fall would be dual designated to Rutherford School and Holyrood School for regular elementary programming (76 students), designated to Rutherford School for special needs Behaviour and Learning Assistance elementary programming (five students), to Kenilworth School for regular junior high programming (51 students) and to Ottewell School for special needs junior high Opportunity program (10 students). There is space available in each of these schools to accommodate Strathearn School students.

Appendix IV represents elementary and junior high students who live in the Strathearn School attendance area and the Edmonton Public Schools they attend. There are 148 public elementary students living within the Strathearn School elementary attendance area. Fifty-three elementary students (36 per cent) currently choose to attend Strathearn School. Nineteen per cent attend Holyrood School, 7 per cent attend Rutherford School and the remaining 38 per cent attend other district elementary schools. Currently 51 per cent of all elementary students district-wide attend their designated school.

There are 223 public junior high students living within the Strathearn School junior high attendance area. Forty-four junior high students (20 per cent) currently choose to attend Strathearn School, 25 per cent attend Kenilworth School, 20 per cent attend Ottewell School and the remaining 35 per cent attend other district junior high schools. Currently 46 per cent of all junior high students district-wide attend their designated school.

Students have direct access to the designated school for their attendance area as defined by their residence. If Strathearn School were to be closed, some students may choose other district schools. Should parents of Strathearn School request to register in a different school other than the designated receiving schools, students would be able to register in that school, even if pre-enrolment deadlines have past as long as the school provides the appropriate program and the student meets entrance criteria.

There is a direct ETS route from Strathearn School to Kenilworth School. Junior high students would be provided with subsidized ETS passes. Yellow bus service would be available for elementary students to their receiving elementary school. No major changes are anticipated to transportation services for students currently attending the elementary Behaviour and Learning

Assistance and junior high Opportunity programs. The transportation fee would be highly subsidized by the district at the rate set for students who attend their designated receiving school.

### **Consultation**

On December 14, 2004, the board approved a recommendation that groups of schools in areas of the city with low enrolments be examined for the purpose of addressing improved educational opportunities for students. Strathearn School was clustered with Forest Heights, Fulton Place, Hardisty, and Terrace Heights schools. Cluster Studies commenced early in the new year and were coordinated by the Planning Department. Planning staff consulted with principals, and in various meetings with school staff, parents, school councils, program representatives and the broader community. The overall objective of the consultation process was to provide participants with the opportunity to work with the district to realize the following outcomes:

- Enhanced programming for students;
- Improved educational and co-curricular opportunities for students;
- Improved facilities and learning environments for students; and
- Improved use of school space.

Following from the Cluster Study in which Strathearn School was considered, the recommendations approved by the Board of Trustees on March 8, 2005 were as follows:

1. That the administration be authorized to undertake the provincial and board mandated processes to consider the closure of Strathearn School.
2. That in conjunction with recommendation one above, the administration bring forward information to the Board of Trustees regarding:
  - a. necessary upgrades to Kenilworth and Rutherford schools;
  - b. upgrades to any schools that may be considered through the closure process to accommodate regular, alternative and special needs programs;
  - c. programming enhancement for students at any schools that may be receiving schools for students through the closure process; and
  - d. other matters relating to the implementation of the recommendations.

### **Public Meetings**

Public meetings were held to consider the closure of Strathearn School on Monday, April 11, 2005 at Strathearn School and on Tuesday, May 31, 2005 at the Centre for Education. The arrangements and outcomes of the meetings are as follows:

#### **Public Meeting - April 11, 2005**

The following arrangements were made prior to the public meeting that was scheduled for April 11, 2005:

- Parents/guardians of students registered at the school received a letter informing them of the public meeting along with the Notice of Meeting information package (Appendix V)
- Advertisements were placed in the Edmonton Journal, Sun and the Examiner
- Flyers were posted in a minimum of five conspicuous places in the community
- A mail drop was arranged to ensure all members of the community were informed of the meeting

- A letter was sent to the City of Edmonton requesting a community impact statement and provided notice and invitation to the public meeting
- Community League Presidents and the President of the Edmonton Federation of Community Leagues (EFCL) received notification of the meeting and an invitation to attend

The public meeting was scheduled and conducted in accordance with the requirements of the School Act and Closure of Schools Regulation (Appendix VI). It was intended to provide the district with the opportunity to present information to the public and receive their input regarding the proposed closure of Strathearn School. The meeting was held Monday, April 11, 2005 at Strathearn School. Two hundred and seventy-seven parents, community members and students from the Strathearn community attended the meeting at which district staff provided information about Strathearn School. Also in attendance were nine trustees, two other elected officials and twenty-eight district staff.

Attendees were provided with information about the implications of the closure for students, the community and the district, the implications of keeping the school open and information about the implementation of closure. Information regarding the district's long range capital plan was provided in the Notice of Meeting information package in items 8, 9 and 10. Further information on capital plans was provided at the public meeting.

### **Concerns and Issues**

The administration has identified, through the closure process, the following issues and concerns identified by parents and community members that need to be addressed. The ways in which each of these could be addressed are as follows:

- Designated Receiving Schools
- Class Sizes
- Cost of Transportation and Lunch Fees
- Improved Educational Opportunities
- Future Use of Closed Building and School Site
- Programming Needs
- Parent-Raised Funds
- Capital Investment
- Alternative Programs

#### Designated Receiving Schools

- Consider changing or adding school(s) currently identified as the designated receiving school, should Strathearn School close

In order to address the wishes of parents for choice, both Rutherford School and Holyrood School would be designated as receiving schools for the regular elementary programming.

It is proposed that Kenilworth School be the receiving school for the regular junior high program students from Strathearn School and Ottewell School be the receiving school for the Opportunity program students. Kenilworth School can accommodate Strathearn students however, with the need to reduce class sizes, Kenilworth School may require the addition of portable classroom space. This is dependent on enrolment and would be required only if enrolment increased significantly whether or not Strathearn School is closed and students are designated there. Ottewell School can accommodate the Opportunity program without expansion and its location enhances the balanced distribution of special needs programs within this sector of the city.

Class Sizes

- Ensure class size initiative is implemented at the designated receiving school(s), should Strathearn School close

Edmonton Public Schools is required to lower average class sizes by the 2006/07 school year to the levels recommended by the Learning Commission. In the fall of 2004/2005 the district distributed additional funds to schools designated specifically for staff to meet the small class size recommendations. It is anticipated that the district will once again work with principals to ensure schools are working toward meeting the recommendations.

Schools with enrolments of 300 to 400 students have more flexibility to hire staff to meet the recommendations for smaller class sizes. Because there are more students, a school with a higher enrolment has a greater opportunity to be able to organize single grade classes. Occasionally, the need for combined classes is necessary to accommodate odd numbers of students. However, in larger schools, there is a greater ability to keep smaller numbers in all classes whether they are straight classes or combined classes. If the need for a slightly higher number of students within a class occurs, schools with higher enrolments have the resources to be able to provide support for that class by hiring additional assistance or reorganizing the class for a portion of the day.

Cost of Transportation and Lunch Fees

- Determine the impact on the district to subsidize transportation and lunch fees, should Strathearn School close

If Strathearn School were to be closed, elementary students residing in the Strathearn School attendance area would be eligible for subsidized yellow bus transportation to their designated elementary receiving schools. Designation to any nearby elementary school may require the addition of one bus. For students residing in the Strathearn School attendance area and attending their designated school, lunch fees for supervision would be waived by the district through to their completion of grade 6 at their designated school. Junior high students would be eligible to purchase subsidized ETS bus passes regardless of what junior high school they choose to attend. The transportation fees would be highly subsidized by the district at the rate set for students who attend their designated receiving school.

Improved Educational Opportunities

- Identify details of improved educational opportunities for students including class sizes, should Strathearn School close

Additional educational opportunities and benefits that would be available to Strathearn School students through the elementary program offered at Rutherford School are outlined below.

School	Rutherford
Staffing	<ul style="list-style-type: none"> <li>• Increased teaching staff for additional support for student learning needs</li> <li>• Increased leadership staff</li> <li>• Opportunities for staff collaboration to support learning</li> <li>• Experienced Strategies teacher on staff for programming support of students with special needs</li> <li>• Library Technician to support teachers and students</li> </ul>

<b>School</b>	<b>Rutherford</b>
<b>Curriculum and Resource Program Benefits</b>	<ul style="list-style-type: none"> <li>• Accelerated Reading Program</li> <li>• Newly renovated library with renewed collection</li> <li>• New leveled books for all grade levels</li> <li>• K-6 French as a Second Language offered to all students</li> </ul>
<b>Support Services</b>	<ul style="list-style-type: none"> <li>• Faculty College St. Jean education student study support</li> <li>• Daily paired reading and echo reading sessions</li> <li>• Continued support of contracted social workers</li> <li>• Full lunch program</li> </ul>
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• Four computer pod in each classroom</li> <li>• Large new playground</li> <li>• Climbing apparatus for playground activity</li> <li>• Easy access to classroom from bus loading zone</li> <li>• Completion of essential modernization of facility</li> </ul>
<b>Extra and Co-Curricular Activities</b>	<ul style="list-style-type: none"> <li>• Enhanced participation and resources for:</li> <li>• AMA School Safety Patrol for grade 6 students</li> <li>• Art club</li> <li>• Music Enrichment: <ul style="list-style-type: none"> <li>▪ hand bell choir</li> <li>▪ primary choir</li> <li>▪ senior choir</li> </ul> </li> <li>• Science Olympics</li> <li>• Arts focus on drama, movement and visual arts</li> </ul>

Additional educational opportunities and benefits that would be available to Strathearn School students through the elementary program offered at Holyrood School are outlined below.

