

EDMONTON PUBLIC SCHOOLS

April 13, 2010

TO: Board of Trustees  
FROM: E. Schmidt, Superintendent of Schools  
SUBJECT: Greater Hardisty Area – Closure of Schools  
ORIGINATOR: T. Parker, Assistant Superintendent

RESOURCE

STAFF: Tim Boan, Josephine Duquette, Ken Erickson, Leanne Fedor, Jack Geldart, Jyde Heaven, Roland Labbe, Marco Melfi, John Nicoll, Ann Parker, Lorne Parker, Jana Pedersen, Jim Ray, Amy-Irene Seward, Cindy Skolski, Christopher Wright

RECOMMENDATION

1. That the closure of Fulton Place School at the end of the 2009-2010 school year be approved.
2. That the closure of Capilano School at the end of the 2009-2010 school year be approved.

\* \* \* \* \*

The primary goal of the sector based planning model is to align facility resources with student accommodation needs. The above recommendations were developed to provide long-term stability and to enhance educational programming opportunities for Greater Hardisty Area students.

Central to the proposed reconfiguration of Greater Hardisty Area schools is the retention of junior high programming within the Greater Hardisty Area through consolidation of elementary programming at Hardisty School. In addition, provision of elementary programming at two schools, Gold Bar and Hardisty, provides a balance of choice while aligning facility resources with student accommodation needs.

**Background Information**

Since the spring of 2007, district staff members have been meeting with parents and community members of the Greater Hardisty Area to discuss the viability of schools in the area. In November 2008, the Board of Trustees approved the *Annual Implementation Plan 2008-2009* which gave direction to the Administration to undertake a multi-year sector review initiative to align facility resources with student accommodation needs within individual sectors in the District. The accelerated timeline for the review of the Greater

Hardisty Area was approved in the *Annual Implementation Plan 2008-2009*. The District currently owns and operates more space than it requires to meet the needs of current students. With the opening of the six Kindergarten to Grade 9 schools in 2010, South Central Sector schools will be particularly affected as attendance areas are realigned.

In June 2009, the Administration retained Dialogue Partners Inc. to conduct public engagement activities as part of Sector Planning work to assist the District in making recommendations surrounding sector review. The Dialogue Partners *Sector Planning Public Engagement Report: Greater Hardisty & City Centre Education Partnership Areas* summarizing activities, venues, participants and feedback, was presented to the Board of Trustees on January 26, 2010.

Board Policy FL.BP was employed when preparing the above recommendations. Board Policy FL.BP identifies the following criteria to be considered:

- the educational impact on students in the school
- the enrolment of the school and programs within the school
- the population and demographic data
- the amount and cost of excess space in the school
- the cost to staff and operate the educational program at the school
- the cost to maintain the facility in operable condition or to restore the facility to operable condition
- the location and accessibility of the school and the proximity of other schools
- the necessity to safeguard the health and safety of students, staff and public
- the need to consolidate or relocate existing programs
- the impact of closing the school on the community taking into account existing or proposed development plans

### **Proposed Reconfiguration of Greater Hardisty Area Schools and Programs**

The approval of the proposed reconfiguration in its entirety is essential to achieving the primary goal of sector based planning. The proposed reconfiguration of Greater Hardisty Area schools will result in the consolidation of elementary programming at Gold Bar and Hardisty schools. The consolidation of elementary programming into Hardisty School is essential to the retention of junior high programming in the Greater Hardisty Area.

In the event of the closure of Fulton Place School, it is proposed that:

- Students residing within the Fulton Place School elementary attendance area be designated to Hardisty School, which would be reconfigured as a Kindergarten to Grade 9 school.
- The Kindergarten to Grade 4 Logos Program be designated to Hardisty School.
- The Division I and II Behaviour and Learning Assistance Programs be designated to Gold Bar School.

In the event of the closure of Capilano School, it is proposed that:

- Students residing within the Capilano School elementary attendance area be designated to Hardisty School, which would be reconfigured as a Kindergarten to Grade 9 school.
- The Individual Support Program be designated to Hardisty School.

### **Rationale for Proposed Reconfiguration of Greater Hardisty Area Schools and Programs**

The rationale to support the proposed reconfiguration of schools and programs for the Greater Hardisty Area includes the following:

- Low and declining student enrolment
- The consolidation of the Kindergarten to Grade 4 elementary Logos Program currently accommodated at Fulton Place School to Hardisty School will provide continuity of programming at one site
- A maturing neighbourhood with the number of school aged children in decline
- A facility requiring major capital investment
- The amount of excess space in elementary schools in this area of the city
- The changing needs of the neighbourhood population
- The closure of Fulton Place School and the retention of Hardisty and Gold Bar schools provides broader geographic distribution of elementary programming than other closure scenarios
- The retention of junior high programming in the Greater Hardisty Area is feasible with Hardisty School in a Kindergarten to Grade 9 configuration.

### **Outcomes of the Proposed Reconfiguration of Greater Hardisty Area Schools and Programs**

#### **Educational**

A greater student population at both of the operational schools within the Greater Hardisty Area may result in:

- Multiple classes per grade will provide greater flexibility in organizing for instruction
- Multiple classes per grade will allow more opportunities for teacher collaboration and sharing of resources
- Additional opportunities for the integration of special needs students
- Greater opportunities for extra curricular activities
- Additional specialized teachers such as music or technology specialists
- Special needs classes will be congregated to provide greater continuity of instruction and flexibility in organizing for instruction
- Continuity of programming with Logos Kindergarten to Grade 9 in one location

## Operational

- Reduction of 876 provincially rated student spaces
- Surplus space exists for the consideration of leases and partnerships
- Capital investment required to modernize two buildings instead of four
- Transportation for elementary Logos program will be reduced from two locations to a single location
- If Fulton Place and Capilano schools are closed, the budgeted funds will be available for use in other schools.

The facilities estimate for the reconfiguration of Hardisty School to a K-9 facility is attached (Appendix V).

Appendix I - Fulton Place School

Appendix II - Capilano School

Appendix III - Closure of Schools Regulation

Appendix IV - Board Policy FL.BP School Closure

Appendix V - Hardisty Receiving School Upgrade Estimate

Appendix VI – Responses to Trustee Questions

## FULTON PLACE SCHOOL

### **Fulton Place School Closure Process and Public Meeting**

On February 9, 2010 the Board of Trustees received information on the results of the sector reviews and initiated the provincially mandated process to consider Fulton Place School for closure (Appendix III). The recommendation to close Fulton Place School was considered in accordance with the criteria outlined in Board Policy FL.BP – School Closures (Appendix IV).

A public meeting was held on Wednesday, March 17, 2010 to hear public representations regarding the potential closure of Fulton Place School. The following arrangements, which meet or exceed requirements as set out in the provincial *Closure of Schools Regulation*, were made prior to the public meeting:

- Parents/guardians of students registered at the school received a letter notifying them of the public meeting and a Question and Answer (Q&A) document that answers questions set out by the provincial *Closure of Schools Regulation* (Appendix III).
- Parents also received a Question Submission Form to submit their individual inquiries, in addition to using letters and e-mails. The District did not respond to individual inquiries prior to the public meeting. Submissions were reviewed by the administration and representative questions were answered at the public meeting, following the opening presentation. This approach allowed all participants to benefit from the responses to the individual questions that were submitted.
- Notice of the public meeting appeared in the *Edmonton Journal*, the *Edmonton Sun*, and the *Edmonton Examiner*.
- Public meeting notices were posted in five or more conspicuous places in the area or areas of the school or schools affected by the closure.
- Posters advertising the public meeting were e-mailed to principals and administrative assistants of schools identified for closure and receiving schools as well as any other schools that may be affected by closure. Each school was to post the advertisements.
- A letter was sent to the City of Edmonton providing notice of the public meetings and requesting that the municipality provide a statement to the Chair of the Board of Trustees regarding the impact the closure may have on the community.
- The president of the Edmonton Federation of Community Leagues and presidents of the local community league received notification of the meetings and an invitation to attend.
- Written submissions were posted on a weekly basis in the Trustee's on-line reading room. This is done in accordance with the provincial *Closure of Schools Regulation* such that a Board shall give due consideration to any written submissions on the proposed closure.

The purpose of the public meeting held on Wednesday, March 17, 2010 at Fulton Place School was to share information and receive input from parents and community members about the possible closure of Fulton Place School. Of the participants who signed in at the meeting, there were 86 parents, 53 community members, seven staff members and 32 others which included MLA and Liberal Party leader, David Swann, MLA Hugh MacDonald, and City Councillor Amarjeet Sohi. District staff from the Superintendent's office and the Planning department were also in attendance. The following trustees were in attendance: Board Chair Fleming, Trustees Esslinger, Gibeault, Huff, Rice, Ripley and Shipka.

Minutes of the meeting and the PowerPoint presentation were posted on the District website at [www.epsb.ca](http://www.epsb.ca).

### **Feedback Received During School Closure Process and Public Meeting**

Participants in the table discussions at the public meeting were asked to respond to the following questions:

1. What questions do you have about the information in the Notice of Meeting package?
2. How would you be impacted by the closure of Fulton Place School?
3. What are your concerns or ideas related to the proposed closure of Fulton Place School?

Facilitators recorded the participant's questions and comments on flip chart paper. Transcribed flip chart comments and questions were posted on the District website at [www.epsb.ca](http://www.epsb.ca).

Through the closure process and the public meeting, parents and community members questioned the school closure process and the implications of closing Fulton Place School.

The majority of these questions centered on the following themes:

- Accuracy of data and the sector review/school closure process
- Safety of 106 Avenue
- Funding and calculation of excess school space
- Logos programming
- Elementary students mixing with junior high students
- Transition to the receiving school(s)
- Programming and staffing at the receiving school(s)
- Demographics, urban sprawl and revitalization initiatives
- Use of closed school buildings
- Real estate values
- Benefits of consolidation
- Class sizes

Transcribed questions and comments from the March 17, 2010 meeting were posted on the District website at [www.epsb.ca](http://www.epsb.ca).

### **Recommendation**

The rationale to support the proposed closure of Fulton Place School is based on factors that include:

- Low and declining student enrolment in the Greater Hardisty Area
- Low program enrolment
- The reconfiguration of Hardisty School as a Kindergarten to Grade 9 school will provide for continued access to junior high programming in the Greater Hardisty Area
- Kindergarten to Grade 6 programming would be accommodated at two schools in the Greater Hardisty Area, providing choice in elementary programming
- The consolidation of the elementary Logos Program at Hardisty School provides continuity of Kindergarten to Grade 9 Logos programming at one site

- The elementary programs from Capilano and Fulton Place schools would be consolidated at Hardisty School, enhancing viability of regular elementary programming

Currently, there is one district alternative program within the Greater Hardisty area. The Logos Christian program is offered at Fulton Place School for grades Kindergarten to four and at Hardisty School for grades five to nine.

### **Enrolment, Grade Organization, Capacity, Staffing and Operational Costs**

Fulton Place School offers a regular program for students in Kindergarten to Grade six and the Logos Alternative program for students in Kindergarten to grade 4. Fulton Place School also accommodates 18 Division I and II Behaviour and Learning Assistance students in two classes.

Enrolment at Fulton Place School was 218 students on September 30, 2009. Of the 218 students enrolled, 98 students are registered in the regular program, 102 students are registered in the Logos Alternative Program and 18 students in the Behaviour and Learning Assistance program.

Fulton Place School's student enrolment and grade configuration as of September 30, 2009 is as follows:

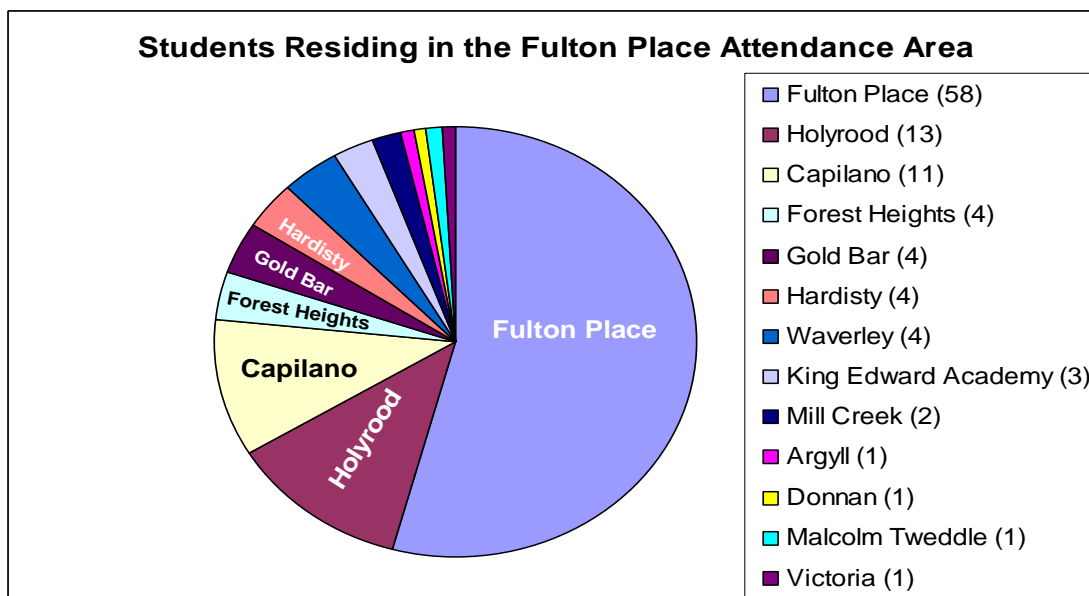
#### **Current Enrolment and Programs (September 30, 2009)**

<b>Program</b>	<b>K</b>	<b>G1</b>	<b>G2</b>	<b>G3</b>	<b>G4</b>	<b>G5</b>	<b>G6</b>	<b>TOTAL</b>
Regular	14	14	9	8	21	10	21	98
Logos	22	22	19	22	17			102
BLA		1	4	1	4	1	7	18
<b>TOTAL</b>	<b>36</b>	<b>37</b>	<b>32</b>	<b>31</b>	<b>43</b>	<b>11</b>	<b>28</b>	<b>218</b>

#### **Current Grade Organization (September 30, 2009)**

<b>Program</b>	<b>Grade</b>	<b>Students</b>
<b>Regular</b>		
	Kindergarten	14
	Gr.1, 2 combined	23
	Gr.3, 4 combined	20
	Gr.4, 5 combined	19
	Gr.6	21
<b>Logos</b>		
	Kindergarten	22
	Gr.1	22
	Gr.2	19
	Gr.3	22
	Gr.4	18
<b>BLA</b>		
	Gr.1, 2, 3, 4 combined	8
	Gr. 4, 5, 6 combined	10
<b>TOTAL</b>		<b>218</b>

There are 107 EPSB students residing in the Fulton Place School attendance area. As shown in the following pie chart, 58 students attend Fulton Place School with the remaining 49 students attending various other District schools. This information is based on September 30, 2009 enrolment.



