

EDMONTON PUBLIC SCHOOLS

April 13, 2010

TO: Board of Trustees
FROM: E. Schmidt, Superintendent of Schools
SUBJECT: City Centre Education Partnership – 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 the elementary program at Spruce Avenue School at the end of the 2009-2010 school year be approved.
2. That the closure of McCauley School at the end of the 2009-2010 school year be approved.
3. That the closure of Parkdale School at the end of the 2009-2010 school year be approved.
4. That the closure of Eastwood School at the end of the 2009-2010 school year be approved.
5. That, further to the April 24, 2001 approved recommendations, the following be reaffirmed:
 - a. That schools in the City Centre Education Partnership (CCEP) be exempt from the board approved schedule of transportation fees.
 - b. That elementary and junior high students residing in CCEP attendance areas, where a school or program is closed, be eligible for transportation at no cost to parents to the designated receiving school, be approved.

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The primary goal of the sector based planning model is to align facility resources with student accommodation needs. The recommendations were developed to provide long-term stability and to enhance educational programming opportunities for CCEP students. Supports and services to the students and families in CCEP schools will be strengthened with the consolidation of students to fewer sites.

Central to the proposed reconfiguration of CCEP schools is the consolidation of junior high programming at Spruce Avenue School. In addition, the consolidation of elementary programming to three schools, Delton, John A. McDougall, and Norwood schools, is essential to achieving the primary goal of sector based planning.

Background Information

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 City Centre Education Partnership (CCEP) consists of seven schools operating within a radius of 2.4 km; Delton, Eastwood, John A. McDougall, McCauley, Norwood, Parkdale and Spruce Avenue. These schools work collaboratively to better meet the learning and life needs of their students through instructional programming, interagency collaboration and organizational structure. The administration of these schools identified an urgent need for immediate action to relieve the pressure that declining enrolment was having on CCEP schools' capacity to provide optimal programming. As a result of this identified need, CCEP was included in the sector review accelerated timeline as noted in the Sector Review Update presented to the Board of Trustees on March 24, 2009.

The District currently owns and operates more space than it requires to meet the needs of current students. With the opening of six new Kindergarten to Grade 9 schools in 2010, the issue of surplus space will become more acute throughout the District. The opening of these new schools is not projected to impact enrolment in the CCEP schools.

Surplus space in CCEP schools has been a long standing issue. Attendance area student populations for CCEP schools have continued to decline despite urban intensification initiatives undertaken over the last fifteen years. Urban housing redevelopment projects have not attracted a significant number of families to CCEP neighbourhoods.

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.

In 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 CCEP Schools and Programs

The proposed reconfiguration of CCEP schools and programs will result in the consolidation of junior high programming at Spruce Avenue School and the consolidation of elementary programming to three schools; Delton, John A. McDougall, and Norwood schools. The approval of the proposed reconfiguration in its entirety is essential to achieving the primary goal of sector based planning.

In the event of the closure of the elementary program at Spruce Avenue School it is proposed that:

- Elementary students residing within the Spruce Avenue School attendance area be designated to John A. McDougall School.
- The Administration work in consultation with ESHIP and the Capital Health Authority-Children's Mental Health Program to identify an appropriate location for the Mental Health classrooms that will continue to meet the program requirements and ensure accessibility to students currently enrolled in the program.

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

- Elementary students residing within the McCauley School attendance area be designated to Norwood School.
- Junior high students residing within the McCauley School attendance area be designated to Spruce Avenue School.
- Spruce Avenue School establish one Division III Behaviour and Learning Assistance class to accommodate students from the Division III Behaviour and Learning Assistance Program from McCauley School.
- Spruce Avenue School establish one Division III Opportunity class to accommodate students from the Division III Opportunity Program from McCauley School.
- The Early Learning class remain at McCauley School.