<b>School</b>	<b>Holyrood School</b>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• Experienced French Immersion, Ukrainian International Bilingual and French as a Second Language teaching and support staff</li> <li>• Library technician</li> </ul>
<b>Curriculum and Resource Program Benefits</b>	<ul style="list-style-type: none"> <li>• English Program K-6</li> <li>• French Immersion Program K-6</li> <li>• Ukrainian International Bilingual Program K-6</li> <li>• French as a Second Language</li> <li>• French Immersion Strategies Program</li> </ul>
<b>Support Services</b>	<ul style="list-style-type: none"> <li>• Student Leadership Program</li> <li>• Character Education Programs</li> <li>• Paired reading tutors and reading buddies</li> <li>• Resource room program and in-class assistance</li> <li>• Full lunch program</li> <li>• Housing ABC Headstart pre-school program</li> </ul>
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• Large well equipped library</li> <li>• Full computer lab</li> <li>• Sound Field FM systems in every classroom</li> <li>• Huge and spacious school yard</li> <li>• Full stage supports fine arts productions</li> <li>• Completion of essential modernization of the facility</li> </ul>

<b>School</b>	<b>Holyrood School</b>
<b>Extra and Co-Curricular Activities</b>	<ul style="list-style-type: none"> <li>• AMA safety patrols</li> <li>• secretary assistants, choir assistants, lunch room assistants, kindergarten helpers, library assistants</li> <li>• Students participate in activities to support a variety of local charities</li> <li>• Extra-curricular activities and clubs include the two choirs, Running club, Ukrainian Dance, the Author's Chair program, Spanish club, Chess club and intramural sports.</li> </ul>

Additional educational opportunities and benefits that would be available to Strathearn School students through the junior high programs offered at Kenilworth School and Ottewell School are also outlined below.

<b>School</b>	<b>Kenilworth (for students in Regular program)</b>	<b>Ottewell (for students in the Opportunity program)</b>
<b>Staffing</b>	Subject area specialists beyond core subjects Language specialists Full-time library technician	Subject area specialists beyond core subjects Language specialists Enhanced library technician support Increased teaching staff for additional support and leadership
<b>Curriculum and Resource Program Benefits</b>	French as a Second Language (Beginner and Intermediate) French Immersion and Late French Immersion site Career and Technology study courses Construction Technology Specialized instructors in all subject areas Minimum of two classes per option Gr. 7 & 3 for Grades 8 & 9 Separate phys. ed. for boys and girls at each grade level	Beginner and Intermediate French programs Enrichment in all core subjects Paired-reading program Career and Technology Studies <ul style="list-style-type: none"> <li>• Construction and Fabrication</li> <li>• Information Processing</li> </ul> Computer assisted instruction Environment and outdoor education
<b>Support Services</b>	Home-room continuity over full 3 years On-site school store Closed campus Peer mentoring program Bully-free program Positive recognition program Pro-active at-risk counseling 80% of students utilize School Zone Extra support program for before and after school Teacher mentor program	Home-work monitoring program Peer support program Peer-paired tutoring program Teach lunch time help sessions High school prep program Snack Shack hot lunches Guidance and counseling Fitness-wellness centre Career shadowing



<b>School</b>	<b>Kenilworth (for students in Regular program)</b>	<b>Ottewell (for students in the Opportunity program)</b>
<b>Facilities</b>	Two full computer labs Computer assisted instruction in all core and option classrooms, including smart boards, overhead projectors, etc. two gymnasiums CTS labs including Construction Technology	Main entrance and classrooms wheelchair accessible Two gymnasiums Three IBM networked computer labs Classroom computers Snack Shack food service Computerized Learning Resource Centre Two Construction and Fabrication labs Modern science labs Renovated music room
<b>Co-Curricular Activities</b>	French Immersion trips Math contests Field trips that support curricular outcomes Band grades 7-9 Band Concert trips Performances at the school or in the community Drama presentations Outdoor Education trips	Science Olympics Math contests Band program/trips Drama presentations
<b>Extra Curricular Activities</b>	Choir Guitar lesson program Cheerleading team Social activities: <ul style="list-style-type: none"> <li>• Dances</li> <li>• French Week</li> </ul> Student Council Clubs: <ul style="list-style-type: none"> <li>• Drama</li> <li>• Ski club</li> <li>• Grade 9 Shakespeare production</li> </ul>	Student Council Band program Cheerleading program/team Athletics: <ul style="list-style-type: none"> <li>• Inter-school competitive teams, boys and girls, junior and senior categories: <ul style="list-style-type: none"> <li>○ Wrestling</li> <li>○ Slow Pitch</li> </ul> </li> </ul> Clubs: <ul style="list-style-type: none"> <li>• Bike</li> <li>• Chess</li> <li>• Citadel Club</li> </ul> Journal Games

Additional educational opportunities and benefits in Career Technology Studies (CTS) and other option courses that would be available to Strathearn School students through the junior high programs offered at Kenilworth School and Ottewell School are as follows:

<b>Kenilworth School</b>		<b>Ottewell School</b>		<b>Strathearn School</b>	
Students choose two options in addition to French as a Second Language or French Language Arts		Students choose two full year options (or combination of half/full year options to total two full courses)		Students select from three sets of three short options, each trimester, or they can select a full year option and some short options. All options are triple graded. No second language available.	
Art	240 hours (80 hours per grade) 3 separate grade levels	Art	285 hours (95 hours per grade) 3 separate grade levels	Course not Offered	
Drama	240 hours (80 hours per grade) 3 separate grade levels	Drama	285 hours (95 hours per grade) 3 separate grade levels	Drama	75 hours Cross-graded 7-8-9
Environmental and Outdoor Education	240 hours (80 hours per grade) 3 separate grade levels	Environmental and Outdoor Education	142.5 hours (47.5 hours per grade) 3 separate grade levels	Environmental and Outdoor Education	75 hours Cross-graded 7-8-9
Music – General	Grade 9 only	Course not Offered		Course not Offered	
Music – Instrumental (Band)	240 hours (80 hours per grade) Requires prerequisite of lower level Prepares students for Music 10 (Level 4) 3 separate grade levels	Music – Instrumental (Band)	285 hours (95 hours per grade) Requires prerequisite of lower level Prepares students for Music 10 (Level 4) 3 separate grade levels	Course not Offered	

<b>Kenilworth School</b>		<b>Ottewell School</b>		<b>Strathearn School</b>	
Course not Offered		Study Skills and Learning Strategies	142.5 hours (47.5 hours per grade) Option choice for students or teacher recommended 3 separate grade levels	Study Skills and Learning Strategies	(2) 25 hour sampler Cross Grade 7-8-9
Course not Offered		Chinese Language & Culture (entry point grade 7)	285 hours (95 hours per grade) 8 and 9 require prerequisite Prepares students for Chinese Language & Culture in High School 3 separate grade levels	Course not Offered	
French as a Second Language (6 year program) (entry point grade 7)	(Second Language French as a Second Language or French Language Arts required at Kenilworth) Requires prerequisite of lower level Prepares students for French as a Second Language 20 3 separate grade levels	French as a Second Language (6 year program) (entry point grade 7)	285 hours (95 hours per grade) Requires prerequisite of lower level Prepares students for French as a Second Language 20 3 separate grade levels	Course not Offered	

<b>Kenilworth School</b>		<b>Ottewell School</b>		<b>Strathearn School</b>
French as a Second Language (9 year program) (grade 4 entry point)	(Second Language French as a Second Language or French Language Arts required at Kenilworth) Requires French Language Arts Grade 6 and prerequisite of lower level Prepares students for French as a Second Language 31a 3 separate grade levels	French as a Second Language (9 year program) (grade 4 entry point)	285 hours (95 hours per grade) Requires French Language Arts Grade 6 and prerequisite of lower level Prepares students for French as a Second Language 31a 3 separate grade levels	Course not Offered
French Language Arts (k, 1 entry point)	Requires French Language Arts Grade 6 and prerequisite of lower level Prepares students for French Language Arts 10 3 separate grade levels	Chinese (Mandarin) Language Arts	Requires Grade 6 Chinese Language Arts and requires prerequisite of lower level Prepares students for Chinese Language Arts 15 3 separate grade levels	Course not Offered
French Language Arts (Late Immersion) (grade 7 entry point)	Prepares students for French Language Arts 10 3 separate grade levels	Course not Offered		Course not Offered

<b>Kenilworth School</b>		<b>Ottewell School</b>		<b>Strathearn School</b>	
Fashion Studies / Foods / Construction <sup>1</sup> (3 strands)	Grade 7 80 hours (20 hours Fashion Studies 7, 20 hours Foods 7 and 40 hours Construction 7)	Course not Offered		Fashion Studies <sup>1</sup>	25 hour sampler Cross-grade 7-8-9
Foods and Fashion Studies <sup>1</sup> (2 strands)	Grade 8 and 9 160 hours (80 hours per grade) 2 separate grade levels	Foods <sup>1</sup>	142.5 hours (47.5 hours per grade) 3 separate grade levels	Foods <sup>1</sup>	25 hour sampler Cross-grade 7-8-9
Construction Technologies <sup>1</sup>	Grade 8 & 9 160 hours (80 hours per grade) 2 separate grade levels -unit shop	Construction Technologies <sup>1</sup>	142.5 hours (47.5 hours per grade) 3 separate grade levels	Course not Offered	
Information Processing <sup>1</sup>	240 hours (80 hours per grade) 3 separate grade levels	Information Processing <sup>1</sup>	142.5 hours (47.5 hours per grade) 3 separate grade levels	Course not Offered	
Communication Technology <sup>1</sup>	Grade 7 80 hours	Course not Offered		Communication Technology <sup>1</sup>	25 hour sampler Cross-grade 7-8-9
Community Health <sup>1</sup>	Grade 7 80 hours	Course not Offered		Course not Offered	
Course not Offered		Course not Offered		Design Studies <sup>1</sup>	Instead of Art 25 hour sampler Cross-grade 7-8-9
Course not Offered		Course not Offered		Enterprise and Innovation <sup>1</sup>	25 hour sampler Cross-grade 7-8-9

<sup>1</sup> CTS Strand names – course names vary slightly

### Future Use of Closed Building and School Site

- Ensure future use of closed building and land meets community expectations, should Strathearn School close

If Strathearn School were to be closed, the district would first look for other district uses for the building. Should the district conclude that there are no other district uses for the building, it would work with the community league and the City of Edmonton and ensure that any other future use of the building and school site is appropriate. The district may also consider issuing a Request for Proposals (RFP) from the community non-profit sector to explore possible partnership opportunities. The district would also explore whether or not other educational bodies or community service oriented agencies might be interested in the building as tenants over the short to medium term.

### Programming Needs

- Ensure programming needs of students (e.g. Reading Recovery) are met at the receiving school should Strathearn School close

The programming needs of all Strathearn School elementary students, including Reading Recovery, would be met by the resources and supports that would be available at Rutherford and Holyrood Schools. Similarly, the programming needs of all Strathearn School junior high students would be met by the resources and supports that would be available at both Kenilworth and Ottewell schools.