### Fulton Place: Current and Future Residential Development

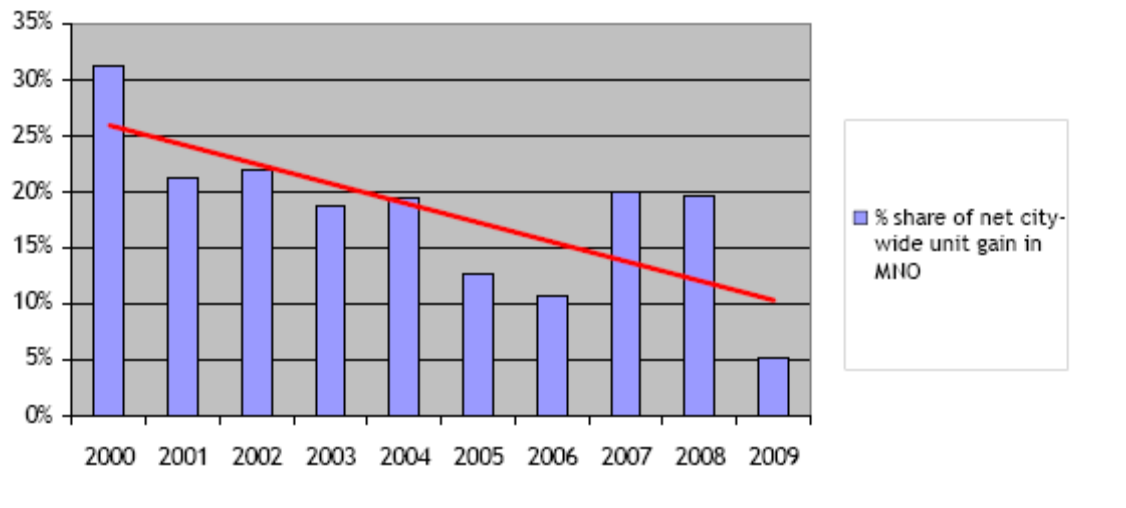
Fulton Place School is located in the Fulton Place neighbourhood. There are no major redevelopment plans or initiatives for the Fulton Place neighbourhood. Federal Census indicates that 115 new housing units were realized in the Fulton Place area from 1986 to 2006. The City of Edmonton's *Mature Neighbourhood Reinvestment (2009) and Decade in Review (2000-2009)* indicates that the Fulton Place neighbourhood had one of the lowest residential unit gains and population gains between 2000-2009. There have been no major residential developments within the last ten years, and no major residential development projects have been proposed at this time. District student residency data, as well as Federal and City Census data indicate a static pre-school, elementary aged and junior-high aged population in the Fulton Place area.

<b>Fulton Place Neighbourhood Residential Development Trends 1986-2006</b>		
<b>Neighbourhood (using Federal Census Tract)</b>	<b>Dwellings constructed prior to 1986</b>	<b>Dwellings constructed between 1986-2006</b>
<b>Fulton Place</b> (includes portion of Capilano attendance area)	1,650	115

*2006 Census Tract Profile, Statistics  
Canada*

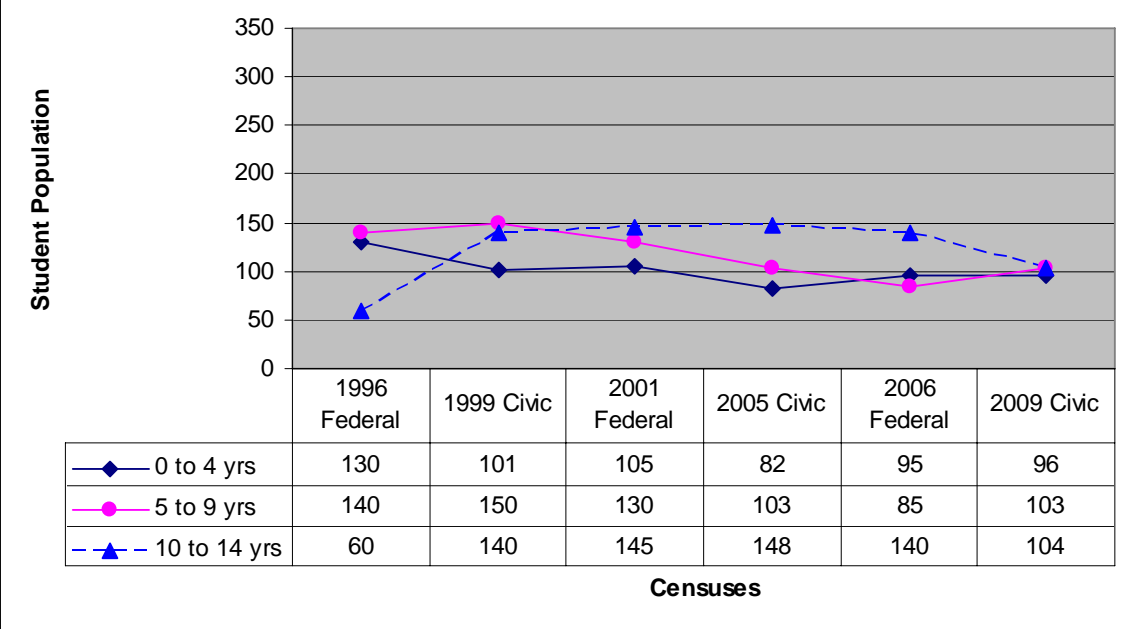


**Figure 1: Percentage share of net housing units gained in MNO 2000-2009**



*Mature Neighbourhood Reinvestment (2009) and Decade in Review (2000-2009), City of Edmonton*

**Fulton Place Neighbourhood Demographic Trends 1996-2009**



## **School Capacity**

Fulton Place School was built in 1958. In 1962 a 726.2m<sup>2</sup> addition was added. The capacity of Fulton Place School is 405 student spaces according to the provincial Area Capacity and Utilization Report (41% utilization rate).

The Fulton Place School facility consists of 17 classrooms, a Library, one Gymnasium with stage, two Special Needs Classrooms, three Leased Classrooms and a Music Room with risers. Fulton Place School's profile is attached (Attachment II).

## **Cost of Staff and Operations for the Educational Programs**

There are currently 18.424 full time equivalent staff positions at Fulton Place School. The chart below indicates specific staffing amounts and full time equivalents by position.

10.849 FTE	Teacher
1.000 FTE	Principal
1.000 FTE	Head Custodian
0.875 FTE	Custodial Assistant
0.700 FTE	Library Technician D
3.000 FTE	Educational Assistant E
1.000 FTE	Administrative Assistant F

The total operating and instructional allocations provided to Fulton Place School for 2009-2010 was \$1,907,536. Instructional and Plant Operational and Maintenance funding is distributed by the province on a per student basis.

## **Recommended Designated Receiving School**

The current 21 regular program grade six students and seven Behaviour and Learning Assistance Program grade six students will move to junior high school next year. If Fulton Place School were to close, the remaining 77 regular program students and 102 Logos program students would be designated to Hardisty School. The administration is recommending Hardisty School for a number of reasons.

- Hardisty School is located within the Fulton Place School attendance area.
- Amalgamation of Fulton Place and Capilano schools elementary programs with Hardisty School will provide more opportunities for single grade classes and additional program resources.
- There would be increased funds to purchase curriculum-related resources, library upgrades, physical education equipment, technology upgrades and mathematics and science manipulatives. Students could also have access to a wider range of options and opportunities to be involved in a variety of clubs and leadership opportunities.
- Hardisty School can accommodate students from Fulton Place School.
- Consolidation of Logos Kindergarten to Grade 9 programming at Hardisty School will provide continuity of instruction in one location.

If Fulton Place School were to close, the remaining 11 Behaviour and Learning Assistance Program students attending Fulton Place School will be designated to Gold Bar School, or provided access to another existing Special Education District Centre closer to where they reside.

The addition of a Division II Behaviour and Learning Assistance class at Gold Bar School will provide continuity of programming and flexibility in organizing for instruction.

### **Transportation**

Hardisty School is within the Fulton Place walk boundary and attendance area. Transportation for students residing in the Fulton Place attendance area will not be provided to attend the designated receiving school.

Fulton Place School is located in Transportation Zone 2. There are 17 students transported to the district Special Education centre at Fulton Place School. One student lives in Transportation Zone 1, 13 students live in Transportation Zone 2, and three students live in Transportation Zone 3. This does not include students under parent provided transportation.

### **Impact of Closing the School on the Community**

Fulton Place School is located on non-reserve land, which the District owns, with no other school facility adjacent to the site. The land includes playfields. Under the *Joint Use Agreement* with the City of Edmonton, the sports fields are maintained and administered by the city. This would continue as long as the District retains property ownership. There would be no impact on playfield access if Fulton Place School were to be closed. The playground at Fulton Place School is owned and maintained by the City of Edmonton and this would continue.

Should Fulton Place School be closed, the school will 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. Closed schools have been leased on 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 closed schools have been sold to: the City of Edmonton for green space, the Edmonton Society for Christian Education, and the Turkish Canadian Cultural Society. The District will consult with stakeholders prior to determining the future use of the closed facility.

Fulton Place School provides Joint Use Agreement after hours access as per the direction of the principal. The Alberta Caregivers Association leases two classrooms. Fulton Child Care Association leases one classroom in the school plus the entire annex. The annex has been exempted from District space and is not counted as space in provincial calculations. If requested, alternative accommodations would be explored for the rental and lease groups.

ES:jg

Attachment I - Notice of Meeting – Wednesday, March 17, 2010

Attachment II - Fulton Place School Profile 2009-2010

Attachment III - Fulton Place School Student Scatter Map

## NOTICE OF MEETING

### MEETING TO CONSIDER CLOSURE OF FULTON PLACE SCHOOL

**Date:** March 17, 2010  
**Time:** 7 p.m. to 9 p.m.  
**Location:** Fulton Place School Gymnasium  
 10310 - 56 Street NW

### INFORMATION REGARDING THE POTENTIAL CLOSURE OF FULTON PLACE SCHOOL

*1. How the school closure would affect the attendance area defined for Fulton Place School.*

Fulton Place School, located at 10310 - 56 Street NW, Edmonton, Alberta, offers a Kindergarten and Grades 1 to 6 regular program, Kindergarten to Grade 4 Logos alternative program and Divisions I and II Behaviour and Learning Assistance classes. The Board of Trustees is considering the closure of all programs accommodated at Fulton Place School.

The Fulton Place School attendance area consists of the Fulton Place neighbourhood. In the event of the closure of Fulton Place School, the Fulton Place attendance area will remain unchanged. **The District is proposing that students residing within the Fulton Place attendance area be designated to Hardisty School.** Hardisty School will be reconfigured as a Kindergarten to Grade 9 school.

Confirmation of the designated receiving school will be determined in consultation with parents of Fulton Place School during the School Closure Process. Hardisty School is located at 10534 – 62 Street NW, Edmonton, Alberta.

The Behaviour and Learning Assistance Program is a Special Education District Centre program that accommodates students whose residences are broadly distributed throughout the south side of the City of Edmonton. Special Education District Centres do not have an attendance area. The District endeavours to place students at a school within the same transportation zone as they reside. Fulton Place School is located in Transportation Zone 2. Currently students from Transportation Zones 1, 2 and 3 attend Fulton Place School.

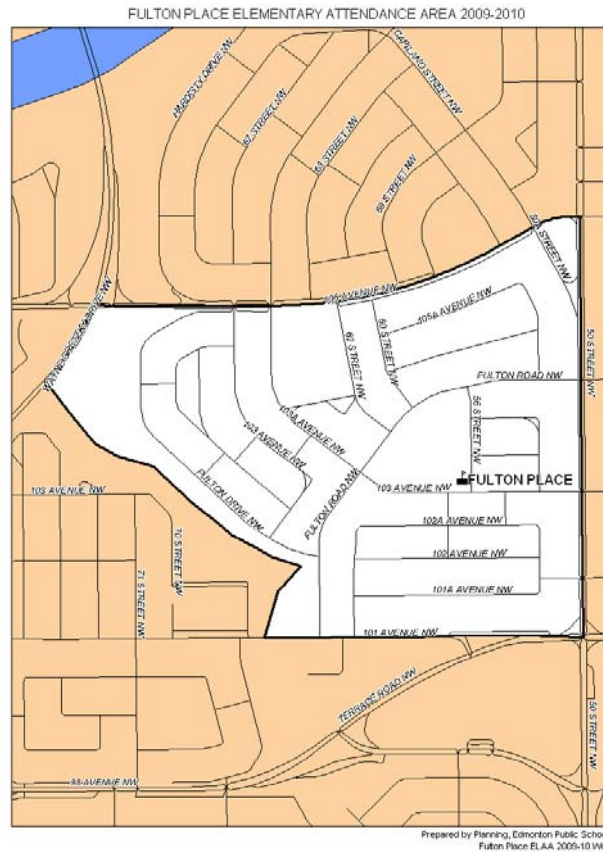
Leadership Services will consult with parents and the principal to determine the best location for individual Special Education students. A Division I Behaviour and Learning Assistance (BLA) class and a Division II BLA class will be established at Gold Bar School, located at 10524 - 46 Street NW, to accommodate BLA students next year. Gold Bar School currently accommodates one Division I class of the BLA Program.

#### Current Enrolment and Programs (September 30, 2009)

Program	K	G1	G2	G3	G4	G5	G6	TOTAL
Regular	14	14	9	8	21	10	21	98
Logos	22	22	19	22	17			102
BLA		1	4	1	4	1	7	18
<b>TOTAL</b>	<b>36</b>	<b>37</b>	<b>32</b>	<b>31</b>	<b>43</b>	<b>11</b>	<b>28</b>	<b>218</b>

Current enrolment at Fulton Place School includes students who reside inside and outside the Fulton Place attendance area.

The following map illustrates Fulton Place School's attendance area for 2009-2010:



**2. How the closure of Fulton Place School would affect the attendance at other schools.**

Hardisty School has a capacity of 1159 student spaces according to the Province's calculation of school capacity. Hardisty School can accommodate all students currently enrolled in the regular and Logos programs at Fulton Place School. September 30, 2009 enrolment at Hardisty School was 397 students. Hardisty School provides programming for regular junior high, and is a district Special Education centre for the junior high Community Learning Skills, Community Learning Skills/Behaviour and Learning Assistance and Strategies programs. Hardisty also accommodates the Grades 5 to 9 Logos alternative program. The Hardisty School projected total enrolment for September 2010, prior to consideration of closure of Fulton Place School is 393 students (Grades 5 to 9).

If Fulton Place School closes, an additional enrolment of 98 regular elementary students, and 102 elementary Logos students could be designated to Hardisty School. With the addition of 97 regular students and seven Individual Support Program students enrolled at Capilano School, the total school enrolment for Hardisty School would be 697 students for the 2010-2011 school year.

The total school enrolment projected for Hardisty School may vary. In the event of the closure of Capilano and Fulton Place schools, students requesting regular and Logos elementary programming would be designated to Hardisty School. A percentage of students from Capilano or Fulton Place schools may choose to attend Gold Bar School for regular Kindergarten to Grade 6 programming rather than the Kindergarten to Grade 9 programming that would be accommodated at Hardisty School.

The seven Grade 6 students enrolled in the Behaviour and Learning Assistance (BLA) Program at Fulton Place School will transition to a junior high school. The 11 remaining BLA Program students at Fulton Place School could be accommodated at Gold Bar School with the establishment of a third BLA class.

On September 30, 2009 there were 107 public elementary students living within the Fulton Place School attendance area. Fifty-eight students (54 per cent) chose to attend Fulton Place School. Thirteen students attended Holyrood School, 11 students attended Capilano School, four students attended Forest Heights School, four students attended Gold Bar School, and four students attended Hardisty School. The remaining 13 students attended other district elementary schools. Some of the students currently attending Fulton Place School could choose to attend district schools other than Hardisty School.

As mentioned, Leadership Services will consult with parents and the principal to determine the best district centre location for individual Special Education students.

The current provincially reported school capacity for other neighbouring schools is as follows: Holyrood School 429 student spaces, Forest Heights School 496 student spaces, Gold Bar School 393 student spaces and Hardisty School 1159 student spaces.

### **3. *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 2009-2018* and *Three-Year Capital Plan 2010-2013*

The complete Edmonton Public Schools *Ten-Year Facilities Plan 2009-2018* and *Three-Year Capital Plan 2010-2013*, are available at:

- <http://planning.epsb.ca/capital-planning>
- Fulton Place School general office

Fulton Place School is located in the South Central Sector, which is made up of mature neighbourhoods. The recommendation to close Fulton Place School is part of a long term strategy to decrease the amount of excess student space in order to maximize learning opportunities for students through the pooling of resources.

### **4. *The number of students who would need to be relocated as a result of the closure of Fulton Place School.***

If Fulton Place School closes, the 98 regular program students and 102 Logos students will be designated to Hardisty School for regular and Logos elementary and junior high programming. There is space available in Hardisty School to accommodate all regular and Logos Program students currently enrolled at Fulton Place School. The remaining 11 elementary Behaviour and Learning Assistance Program students attending Fulton Place School will be accommodated at Gold Bar School, or provided access to an existing Special Education District Centre closer to their resident address.

Students have direct access to the designated school for their attendance area. If Fulton Place School closes, some students may choose other district schools. Should parents of Fulton Place School request to register in a different school other than the designated receiving school, students will be able to register in that school and as long as the school has sufficient space, provides the appropriate program and the student meets entrance criteria.