In the event of the closure of Parkdale School it is proposed that:

- Elementary students residing within the Parkdale School attendance area be designated to Delton School.
- Junior high students residing within the Parkdale School attendance area be designated to Spruce Avenue School.
- Spruce Avenue School establish a second Division III Literacy class to accommodate students from the Division III Literacy Program from Parkdale School. Spruce Avenue School currently accommodates one Division III Literacy class. The addition of a second Division III Literacy class would provide continuity of instruction and greater flexibility in organizing for instruction.

Upon approval of the recommendation to close Eastwood School, it is proposed that:

- Students residing within the Eastwood School attendance area be designated to Delton School.
- Delton School establish a Division II Behaviour and Learning Assistance class. Delton School currently accommodates one Division I Behaviour and Learning Assistance class. The addition of a Division II Behaviour and Learning Assistance class at Delton School would provide continuity of instruction and greater flexibility in organizing for instruction.
- Students enrolled in the Opportunity Program at Eastwood School be accommodated within the current Opportunity Program at Delton School. Sufficient space exists in the Opportunity Program at Delton School to accommodate all students currently enrolled in the Opportunity Program at Eastwood School.

Rationale for Proposed Configuration of Schools and Programs

The rationale to support the proposed configuration of schools and programming within the City Centre Education Partnership includes the following:

- Low and declining student enrolment.
- Reduction of 1,736 provincially rated student spaces within the CCEP area.
- Norwood School is centrally located within CCEP and is a modernized facility.
- John A. McDougall School is a modernized facility.
- Delton School will accommodate elementary students residing in the northern areas of CCEP. With 355 students, the Delton School attendance area holds the largest number of resident students. Retention of Delton School provides elementary programming closest to where students reside. Additionally, Delton School currently accommodates one Division I Behaviour and Learning Assistance class. The addition of a Division II Behaviour and Learning Assistance class at Delton School would provide continuity of instruction and greater flexibility in organizing for instruction.
- As of September 30, 2009 there were 324 junior high students enrolled in CCEP schools. This enrolment is sufficient for a single junior high school location. Spruce Avenue School is the recommended junior high school as it is the only school within CCEP that has specialized Career and Technology Studies (CTS) program space. Currently, CCEP junior high students are transported from Parkdale and McCauley

schools to Spruce Avenue School to access CTS programming. Consolidation to Spruce Avenue School will eliminate the need to transport students to access CTS programming.

- This proposed reconfiguration retains 2 of the 3 modernized buildings as operational schools.

Outcomes of the Proposed Reconfiguration of Schools and Programs

Educational

A greater student population at each of the operational schools within CCEP may result in:

- Multiple classes per grade will result in 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
- Resources for CCEP supports such as Reading Recovery at each elementary school and teacher librarians at all schools
- Special needs classes will be congregated to provide greater continuity of instruction and flexibility in organizing for instruction
- Opportunity to explore enhanced junior high programming such as Pre-Advanced Placement, International Baccalaureate Middle Years or a language alternative program
- An Early Learning class would be accommodated at each of the elementary schools
- Full day Kindergarten will continue to be offered at each elementary school

Operational

- Reduction of 1,736 provincially rated student spaces
- Long term stability for the CCEP schools
- Surplus space for the consideration of leases and partnerships
- The configuration retains two of the three modernized facilities as operational schools
- Elimination of transportation for junior high students to access CTS programming

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- Appendix I - Elementary Program at Spruce Avenue School
- Appendix II - McCauley School
- Appendix III - Parkdale School
- Appendix IV - Eastwood School
- Appendix V - Closure of Schools Regulation
- Appendix VI - Board Policy FL.BP School Closure
- Appendix VII - Spruce Avenue Receiving School Upgrade Estimate
- Appendix VIII - Responses to Trustee Questions

ELEMENTARY PROGRAM AT SPRUCE AVENUE SCHOOL

Elementary Program at Spruce Avenue 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 the elementary program at Spruce Avenue School for closure (Appendix V). The recommendation to close the elementary program at Spruce Avenue School was considered in accordance with the criteria outlined in Board Policy FL.BP – School Closures (Appendix VI).