### Parent-Raised Funds

- Ensure that funds raised by the parent council and society are handled in accordance with board policy, should Strathearn School close

Funds raised by the parent council and society will be handled in accordance with board policy and regulations.

### Capital Investment

- Further define extent of capital investment and ensure capital investment will impact classrooms and learning spaces, should Strathearn School close

For the purposes of accommodating students from Strathearn School, minimal investment would be required at Rutherford School. Emergent investment would be required for minor renovations to accommodate the Behaviour and Learning Assistance program and to relocate tenant space within the building to optimize regular program space use. There is sufficient space to meet the district's class size targets at Rutherford School. The Rutherford School building has not received any comprehensive upgrading, and an essential upgrade preservation project at an estimated cost of approximately \$2.1M is recommended, regardless of whether or not the attendance area is expanded to include the Strathearn School elementary program attendance area. Should Rutherford School be designated to receive students as a result of the closure of Strathearn School, the project to upgrade the school will be added as an additional Year 1 priority within the district's Three Year Capital Plan 2006 – 2009 through an amendment to that plan,

The Holyrood School building has been included as a Year 2 priority for a general upgrade preservation project within the district's Three Year Capital Plan 2006 - 2009. This upgrade is required, as there have been no comprehensive upgrade projects implemented at the school to date. The estimated cost of the upgrade is approximately \$5.3M and it includes a four classroom permanent addition. The upgrade is warranted given the consistent number of students attending the school and a projection for continued strength in student numbers. The funding request for

this project is based on the school's current attendance area and program locations, however the project would facilitate accommodation of students that might choose to attend Holyrood School should Strathearn School be closed. Should Holyrood School be designated to receive students as a result of the closure of Strathearn School, the project to upgrade the school will be added as an additional Year 1 priority within the district's Three Year Capital Plan 2006 – 2009 through an amendment to that plan.

Kenilworth and Ottewell schools require no renovations to accommodate the proposed junior high program designations. Although Kenilworth School may require the addition of portable space to accommodate the lower class size initiative, this additional space would be required whether or not Strathearn School is closed. An additional \$3.2M is required in the long-term at Kenilworth School to complete essential and general upgrades which, again, will be necessary regardless of whether or not Kenilworth School's attendance area is expanded to include the Strathearn School regular program.

#### Alternative Programs

- Investigate alternative and special needs programs that would be suitable for Strathearn School

The following alternative programs are currently being investigated to determine if there is a demand district wide for alternative programs:

- Cogito Alternative Program in Millwoods and north area of the city
- Logos Alternative Program in Millwoods
- Spanish Academy Alternative Program in the north area of the city
- Behaviour and Learning Assistance district sites program for Fraser and Mary Butterworth schools
- Pre-advanced placement has been approved by the board as a junior high alternative program. No sites have yet been identified, however, the requirements to place these programs at Strathearn School would not be met. The criteria for such placement would include a junior high program with at least 50 students per grade, in order to sustain single grade classes for the academic program. Another criteria would be schools in areas of the city that do not already contain academic programs.

#### Public Meeting - May 31, 2005

The following arrangements were made prior to the public meeting that was scheduled for May 31, 2005:

- Parents/guardians of students registered at the school received a letter informing them of the public meeting along with the Notice of Meeting information package (Appendix VII)
- Advertisements were placed in the Edmonton Journal, Sun and the Examiner
- Flyers were posted in over 60 public places in the community
- A letter was sent to the City of Edmonton requesting further input or revisions to the April 26<sup>th</sup> community impact statement received and provided notice and invitation to the public meeting
- Community League Presidents and the President of the Edmonton Federation of Community Leagues (EFCL) received notification of the meeting and an invitation to attend

The public meeting was scheduled and conducted in accordance with the requirements of the School Act and Closure of Schools Regulation (Appendix VI). It was intended to provide the district with the opportunity to present information to the public and receive their input regarding

the proposed closure of Strathearn School. The meeting was held Tuesday, May 31, 2005 at the Centre for Education. Seventy-two parents, community members and students from the Strathearn community attended the meeting at which district staff provided information about Strathearn School. Also in attendance were nine trustees, one elected official and twenty district staff. Yellow bus transportation was provided to 12 parents and 2 children to attend the meeting.

Attendees were provided with information about the implications of the closure for students, the community and the district, the implications of keeping the school open and information about the implementation of closure. The district's Three-Year Capital Plan and Ten-Year Facilities Plan were provided in the Notice of Meeting information package. Further information and additional copies of the capital plans were provided at the public meeting.

Parents and community members expressed a desire to keep Strathearn School open for the following reasons:

- belief that the Cluster Study and School Closure processes were flawed
- concern with students inability to walk to and from the designated receiving schools
- concern with condition of designated receiving school buildings
- concern with demographic data
- belief that an alternative program will improve the viability of Strathearn School
- concern with the provincial utilization rate

Four parents made formal presentations at the meeting. Strathearn PAC had copies of the following at the meeting: Strathearn School Facts Obtained through Access to Information, Strathearn School Adherence to Edmonton Public School Board Standards for Continued Operation, Maintaining the Long Term Viability of Strathearn School.

### **Input from the City of Edmonton**

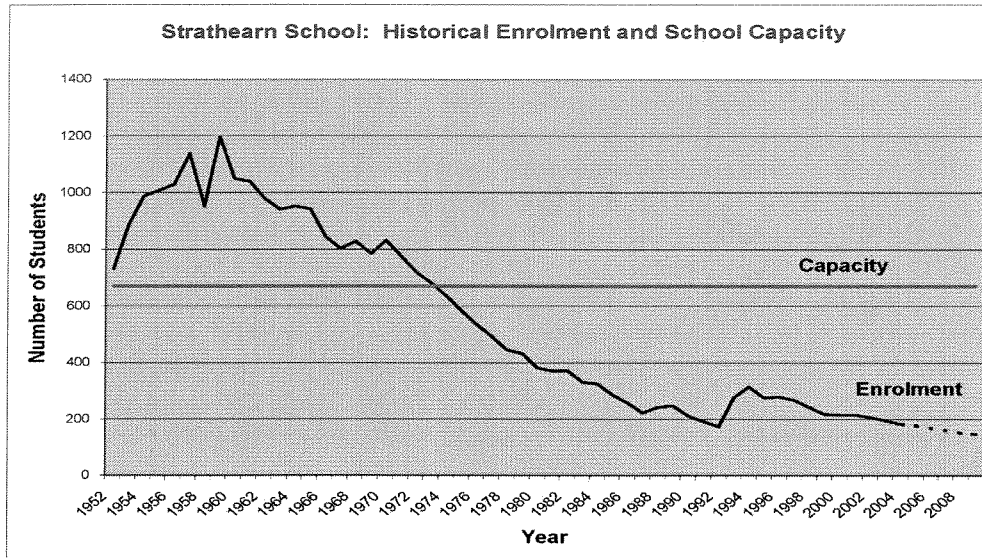
The City of Edmonton was invited to provide a community impact statement on the potential closure of Strathearn School. A copy of their response is attached (Appendix VII). The playground at Strathearn School is owned and maintained by the City of Edmonton and would be available for community use. There are rentals in the school gymnasium on Monday evening (adult Ukrainian dance) and Tuesday evening (adult basketball) and in the art room Tuesday evening (adult art class). There are no rentals on Wednesday or Thursday evenings. There is a youth Irish dance class on Friday evening. The district would consider community access to gymnasiums in any future lease arrangements and would continue to work with the City of Edmonton if any additional issues or concerns arise.

JB:cp

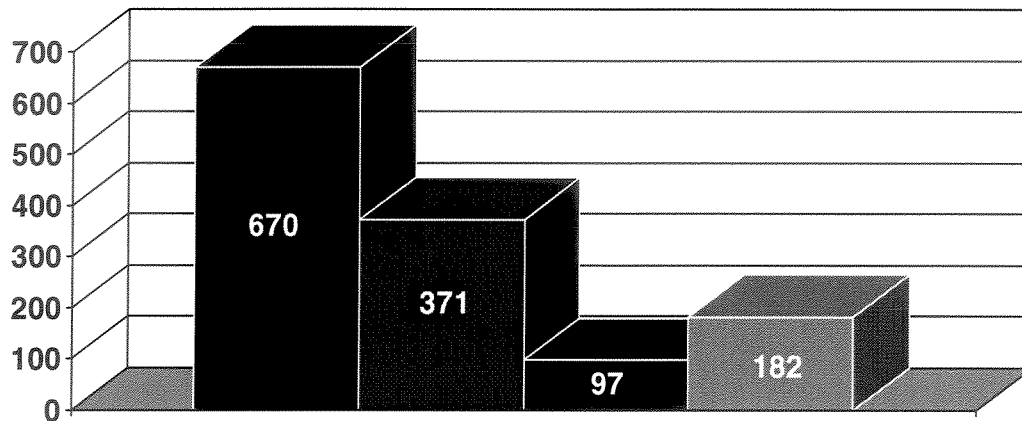
APPENDIX I	Strathearn School Enrolment History and Total Capacity, Student Projection, and Student Enrolment
APPENDIX II	City of Edmonton Neighbourhood Demographic Information
APPENDIX III	Board Policy FL.BP School Closure
APPENDIX IV	Elementary and Junior High Students who live in the Strathearn School Attendance Area and the Edmonton Public Schools they Attend
APPENDIX V	Notice of Meeting – April 11, 2005
APPENDIX VI	School Act
APPENDIX VII	Notice of Meeting – May 31, 2005
APPENDIX VIII	City of Edmonton Community Impact