**5. *The need for, and the extent of, busing.***

ETS remains the preferred means of transportation for all junior high students in the District. Yellow bus service to the new receiving elementary school will continue for eligible elementary students. The transportation fee will be subsidized at the rate set for students who attend their designated school. Student Transportation will continue to afford service to all Special Education programs in the Greater Hardisty area.

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

If Fulton Place School closes, the regular program students designated to Hardisty School could have access to single grade class groupings. There would be increased funds to purchase resources, curriculum-related resources, library materials, physical education equipment, technology upgrades and mathematics and science manipulative materials. Students could also have access to a wider range of options and opportunities to be involved in a wide variety of clubs and leadership opportunities.

If Fulton Place School closes, students in the Behaviour and Learning Assistance Program would benefit in the same way as students in the regular program.

Educational opportunities and benefits that would be available to Fulton Place School students through the elementary program offered at Hardisty School are outlined below.

<b>School</b>	<b>Hardisty</b>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• Increased teaching staff for additional support, leadership and collaboration opportunities</li> <li>• Potential for single grade groupings in the regular program and Logos Program</li> <li>• Inclusive Education Award winning staff</li> <li>• Curriculum Coordinators hired for each division</li> <li>• An on-site Teacher Librarian to work with Curriculum Coordinators</li> <li>• A Technology Curriculum Coordinator to ensure the continued advancement of 21<sup>st</sup> Century learning</li> <li>• Pyramid of Intervention developed by staff to ensure all students are successful in each of their programs</li> <li>• A focus on student learning and highly functional collaborative teams</li> <li>• An emphasis on continuous learning by all staff</li> <li>• Principal and Assistant Principal committed to excellence in all areas of school life</li> <li>• A well developed communication plan to ensure timely accurate information for parents</li> </ul>
<b>Curriculum and Resource Program</b>	<ul style="list-style-type: none"> <li>• Middle Years Literacy Program</li> <li>• Balanced Literacy for K to 6</li> <li>• Music Specialist</li> </ul>

<b>Benefits</b>	<ul style="list-style-type: none"> <li>• Full-time Librarian</li> <li>• Character Education Program</li> <li>• Technology knowledgeable staff with modern technology throughout building</li> <li>• Staff are continuously working together in and on curriculum to develop the best possible program for Hardisty students</li> <li>• Junior high Strategies District Special Education site</li> </ul>
<b>Support Services</b>	<ul style="list-style-type: none"> <li>• Partnership Daily Paired Reading</li> <li>• Pilot project winners with Consulting Services to create a powerful timely intervention model to ensure high levels of learning for all</li> </ul>
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• Integration of technology into all curriculum areas</li> <li>• Close to Hardisty Pool</li> <li>• Discussions to build a playground as soon as possible</li> <li>• Well cared for building, entire building is wireless</li> <li>• Students are allowed to bring in their own electronic devices</li> </ul>
<b>Extra and Co-Curricular Activities</b>	<ul style="list-style-type: none"> <li>• Wrestling</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Curling</li> <li>• Track &amp; Field</li> <li>• Soccer</li> <li>• Slow Pitch</li> <li>• Triathlon</li> <li>• Ski Club</li> <li>• Orff/Glee</li> <li>• Digital Hornets (yearbook)</li> <li>• Drama (productions throughout the year)</li> <li>• Praise and Worship (Logos Students)</li> <li>• Band Program</li> </ul>

Educational opportunities and benefits that would be available to Fulton Place School students through the elementary Behaviour and Learning Assistance Program offered at Gold Bar School are outlined below.

<b>School</b>	<b>Gold Bar</b>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• Increased collaboration for Special Education teachers/educational assistants</li> </ul>
<b>Curriculum and Resource Program Benefits</b>	<ul style="list-style-type: none"> <li>• Balanced Literacy for K to 3</li> <li>• Math4All coach</li> <li>• Music specialist</li> <li>• French as a Second Language (FSL) specialist</li> <li>• Character Education woven into whole school behaviour expectations</li> <li>• Fitness for Life focus</li> <li>• TEAM approach to everything</li> <li>• Differentiated Instruction</li> <li>• Strong teacher collaboration with four district cohort schools</li> <li>• Integration of technology into all curriculum areas</li> <li>• SMART Boards in most classrooms</li> <li>• Mobile Cart with Laptops (planned)</li> </ul>



	<ul style="list-style-type: none"> <li>• Infrared voice amplification system in every class</li> </ul>
<b>Support Services</b>	<ul style="list-style-type: none"> <li>• Educational assistant support to every class</li> <li>• Very strong parent/volunteer support</li> <li>• Active Parent Council</li> <li>• Lunch program</li> <li>• Mount Carmel Student Volunteers</li> <li>• Financial support from PAC for fieldtrips</li> </ul>
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• Access to, and frequent use of playground, spray park, and skating rink at adjacent community centre</li> <li>• Huge field area for recess with baseball &amp; soccer field, basketball nets, sandbox, tarmac and trees</li> <li>• Outdoor pursuits; short walking distance to the river valley</li> <li>• On-site Daycare</li> <li>• Pre School Program</li> <li>• ABC Headstart</li> </ul>
<b>Extra and Co-Curricular Activities</b>	<ul style="list-style-type: none"> <li>• Running Club (Grades 3 to 6)</li> <li>• Hawrelak Cross-Country Run</li> <li>• Edmonton Journal Indoor Games</li> <li>• Terry Fox Run</li> <li>• Fit-In Days (2 per year)</li> <li>• Club Moo</li> <li>• Library Club</li> <li>• Choir</li> <li>• Handball</li> <li>• Handbells</li> <li>• Garden Club</li> <li>• Math Club</li> <li>• Intramurals</li> <li>• Skating (Community League at lunch time)</li> <li>• Community Playground</li> <li>• Student Council</li> </ul>

7. *The educational and financial impact of closing Fulton Place School, including the effect on operational costs and capital implications.*

***Educational Impact***

If Fulton Place School closes, students in the regular program will become part of a larger peer group at Hardisty School.

At Hardisty School, the students will be exposed to a greater number of students at the same grade level and/or ability level and experience increased opportunities for peer group interactions and age-appropriate activities. Depending on enrolment, Hardisty School may require additional staff. Hardisty School would engage in welcoming and community building activities to support successful transition to the school.

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

The current school budget for Fulton Place School is \$1,907,536.

<b>Sources</b>	<b>Amount</b>
Resource Allocation	1,767,090
Carry Forward from Previous Year	66,246
Learning Resources Credit	500
Lease/Rent	9,000
Lunch Program Fees	19,000
Parking Fees	700
Miscellaneous	25,000
School Generated Funds	20,000
<b>Total</b>	<b>1,907,536</b>

The table below details the distribution of resources for the 2009-2010 school year.

<b>Distribution of Resources</b>	<b>Amount</b>
Staffing Costs	1,701,469
Services, Supplies and Equipment	186,067
School Generated Funds	20,000
<b>Total</b>	<b>1,907,536</b>

If Fulton Place School is closed, the budgeted funds will be available for use in other schools. Based on the Capital Inspection Report, Fulton Place School is in fair condition and needs life cycle replacement of major components, which is typical for a facility of this age and design. If Fulton Place School closes, \$7,899,647 to modernize the school will not be required.

**8. *The educational and financial impact if Fulton Place School were to remain open.***

***Educational Impacts***

If Fulton Place School remains open, its projected student population is 210 students for September 2010. The school will continue to offer regular programming for students in multi-grade class groupings. Logos programming for Kindergarten to Grade 4 will continue to be offered in single class groupings if enrolment is sufficient. As well, Fulton Place School will continue to offer the Behaviour and Learning Assistance Program. The school will need to continue to combine grades into multi-grade groupings and it will be limited in programming options available for its students.

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

The challenges for teachers working in the regular program in multiple subject areas or combined grade groupings could include:

- Limited flexibility when organizing for instruction related to student learning groups;
- Challenges in managing multiple curricular levels of instruction and assessment in a single subject area;
- Challenges in daily, unit and long range planning across numerous subject areas;
- Increased responsibility to meet varying individual needs of students across combined grades in a single classroom;
- Decreased ability to select adequate resources to reflect range of student interests, abilities and needs in a classroom;
- Limited opportunities to share ideas, strategies and resources with other teachers of similar course offerings at the same grade level or in the same subject area;

- Limited opportunities to attend or engage in professional development opportunities in or out of district.

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

Based on staffing and operating costs for the projected enrolment of 210 students, the total annual cost to operate Fulton Place School would be consistent with this year’s budget of \$1,907,536.

***9. The capital needs of the schools that may have increased enrolment as a result of the closure of Fulton Place School.***

According to the Provincial Facilities Condition Index, Hardisty School is in fair condition. Hardisty School is able to accommodate elementary students with some upgrades that would be carried out prior to September 2010. The cost of these upgrades would be approximately \$800,000. There is no playground on site at Hardisty School. The District is prepared to support the community to create a playground at Hardisty School. The community would be required to raise funds and access grants to pay for the playground.

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

Should Fulton Place School be closed, the school will first be considered by the District for educational purposes; for example, district operations that are in leased space. Alternatively, the closed school could be leased to non profit organizations or sold. Historically, 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 closed schools have been sold to: the City of Edmonton for green space, the Edmonton Society for Christian Education, and the Turkish Canadian Cultural Society.

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

Tenants in the building will be provided with four 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 express an interest to remain in the building for future lease renewal term;
- c) The tenant (or tenants) may terminate the lease at any time without penalty; or
- d) The tenant (or tenants) may express an interest to relocate to another district school.

**ADDITIONAL INFORMATION**

For more information regarding the School Closure Process or to provide feedback, visit Edmonton Public Schools website [www.epsb.ca](http://www.epsb.ca) and select the link to the Planning website.

In accordance with the School Act Alberta Regulation 238/97 – *Closure of Schools Regulation* a Board shall not make a final decision on the proposed closure of Fulton Place School until at least three weeks have passed since the date of the public meeting. The Board will give due consideration to any written submissions on the proposed closure that it receives after the public meeting and prior to the final debate and decision at the public board meeting on Tuesday, April 13, 2010.

Form for Return:  
“Question Submission Form”

*Questions regarding the Board of Trustees’ consideration of closure of **Fulton Place School** may be submitted in writing prior to March 1, 2010 to the attention of:*

Lorne Parker, Managing Director  
Planning and Student Transportation  
Centre for Education  
One Kingsway  
Edmonton, AB T5H 4G9  
Fax: (780) 425-0323  
E-mail: [School.Closures@epsb.ca](mailto:School.Closures@epsb.ca)

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

It is not possible to respond to individual questions or inquiries prior to the public meeting which is scheduled for **7 p.m., March 17, 2010 at Fulton Place School**. At the public meeting, representative questions will be responded to. Should your specific question(s) not be selected for response at the public meeting, you will have ample opportunities to direct questions to administration and you are invited to do so.

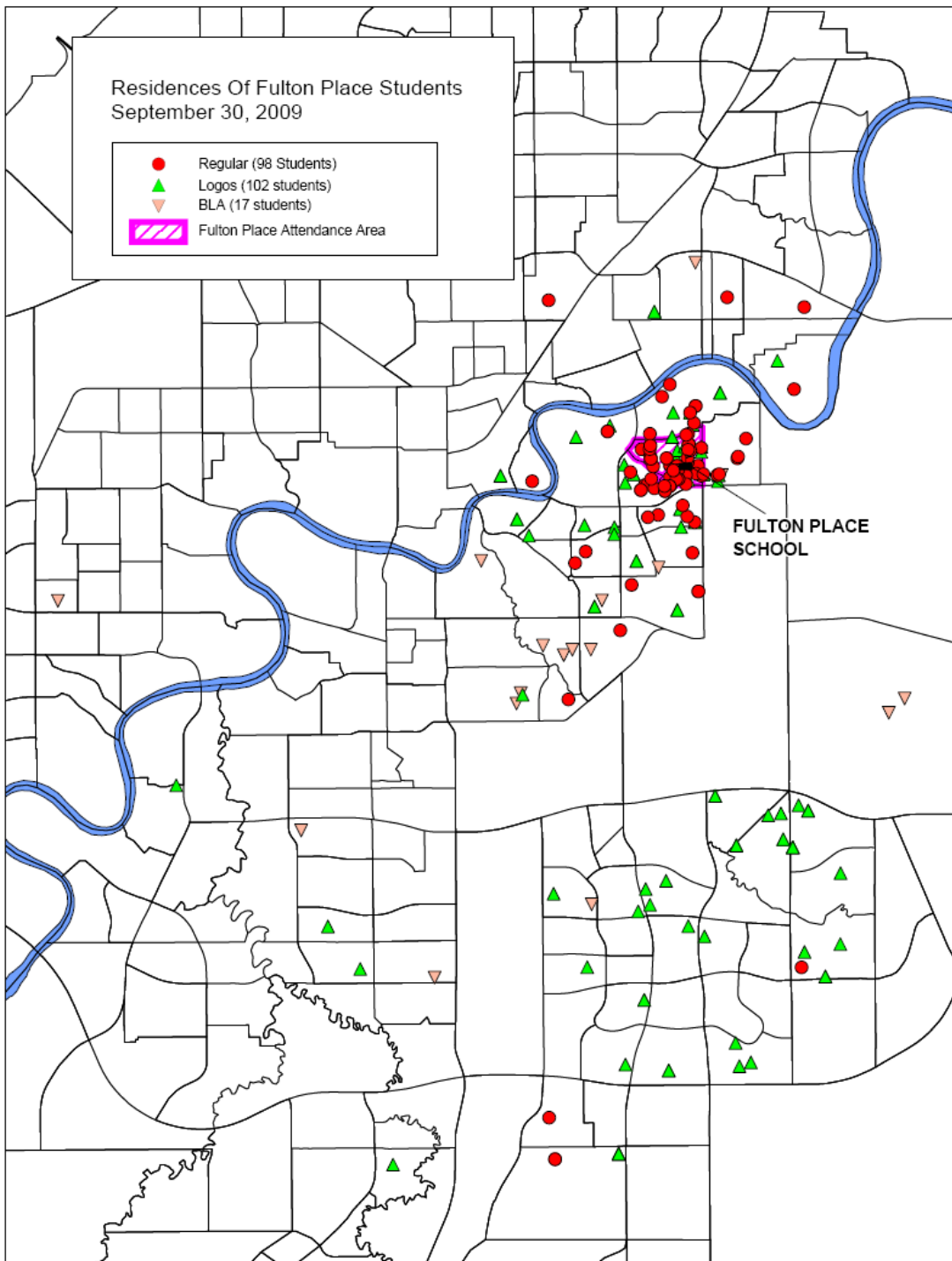
Name: \_\_\_\_\_ Phone: \_\_\_\_\_

***Your name and contact information are being collected by the EPSB as a record of stakeholder involvements.***

**School Profile -- as of Sept 30, 2009**

(Generated Jan 27, 2010)