A public meeting was held on March 4, 2010 to hear public representations regarding the potential closure of the elementary program at Spruce Avenue School. The following arrangements, which meet or exceed requirements as set out in the provincial *Closure of Schools Regulation* (Appendix V), 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*.
- 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*, *Edmonton Examiner* and the *Ratcreek Press*.
- 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 Thursday, March 11, 2010 at Spruce Avenue School was to share information and receive input from parents and community members about the possible closure of the elementary program at Spruce Avenue School. Of the participants who signed in at the meeting, there were 18 parents, seven community members,

ten staff members and 13 others. 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, Huff, Ripley and Shipka.

Minutes of the meeting and the PowerPoint presentation were posted on the District website at 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 the elementary program at Spruce Avenue School?
3. What are your concerns or ideas related to the proposed closure of the elementary program at Spruce Avenue 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.

- Accuracy of data and the sector review/school closure process
- Daycare and lunch programs
- Demographics, urban sprawl and revitalization initiatives
- Financial cost to parents
- Funding and calculation of excess school space
- Modified Calendar
- Preference of Receiving School
- Programming and staffing at the receiving school(s)
- Transition to the receiving school(s)
- Transportation
- Use of closed school buildings

Transcribed questions and comments from the March 11, 2010 meeting were posted on the District website at www.epsb.ca.

Recommendation

The rationale to consider the closure of the Elementary Program at Spruce Avenue School is based on factors that include:

- low and declining student enrolment
- the school has the only designated junior high Career and Technology Studies (CTS) space in the CCEP schools
- the ability to eliminate transportation between junior high schools in CCEP to access CTS space

- the ability to support a Pre-Advanced Placement, International Baccalaureate Middle Years or language alternative program to meet the diverse learning needs of junior high students within CCEP
- a maturing neighbourhood with a the number of school aged children in decline
- reducing the amount of excess space in elementary schools in this area of the city
- the changing needs of the neighbourhood population
- an existing feeder pattern between Spruce Avenue School and John A. McDougall School. Spruce Avenue School was the designated receiving school for students as a result of the closure of the junior high program at John A. McDougall School in 2001.

Consideration to close Spruce Avenue School is consistent with a long term sector planning approach to ensure that the learning needs of students are met and that programs are sustainable to serve the Spruce Avenue community and the City Centre Education Partnership for years to come.

Enrolment, Grade Organization, Capacity, Staffing and Operational Costs

Spruce Avenue School offers a regular program for students in Kindergarten to Grade 6, a Literacy Program for students in Grades 4-6 and two Community Mental Health classrooms for Grades 1-9. Student enrolment is insufficient to organize one class per grade. The school has organized multi-grade groupings for Grades 1 and 2 and for Grades 4 and 5 and single grade groupings for Kindergarten and Grades 1, 3, 4, 6, 7, 8 and 9.

On September 30, 2009, there were 143 students enrolled in the elementary program, 130 junior high students, 13 students in the Literacy Program and 17 students in the Community Mental Health Classrooms.

Current Enrolment and Programs (September 30, 2009)