**STRATHEARN SCHOOL ENROLMENT HISTORY AND TOTAL CAPACITY, STUDENT PROJECTION, AND STUDENT ENROLMENT**

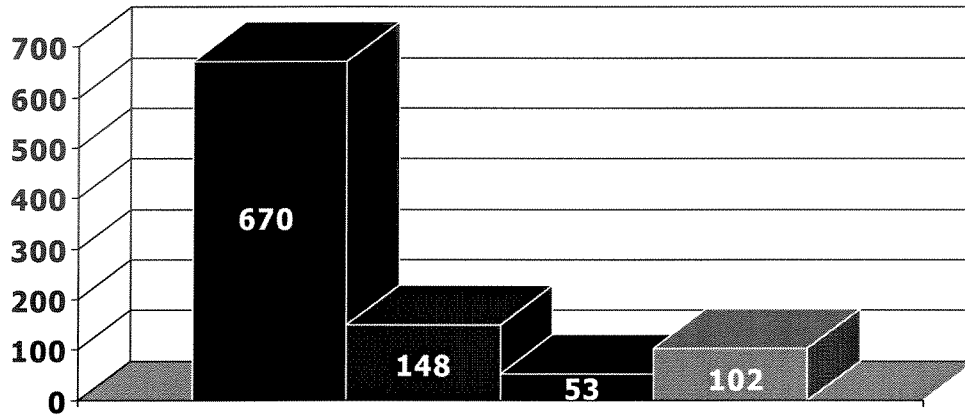


**Total Capacity, Student Population and Student Enrolment of Strathearn School**



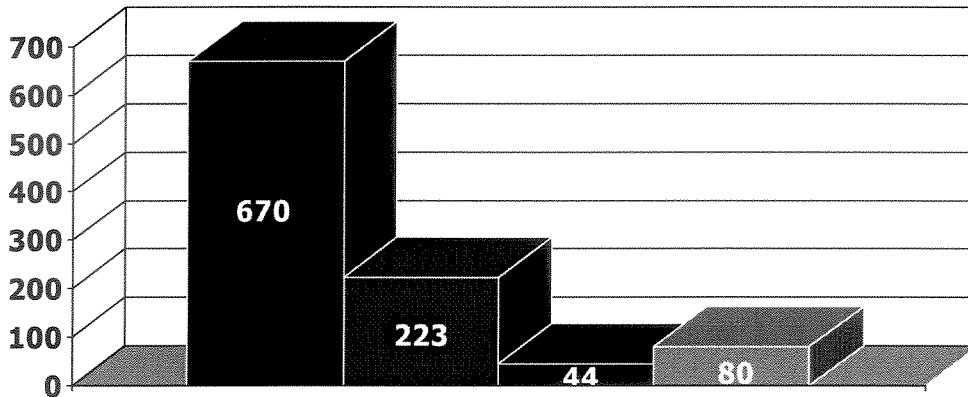
- Total Capacity of Strathearn School
- Total # of EPS Elementary and Jr high students in Strathearn Attendance Area (which includes the neighbourhoods of Cloverdale, Holyrood, Rutherford-Bonnie Doon and Strathearn)
- Total # of Elementary and Jr high students living in the Strathearn Attendance Area attending Strathearn School
- Total Enrolment of Strathearn School

### Total Capacity, Elementary Student Population and Elementary Student Enrolment at Strathearn School



- Total Capacity of Strathearn School
- Total # of EPS Elementary students in Strathearn Attendance Area (which includes the neighbourhoods of Cloverdale and Strathearn)
- Total # of Elementary students living in the Strathearn Attendance Area attending Strathearn School
- Total Enrolment of Elementary Students at Strathearn School

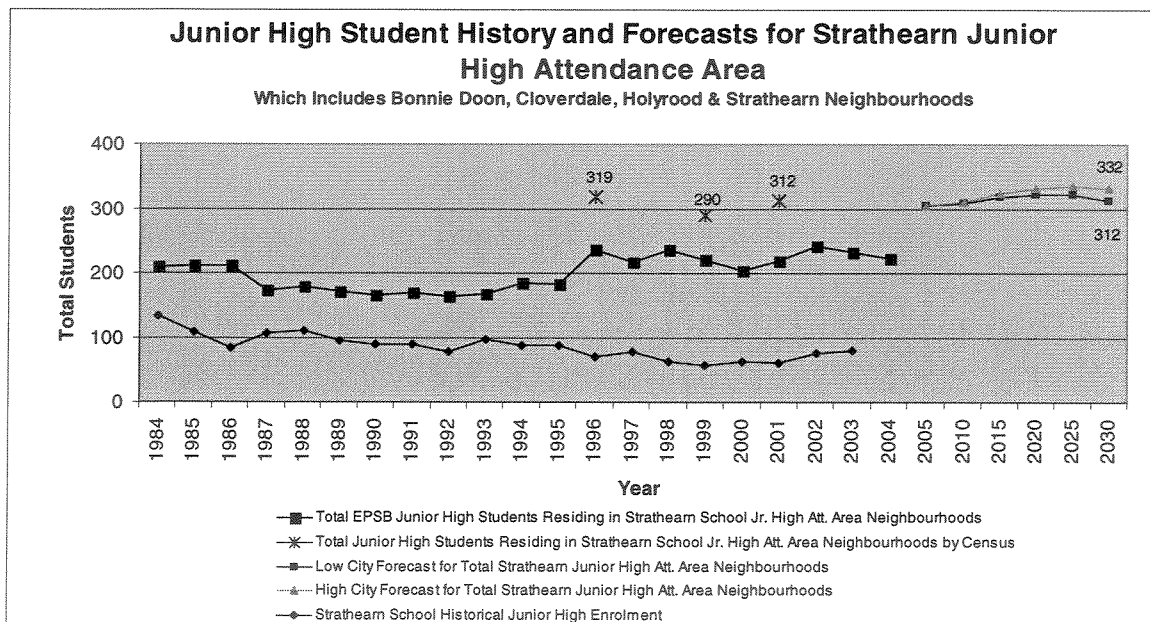
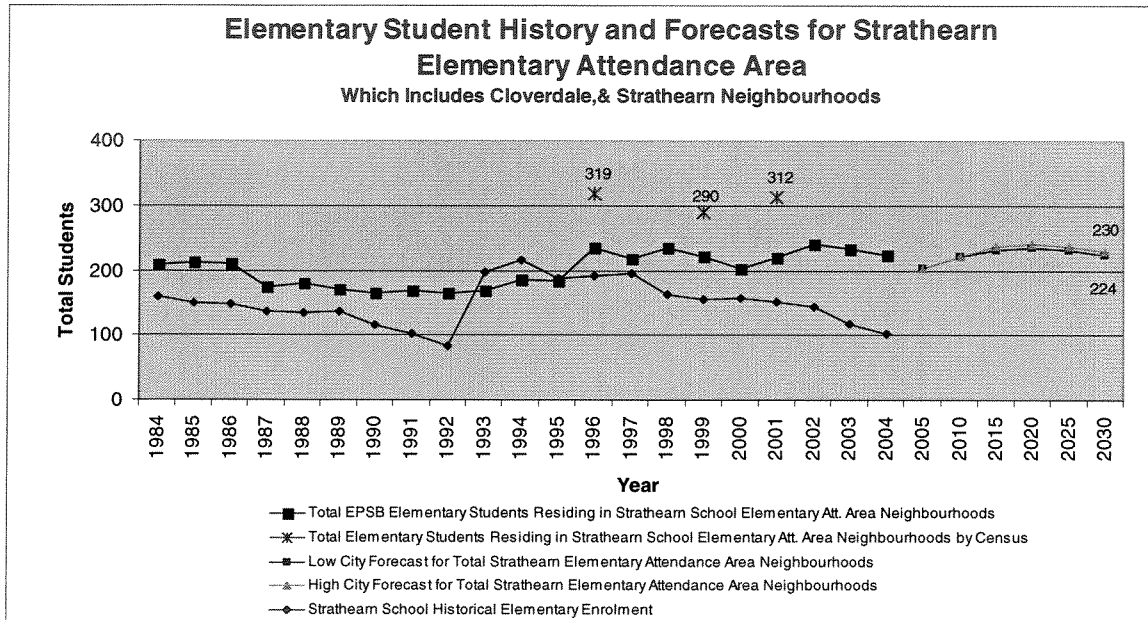
### Total Capacity, Junior High Student Population and Junior High Student Enrolment at Strathearn School



- Total Capacity of Strathearn School
- Total # of EPS Junior High students in Strathearn Attendance Area (which includes the neighbourhoods of Cloverdale, Holyrood, Rutherford-Bonnie Doon and Strathearn)
- Total # of Junior High students living in the Strathearn Attendance Area attending Strathearn School
- Total Junior High Enrolment of Strathearn School

CITY OF EDMONTON NEIGHBOURHOOD DEMOGRAPHIC INFORMATION

Neighborhood Demographic Information



## BOARD POLICY FL.BP SCHOOL CLOSURE

[Policies](#) -> [Table of Contents](#) -> [Facilities](#)

### Edmonton Public Schools Board Policies and Regulations

CODE: FL.BP

TOPIC: School Closure

EFFECTIVE DATE: 11-09-2001

ISSUE DATE: 25-09-2001

REVIEW DATE: 09-2006

The board believes that the closure of schools is an important consideration in ensuring the responsible use of the resources placed in its trust; making efficient use of the district's school space; and safeguarding the health and safety of students, staff, and the public.

#### A. SCOPE AND AUTHORITY

1. The board reserves to itself the authority to close an entire school or three or more consecutive grades in a school.
2. The board authorizes the administration, under the direction of the superintendent of schools and with appropriate consultation, to:
  - a. close or permanently relocate fewer than three consecutive grades in a school, or
  - b. temporarily relocate any number of grades from one school to another.
3. Discontinuance of a special needs program or an alternative program is not considered a school closure and is addressed in HA.BP Student Programs.

#### B. CRITERIA FOR SCHOOL CLOSURE

An entire school or three or more consecutive grades in a school may be considered for closure if one or more of the following criteria are met:

1. Total enrolment as of September 30 in the current school year is below the following levels:
  - a. elementary (K to 6) - an average of 15 students per grade, or
  - b. junior high (7 to 9) - an average of 30 students per grade, or
  - c. senior high (10 to 12) - an average of 120 students per grade.
2. The space utilization rate as defined by the provincial government as of September 30 in the current school year is less than 40 per cent.
3. The cost of keeping the school in operable condition or restoring it to operable condition is deemed by the board to be unreasonably high.
4. Closing the school is deemed by the board to be necessary to safeguard the health and safety of students, staff, or the public.
5. Parents and guardians of a majority of students enrolled in the school on

September 30 in the current school year agree that closure should be considered.