<b>EDMONTON PUBLIC SCHOOL: Fulton Place</b> (508) - Elementary - 10310 - 56 Street NW														
Viability Benchmark for each category in brackets ( )														
<b>STUDENT ENROLMENT 2009/10</b>													Meets Viability Benchmark	Yes
<b>Number of Students Per Grade:</b>					Elementary 218 (140)			Jr High 0 (150)			Sr High 0 (400)			
<b>EE</b>	<b>K</b>	<b>Gr.1</b>	<b>Gr.2</b>	<b>Gr.3</b>	<b>Gr.4</b>	<b>Gr.5</b>	<b>Gr.6</b>	<b>Gr.7</b>	<b>Gr.8</b>	<b>Gr.9</b>	<b>Gr.10</b>	<b>Gr.11</b>	<b>Gr.12</b>	<b>TOTAL</b>
0	36	37	32	31	43	11	28	0	0	0	0	0	0	218
<b>Student Enrolment by Program:</b>													Meets Viability Benchmark	No
		<b>Regular</b>		<b>ALT (Logos )</b>			<b>District Centre</b>			<b>Early Ed</b>		<b>Total</b>		
<b>Elementary</b>		98 (140)		102 (140)			18			0		218		
District Centre: Behaviour and Learning Assistance (BLA)														
<b>Student Enrolment at Entry Level:</b>													Meets Viability Benchmark	Yes
Elementary (034)					Jr High (050)					Sr High (135)				
<b>K</b>		<b>Gr.1</b>			<b>Gr.7</b>					<b>Gr.10</b>				
36		37			0					0				
<b>Historical Enrolment:</b>														
<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>										
257	247	224	217	218	15.2% Overall %Decline from 2005									
<b>EDMONTON PUBLIC SCHOOL POPULATION</b>													Meets Viability Benchmark	No
107	Total Number of EPSB Elementary Students Residing in Fulton Place Attendance Area (280)													
58	Total Number of EPSB Elementary Students Residing in Fulton Place Attendance Area Attending Fulton Place (140)													
<b>STUDENT SPACE AND COST</b>													Meets Viability Benchmark	No
240	Total Number of Weighted Student Spaces													
50%	Percentage of Student Space Occupied (50%)					262	Amount of Unfunded Student Space							
						\$119,178.56	Cost of Unfunded Student Space							
480	ACOL School Capacity					45%	Percentage of Funded Space (50%)							
0	Number of Portable Classrooms on Site													
<b>LOCATION AND ACCESSIBILITY</b>													Meets Viability Benchmark	No
5	Number of EPSB Schools within a 1.6 km radius (3)													
2606	Number of Unfunded Student Spaces in the Sector			SOUTH CENTRAL	Sector			G	Ward					
Existing Leases in the School: FULTON CHILD CARE ASSOCIATION - 876.6 m <sup>2</sup> ; FULTON CHILD CARE ASSOCIATION - 78.1 m <sup>2</sup> ; ALBERTA CAREGIVERS ASSOCIATION - 165.4 m <sup>2</sup> ;														
<b>Facility Information and Condition</b>														
1957	Year School was Built					55	Provincial Utilization Rate							
Marginal	District Capital Inspection (Acceptable, Good, Excellent)													
<b>Local Conditions:</b>														
Programs at the school include Regular, Logos and Behaviour and Learning Assistance, and French as a Second Language; School located on residential street with good off- street parking School; wide focus on Literacy and Character Education; Provincially accredited daycare and after-school care situated next to the school (children with special needs are accommodated in the after school care program); Playground with play equipment suitable for elementary school aged children; Lunchtime supervision program; City pool nearby; Indoor skating arena and outdoor skating rink next to the school; Short walk to public library, cross-country ski trails, and ravine/river valley for outdoor, science and physical education activities (ie. walking/hiking, nature observation/study); Walking distance to junior high school (with Regular and Logos programs; School is used regularly in the evenings by community groups; FM sound systems in classrooms; Upgraded and fully equipped computer lab; Well stocked library with leveled reading books Work Out World / fitness room to enhance Daily Physical Activity initiatives; Currently undergoing upgrades of multi-media technology equipment in each of the classroom to allow for Video;streaming and advanced technology projects; Specially constructed classrooms for Behavior and Learning Program; Partnership with seniors in the area, daycare and local businesses; Active school council and charitable society; Strong parent support.														
<b>Recommended Facility Strategy and Timeline</b>														
Greater Hardisty Area Review - Year:														



## CAPILANO SCHOOL

On February 9, 2010 the Board of Trustees received information on the results of the sector reviews and initiated the provincially mandated process to consider Capilano School for closure (Appendix III). The recommendation to close Capilano School was considered in accordance with the criteria outlined in Board Policy FL.BP – School Closures (Appendix IV).

A public meeting was held on Monday, March 15, 2010 to hear public representations regarding the potential closure of Capilano School. The following arrangements, which meet or exceed requirements as set out in the provincial *Closure of Schools Regulation*, were made prior to the public meeting:

- Parents/guardians of students registered at the school received a letter notifying them of the public meeting and a Question and Answer (Q&A) document that answers questions set out by the provincial *Closure of Schools Regulation* (Appendix III).
- Parents also received a Question Submission Form to submit their individual inquiries, in addition to using letters and e-mails. The District did not respond to individual inquiries prior to the public meeting. Submissions were reviewed by the administration and representative questions were answered at the public meeting, following the opening presentation. This approach allowed all participants to benefit from the responses to the individual questions that were submitted.
- Notice of the public meeting appeared in the *Edmonton Journal*, the *Edmonton Sun*, and the *Edmonton Examiner*.
- Public meeting notices were posted in five or more conspicuous places in the area or areas of the school or schools affected by the closure.
- Posters advertising the public meeting were e-mailed to principals and administrative assistants of schools identified for closure and receiving schools as well as any other schools that may be affected by closure. Each school was to post the advertisements.
- A letter was sent to the City of Edmonton providing notice of the public meetings and requesting that the municipality provide a statement to the Chair of the Board of Trustees regarding the impact the closure may have on the community.
- The president of the Edmonton Federation of Community Leagues and presidents of the local community league received notification of the meetings and an invitation to attend.
- Written submissions were posted on a weekly basis in the Trustee's on-line reading room. This is done in accordance with the provincial *Closure of Schools Regulation* such that a Board shall give due consideration to any written submissions on the proposed closure.

The purpose of the public meeting held on Monday, March 15, 2010 at Capilano School was to share information and receive input from parents and community members about the possible closure of Capilano School. Of the participants who signed in at the meeting, there were 45 parents, 42 community members, seven District staff and 15 others, which included MLA Harry Chase, MLA Hugh MacDonald and City Councillor Amarjeet Sohi. District staff from the Superintendent's office and the Planning department were also in attendance. The following trustees were in attendance: Board Chair Fleming, Trustees Colburn, Gibeault, Huff, Rice, Ripley and Shipka.

Minutes of the meeting and the PowerPoint presentation were posted on the District website at [www.epsb.ca](http://www.epsb.ca).

## **Feedback Received During School Closure Process and Public Meeting**

Participants in the table discussions at the public meeting were asked to respond to the following questions:

1. What questions do you have about the information in the Notice of Meeting package?
2. How would you be impacted by the closure of Capilano School?
3. What are your concerns or ideas related to the proposed closure of Capilano School?

Facilitators recorded the participant's questions and comments on flip chart paper. Transcribed flip chart comments and questions were posted on the District website at [www.epsb.ca](http://www.epsb.ca).

Through the closure process and the public meeting, parents and community members questioned the school closure process and the implications of closing Capilano School. The majority of the feedback centered on the following themes:

- Accuracy of data and the sector review/school closure process
- Safety of 106 avenue
- Funding and calculation of excess school space
- Elementary students mixing with junior high students
- Transition to the receiving school(s)
- Programming and staffing at the receiving school(s)
- Demographics, urban sprawl and revitalization initiatives
- Use of closed school buildings
- Real estate values
- Benefits of consolidation

Transcribed questions and comments from the March 15, 2010 meeting were posted on the District website at [www.epsb.ca](http://www.epsb.ca).

## **Recommendation**

The rationale to support the proposed closure of Capilano School is based on factors that include:

- low and declining student enrolment
- Capilano School did not accommodate Grade 5 for the 2009-2010 school year due to insufficient enrolment
- a maturing neighbourhood with the number of school aged children in decline
- 47% of students residing in the Capilano attendance area attend Capilano School compared to 54% at Fulton Place and 56% at Gold Bar schools.
- the amount of excess space in elementary schools in this area of the city
- the changing needs of the neighbourhood population
- a facility that requires significant capital investment for upgrades

## **Enrolment, Grade Organization, Capacity, Staffing and Operational Costs**

Capilano School offers a regular program for students in Kindergarten to Grade six, and an Individual Support Program for students in Grades 1 to 6. Due to insufficient enrolment, Capilano School was unable to accommodate a Grade 5 regular program for the 2009-2010 school year.



Student enrolment is insufficient to organize one class per grade. The school has an organized multi-grade grouping for Kindergarten and Grade 1.

Enrolment at Capilano School was 110 students on September 30, 2009. Of the 110 students enrolled, 97 students are registered in the regular program, and 13 students are registered in the Individual Support Program.

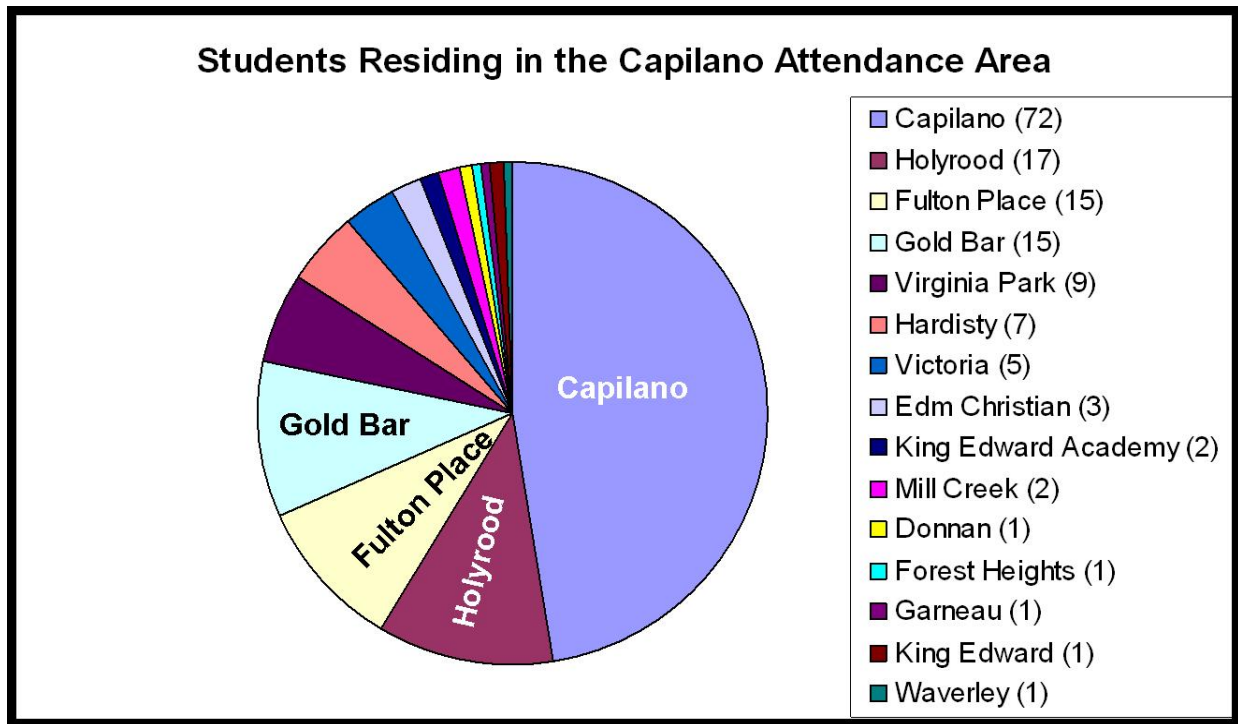
Capilano School's student enrolment and grade configuration as of September 30, 2009 is as follows:

<b>Program</b>	<b>K</b>	<b>G1</b>	<b>G2</b>	<b>G3</b>	<b>G4</b>	<b>G5</b>	<b>G6</b>	<b>G7</b>	<b>Total</b>
<b>Regular</b>	11	14	16	18	18	0	20	0	97
<b>ISP</b>	0	1	2	1	2	1	5	1	13
<b>TOTAL</b>	<b>11</b>	<b>15</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>1</b>	<b>25</b>	<b>1</b>	<b>110</b>

**Current Grade Organization (September 30, 2009)**

<b>Program</b>	<b>Grade</b>	<b>Students</b>
<b>Regular</b>		
	Kindergarten, Grade 1 Combined	25
	Grade 2	16
	Grade 3	18
	Grade 4	18
	Grade 6	20
<b>ISP</b>		
	Combined Grades 1-6	13
<b>TOTAL</b>		<b>110</b>

There are 152 EPSB elementary students residing in the Capilano School attendance area. As shown in the following pie chart, 72 students attend Capilano School and the remaining 80 students attend various other District schools. This information is based on September 30, 2009 enrolment.

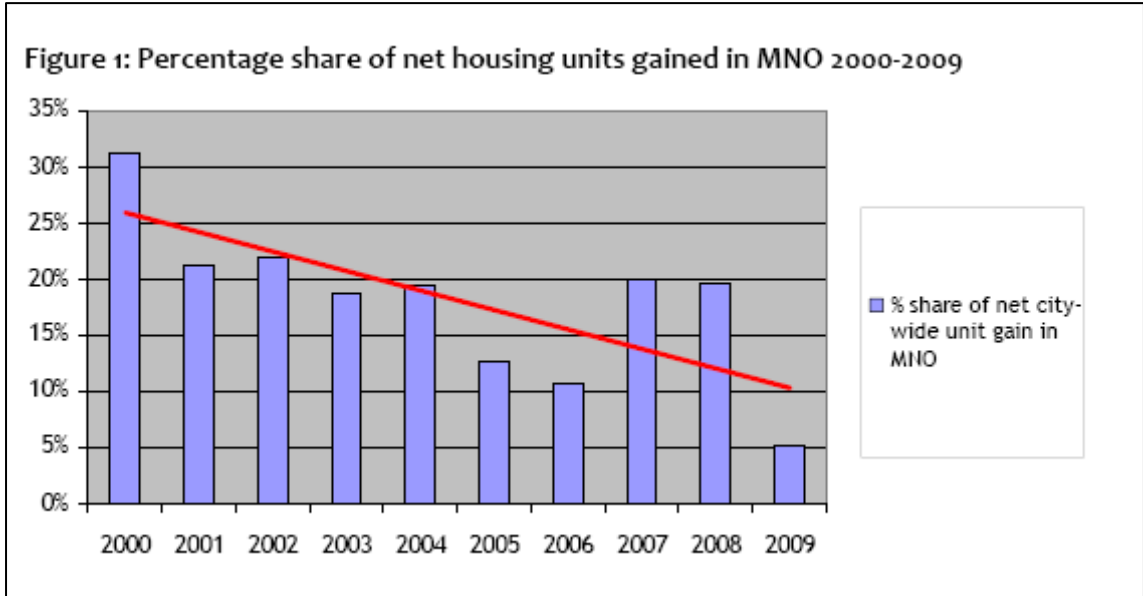


#### Capilano: Current and Future Residential Development

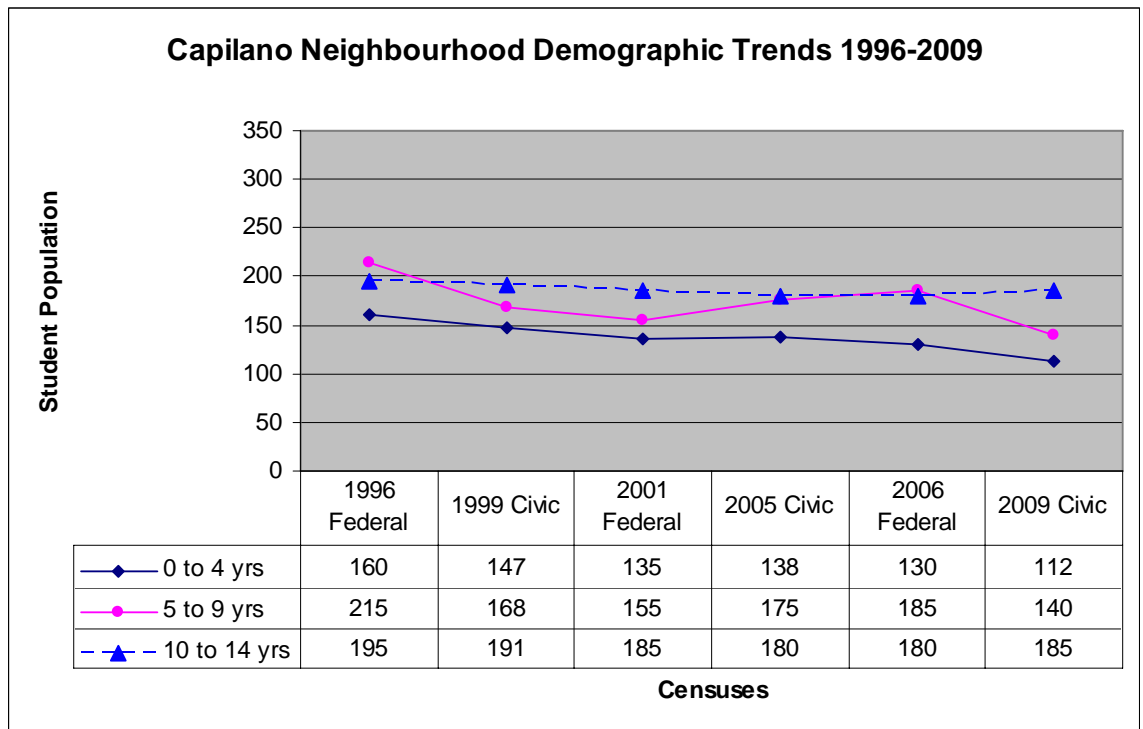
Capilano School is located in the Capilano Neighbourhood. The Capilano neighbourhood is included in the *Southeast Area Plan*, approved in 1998, which guides development and redevelopment in the area. Federal Census indicates that 135 new housing units were realized in the Capilano neighbourhood from 1986 to 2006. The City of Edmonton’s *Mature Neighbourhood Reinvestment (2009) and Decade in Review (2000-2009)* indicates the share of residential units gained in mature neighbourhoods in Edmonton, such as Capilano, as a percentage of city-wide growth has been on a decade long downward trend. There have been no major residential developments within the last ten years, and no major residential development projects have been proposed at this time. District student residency data, as well as Federal and City Census data indicate a decline in pre-school, elementary aged and junior-high aged population in Capilano.