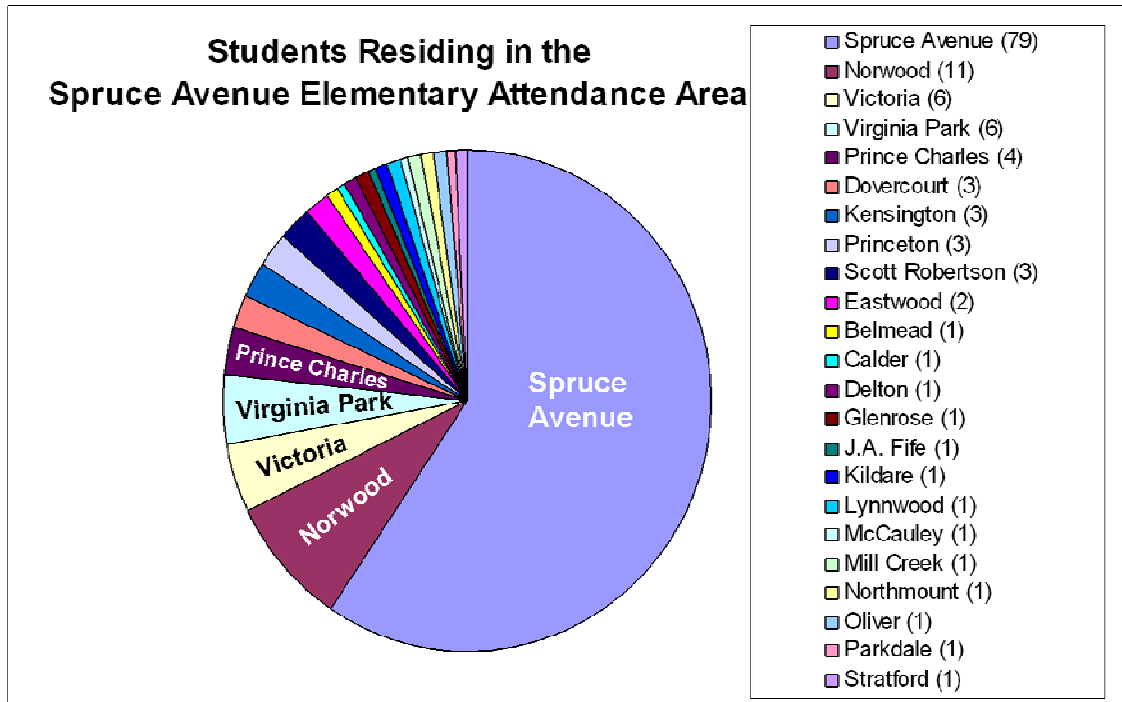
Program	EE	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	Total
Regular	0	23	24	16	17	28	15	20	42	54	34	273
Literacy									1	7	5	13
Mental Health				3		4		3	3	2	2	17
Total	0	23	24	19	17	32	15	23	46	63	41	303

Current Grade Organization (September 30, 2009)

Regular		
	Kindergarten	23
	Grade 1	19
	Grade 1, 2 combined	21
	Grade 3	17
	Grade 4	23
	Grade 4, 5 combined	24
	Grade 6	20
	Grade 7	20

	Grade 7	23
	Grade 8	22
	Grade 8	19
	Grade 8	20
	Grade 9	21
	Grade 9	18
LIT		
	Grade 7, 8, 9 combined	13
TOTAL		303

There are 133 EPSB elementary students residing in the Spruce Avenue School attendance area. As shown in the following pie chart, 79 elementary students attend Spruce Avenue School and the remaining 54 students attend various other district schools. This information is based on September 30, 2009 enrolment.