#### C. PROCESS FOR SCHOOL CLOSURE

1. Where the board is considering school closure, it shall raise the matter through notice of motion at a regular board meeting, and ensure that the following are carried out:
  - a. A written communication, the contents of which are consistent with policies established by Alberta Learning, is sent to the parents of every student enrolled in the school who, in the opinion of the board, would be significantly affected by the closure of the school.
  - b. A public meeting is held, with at least a simple majority of trustees present.
  - c. The time, date, and place of this meeting are publicized in accordance with policies established by Alberta Learning.
  - d. The City of Edmonton is provided an opportunity to provide to the board a statement of the impact the closure may have on the community.
2. Following the public meeting attended by trustees, there shall be a period of at least three weeks for parents and community members to present to the board further responses to the proposed closure.
3. The administration may hold additional public meetings, consult with parents at other schools, or provide other opportunities for public involvement as appropriate, at any time.

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#### Reference(s):

HA.BP - Student Programs

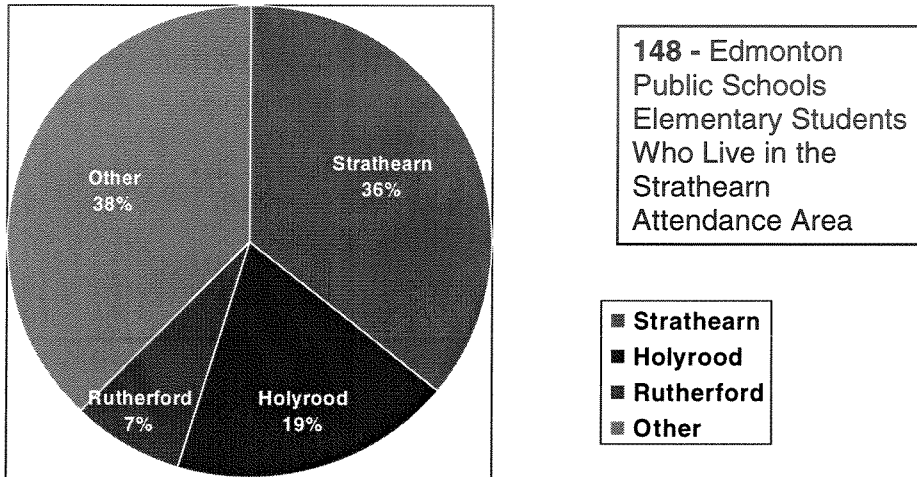
School Act Section 58

Alberta Learning's Closure of Schools Regulation

Alberta Infrastructure- see School Capital Manual 2002-2003 Section 5.2.1 Utilization Rate and Section 5.2.2. Area, Capacity and Utilization Procedures

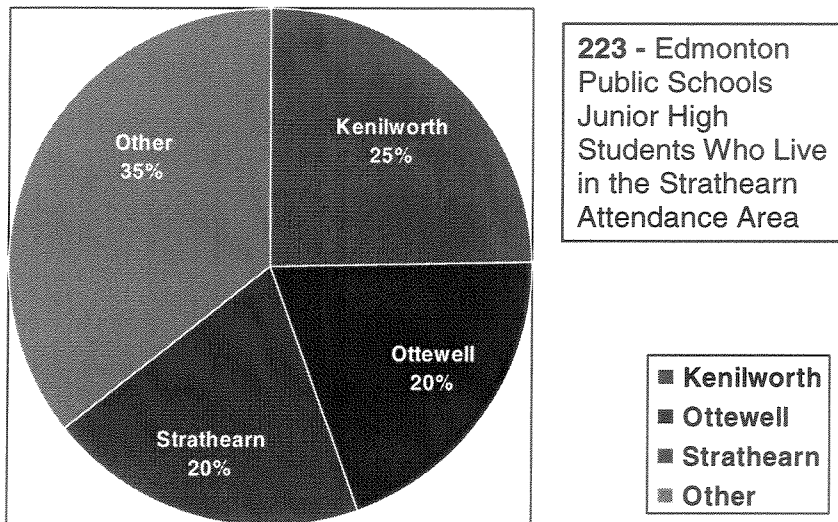
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**Elementary Students who live in the Strathearn School Attendance Area and the Edmonton Public Schools they Attend**



Average of 51% of Elementary Students attend their Neighbourhood Elementary School

**Junior High Students who live in the Strathearn School Attendance Area and the Edmonton Public Schools they Attend**



Average of 46% of Junior High Students attend their Neighbourhood Junior High School

## NOTICE OF MEETING

## MEETING TO CONSIDER CLOSURE OF STRATHEARN SCHOOL

**Date:** Monday, April 11, 2005  
**Time:** 7:00 pm  
**Location:** Strathearn School Gymnasium

## Information regarding the potential closure of Strathearn School

1. **How would school closure affect the attendance area defined for Strathearn School?**  
 The current attendance area for Strathearn Junior High School would remain unchanged should Strathearn School be closed. If the school were to be closed, students residing within the Strathearn School attendance area would be designated to Kenilworth Junior High School at 7005 – 89 Avenue.

2. **How would the closure affect the attendance at other schools?**  
 Should Strathearn School be closed, the school's students would be designated as follows:
- Regular and Behaviour & Learning Assistance elementary students to Rutherford School
  - Regular and Opportunity junior high students to Kenilworth School

Elementary Enrolments (i.e. based on projected enrolments for September 30 <sup>th</sup> , 2005)	
Rutherford School	133
Strathearn School	96
<b>Totals (Sept. 30, 2005)</b>	<b>229</b>

Junior High Enrolments (i.e. based on projected enrolments for September 30 <sup>th</sup> , 2005)	
Kenilworth School	445
Strathearn School	82
<b>Totals (Sept. 30, 2005)</b>	<b>527</b>

- Totals above assume that all students will go to their designated school.

3. **How many students would need to be relocated as a result of Strathearn School closing?**

The school's total enrolment projected for September 30<sup>th</sup>, 2005 is 173 students (i.e. elementary and junior high), therefore 173 students would need to be relocated if the school were to close.

Should parents of Strathearn students request the registration of their child (or children) in a different school other than their designated receiving school, they would be able to

register in the school of their choice, provided their chosen school offers the appropriate program, even if pre-enrolment deadlines have past.

**4. What is the need for, and extent of bussing?**

There is a direct ETS route from Strathearn School to Kenilworth School. Junior high students would be provided with subsidized ETS passes. Yellow bus service would be available for elementary students to the receiving elementary school. No major changes are anticipated to transportation services for students currently attending the elementary Behaviour & Learning Assistance and junior high Opportunity programs.

**5. What are the program implications for other schools and for the students when they are attending other schools?**

Should Strathearn School be closed, the school's students would be able to continue their grade level programs (i.e. regular and special education) at their new schools. The accommodation of elementary students at Rutherford School would allow students to receive more effective programming.

Program offerings at neighbourhood junior high schools include: languages (Mandarin Bilingual, French, ESL), art, band, computer studies, drama, fashion, foods, industrial arts, outdoor education, study skills and learning strategies and visual communications. Program offerings at neighbourhood elementary schools include: languages (German Bilingual, French Immersion, Ukrainian International Bilingual), Logos Alternative and Sports Alternative.

**6. What are the educational impacts of closing the school?**

In a larger elementary school with more than one class per grade, students can be placed in the best learning environment to match each student's learning needs. More flexibility is also provided in larger elementary schools for grade groupings, often reducing or eliminating the need for double or triple-combined grades.

In a larger junior high school, students would receive a wider range of options and opportunities for extra-curricular activities. There would be increased availability of high quality equipment, computers and materials for all students. The junior high libraries of both schools would be combined to extend the available library collection and a wide range of science and music equipment would be available. There would also be more opportunities for students with special needs to have access to small group programming.

Should students be relocated, every effort would be made to ensure that as much continuity would be maintained in terms of programming for all students, in particular for those in district center programs for students with special needs.

**7. What are the educational impacts of the school staying open?**

If Strathearn School were to remain operational, its total elementary and junior high student population would be 173 students (i.e. projected total for September 30<sup>th</sup>, 2005).

The school would need to combine grade classes and it would only be able to offer limited programming options for its students. In addition, resources for the purchase of instructional materials and equipment would continue to be limited or further reduced.



**8. What are the financial impacts including the effects on operational costs and capital implications of closing the school?**

Approximately \$214,000 in operational and maintenance costs would be saved if Strathearn School were to be closed. Based on the 1999 provincial audit of the facility's condition, the \$1.5M required for an essential upgrade at the school would be a cost saving.

**9. What are the financial impacts including the effects on operational costs and capital implications if the school were not closed?**

Approximately \$214,000 in operational costs would continue to be borne each year by the district if Strathearn School were to remain open. Based on the 1999 provincial audit of the facility's condition, at some time in the future the district would be need to secure funding in the amount of \$1.5M for an essential upgrade at the school.

**10. Would there be a need to upgrade existing space or build new school space as a result of increased enrolment in other schools?**

If Strathearn School were to be closed, all elementary students would be designated to Rutherford Elementary School and all junior high students would be designated to Kenilworth Junior High School. Both Rutherford and Kenilworth Schools would receive equipment and upgrades to their buildings to ensure that the enhanced needs of all students in terms of space and educational opportunities are fully met.

**11. What is the proposed use the school building if it is closed?**

It is not district practice to predetermine the future use of a school building prior to closure. In the past the school buildings have been used by the district for educational purposes, leased to non profit organizations or sold. For example, closed schools have been used by the district for the Home School Centre, the Environment Education Centre, and the Rites of Passage Program. A few have been leased on a long-term basis to organizations such as NAIT, the Edmonton City Centre Church Corporation, and the City of Edmonton Community Services Department. A number of schools have been sold to the City of Edmonton for green space, the Edmonton Society for Christian Education, the Turkish Canadian Cultural Society.

**12. What are the impacts on Lease Agreements if the school were to be closed?**

Tenants in the building will be provided with three options.

- a) The tenant (or tenants) may remain in the building for the remainder of the term of the lease;
- b) The tenant (or tenants) may terminate the lease at any time without penalty; or
- c) The tenant (or tenants) may express an interest to relocate to any other district school.