Capilano Neighbourhood Residential Development Trends 1986-2006		
Neighbourhood (using Federal Census Tract)	Dwellings constructed prior to 1986	Dwellings constructed between 1986-2006
Capilano (includes Gold Bar and Fulton Place attendance areas)	3,050	135

*2006 Census Tract Profile, Statistics  
Canada*



*Mature Neighbourhood Reinvestment (2009) and Decade in Review (2000-2009),  
City of Edmonton*



**School Capacity**

Capilano School was built in 1958. In 1962 a 726.2m2 addition was added. The capacity of Capilano School is 405 students according to the provincial Area Capacity and Utilization Report (41% utilization rate).

## **Cost of Staff and Operations for the Educational Programs**

Currently there are 15.422 full time equivalent staff positions at Capilano School. The chart below indicates specific staffing amounts and full time equivalents by position.

5.200 FTE	Teacher
1.000 FTE	Principal
1.000 FTE	Custodian
0.500 FTE	Custodial Assistant
4.322 FTE	Educational Assistant D
0.400 FTE	Library Technician D
2.000 FTE	Educational Assistant E
1.000 FTE	Administrative Assistant F

The total operating and instructional allocations provided to Capilano School for 2009-2010 was \$1,253, 346. Instructional and Plant Operational and Maintenance funding is distributed by the province on a per student basis.

## **Recommended Designated Receiving School**

The current 20 Grade six students will move to junior high school next year. If Capilano School were to close, the remaining 77 regular program students would be designated to another school such as Hardisty School. The administration is recommending Hardisty School for a number of reasons.

- There are pedestrian connections at controlled crossings between Capilano and Hardisty neighbourhoods.
- Amalgamation of the Capilano School regular program with Hardisty School will provide more opportunities for single grade classes and additional program resources.
- Amalgamation of Capilano and Fulton Place schools elementary programs with Hardisty School will provide more opportunities for single grade classes and additional program resources.
- There would be increased funds to purchase curriculum-related resources, library upgrades, physical education equipment, technology upgrades and mathematics and science manipulatives. Students could also have access to a wider range of options and opportunities to be involved in a variety of clubs and leadership opportunities.
- Hardisty School can accommodate students from Capilano School.

If Capilano School were to close, the remaining 13 Individual Support Program students attending Capilano School will be designated to Hardisty School, or provided access to another existing Special Education District Centre closer to where they reside.

## **Transportation**

Yellow bus service will be available for elementary students residing in the Capilano attendance area to the designated receiving elementary school. Transportation fees will apply in accordance with the Board approved schedule of transportation fees.

Capilano School is located in Transportation Zone 2. There are 11 students transported to the district Special Education centre at Capilano School. Seven students live in Transportation Zone 1, two students live in Transportation Zone 2 and two students live in Transportation Zone 3. This list does not include students under parent provided transportation. No major changes are anticipated to transportation services for students in the special education program.

### **Impact of Closing the School on the Community**

Capilano School is located on non-reserve land, which the district owns, with no other school facility adjacent to the site. The land includes playfields. Under the *Joint Use Agreement* with the City of Edmonton, the sports fields are maintained and administered by the city. This would continue as long as the District retains property ownership. There would be no impact on playfield access if Capilano School were to be closed. The playground at Capilano School is owned and maintained by the City of Edmonton and this would continue.

Should Capilano School be closed, the school will first be considered by the District for educational purposes, for example, District operations that are in leased space, lease to non profit organizations or sold. Closed schools have been leased on 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 closed schools have been sold to: the City of Edmonton for green space, the Edmonton Society for Christian Education, and the Turkish Canadian Cultural Society. The District will consult with stakeholders prior to determining the future use of the closed facility.

Capilano School does not provide Joint Use Agreement after hours access as it does not have an evening custodian. There are currently two leases in the school: The Capilano Community League leases one classroom. The Victoria Order of Nurses of Canada rents 2 classrooms. Alternative accommodations would be explored for the rental and lease groups.

LF:

Attachment I Notice of Meeting – Monday, March 15, 2010

Attachment II Capilano School Profile 2009-2010

Attachment III Capilano School Student Scatter Map

## NOTICE OF MEETING

### MEETING TO CONSIDER CLOSURE OF CAPILANO SCHOOL

**Date:** March 15, 2010  
**Time:** 7 p.m. to 9 p.m.  
**Location:** Capilano School  
 Gymnasium  
 10720 – 54 Street NW

### INFORMATION REGARDING THE POTENTIAL CLOSURE OF CAPILANO SCHOOL

#### *12. How the school closure would affect the attendance area defined for Capilano School.*

Capilano School, located at 10720 – 54 Street NW, Edmonton, Alberta, offers a Kindergarten and Grades 1 to 6 regular program and Grades 1 to 6 Individual Support Program. The Board of Trustees is considering the closure of all programs accommodated at Capilano School.

The Capilano School attendance area consists of the Capilano neighbourhood. In the event of the closure of Capilano School, the Capilano attendance area will remain unchanged. **The District is proposing that students residing within the Capilano attendance area be designated to Hardisty School.** Hardisty School would be reconfigured to accommodate Kindergarten to Grade 9 programming.

Confirmation of the designated receiving school will be determined in consultation with parents of Capilano School during the School Closure Process. Hardisty School is located at 10534 – 62 Street NW, Edmonton, Alberta.

The Individual Support Program (ISP) is a Special Education District Centre program that accommodates students whose residences are broadly distributed throughout the south side of the City of Edmonton. Special Education District Centres do not have an attendance area. The District endeavours to place students at a school within the same transportation zone as they reside. Capilano School is located in Transportation Zone 2. Currently students from Transportation Zones 1, 2 and 3 attend Capilano School.

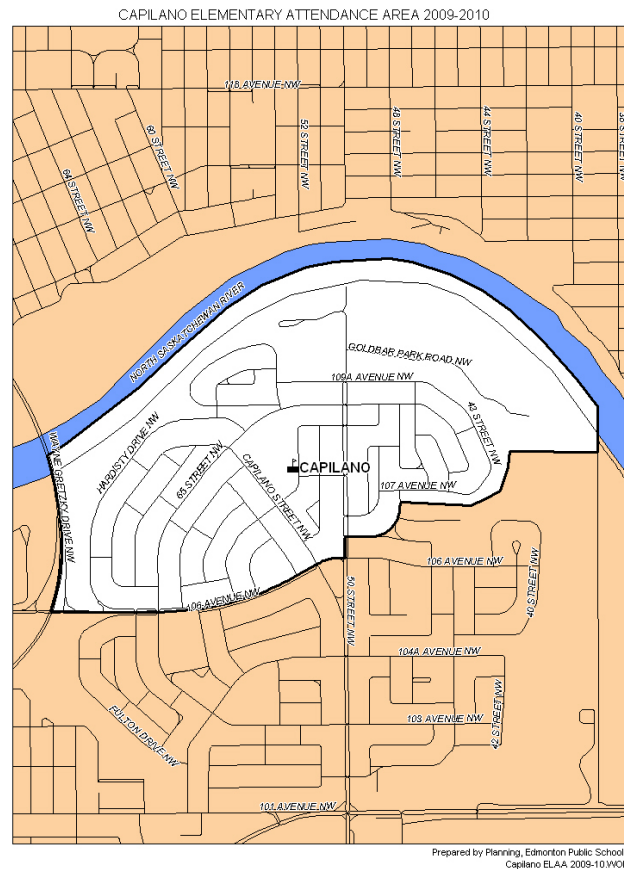
Leadership Services will consult with parents and the principal to determine the best location for individual Special Education students. An elementary ISP class will be established at Hardisty School to accommodate ISP students next year.

#### **Current Enrolment and Programs (September 30, 2009)**

<b>Program</b>	<b>K</b>	<b>G1</b>	<b>G2</b>	<b>G3</b>	<b>G4</b>	<b>G5</b>	<b>G6</b>	<b>G7</b>	<b>TOTAL</b>
<b>Regular</b>	11	14	16	18	18	0	20	0	97
<b>ISP</b>	0	1	2	1	2	1	5	1	13
<b>TOTAL</b>	<b>11</b>	<b>15</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>1</b>	<b>25</b>	<b>1</b>	<b>110</b>

Current enrolment at Capilano School includes students who reside inside and outside the Capilano attendance area.

The following map illustrates Capilano School's attendance area for 2009-2010:



### 13. How the closure of Capilano School would affect the attendance at other schools.

Hardisty School has a capacity of 1159 student spaces according to the Province's calculation of school capacity. Hardisty School can accommodate all students currently enrolled in the regular program at Capilano School. September 30, 2009 enrolment at Hardisty School was 397 students. Hardisty School provides programming for regular junior high, and is a District Special Education Centre for the junior high Community Learning Skills, Community Learning Skills/Behaviour and Learning Assistance and Strategies programs. Hardisty School also accommodates the Grades 5 to 9 Logos alternative program. The Hardisty School projected total enrolment for September 2010 prior to consideration of closure of Capilano School is 393 students (Grades 5 to 9).

If Capilano School closes, an additional enrolment of 97 regular students and seven Individual Support Program students could be designated to Hardisty School. With the addition of the current 98 regular students and 102 Kindergarten to Grade 4 Logos students from Fulton Place School, the total school enrolment for Hardisty School would be 697 students for the 2010-2011 school year.

The total school enrolment for Hardisty School may vary. In the event of the closure of Capilano and Fulton Place schools, students requesting regular and Logos elementary programming would be designated to Hardisty School. A percentage of students from Capilano or Fulton Place schools may choose to pre-enrol at Gold Bar School for regular Kindergarten to Grade 6 programming rather than the Kindergarten to Grade 9 programming which would be accommodated at Hardisty School.

On September 30, 2009 there were 152 public elementary students living within the Capilano School attendance area. Seventy-two students (47 per cent) chose to attend Capilano School. Seventeen students attended Holyrood School, 15 students attended Fulton Place School, 15 students attended Gold Bar School, nine students attended Virginia Park School, and seven students attended Hardisty School. The remaining 17 students attended other District elementary schools. Some of the students currently attending Capilano School could choose to attend district schools other than Hardisty School.

As mentioned, Leadership Services will consult with parents and the principal to determine the best district centre location for individual Special Education students.

The current provincially reported school capacity for other neighbouring schools are as follows: Holyrood School 429 student spaces, Gold Bar School 393 student spaces, Virginia Park School 204 student spaces and Hardisty School 1159 student spaces.

#### ***14. 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 2009-2018* and *Three-Year Capital Plan 2010-2013*

The complete Edmonton Public Schools *Ten-Year Facilities Plan 2009-2018* and *Three-Year Capital Plan 2010-2013*, are available at:

- <http://planning.epsb.ca/capital-planning>
- Capilano School general office

Capilano School is located in the South Central Sector, which is made up of mature neighbourhoods. The recommendation to close Capilano School is part of a long term strategy to decrease the amount of excess student space in this sector in order to maximize learning opportunities for students through the pooling of resources.

#### ***15. The number of students who would need to be relocated as a result of the closure of Capilano School.***

If Capilano School closes, the 97 regular program students will be designated to Hardisty School for regular elementary and junior high programming. There is space available in Hardisty School to accommodate all regular program Capilano School students. The remaining Individual Support Program (ISP) students attending Capilano School and requesting an elementary ISP Program will be accommodated at Hardisty School, or provided access to an existing Special Education District Centre closer to their resident address.

Students have direct access to the designated school for their attendance area as defined by their residence. If Capilano School closes, some students may choose other district schools. Should parents of Capilano School request to register in a different school other than the designated receiving schools, students will be able to register in that school and as long as the school provides the appropriate program and the student meets entrance criteria.



**16. The need for, and the extent of, busing.**

ETS remains the preferred means of transportation for all junior high students in the District. Yellow bus service to the new receiving elementary school will continue for eligible elementary students. The transportation fee will be subsidized at the rate set for students who attend their designated school. Student Transportation will continue to afford service to all Special Education programs in the Greater Hardisty area.

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

If Capilano School closes, the regular program students designated to Hardisty School could have access to single grade class groupings. There would be increased funds to consider purchasing resources, curriculum-related resources, library materials, physical education equipment, technology upgrades and mathematics and science manipulative materials. Students could also have access to a wider range of options and opportunities to be involved in a wide variety of clubs, and leadership opportunities.

If Capilano School closes, students in the Individual Support Program would benefit in the same way as students in the regular program.

Educational opportunities and benefits that would be available to Capilano School students through the elementary program offered at Hardisty School are outlined below.

<b>School</b>	<b>Hardisty</b>
<b>Staffing</b>	<ul style="list-style-type: none"> <li>• Increased teaching staff for additional support, leadership and collaboration opportunities</li> <li>• Potential for single grade groupings in the regular program and Logos program</li> <li>• Inclusive Education Award winning staff</li> <li>• Curriculum Coordinators hired for each division</li> <li>• An on-site Teacher Librarian to work with Curriculum Coordinators</li> <li>• A Technology Curriculum Coordinator to ensure the continued advancement of 21<sup>st</sup> Century learning</li> <li>• Pyramid of Intervention developed by staff to ensure all students are successful in each of their programs</li> <li>• A focus on student learning and highly functional collaborative teams</li> <li>• An emphasis on continuous learning by all staff</li> <li>• Principal and Assistant Principal committed to excellence in all areas of school life</li> <li>• A well developed communication plan to ensure timely accurate information for parents</li> </ul>
<b>Curriculum and Resource Program Benefits</b>	<ul style="list-style-type: none"> <li>• Middle Years Literacy Program</li> <li>• Balanced Literacy for K to 6</li> <li>• Music Specialist</li> <li>• Full-time Librarian</li> <li>• Character Education Program</li> <li>• Highly technological savvy staff with modern technology throughout building</li> <li>• Staff are continuously working together in and on curriculum to develop</li> </ul>

	<p>the best possible program for Hardisty students</p> <ul style="list-style-type: none"> <li>• Strategies District Special Education site</li> </ul>
<b>Support Services</b>	<ul style="list-style-type: none"> <li>• Partnership Daily Paired Reading</li> <li>• Pilot project winners with Consulting Services to create a powerful timely intervention model to ensure high levels of learning for all</li> </ul>
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• Integration of technology into all curriculum areas</li> <li>• Close to Hardisty Pool</li> <li>• Well cared for building, entire building is wireless</li> <li>• Students are allowed to bring in their own electronic devices</li> </ul>
<b>Extra and Co-Curricular Activities</b>	<ul style="list-style-type: none"> <li>• Wrestling</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Curling</li> <li>• Track &amp; Field</li> <li>• Soccer</li> <li>• Slow Pitch</li> <li>• Triathlon</li> <li>• Ski Club</li> <li>• Orff/Glee</li> <li>• Digital Hornets (yearbook)</li> <li>• Drama (productions throughout the year)</li> <li>• Praise and Worship (Logos students)</li> <li>• Band Program</li> </ul>

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

***Educational Impact***

If Capilano School closes, students in the regular program will become part of a larger peer group at Hardisty School.

At Hardisty School, the students will be exposed to a greater number of students at the same grade level and/or ability level and experience increased opportunities for peer group interactions and age-appropriate activities. Depending on enrolment, Hardisty School may require additional staff. Hardisty School would engage in welcoming and community building activities to support successful transition to the school.

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

The current school budget for Capilano School is \$1,253,346.

The table below details the allocations and grants required to operate Capilano School.

<b>Sources</b>	<b>Amount</b>
Resource Allocation	1,155,236
Carry Forward from Previous Year	(7,718)
Learning Resources Credit	1,000
Lease/Rent	10,628

Instructional Materials Fees	700
Lunch Program Fees	12,000
Parking Fees	500
Other Alberta Education Revenue	21,000
Miscellaneous	53,000
School Generated Funds	7,000
<b>Total</b>	<b>1,253,346</b>

The table below details the distribution of resources for the 2009-2010 school year.

<b>Distribution of Resources</b>	<b>Amount</b>
Staffing Costs	1,138,729
Services, Supplies and Equipment	107,617
School Generated Funds	7,000
<b>Total</b>	<b>1,253,346</b>

If Capilano School is closed, the budgeted funds will be available for use in other schools. Based on the Capital Inspection Report, Capilano School is in fair condition and needs life cycle replacement of major components, which is typical for a facility of this age and design. If Capilano School closes, \$6,944,928 to modernize the school will not be required.

***19. The educational and financial impact if Capilano School were to remain open.***

***Educational Impacts***

If Capilano School remains open, its projected student population is 97 students for September 2010. The school will continue to offer regular programming for students in multi-grade class groupings. As well, Capilano School will continue to offer the Individual Support Program. The school will need to continue to combine grades into multi-grade groupings and it will be limited in programming options available for its students. Capilano School did not accommodate Grade 5 programming for the 2009-2010 school year. If Capilano School remains open, it will not accommodate Grade 6 programming for the 2010-2011 school year.

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

The challenges for teachers working in the regular program in multiple subject areas or combined grade groupings could include:

- Limited flexibility when organizing for instruction related to student learning groups;
- Challenges in managing multiple curricular levels of instruction and assessment in a single subject area;
- Challenges in daily, unit and long range planning across numerous subject areas;
- Increased responsibility to meet varying individual needs of students across combined grades in a single classroom;
- Decreased ability to select adequate resources to reflect range of student interests, abilities and needs in a classroom;
- Limited opportunities to share ideas, strategies and resources with other teachers of similar course offerings at the same grade level or in the same subject area;

- Limited opportunities to attend or engage in professional development opportunities in or out of district.

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

Based on staffing and operating costs for the projected enrolment of 97 students, the total annual cost to operate Capilano School would be consistent with this year’s budget of \$1,246,346.

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

According to the Provincial Facilities Condition Index, Hardisty School is in fair condition. Hardisty School is able to accommodate elementary students with some upgrades that would be carried out prior to September 2010. The cost of these upgrades would be approximately \$800,000. There is no playground on site at Hardisty School. The District is prepared to support the community to create a playground at Hardisty School. The community would be required to raise funds and access grants to pay for the playground.

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

Should Capilano School be closed, the school will first be considered by the District for educational purposes; for example, district operations that are in leased space. Alternatively, the closed school could be leased to non profit organizations or sold. Historically, 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 closed schools have been sold to: the City of Edmonton for green space, the Edmonton Society for Christian Education, and the Turkish Canadian Cultural Society.

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

Tenants in the building will be provided with four options.

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

**ADDITIONAL INFORMATION**

For more information regarding the School Closure Process or to provide feedback, visit Edmonton Public Schools website [www.epsb.ca](http://www.epsb.ca) and select the link to the Planning website.

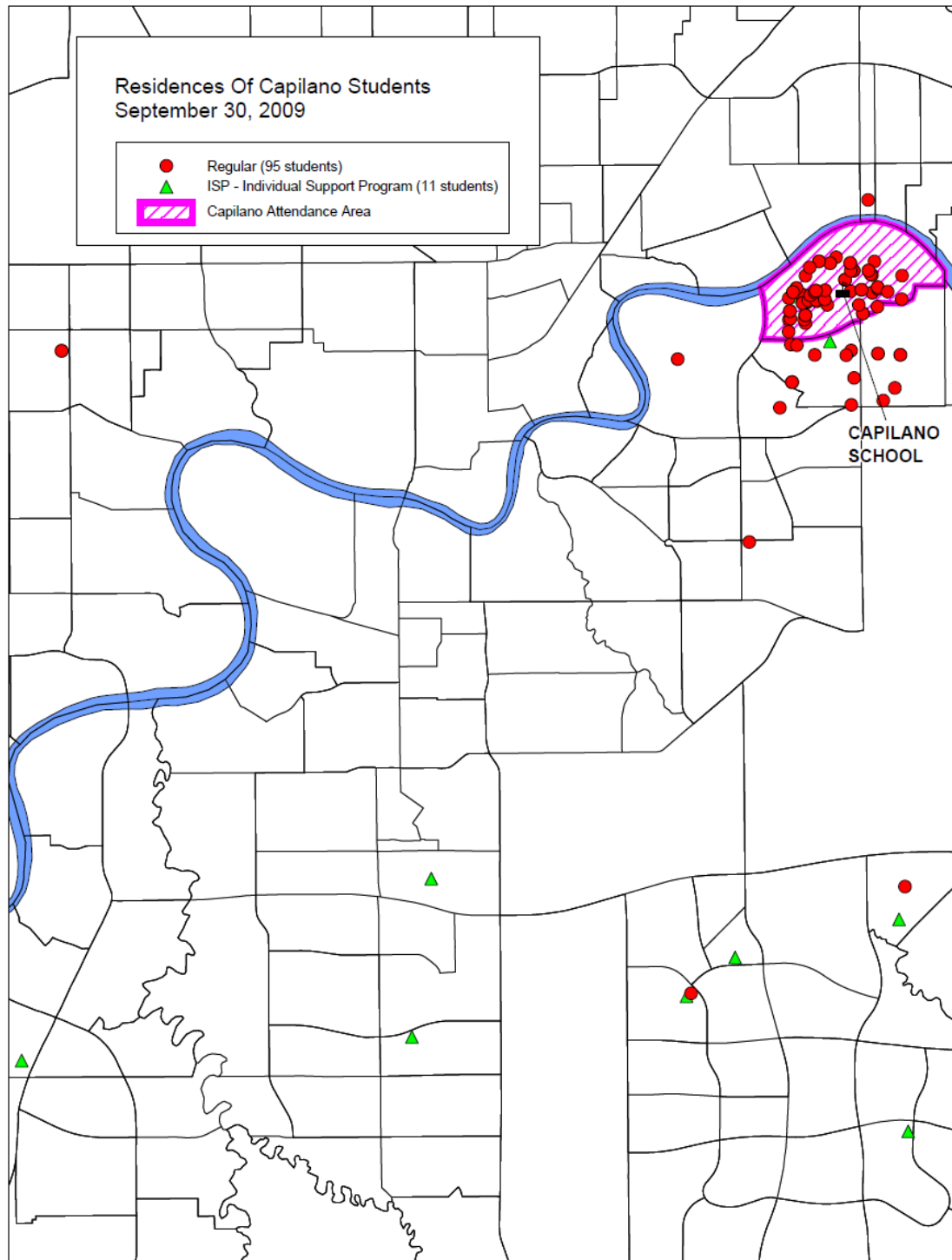
In accordance with the School Act Alberta Regulation 238/97 – *Closure of Schools Regulation* a Board shall not make a final decision on the proposed closure of Capilano School until at least three weeks have passed since the date of the public meeting. The Board will give due consideration to any written submissions on the proposed closure that it receives after the public meeting and prior to the final debate and decision at the public board meeting on Tuesday, April 13, 2010.



### School Profile -- as of Sept 30, 2009

(Generated Jan 27, 2010)

<b>EDMONTON PUBLIC SCHOOL: Capilano</b> (114) - Elementary/Junior High - 10720 - 54 Street NW														
Viability Benchmark for each category in brackets ( )														
<b>STUDENT ENROLMENT 2009/10</b>													Meets Viability Benchmark	No
<b>Number of Students Per Grade:</b>					Elementary 109 (140)					Jr High 1 (150)			Sr High 0 (400)	
<b>EE</b>	<b>K</b>	<b>Gr.1</b>	<b>Gr.2</b>	<b>Gr.3</b>	<b>Gr.4</b>	<b>Gr.5</b>	<b>Gr.6</b>	<b>Gr.7</b>	<b>Gr.8</b>	<b>Gr.9</b>	<b>Gr.10</b>	<b>Gr.11</b>	<b>Gr.12</b>	<b>TOTAL</b>
0	11	15	18	19	20	1	25	1	0	0	0	0	0	110
<b>Student Enrolment by Program:</b>													Meets Viability Benchmark	No
		<b>Regular</b>			<b>District Centre</b>			<b>Early Ed</b>			<b>Total</b>			
<b>Elementary</b>		97 (140)			12			0			109			
<b>Junior High</b>		0 (150)			1			0			1			
District Centre: Individual Support Program (ISP)														
<b>Student Enrolment at Entry Level:</b>													Meets Viability Benchmark	No
Elementary (034)					Jr High (050)					Sr High (135)				
<b>K</b>		<b>Gr.1</b>			<b>Gr.7</b>			<b>Gr.10</b>						
11		15			1			0						
<b>Historical Enrolment:</b>														
<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>										
167	152	143	129	110	34.1% Overall %Decline from 2005									
<b>EDMONTON PUBLIC SCHOOL POPULATION</b>													Meets Viability Benchmark	No
152	Total Number of EPSB Elementary Students Residing in Capilano Attendance Area (280)													
72	Total Number of EPSB Elementary Students Residing in Capilano Attendance Area Attending Capilano (140)													
n/a	Total Number of EPSB Jr High Students Residing in Capilano Attendance Area (300)													
n/a	Total Number of EPSB Jr High Students Residing in Capilano Attendance Area Attending Capilano (150)													
<b>STUDENT SPACE AND COST</b>													Meets Viability Benchmark	No
133	Total Number of Weighted Student Spaces													
33%	Percentage of Student Space Occupied (50%)					295	Amount of Unfunded Student Space							
						\$134,189.60	Cost of Unfunded Student Space							
405	ACOL School Capacity					27%	Percentage of Funded Space (50%)							
0	Number of Portable Classrooms on Site													
<b>LOCATION AND ACCESSIBILITY</b>													Meets Viability Benchmark	No
4	Number of EPSB Schools within a 1.6 km radius (3)													
2606	Number of Unfunded Student Spaces in the Sector					SOUTH CENTRAL	Sector			G	Ward			
Existing Leases in the School: CAPILANO COMMUNITY LEAGUE - 83.4 m2; VICTORIA ORDER OF NURSES FOR CANADA - WESTERN REGION - 168.1 m2;														
<b>Facility Information and Condition</b>														
1958	Year School was Built					41	Provincial Utilization Rate							
Marginal	District Capital Inspection (Acceptable, Good, Excellent)													
<b>Local Conditions:</b>														
<b>Recommended Facility Strategy and Timeline</b>														
Greater Hardisty Area Review - Year:														



Prepared by Planning, Edmonton Public Schools  
Capilano.WOR

(Consolidated up to 163/2008)

**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 June 30, 2010.

AR 238/97 s8;223/2002;257/2003;163/2008

**9** Repealed AR 223/2002 s5.

## SCHOOL CLOSURE POLICY

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

**Edmonton Public Schools**  
**Board Policies and Regulations**

CODE: FL.BP  
 TOPIC: School Closure

EFFECTIVE DATE: 07-11-2006  
 ISSUE DATE: 08-11-2006  
 REVIEW DATE: 11-2011

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 authority of the Board is derived from the *School Act* and the [Alberta Closure of Schools Regulation](#), which say that the Board of Trustees may:
  - a. close a school permanently or for a specified period of time, or
  - b. close entirely three or more consecutive grades in a school, or
  - c. transfer all students from one school building to one or more other school buildings on a permanent basis.

The process for closure of schools under this authority is explained in section C, Process for School Closure.

2. The board authorizes the administration, under the direction of the superintendent of schools and with consultation as determined by the [Alberta Closure of Schools Regulation](#) 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.

The process for this shall be in accordance with the [Alberta Closure of Schools Regulation](#), which says that, the board will convene an information meeting with parents of the students affected by the transfer and the alternative arrangements for continuing the education program at another school.

Discontinuance or relocation of a regular program or an alternative program or a special needs program, is not a school closure. The process for discontinuance or relocation of an alternative program is addressed in [HA.BP - Student Programs](#).

## B. CRITERIA FOR RECOMMENDING SCHOOL CLOSURE

Before recommending the closure of a school to the Board of Trustees, the administration will develop viability benchmarks and school profiles through the Ten-Year Facilities Plan and will consider all of the following criteria:

1. the educational impact on students in the school;
  2. the enrolment of the school and programs within the school;
  3. the population and demographic data;
  4. the amount and cost of excess space in the school;
  5. the cost to staff and operate the educational program at the school;
  6. the cost to maintain the facility in operable condition or to restore the facility to operable condition;
  7. the location and accessibility of the school and the proximity of other schools;
  8. the necessity to safeguard the health and safety of students, staff, and public;
  9. the need to consolidate or relocate existing programs;
  10. the impact of closing the school on the community taking into account existing or proposed development plans.
- PROCESS FOR SCHOOL CLOSURE

The process for closure will be in accordance with the *School Act* and [Alberta Closure of Schools Regulation](#)

A [process for school closure flow chart](#) is provided for reference. In case of conflict between this policy and the flow chart, the policy shall prevail.