For more information regarding the school closure process or to provide feedback, visit Edmonton Public Schools website <http://planning.epsb.ca/schoolclosures>

## SCHOOL ACT

(Consolidated up to 170/2004)

ALBERTA REGULATION 238/97

School Act

CLOSURE OF SCHOOLS REGULATION

Table of Contents

1	Definitions
1.1	Non-application of sections
1.2	Exemption from requirements
2	Closure of schools, etc.
3	Policies and procedures for closure of schools
4	Notification of proposed closure
5	Public meetings
6	Decision on closure
7	Closure within school year
8	Expiry

## Definitions

1 In this Regulation,

(a) "closure" means any action referred to in section 2;

(a.1) "Ministers" means, for the purposes of sections 6 and 7, the Ministers determined under section 16 of the Government Organization Act as the Ministers responsible for Part 7 of the School Act;

(b) "school year" means the 12-month period beginning on September 1 and ending on the following August 31.

AR 238/97 s1;223/2002;257/2003

## Non-application of sections

1.1(1) Sections 4 to 7 do not apply to a closure that occurs

(a) in connection with the transfer by one board to another board or to the operator of a charter school of the ownership of real property on which a school building is located and the school building will continue to be used for the instruction or accommodation of students,

(b) as a result of the Minister's having directed the board to dispose of the school building pursuant to section 200(3) of the Act, or

(c) pursuant to section 2(b) if

(i) the school has more than one education program,

(ii) the students in the grades being closed are all in the same education program, and

(iii) the education program referred to in subclause (ii) is to be transferred to another school.

(2) Where a board plans to transfer an education program pursuant to subsection (1)(c)(iii), the board shall organize and convene an information meeting for the purpose of informing the parents of the students affected by the transfer of the transfer and the alternative arrangements for continuing the education program at another school.

AR 135/2003 s2;257/2003;170/2004

## Exemption from requirements

1.2(1) The Minister may, on the written request of a board or on the Minister's initiative, exempt a board from the requirements of

sections 4 to 7 in respect of a closure that occurs

(a) as a result of the board's inability to comply with section

57(2) of the Act, or

(b) for health or safety reasons.

(2) The Minister may, on the written request of a board, exempt the board from the requirements of sections 4 to 7 in respect of a closure if the Minister is satisfied that the board has consulted with the community regarding any change in grades and programs in one or more of the schools operated by the board.

AR 257/2003 s4;170/2004

Closure of schools, etc.

2 A board may

(a) close a school permanently or for a specified period of time,

(b) close entirely 3 or more consecutive grades in a school, or

(c) repealed AR 257/2003 s5,

(d) transfer all students from one school building to one or more other school buildings on a permanent basis.

AR 238/97 s2;257/2003

Policies and procedures for closure of schools

3 A board may develop and implement policies and procedures with respect to closure of schools that are not inconsistent with this Regulation.

AR 238/97 s3;257/2003

Notification of proposed closure

4(1) Where a board is considering the closure of a school, the board shall

(a) raise the matter by way of a motion at a regular meeting of the board, and

(b) in writing notify the parents of every child and student enrolled in the school who, in the opinion of the board, will be significantly affected by the closure of the school.

(2) A notice referred to in subsection (1)(b) shall set out the following:

(a) how the closure would affect the attendance area defined for that school;

(b) how the closure would affect the attendance at other schools;

(b.1) information on the board's long-range capital plan;

(c) the number of students who would need to be relocated as a result of the closure;

(d) the need for, and extent of, busing;

(e) program implications for other schools and for the students when they are attending other schools;

(f) the educational and financial impact of closing the school,

including the effect on operational costs and capital implications;

(g) the educational and financial impact if the school were to remain open;

(h) and (i) repealed AR 257/2003 s7;

(j) the time and location of the public meeting referred to in

section 5(1)(a).

(3) A notice referred to in subsection (1)(b) may set out the following:

(a) the capital needs of the schools that may have increased enrolment as a result of the closure, and

(b) the possible uses of the school building or space in the school building if

(i) the entire school is being closed, or

(ii) 3 or more consecutive grades in the school are being closed entirely.

AR 238/97 s4;257/2003;170/2004

Public meetings

5(1) Where a board has given notice of motion at a regular meeting of the board that it is considering the closure of a school, the board

(a) shall organize and convene a public meeting for the purpose of discussing the information provided to the parents under section 4,

(b) shall provide an opportunity for the council of the municipality in which the school is located to provide a statement to the board of the impact the closure may have on the community, and

(c) may hold other meetings with respect to the closure at times and places as the board may determine.

(2) The date and place of the public meeting referred to in subsection (1)(a) shall be

(a) posted in 5 or more conspicuous places in the area or areas of the school or schools affected by the closure, for a period of at least 14 days before the date of the public meeting, and

(b) advertised in a newspaper circulating within the area or areas of the school or schools affected by the proposed closure, on at least 2 occasions as close as is practicable to the date of the meeting.

(3) At least 2 trustees of the board shall attend the public meeting referred to in subsection (1)(a).

(4) A board shall ensure that minutes of all public meetings held under this section are prepared.

AR 238/97 s5;257/2003

Decision on closure

6(1) A board shall not make a final decision on the proposed closure until at least 3 weeks have passed since the date of the public meeting referred to in section 5(1)(a).

(2) A board shall give due consideration to any written submissions on the proposed closure that it receives after the public meeting referred to in section 5(1)(a).

(3) A board

(a) shall by resolution decide whether to close the school, and

(b) if the decision is to close the school, shall forthwith notify

the Ministers in writing of the decision.

AR 238/97 s6;223/2002;257/2003

Closure within school year

7(1) All school closure procedures shall be initiated and completed within the school year in which the decision to close the school is made.

(2) Notwithstanding subsection (1), on the written request of the board, the Ministers may extend the school closure procedures

beyond one school year.

AR 238/97 s7;257/2003

Expiry

8 For the purpose of ensuring that this Regulation is reviewed for ongoing relevancy and necessity, with the option that it may be re-passed in its present or an amended form following a review, this Regulation expires on November 1, 2008.

AR 238/97 s8;223/2002;257/2003

9 Repealed AR 223/2002 s5.

## NOTICE OF MEETING

## MEETING TO CONSIDER CLOSURE OF STRATHEARN SCHOOL

**Date:** Tuesday, May 31, 2005  
**Time:** 7:00 P.M.  
**Location:** Centre for Education  
 McCauley Chambers  
 One Kingsway

## INFORMATION REGARDING THE POTENTIAL CLOSURE OF STRATHEARN SCHOOL

***13. How the school closure would affect the attendance area defined for Strathearn School.***

Strathearn School, located at 8728 – 93 Avenue, Edmonton, Alberta, offers a Kindergarten and Grades 1-6 regular program, Grades 7-9 regular program, Grades 4-6 Behaviour & Learning Assistance program, and Grades 7-9 Opportunity program. The Board of Trustees is considering the closure of both the elementary and junior high programs, and the Behaviour & Learning Assistance and Opportunity programs.

The Strathearn School elementary attendance area includes Cloverdale and Strathearn neighbourhoods, and the Strathearn junior high attendance area includes Cloverdale, Holyrood, Rutherford-Bonnie Doon and Strathearn neighbourhoods. The Behaviour & Learning Assistance and Opportunity programs are special education district centre programs that accommodate students, most of whom reside north of Whitemud Drive and east of Gateway Boulevard.

In the event of the closure of Strathearn School, the Strathearn elementary attendance area would remain unchanged. Elementary students residing within the Strathearn elementary attendance area would be designated to Rutherford School, and the Behaviour & Learning Assistance Program would be relocated to Rutherford School. Rutherford School is located at 8620 – 91 Street, Edmonton, Alberta. Consideration will also be given through the process, to double designation of another neighbourhood school.

In the event of closure of Strathearn School, the Strathearn junior high attendance area would remain unchanged. Junior high students residing within the Strathearn junior high attendance area would be designated to Kenilworth School, located at 7005 – 89 Avenue, Edmonton, Alberta. The junior high Opportunity program would be relocated to Ottewell School, located at 9435 – 73 Street, Edmonton, Alberta.

***14. How the closure of Strathearn School would affect the attendance at other schools.***

With a provincially-rated total capacity of 376 students, Rutherford School can accommodate all elementary students currently enrolled in the regular and Behaviour & Learning Assistance programs at Strathearn School. Current elementary enrolment at Strathearn School includes students who reside inside and outside the Strathearn elementary attendance area. The September 30, 2004 enrolment at Rutherford School was 125 students (Kindergarten and Grades 1-6), and the projected enrolment for September, 2005 prior to consideration of closure of Strathearn School, is 133 students (Kindergarten and Grades 1-6).

If Strathearn School closes, an additional projected enrolment of 96 students (Kindergarten and Grades 1-6) would be designated to the Rutherford School for a projected enrolment for the 2005-2006 school year at Rutherford School of 229 students (Kindergarten and Grades 1-6).

With a provincially-rated total capacity of 522 students, Kenilworth School can accommodate all junior high students currently enrolled in the regular program at Strathearn School. Current junior high enrolment at Strathearn School includes students who reside inside and outside the Strathearn junior high attendance area. The September 30, 2004 enrolment at Kenilworth School was 440 students (Grades 7-9), and the projected enrolment for September 2005, prior to consideration of closure of Strathearn School, is 445 students (Grades 7-9). If Strathearn School closes, an additional projected enrolment of 66 students (Grades 7-9) in the regular program would be designated to Kenilworth School for a projected enrolment for the 2005-2006 school year at Kenilworth School of 511 students (Grades 7-9).

With a provincially-rated total capacity of 750 students, Ottewell School can accommodate junior high students currently enrolled in the Opportunity program at Strathearn School. Current junior high enrolment at Strathearn School includes students who reside inside and outside the Strathearn junior high attendance area. The September 30, 2004 enrolment at Ottewell School was 691 students (Grades 7-9), and the projected enrolment for September 2005, prior to consideration of closure of Strathearn School, is 690 students (Grades 7-9). If Strathearn School closes, an additional 16 students (Grades 7-9) would be designated to Ottewell School for a projected enrolment for the 2005-2006 school year at Ottewell School of 706 students (Grades 7-9).

Currently there are 148 public elementary students living within the Strathearn School elementary attendance area. Fifty-three elementary students (36 per cent) currently choose to attend Strathearn School. Nineteen per cent attend Holyrood School, 7 per cent attend Rutherford School and the remaining 38 per cent attend other district elementary schools. On average 51 per cent of all elementary students district-wide attend their designated school.