---

Reference(s):

[HA.BP](#) - Student Programs

[School Act](#) Section 58

[Alberta Closure of Schools Regulation](#)

[Ten-Year Facilities Plan 2007-2016](#)

[Process for School Closure Flow Chart](#)

Alberta Infrastructure and Transportation - [School Infrastructure Manual](#)

---



## FACILITY SERVICES

### Project Cost Analysis

School: Hardisty ISP & K-6  
 Project: Renovations for Student Accommodation  
 Date: April 2010

Item Description	Quantity	Unit	Unit cost	Cost
<b>Main Floor ISP - Washroom/Kitchen/Laundry/Sensory to accommodate Capilano School</b>				
Partition Wall Construction	200	LF	\$200.00	\$40,000.00
VCT Flooring & Base	2200	SF	\$7.50	\$16,500.00
Suspended Acoustic Ceiling	2200	SF	\$3.50	\$7,700.00
Door, frame & hardware	3	EA	\$2,500.00	\$7,500.00
Painting	10000	SF	\$1.50	\$15,000.00
Lighting & electrical	2200	SF	\$12.00	\$26,400.00
Heating & Ventilation	1000	SF	\$16.00	\$16,000.00
Plumbing	500	SF	\$100.00	\$50,000.00
<u>Millwork</u>	25	LF	\$500.00	<u>\$12,500.00</u>
<b>Subtotal</b>				<b>\$191,600.00</b>
<b>Soft costs</b>				<b>\$38,320.00</b>
			Sub-Total	\$229,920.00
			GST @ 1.6%	\$3,678.72
			Contingency	\$22,992.00
			<b>Approximate Total ISP Fit-Up</b>	<b>\$256,590.72</b>
<b>Main Floor Kindergarten, Division 1</b>				
Modify existing washrooms to accommodate small children, i.e., toilets, lavatories	7	EA	\$1,000.00	\$7,000.00
<u>Remove existing outdated T.O. room, patch, repair finishes</u>	50	SF	\$25.00	<u>\$1,250.00</u>
<b>Subtotal</b>				<b>\$8,250.00</b>
<b>Main Floor , Division 2</b>				
Partition wall dividing dance space into two classrooms	36	LF	\$200.00	\$7,200.00
Partition dividing 2nd dance space into classroom & Out of School Care	36	LF	\$200.00	\$7,200.00
Relocate Fitness room & create Music / Drama Room (acoustic treatment)	2000	SF	\$5.00	\$10,000.00
Heating & Ventilation (three classrooms)	2600	SF	\$16.00	\$41,600.00
Painting	7350	SF	\$1.50	\$11,025.00
<u>Lighting &amp; Electrical</u>	7350	SF	\$8.00	<u>\$58,800.00</u>
<b>Subtotal</b>				<b>\$135,825.00</b>
<b>Reinstate Girls Washroom (Out of School Care Access)</b>				
Cleaning, Painting	270	SF	\$10.00	\$2,700.00
<u>Fixtures (toilets, lavatories)</u>	9	EA	\$1,000.00	<u>\$9,000.00</u>
<b>Subtotal</b>				<b>\$11,700.00</b>
<b>Renovate Existing I.A. Classroom to Fitness Rm.</b>				
Painting	1200	SF	\$2.00	\$2,400.00
Sports flooring	800	SF	\$9.00	\$7,200.00
Suspended Acoustic Ceiling	800	SF	\$3.50	\$2,800.00
Heating & Ventilation	800	SF	\$30.00	\$24,000.00
Lighting & Electrical	800	SF	\$20.00	\$16,000.00
Concrete Block re-structure	30	LF	\$400.00	\$12,000.00
<u>Create Vestibule / Corridor Access</u>	150	SF	\$20.00	<u>\$20,000.00</u>
<b>Subtotal</b>				<b>\$84,400.00</b>
<b>Soft costs</b>				<b>\$48,035.00</b>
			Sub-Total	\$288,210.00
			GST @ 1.6%	\$4,611.36
			Contingency	\$28,821.00
			<b>Approximate Total K-6 Fit-Up</b>	<b>\$321,642.36</b>
			<b>Approximate Total Entire Scope Hardisty Fit-Up</b>	<b>\$578,233.1</b>

Note: Existing dance flooring, mirrors, etc. shall be removed by current tenant as per lease agreement.

**FACILITY SERVICES**

## Project Cost Analysis

 School: Hardisty  
 Project: Renovations for Student Accommodation  
 Date: April 2010

Item Description	Quantity	Unit	Unit cost	Cost
<b>Main Floor ISP - Washroom/Kitchen/Laundry/Sensory to accommodate Capilano School</b>				
Partition Wall Construction	200	LF	\$200.00	\$40,000.00
VCT Flooring & Base	2200	SF	\$7.50	\$16,500.00
Suspended Acoustic Ceiling	2200	SF	\$3.50	\$7,700.00
Door, frame & hardware	3	EA	\$2,500.00	\$7,500.00
Painting	10000	SF	\$1.50	\$15,000.00
Lighting & electrical	2200	SF	\$12.00	\$26,400.00
Heating & Ventilation	1000	SF	\$16.00	\$16,000.00
Plumbing	500	SF	\$100.00	\$50,000.00
<u>Millwork</u>	25	LF	\$500.00	<u>\$12,500.00</u>
<b>Subtotal</b>				<b>\$191,600.00</b>
<b>Main Floor Kindergarten, Division 1</b>				
Modify existing washrooms to accommodate small children, i.e., toilets, lavatories	7	EA	\$1,000.00	\$7,000.00
<u>Remove existing outdated T.O. room, patch, repair finishes</u>	50	SF	\$25.00	<u>\$1,250.00</u>
<b>Subtotal</b>				<b>\$8,250.00</b>
<b>Main Floor , Division 2</b>				
Partition wall dividing dance space into two classrooms	36	LF	\$200.00	\$7,200.00
Partition dividing 2nd dance space into classroom & Out of School Care	36	LF	\$200.00	\$7,200.00
Relocate Fitness room & create Music / Drama Room (acoustic treatment)	2000	SF	\$5.00	\$10,000.00
Heating & Ventilation (three classrooms)	2600	SF	\$16.00	\$41,600.00
Painting	7350	SF	\$1.50	\$11,025.00
<u>Lighting &amp; Electrical</u>	7350	SF	\$8.00	<u>\$58,800.00</u>
<b>Subtotal</b>				<b>\$135,825.00</b>
<b>Reinstate Girls Washroom (Out of School Care Access)</b>				
Cleaning, Painting	270	SF	\$10.00	\$2,700.00
<u>Fixtures (toilets, lavatories)</u>	9	EA	\$1,000.00	<u>\$9,000.00</u>
<b>Subtotal</b>				<b>\$11,700.00</b>
<b>Renovate Existing I.A. Classroom to Fitness Rm.</b>				
Painting	1200	SF	\$2.00	\$2,400.00
Sports flooring	800	SF	\$9.00	\$7,200.00
Suspended Acoustic Ceiling	800	SF	\$3.50	\$2,800.00
Heating & Ventilation	800	SF	\$30.00	\$24,000.00
Lighting & Electrical	800	SF	\$20.00	\$16,000.00
Concrete Block re-structure	30	LF	\$400.00	\$12,000.00
<u>Create Vestibule / Corridor Access</u>	150	SF	\$20.00	<u>\$20,000.00</u>
<b>Subtotal</b>				<b>\$84,400.00</b>
<b>Soft costs</b>				<b>\$86,355.00</b>
			Sub-Total	\$518,130.00
			GST @ 1.6%	\$8,290.08
			Contingency	\$51,813.00
<b>Approximate Total Project Costs</b>				<b>\$578,233.08</b>

Note: Existing dance flooring, mirrors, etc. shall be removed by current tenant as per lease agreement.

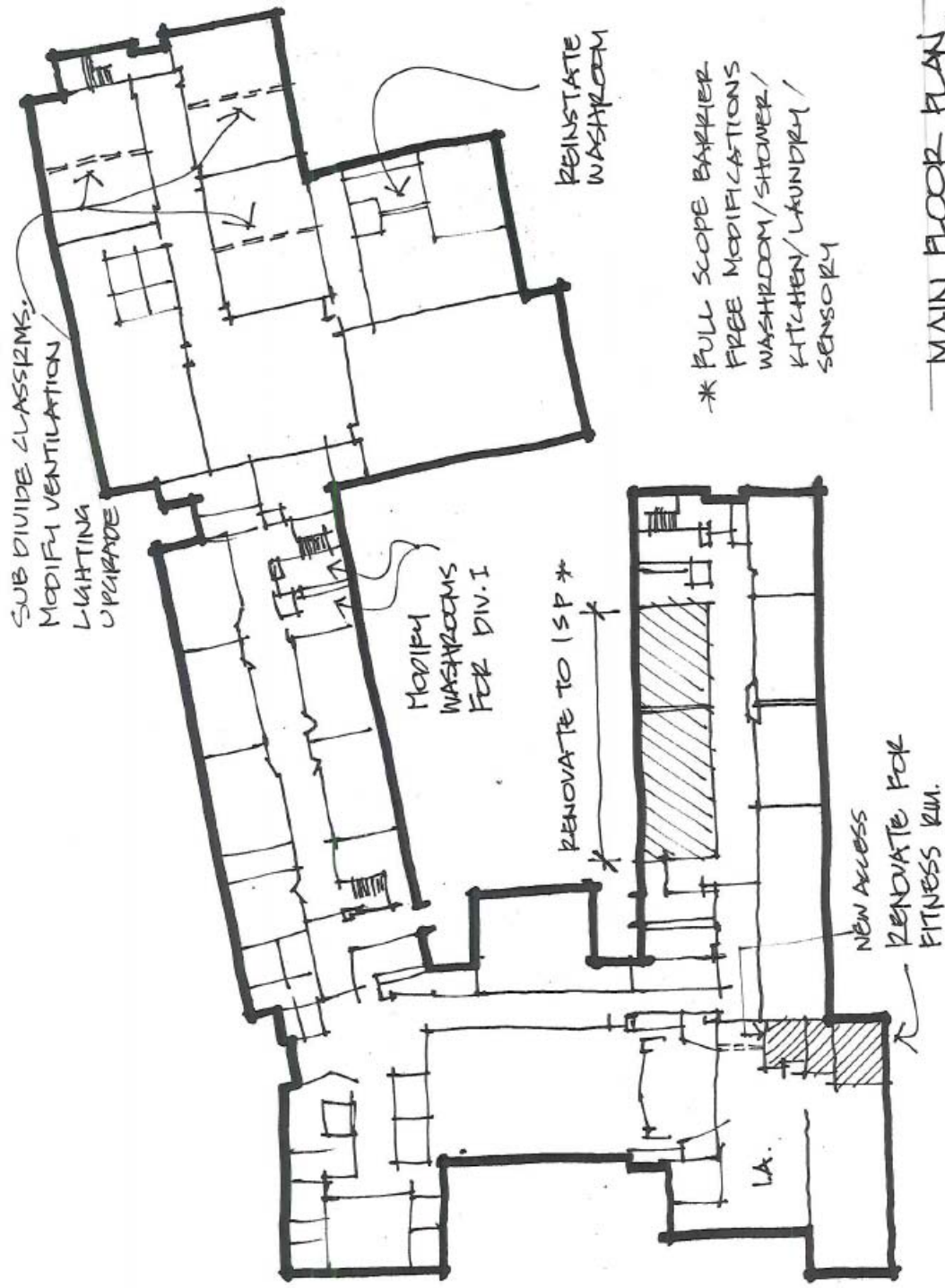


**FACILITY SERVICES**

## Project Cost Analysis Summary

 School: Hardisty  
 Project: Renovations for Student Accommodation  
 Date: April 2010

Discipline	1st Analysis	Revised Analysis	Comments
Architectural	\$170,975.00	\$130,975.00	Relocate Fitness Room to former second floor location
Structural	\$12,000.00	\$0.00	
Mechanical	\$147,600.00	\$123,600.00	
Electrical	\$101,200.00	\$85,200.00	
Soft Costs	\$86,355.00	\$67,955.00	
Total	\$518,130.00	\$407,730.00	
GST @ 1.6%	\$8,290.08	\$6,523.68	
Contingency @ 10%	\$51,813.00	\$40,773.00	
Approximate Total Project Costs	\$578,233.08	\$455,026.68	
<b>Approximate Total for Delton / Spruce Ave / Hardisty</b>	<b>\$1,378,887</b>	<b>\$1,112,052</b>	



MAIN FLOOR PLAN

**HARDISTY**

## Responses to Trustee Questions

### 1. What is the current student allocation for PO&M?

The Province funds plant operations and maintenance as below:

Kindergarten to Grade 6 - \$779.71 per provincially weighted student

Grades 7 to 9 - \$736.45 per provincially weighted student

Grades 10 to 12 - \$740.57 per provincially weighted student

### 2. What is the current PO&M deficit and is this attributable to unused student space?

As indicated in the February 23, 2010 Responses to Board Requests for Information, the excess expenditure over revenue is \$19.4 million in relation to operations and maintenance of schools.

\$8.8 million was recovered from instructional grants to address the shortfall.

The District is allowed to allocate four per cent of revenue to be used for Board and System Administration. Since all the funds of \$29.5 million were not needed for this expenditure, the excess funds of \$10.6 million were utilized to partially fund the PO&M shortfall of \$19.4 million.

Additionally, approximately \$4.9 million of amortization of investment in unsupported capital assets is not reflected in the schedule as revenue; therefore, the amount recorded is \$19.4 million.

In the case of CCEP, there is a combined deficit of \$337,940 when comparing PO&M expenditures (utilities, custodial and building supplies) and the per pupil allocation we receive from the Province.

In the case of the Greater Hardisty Area, there is a combined deficit of \$82,867 when comparing PO&M expenditures (utilities, custodial and building supplies) and the per pupil allocation we receive from the Province.

### 3. At what age group(s) are the Community Response to Urban Disorder (CRUD) programs targeted?

Initiatives listed on the CRUD website <http://crudedmonton.org/> include:

- Family Park Crawl
- CRUD Community Dinner Club
- Nice Neighbour Recognition
- Avenue Take Over
- Avenue Dog Walking

These initiatives are intended for a range of age groups.

### 4. What is the background on the location, benefits and obstacles in locating The Transition Centre at McCauley?

The potential of building a strong center exists. It is not dependent on McCauley School operating as a K-9 school. Although there is great interest and need in providing opportunities related to child care and pre-school as well as support of immigrant families, there is no requirement that they function in a K-9 school.

The recommendation related to McCauley School is based on the fact that the school enrolment is continuing to decline. Ensuring that all students have equitable access to high quality programming can be met through consolidation more effectively than in a small school setting with a declining enrolment.

**5. Are CCEP partners requesting that we consolidate students to help them provide services?**

Although a formal request has not been made by CCEP partners, school administration reports that partners are indicating that status quo is not an option in the current organizational framework. Services will look very different in the coming year if there is no consolidation of students at fewer sites.

**6. If all the elementary students from Eastwood and Parkdale schools attend Delton School, what will be the enrolment compared to ACOL? How much capacity will be allotted for partnerships and specialized spaces such as music, art and lunch?**

If the current enrolment of the three schools were combined, based on September 30, 2010 data, the enrolment would be 410 students. The ACOL capacity of Delton School is 480 students.

Some of the partnerships that work with students at Delton School use small office spaces that are not counted as part of the ACOL capacity. The partnerships do not routinely require classroom space during the instructional day. Classroom space may be used after school hours for some activities.

A dedicated space for music will continue to be available. Space for other purposes is allocated by the principal in organizing for instruction.

7. **If Eastwood and Parkdale schools close, what will be the total resident student population of the revised attendance area? How will this compare with other mature neighbourhoods? How many city blocks will be covered by the area? Generally how does it compare to existing attendance areas?**

School	Attendance Area Elementary Student Population	Size of Attendance Area*
Delton (Revised)	455	5.380 km <sup>2</sup>
Glenora	215	2.282 km <sup>2</sup>
Overlanders	258	2.271 km <sup>2</sup>
Westbrook	384	4.404 km <sup>2</sup>
Garneau	262	6.473 km <sup>2</sup>
Windsor Park	85	4.038 km <sup>2</sup>
George P. Nicholson	556	4.421 km <sup>2</sup>

\* Due to large variance in the size and configuration of city blocks within different neighbourhoods, attendance area size has been reported in square kilometers.

8. **What would be the cost to close one wing and to build internal walls at Hardisty School? Could the closed wing be declared surplus by the District?**

The cost to build walls would range from \$20,000 to \$50,000. However, the closure of a wing will not create “surplus” space and will not affect the utilization rate for the school. There would continue to be costs to heat, light and maintain the closed wing.

9. **What are the current district needs that would be given priority in the repurposing of schools? Can any of these be accommodated in the Hardisty wing? Do we have administrative needs within the Blue Building that could be relocated? Do we have leases that could be moved into the wing at Hardisty School?**

The outcome of the motion to close a given school cannot be presupposed or perceived to be predetermined. The provision of space in closed buildings will be investigated after the decision on April 13<sup>th</sup>. The repurposing of a facility is a priority once closure is confirmed. Some recent examples include:

- Terrace Heights School, which closed in 2005, became the Argyll Home Education Centre. This centre provides support and services to families and students enrolled in distance learning programs.
- Strathearn School, which closed in 2005, was transferred to the Francophone School District and re-opened as L’Ecole Gabrielle Roy
- Newton School, which closed in 2007, became the site for three different educational consultant teams employed by the District. A total of 80 staff work out of this site while providing service to all district schools. These teams were located in Newton School in September 2008.

- Woodcroft School, which closed in 2008, is being utilized as a language centre to house consultants and resources in each of the numerous languages taught in the District. This site provides teacher support as well as access to teaching resources.

**10. Where will the \$580,000 come from to reconfigure Hardisty School? What will be given a lower priority as a result of the expenditure of these funds?**

Funding for these renovations could be accessed from the following sources:

- A Capital Request to the Province of Alberta
- Provincial Infrastructure Maintenance Renewal (IMR) funding
- Access funding from our Capital Reserve (which would require board approval).