There are 223 public junior high students living within the Strathearn School junior high attendance area. Forty-four junior high students (20 per cent) currently choose to attend Strathearn School, 25 per cent attend Kenilworth School, 20 per cent attend Ottewell School and the remaining 35 per cent attend other district junior high schools. On average 46 per cent of all junior high students district-wide attend their designated school.

The current utilization rates for other neighbouring schools are as follows: Capilano 66 per cent, Clara Tyner 64 per cent, Fulton Place 65 per cent, Gold Bar 42 per cent, Hardisty 33 per cent, Holyrood 76 per cent, Kenilworth 90 per cent, Ottewell 92 per cent, and Rutherford 34 per cent.

#### ***15. Information on the Board's long-range capital plan.***

Edmonton Public Schools has a plan to build new schools in growth areas, renew existing schools in areas where enrolments are sustainable and transform the way facilities are managed into a model of efficiency for the future. Please find enclosed:

- brochure with information on Edmonton Public Schools Ten-Year Facilities Plan (2005-2014) and Three-Year Capital Plan (2005-2008)
- copy of the Ten-Year Facilities Plan (2005-2014)
- copy of the Three-Year Capital Plan (2005-2008)

Strathearn School is located in the South Central Sector, which has a provincial utilization rate of 57 per cent for Kindergarten to Grade 9. A strategy to decrease the amount of excess space in this sector will be undertaken, that may necessitate program relocations, program closures and school closures, in order to maximize learning opportunities for students.

***16. The number of students who would need to be relocated as a result of the closure of Strathearn School.***

If Strathearn School were to be closed, the 178 students projected to be enrolled in the fall September 2005 would be designated to: Rutherford School for regular elementary programming (93 students) and special needs Behaviour and Learning Assistance programming (3 students); to Kenilworth School for regular junior high programming (66 students); and to Ottewell School for special needs junior high Opportunity program (16 students). There is space available in each of these schools to accommodate all Strathearn School students.

Students have direct access to the designated school for their attendance area as defined by their residence. If Strathearn School were to be closed, some students may choose other district schools. Should parents of Strathearn School request to register in a different school other than the designated receiving schools, students would be able to register in that school, even if pre-enrolment deadlines have past, and as long as the school provides the appropriate program and the student meets entrance criteria.

***17. The need for, and the extent of, bussing.***

There is a direct ETS route from Strathearn neighbourhood to the Kenilworth neighbourhood. Junior high students would be provided with subsidized Edmonton Transit passes to attend their designated receiving school or any other junior high school. Yellow bus service would be available for elementary students to their receiving elementary school. The transportation fee would be subsidized by the district at the rate set for students who attend their designated receiving school. No major changes are anticipated to transportation services for students currently attending the elementary Behaviour & Learning Assistance and junior high Opportunity programs.

***18. Program implications for other schools and for the students when they are attending other schools.***

If Strathearn School were to close, the 93 students in the regular elementary program designated to Rutherford School would have access to more than one class per grade, thus facilitating the matching of a teacher to a student's learning style. There would be increased funds to purchase resources, curriculum-related resources, library upgrades, physical education equipment, technology upgrades and mathematics and science manipulative materials.

If Strathearn School were to close, the 66 regular students in the regular junior high program designated to Kenilworth School would benefit from similar opportunities as the elementary students. In addition, there would be a wider availability of specialist teachers and less likelihood of teachers providing instruction outside their area of expertise. As well, students would have access to school librarians and computer specialists. Students would also have access to a wider range of options and opportunities to be involved in a wide variety of clubs, teams and leadership opportunities.



If Strathearn School were to close, the three students in the Elementary Behavior and learning Assistance program and the 16 students in the Opportunity program at the junior high level would benefit in the same way as students in the regular program. They would also gain from the financial supports for inclusion in a larger school. As well, specialized teaching for students with special needs can be more readily provided in a school with a larger population.

Edmonton Public Schools will lower average class sizes by the 2006/07 school year to the levels recommended by the Learning Commission. In the fall of 2004/05 the district distributed additional funds to schools designated specifically for hiring additional staff to meet the smaller class size recommendations. Kenilworth School can accommodate Strathearn students however, with to the need to reduce class sizes, Kenilworth School may require the addition of portable classroom space. This is dependent on enrolment and would be required only if enrolment increased significantly, whether or not Strathearn School is closed and students are designated there. Ottewell School can accommodate the Opportunity program without expansion and its location enhances the balanced distribution of special needs programs within this sector of the city.

Additional educational opportunities and benefits that would be available to Strathearn School students through the elementary program offered at Rutherford School are outlined below.

<b>School</b>	<b>Rutherford</b>
<b>Staffing</b>	Increased teaching staff for additional support, leadership and collaboration opportunities Experienced Strategies teacher on staff for programming support, if required Increased FTE Library Technician
<b>Curriculum and Resource Program Benefits</b>	Accelerated Reading Program Renovated library with culled and renewed collection, including leveled books K-6 French as a Second Language
<b>Support Services</b>	Faculty College St. Jean education student study support Daily Paired Reading and Echo Reading sessions Continued support of contracted social workers Full lunch program
<b>Facilities</b>	Four computer pod in each classroom Large new playground Climbing apparatus for playground activity Easy access to classroom from bus loading zone Completion of essential modernization of facility
<b>Extra and Co-Curricular Activities</b>	Enhanced participation and resources for school patrol, art club, hand bell choir, primary choir, senior choir, science Olympics Arts focus on drama, movement and visual arts

Additional educational opportunities and benefits that would be available to Strathearn School students through the junior high programs offered at Kenilworth School and Ottewell School are also outlined below.

<b>School</b>	<b>Kenilworth (for students in Regular program)</b>	<b>Ottewell (for students in the Opportunity program)</b>
<b>Staffing</b>	Subject area specialists beyond core subjects Language specialists Full-time library technician	Subject area specialists beyond core subjects Language specialists Enhanced library technician support Increased teaching staff for Additional support and leadership
<b>Curriculum and Resource Benefits</b>	French as a Second Language (Beginner and Intermediate) French Immersion and Late French Immersion site Career and Technology study courses Construction Technology Specialized instructors in all subject areas Minimum of 2 classes per option Gr. 7 &, 3 for Grades 8 & 9 Separate phys. ed. for boys and girls at each grade level	Beginner and Intermediate French programs Enrichment in all core subjects Paired-reading program Career and Technology Studies <ul style="list-style-type: none"> <li>• Construction and Fabrication</li> <li>• Information Processing</li> </ul> Computer assisted instruction Environment and outdoor education
<b>Support Services</b>	Home-room continuity over full 3 years On-site school store Closed campus Peer mentoring program Bully-free program Positive recognition program Pro-active at-risk counseling 80% of students utilize School Zone Extra support program for before and after school Teacher mentor program	Home-work monitoring program Peer support program Peer-paired tutoring program Teach lunch time help sessions High school prep program Snack Shack hot lunches Guidance and counseling Fitness-wellness centre Career shadowing
<b>Facilities</b>	2 full computer labs Computer assisted instruction in all core and option classrooms, including smart boards, overhead projectors, etc. 2 gymnasiums CTS labs including Construction Technology	Main entrance and classrooms wheelchair accessible Two gymnasiums Three IBM networked computer labs Classroom computers Snack Shack food service Computerized Learning Resource Centre Two Construction and Fabrication labs Modern science labs Renovated music room

School	Kenilworth (for students in Regular program)	Ottewell (for students in the Opportunity program)
<b>Co-Curricular Activities</b>	French Immersion Trips Math Contests Field Trips that support curricular outcomes Band grades 7-9 Band Concert Trips Performances at the school or in the community Drama presentations Outdoor Education Trips	Science Olympics Math contests Band program/trips Drama presentations
<b>Extra Curricular Activities</b>	Choir Guitar lesson program Cheerleading team Social activities: <ul style="list-style-type: none"> <li>• Dances</li> <li>• French Week</li> </ul> Student Council Clubs: <ul style="list-style-type: none"> <li>• Lunch Drama</li> <li>• Ski club</li> <li>• Grade 9 Shakespeare production</li> </ul>	Student Council Band program Cheerleading program/team Athletics: <ul style="list-style-type: none"> <li>• Inter-school competitive teams, boys and girls, junior and senior categories: <ul style="list-style-type: none"> <li>○ Wrestling</li> <li>○ Slow Pitch</li> </ul> </li> </ul> Clubs: <ul style="list-style-type: none"> <li>• Bike</li> <li>• Chess</li> <li>• Citadel Club</li> </ul> Journal Games

Additional educational opportunities and benefits in CTS and other option courses that would be available to Strathearn School students through the junior high programs offered at Kenilworth School and Ottewell School as follows:

Kenilworth School		Ottewell School		Strathearn School	
Students choose two options in addition to French as a Second Language or French Language Arts		Students choose two full year options (or combination of half/full year options to total two full courses)		Students select from three sets of three short options, each trimester, or they can select a full year option and some short options. All options are triple graded. No second language available.	
Art	240 hours (80 hours per grade) 3 separate grade levels	Art	285 hours (95 hours per grade) 3 separate grade levels	Course not Offered	
Drama	240 hours (80 hours per grade) 3 separate grade levels	Drama	285 hours (95 hours per grade) 3 separate grade levels	Drama	75 hours Cross-graded 7-8-9

Kenilworth School	
Environmental and Outdoor Education	240 hours (80 hours per grade) 3 separate grade levels
Music – General	Grade 9 only
Music – Instrumental (Band)	240 hours (80 hours per grade) Requires prerequisite of lower level Prepares students for Music 10 (Level 4) 3 separate grade levels
Course not Offered	
Course not Offered	

Ottewell School	
Environmental and Outdoor Education	142.5 hours (47.5 hours per grade) 3 separate grade levels
Course not Offered	
Music – Instrumental (Band)	285 hours (95 hours per grade) Requires prerequisite of lower level Prepares students for Music 10 (Level 4) 3 separate grade levels
Study Skills and Learning Strategies	142.5 hours (47.5 hours per grade) Option choice for students or teacher recommended 3 separate grade levels
Chinese Language & Culture (entry point grade 7)	285 hours (95 hours per grade) 8 and 9 require prerequisite Prepares students for Chinese Language & Culture in High School 3 separate grade levels

Strathearn School	
Environmental and Outdoor Education	75 hours Cross-graded 7-8-9
Course not Offered	
Course not Offered	
Study Skills and Learning Strategies	(2) 25 hour sampler Cross Grade 7-8-9
Course not Offered	