**11. How will the Board use the three capacity measures on April 13<sup>th</sup>?**

Each measure provides different information about a school.

There is no one determining factor used to select schools for potential closure. Each school and sector is unique and must be reviewed uniquely.

Overall, recommendations to the Board are made with the goals of:

- Ensuring that educational programs are located and distributed across the city in ways that best meet the needs of students
- Using school space for educational purposes that line up with our funding resources
- Providing opportunity for educational and community partners to share school space with us
- Making sure that District assets (like school buildings) continue to be “Centres of the Community” as they are repurposed

**12. How will the receiving schools accommodate new students? What specifically will they do to welcome the new students?**

Although a plan for transition may be of assistance, it is important not to presuppose the outcome of the decision on April 13<sup>th</sup>. We know from the Ad Hoc Committee, having a strong transition for parents and students is important. Once the decision is made, administration will work with the receiving schools to ensure multiple opportunities are provided for families to learn about the schools. Principals prepare students for transitions every year and are committed to ensure that students move to new schools as easily as possible.

As outlined in the District’s School Closure Manual the Receiving School Principal:

- Works in close cooperation with the school closure coordinator or designate to facilitate the orderly movement of students from the closing school or program.
- Communicates with students, staff, parents and community members regarding the new students that will be joining the existing program.

- Coordinates with Purchasing and Contract Services the movement of resources selected by, or donated to the receiving school.
- With the principal of the closing school/program, coordinates a positive transition for all students including support for any students or families experiencing difficulties with the transition.

As outlined in the District's School Closure Manual the Closing School Principal:

- Works in close cooperation with the School Closing Coordinator, or designate, to facilitate the orderly closing of the school or program.
- Communicates with students, staff, parents and community members regarding the School or Program Closure Process.
- Works closely with the administration, staff and parents of the receiving school to support the movement of students.
- Provides emotional support and referrals for students and staff experiencing difficulty as a result of school closure.

**13. Are there relationships or activities that closed schools could bring to the receiving school?**

The receiving schools benefit from the culture and community of closed schools. Specific to CCEP are the commonalities that already exist between sites that will assist students in making a positive transition. In past closures, initiatives and partnerships have been shared and continued at receiving schools.

**14. Could the modified calendar become the calendar for Delton School?**

A modified calendar is not in place at Delton School for the 2010-2011 school year; however, the school principal could engage the school community to discuss the calendar for the following school year.

**15. Parkdale School has a relationship with the Eastwood Health Clinic. Could this be transferred to Delton School?**

Partnerships can be transferred and this would be facilitated by the CCEP principal, Nancy Peterson.

**16. Could CRUD/Net's influence be expanded to accommodate students in the Delton area?**

The ongoing partnership with CRUD/Net can be encouraged and this would be facilitated by the CCEP principal, Nancy Peterson.

**17. What is the cost if the Board decided to provide transportation for students at each of the elementary schools being proposed for closure at no cost to the families to their new receiving schools?**

Based on the current negotiated contract prices, if transportation were to be provided for Kindergarten and elementary students until they complete elementary school the cost would be approximately \$900,000. This does not take into consideration renegotiation of carrier contracts or the provision of transportation to pre-school siblings who may require transportation in the future.

**18. How will the District assist students crossing 97 Street?**

Input at the public meetings identified the crossing of 97 Street to be a concern. As a result, the recommendation to designate McCauley elementary students to Norwood School and Spruce Avenue elementary students to John A. McDougall School would eliminate the need to cross 97 Street.

Currently, there is a pedestrian overpass located at 115 Avenue crossing 97 Street. There are traffic lights on 97<sup>th</sup> Street at 111, 108A and 107 avenues.

There are a number of ways to address the concerns with students crossing busy intersections. Options that may be considered include:

- The District can consult with the City of Edmonton regarding placement of a controlled crossing(s) on 97 Street
- Walking school busses with parental supervision
- The use of pylons and a cleopatra (representation of a child pedestrian placed in the centre of a roadway usually where crossing guards are stationed) at an appropriate intersections
- Change signage for a five minute passenger loading zone and school bus loading zone
- Purchase vests for teachers and parents who supervise during peak hour
- School patrols
- Install residential awareness signs along major streets and avenues
- The City of Edmonton could schedule a speed survey along major routes
- The City of Edmonton Police Department could meet with teachers and parent supervisors to discuss safety procedures
- Communication to parents and community through newsletters
- Communicate to students through classroom instruction

**19. Can we associate a bus driver with a school such that the driver can track down the students that may be missing?**

Student Transportation is provided through contracted services. Bus drivers are employees of the carriers and are assigned their routes by the carrier. Bus drivers are not part of the EPSB collective agreements having duties assigned by their employer.



**20. How can schools work together with start and end times so that students with younger siblings can continue to care for them before and after school?**

Principals in CCEP schools can work together and coordinate school start and dismissal times.

**21. Will the Hardisty School playground be fenced for safety along 106 Avenue?**

Currently, all play areas and sports fields are south of the school building and the Hardisty pool. These represent barriers to student play near 106 Avenue. Students would be supervised during recess periods to ensure they do not play near 106 Avenue.

**22. Is there no way to be more specific as to the future use of closed schools?**

This has been raised previously and again, it is ill-advised to presuppose a closure. The Board does not want to be seen as closing a school to allow for some other use of the building.

**23. Could the Intercultural Centre of Excellence be combined with the Transition Centre to fill a closed school?**

Administration is considering alternate uses and these will be presented after the decisions are made regarding school closures on April 13<sup>th</sup>.

**24. Will existing leases want to carry on in a closed school?**

Current tenants in the building will be provided with four options:

- The tenant may remain in the building for the remainder of the lease term
- The tenant may express an interest to remain in the building for future lease term
- The tenant may terminate the lease at any time without penalty; or
- The tenant may express an interest to relocate to another district school

**25. Could transportation be provided from a receiving school back to the closed school where a daycare is located?**

Yes, as long as the daycare is in the designated/receiving area assigned to the new school, transportation would be provided. Often times the closed school is used as a congregated stop point for students to be transported to the new school, and the daycare would just qualify as another stop. (This would not apply to a school like Fulton Place, whose neighbourhood walk boundary is shared with Hardisty.)

Stop location rules would apply, so a student may have to walk up to 400 meters depending on access, routing, etc.

**26. Can we set out a timeline for the community regarding the potential uses of a closed school?**

Timelines will be established should the recommendations for closure be approved on April 13<sup>th</sup>. As per the School Closure Manual:

**Process For The Surplus of a District Site**

In April of 2007 the EPSB Senior Administration proposed the following general plan be accepted for assisting communities to be involved in decision-making regarding future use of closed schools.

Following the end of school closure, the school building will become the responsibility of the District's Property Management Department to oversee its readiness for future tenants. This process will generally take up to five months to complete and clear the school of all surplus equipment.

**Stage 1: Review District Need for Closed School      Timeline: One to Three Months**

Objective: Evaluate current district need for the facility and ensure the facility is available for community purposes if another district use is considered.

**Stage 2: Community Vision and Determination of Future Use      Timeline: Two Months**

Objective: Involve the community in providing input and feedback regarding a future use or outcome for a closed school building.

Elements:

1. Facility information is prepared which includes:
  - a. Building data and specifications, such as floor plans, floor area, grounds, physical condition, mechanical systems, construction materials
  - b. Current tenants
  - c. Playground status, parking
  - d. Zoning
2. Visioning meeting to gather community input regarding their preferences for types of future use.
  - a. Structure and Format: A two-hour facilitated meeting to review facility information, conduct round table discussions, gather input regarding types of future uses and potential users of facility.
  - b. Attendees: Community league president, current tenant(s), local service agencies or clubs, other community leaders as identified by the community league.
  - c. Outcome: A document is prepared which summarizes community input regarding priorities for future use of closed school and preferred types of tenants.

### Stage 3: Implementation

**Timeline: Within Six Months of Closure**

Objective: Align future use of closed school with community input gathered.

Elements:

1. Call for Expressions of Interest: Proposals are requested from target groups, agencies or entities that are associated or aligned with the community's stated priority for next type of use of the facility. Proposals include information about the organization, space requirements and services provided.
2. Screening: Proposals are screened for compliance and compatibility with intended use.
3. Tenant Selection: Lease terms and agreements are finalized.
4. Monitoring: Should the district decide to change uses of the building, or declare it surplus to district needs, consult with the community prior to doing so.

**27. Is there partner space at Delton School? Is there space at the Delton daycare for new families?**

It is important to note that not all partners require dedicated space. Many district partners use existing space such as pull out areas, office space, a vacant classroom or the library to provide service.

Delton School currently has a daycare lease (est. 1985) and a before and after school care lease that has space to accept new children. A government subsidy is available for eligible parents or guardians. The Delton daycare has a capacity of 77 children. The contact at the daycare indicates there are over 45 spaces available.

**28. Why was Delton School chosen as the receiving school for the area?**

Delton School has the most space and has the largest resident attendance area elementary student population.

**29. Will there be space at Hardisty School should there be an increase in school age children in the area?**

At its peak enrolment in 1971, Hardisty School held 1009 students. Under the proposed configuration, there will be space for future growth in the Greater Hardisty Area.

**30. What are the Edmonton Catholic Schools in the neighbourhood and what are their capacities and enrolments?**

**GHA**

School	Early Learning	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Total
St. Gabriel	18	13	18	31	17	18	33	33	181

**CCEP**

School	EL	K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Total
Grandin	62	65	48	60	58	64	54					411
St. Alphonsus		17	22	24	34	19	33	30	45	44	53	321
St. Basil		35	23	29	37	25	29	36	28	32	30	304
St. Gerard	19	24	18	11	19	19	18	14				142
St. Vincent		22	30	22	31	22	18	25				170
Mother Teresa	40	45	47	32	34	39	28	32				297
	121	208	188	178	213	188	180	137	73	76	83	1645

Edmonton Public Schools does not have information on the capacities of Edmonton Catholic schools.

**31. What are the population projections for the Greater Hardisty Area neighbourhoods?**

The table below reflects the current demographic makeup of the Capilano and Fulton Place attendance areas. This represents the potential student populations for the next four years.

	1 year olds	2 year olds	3 year olds	4 year olds	5 year olds
Capilano	19	27	10	19	16
Fulton Place	25	22	16	27	28
Total	44	49	26	46	44
Potential Hardisty Students*	17	18	10	17	17

\* On average 75 per cent of pre-school children choose an Edmonton Public School. Of these, about one half will choose to enroll in their attendance area school.

**32. Is the District aware of the affordable housing initiatives in Eastwood (Edmonton Inner-City Housing Society) and Boyle Street/McCauley neighbourhoods (YMCA Welcome Village)?**

The Edmonton Inner-City Housing Society is opening the Harry Hole Place (Project 19) transitional housing facility for homeless singles and couples in Eastwood. This 16-unit complex will have 10 bachelor suites and 6 one bedroom plus den units.

The YMCA plans to develop the 150 unit Welcome Village complex in the Boyle Renaissance community. These are intended to be transitional housing units for individuals, couples, and families settling into the area. Family units (2-3 bedroom units) are anticipated to account for 60 to 70 of the total units.

Most of the affordable housing proposed in CCEP neighbourhoods is intended to be transitional, affordable housing for low or no-income newcomers and the homeless. Many of the units are intended for singles and couples (one bedroom plus den). These units are not intended to be permanent housing, but to provide housing during periods of transition. Due to the transitional nature of the housing projects the student generation will fluctuate significantly over time.

**33. Can we commit to Greater Hardisty Area residents that no further reduction in space will be required in the next ten years?**

Many factors must be considered to make such a commitment. These include growth or decline of the resident student population, economic climate and potential changes in provincial policy. Significant student space will exist in the Greater Hardisty Area should the proposed configuration be approved.

**34. Can we allocate money from our Capital Reserve to update Hardisty School or other receiving schools?**

The Board is responsible for approving expenditures from the Capital Reserve.

**35. If schools are closed, could a sub-recommendation or commitment be that all receiving schools will welcome all resident families between April 13<sup>th</sup> and April 30<sup>th</sup>?**

If the Board wishes to formalize this, it could be part of a recommendation; however the proposed time frame will pose some organizational challenges for school staff and making contact with parents in a timely manner difficult.

**36. How will we respond to the safety issues in the neighbourhood?**

Schools can work jointly with community leagues, the City of Edmonton and the Edmonton Police Service to address chronic and emergent concerns.

**37. What will happen if kids miss the bus?**

The following procedures for when a student misses a bus are listed on the *Student Transportation website*; and also listed in the *Parents Guide to Yellow Bus Service*. In the event that the bus has not arrived at the scheduled time:

- Students/Parents are to wait at the stop for about 10 minutes.
- If the bus hasn't arrived, call the carrier listed on your route schedule.
- The carrier will be able to tell you what time the bus is expected to arrive.
- Parents are to check the Late Bus website to see if their bus is delayed, and by how much time.
- Parents are to ensure that alternate arrangements are in place in the event that the bus is missed, is late or does not arrive.

Note: If the yellow bus is extremely delayed due to inclement weather, accident, or breakdown, Student Transportation may request that the carrier rerun the route to ensure any remaining students are picked up.

Students should arrive at their stop approximately 5 minutes before their scheduled pickup time. If a student/parent arrives late to the stop and misses the bus, it is their responsibility to provide alternate transportation to their school.

**TT# 289 Regarding the Greater Hardisty Sector Review, that the Administration provide rationale for the recommendation to provide two separate programs configured (K-9) at Hardisty School and (K-6) at Gold Bar School rather than two separate programs configured (5-9) at Hardsity School and (K-4) at Gold Bar School. e.g.(1) Were the Fulton Logos K-4 parents consulted prior to recommending consolidation at Hardisty? If not, will they be consulted to determine their school, preference? (2) What costs, if any, might be incurred if Gold Bar were to acquire additional students from consolidating the school as a K-4 school? (3) Could Gold Bar accommodate a non-profit daycare such as the one that exists at Fulton Place? Also, could the Gold Bar playground accommodate additional K-4 students? (Trustee Shipka)**

The rationale for the recommended reconfiguration of Hardisty School as a Kindergarten to Grade 9 school and Gold Bar School as a Kindergarten to Grade 6 school is as follows:

- There was strong support through the public engagement feedback for a Kindergarten to Grade 9 configuration at Hardisty School.
- The consolidation of the elementary Logos Program at Hardisty School provides continuity of Kindergarten to Grade 9 Logos programming at one site.
- Kindergarten to Grade 6 programming would be accommodated at two schools in the Greater Hardisty Area providing choice in elementary programming.
- The reconfiguration of Hardisty School as a Kindergarten to Grade 9 school will provide for continued access to junior high programming in the Greater Hardisty Area.
- The elementary programs from Capilano and Fulton Place schools would be consolidated at Hardisty School, enhancing viability of regular elementary programming.
- Low and declining student enrolment.

A number of other configurations received through the public engagement report were explored and compared to the Board approved Planning Principles. The Kindergarten to Grade 9 consolidation at Hardisty School and Kindergarten to Grade 6 at Gold Bar School options were recommended as they most strongly supported the Planning Principles.

Parents of Fulton Place School received information and were invited to participate in all public engagement opportunities held with respect to the sector review of the Greater Hardsity Area.

A public meeting was held at Fulton Place School on March 17<sup>th</sup>, 2010 as part of the school closure process and as mandated by the School Act. The purpose of this meeting was to answer questions and receive feedback on the recommendation to consider the closure of Fulton Place School which included the proposed designated receiving school.

There would not be any anticipated costs to reconfigure Gold Bar School as a Kindergarten to Grade 4 school to accommodate the regular program. There would be significant costs incurred for the facility modifications to accommodate the Individual Support Program (ISP). The ISP program currently located at Capilano School (Grade 1-6) would need to be split into two locations. Each location would require facility modifications at a significant cost to the District. Additionally, it would reduce opportunities for flexibility in organizing for instruction and sharing of resources and materials. There would also be increased staff costs as additional staff would be required to operate this program in two locations.

Gold Bar School currently has space leased for a playschool, daycare and before and after care. There would not be sufficient space to add an additional daycare lease such as the Fulton Daycare.

Planning does not have any information on the capacity of playgrounds.