<b>Kenilworth School</b>		<b>Ottewell School</b>		<b>Strathearn School</b>
French as a Second Language (6 year program) (entry point grade 7)	(Second Language French as a Second Language or French Language Arts required at Kenilworth) Requires prerequisite of lower level Prepares students for French as a Second Language 20 3 separate grade levels	French as a Second Language (6 year program) (entry point grade 7)	285 hours (95 hours per grade) Requires prerequisite of lower level Prepares students for French as a Second Language 20 3 separate grade levels	Course not Offered
French as a Second Language (9 year program) (grade 4 entry point)	(Second Language French as a Second Language or French Language Arts required at Kenilworth) Requires French Language Arts Grade 6 and prerequisite of lower level Prepares students for French as a Second Language 31a 3 separate grade levels	French as a Second Language (9 year program) (grade 4 entry point)	285 hours (95 hours per grade) Requires French Language Arts Grade 6 and prerequisite of lower level Prepares students for French as a Second Language 31a 3 separate grade levels	Course not Offered

Kenilworth School		Ottewell School		Strathearn School	
French Language Arts (k, 1 entry point)	Requires French Language Arts Grade 6 and prerequisite of lower level Prepares students for French Language Arts 10 3 separate grade levels	Chinese (Mandarin) Language Arts	Requires Grade 6 Chinese Language Arts and requires prerequisite of lower level Prepares students for Chinese Language Arts 15 3 separate grade levels	Course not Offered	
French Language Arts (Late Immersion) (grade 7 entry point)	Prepares students for French Language Arts 10 3 separate grade levels	Course not Offered		Course not Offered	
Fashion Studies / Foods / Construction <sup>1</sup> (3 strands)	Grade 7 80 hours (20 hours Fashion Studies 7, 20 hours Foods 7 and 40 hours Construction 7)	Course not Offered		Fashion Studies <sup>1</sup>	25 hour sampler Cross-grade 7-8-9
Foods and Fashion Studies <sup>1</sup> (2 strands)	Grade 8 and 9 160 hours (80 hours per grade) 2 separate grade levels	Foods <sup>1</sup>	142.5 hours (47.5 hours per grade) 3 separate grade levels	Foods <sup>1</sup>	25 hour sampler Cross-grade 7-8-9
Construction Technologies <sup>1</sup>	Grade 8 & 9 160 hours (80 hours per grade) 2 separate grade levels -unit shop	Construction Technologies <sup>1</sup>	142.5 hours (47.5 hours per grade) 3 separate grade levels	Course not Offered	
Information Processing <sup>1</sup>	240 hours (80 hours per grade) 3 separate grade levels	Information Processing <sup>1</sup>	142.5 hours (47.5 hours per grade) 3 separate grade levels	Course not Offered	

Kenilworth School		Ottewell School	Strathearn School	
Communication Technology <sup>1</sup>	Grade 7 80 hours	Course not Offered	Communication Technology <sup>1</sup>	25 hour sampler Cross-grade 7-8-9
Community Health <sup>1</sup>	Grade 7 80 hours	Course not Offered	Course not Offered	
Course not Offered		Course not Offered	Design Studies <sup>1</sup>	Instead of Art 25 hour sampler Cross-grade 7-8-9
Course not Offered		Course not Offered	Enterprise and Innovation <sup>1</sup>	25 hour sampler Cross-grade 7-8-9

**19. The educational and financial impact of closing Strathearn School, including the effect on operational costs and capital implications.**

***Educational Impact***

If Strathearn School closes, elementary students in the regular program (Kindergarten and Grades 1-6) and Behaviour & Learning Assistance program (Grades 4-6) would become part of a larger peer group at Rutherford School. Junior high students in the regular program (Grades 7-9) and Opportunity program (Grades 7-9) would become part of a larger peer group at Kenilworth School and Ottewell School, respectively.

At all receiving schools, there would be the possibility of a greater number of students at the same grade level and/or ability level, and increased opportunities for peer group interactions and age-appropriate activities.

In each case the designated school would engage in welcoming and community building activities to support successful transition to the school.

***Financial Impact – Operational and Capital***

Approximately \$214,000 in operational and maintenance costs would be saved if Strathearn School were to be closed. Based on the 1999 provincial audit of the facility's condition, the \$1.5M required for an essential upgrade at the school would not be required.

***Staffing Implications***

Staffing levels at Rutherford, Kenilworth and Ottewell schools for 2005/06 would be adjusted based on student enrolments. The Behaviour & Learning Assistance and Opportunity district centre programs would be relocated as a whole to Rutherford School and Ottewell School

respectively, and these teachers and support staff would be given an opportunity to move with the programs.

Eligible teachers from Strathearn School would have an opportunity to apply for vacant positions at Rutherford and Kenilworth schools or other schools if they choose. Requirements of each of the collective agreements would be met:

- Alberta Teachers' Association Local 37
- Custodial CUPE Local 474
- Support Staff CUPE Local 3550

**20. *The educational and financial impact if Strathearn School were to remain open.***

***Educational Impacts***

If Strathearn School were to remain open, its total elementary and junior high student population would be 178 students (projected total for September 30<sup>th</sup>, 2005). The school would continue to offer regular programming for students in kindergarten, grades 1-6 and grades 7-9. As well, Strathearn School would continue to offer the grades 4-6 Behaviour and Learning Assistance program and the grades 7-9 Opportunity program. The school would need to combine grade classes, and it would offer few programming options for its students. Strathearn School would offer a combined kindergarten program combined with Grade 1 for four mornings per week.

In addition, resources for the purchase of instructional materials and equipment would continue to be limited or further reduced.

The educational challenges for teachers working in three or four subject areas could include:

- Developing a solid understanding of the various curriculums
- Planning daily, unit and long range plans in different subject areas
- Selecting appropriate resources

Professional challenges for a teacher in a school with a small regular program teaching staff complement could include:

- Having limited opportunities to share ideas and strategies with other teachers at the same grade level or in the same subject area.
- Having limited opportunities to engage in system-wide curriculum and professional development activities.

***Financial Impact – Operational and Capital***

Based on staffing and operating costs for the projected enrolment of 178 students, the total annual cost to operate Strathearn School is \$1,284,204. Approximately \$1.5M would be needed to modernize the facility.

**21. *The capital needs of the schools that may have increased enrolment as a result of the closure of Strathearn School.***

At Rutherford School, there are minimal costs associated with the potential accommodation of elementary students from the Strathearn elementary attendance area. Rutherford School is not identified on the district's current capital plan, however, should a major upgrade be required this would cost approximately \$1.1M and would be included in the districts three-



year capital plan. Should another school be double designated with Rutherford School, upgrades to that school will be considered.

Kenilworth School can accommodate Strathearn students however, with the need to reduce class sizes, Kenilworth School may require the addition of portable classroom space at a cost of \$30,000 per portable relocation.

At Ottewell School, there are no costs associated with the potential accommodation of Strathearn's junior high Opportunity Program.

**22. *What is the proposed use the school building if it is closed?***

Should Strathearn School be closed, the school would first be considered by the district for educational purposes, for example, district operations that are in leased space, leased to non profit organizations or sold. For example, closed schools have been used by the district for the Home School Centre, the Environment Education Centre, and the Rites of Passage Program. A few have been leased on a long-term basis to organizations such as NAIT, the Edmonton City Centre Church Corporation, and the City of Edmonton Community Services Department. A number of schools have been sold to: the City of Edmonton for green space, the Edmonton Society for Christian Education, and the Turkish Canadian Cultural Society.

**23. *What are the impacts on Lease Agreements if the school were to be closed?***

Tenants in the building will be provided with three options.

- d) The tenant (or tenants) may remain in the building for the remainder of the term of the lease;
- e) The tenant (or tenants) may terminate the lease at any time without penalty; or
- f) The tenant (or tenants) may express an interest to relocate to any other district school.

**ADDITIONAL INFORMATION**

For more information regarding the school closure process or to provide feedback, visit Edmonton Public Schools website <http://planning.epsb.ca/schoolclosures>

As outlined in Edmonton Public Schools' School Closure Policy the Board shall not make a decision on the proposed closure of Strathearn School until at least three weeks have passed from the date of the public meeting. The Board will give due consideration to any written submission on the proposed closure that it receives after the public meeting and prior to the final debate and decision at a board meeting.



COMMUNITY  
SERVICES

MAILING ADDRESS  
P.O. BOX 2359  
EDMONTON, ALBERTA  
T5J 2R7

April 26, 2005

Mr. Angus McBeath  
Superintendent of Schools  
Edmonton Public School Boards  
Center for Education  
One Kingsway Avenue  
Edmonton, AB T5H 4G9

RECEIVED

APR 27 2005

Dear Mr. McBeath:

Community and Emergency Services has been provided the opportunity to provide feedback to the Edmonton Public School Board on the proposed closure of the Wellington, North Edmonton, Terrace Heights and Strathearn schools. We appreciate the opportunity to share our thoughts on the possible impacts these closures may have.

Our Department is aware of community concerns regarding these sites. While we cannot speak for these communities, we trust that you have received comments from them regarding these possible closures.

We understand that if the schools are closed, they will still remain in the Edmonton Public School Board inventory until they are declared surplus by the Board. The City will continue to maintain adjacent sports fields to meet community needs. Should the Edmonton Public School Board decide to declare these sites surplus, the City would evaluate our need to acquire them and determine if we should act on our first right to purchase included in our Joint Use Agreement.

We have concerns regarding the possible impact of these closures on the community's ability to access gyms for recreational and physical activity needs. We understand that some of these schools may be leased to other agencies if closed. Please consider if the community access to these gyms could be included in any future lease arrangements.

Some of these sites have new or redeveloped playgrounds. We wish to ensure investments the City has made in this community infrastructure will continue to benefit the community. Can you provide any assurances of this continued benefit?

Should you have any questions or wish to discuss any of the information we have shared, please contact Rob Smyth, Manager of Strategic Services, with Community and Emergency Services at 496-8301.

Yours truly,

A handwritten signature in black ink, appearing to read "Deryl Kloster". The signature is fluid and cursive, with a long horizontal stroke at the end.

Deryl Kloster  
General Manager

DK/jb

c. Rob Smyth, Manager, Strategic Services Branch