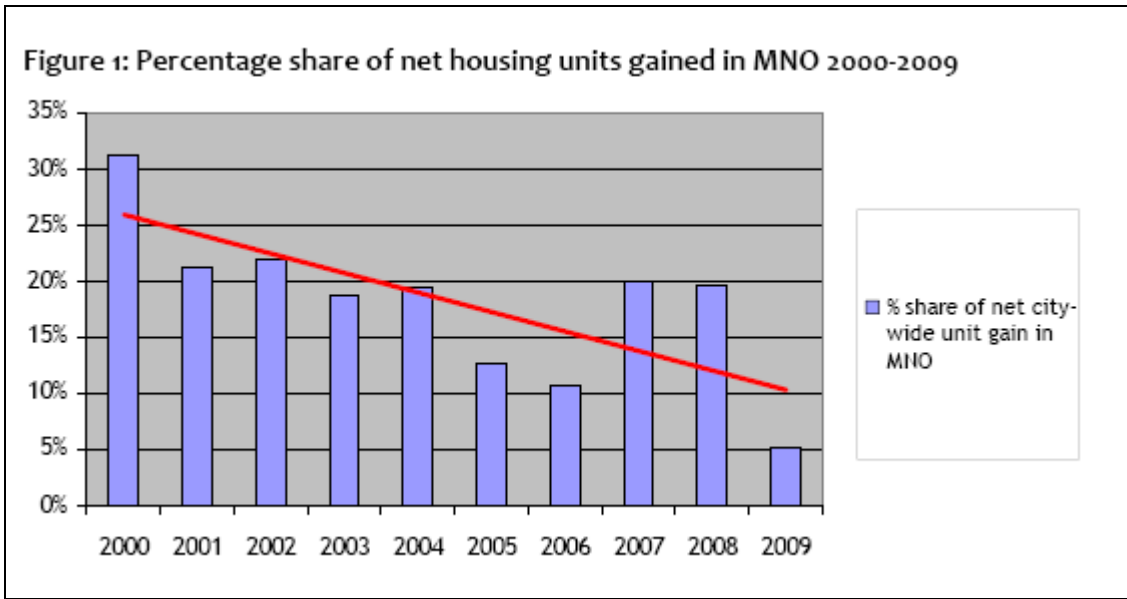


Spruce Avenue: Current and Future Residential Development

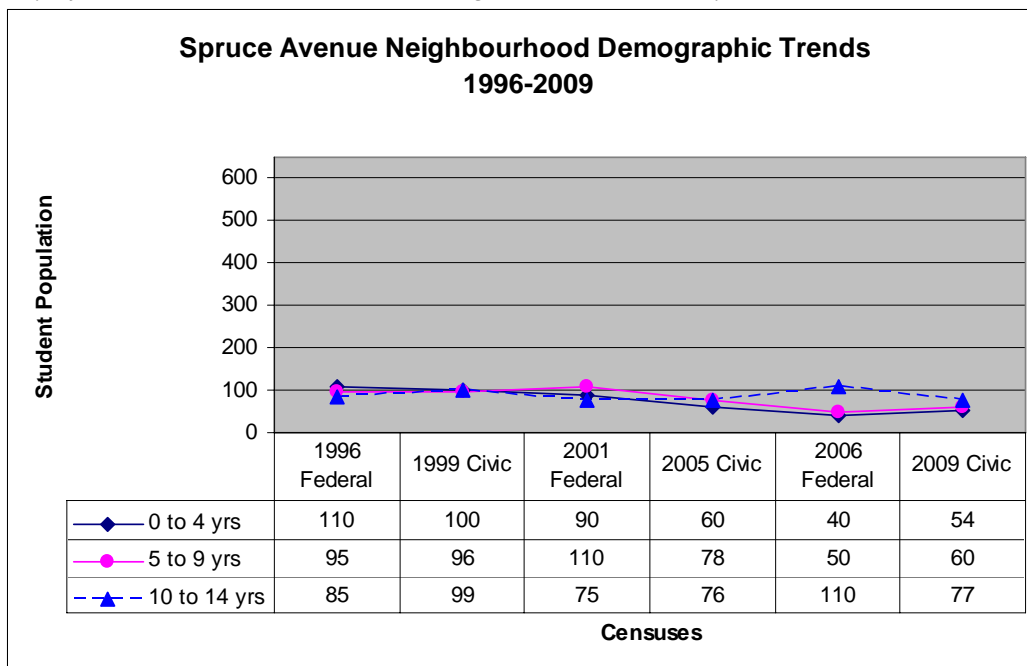
There are no major redevelopment plans or initiatives for the Spruce Avenue neighbourhood. There have been no major residential developments within the last ten years, and no major residential developments have been proposed recently. The City of Edmonton's *Mature Neighbourhood Reinvestment (2009)* and *Decade in Review (2000-2009)* indicates the share of residential units gained in mature neighbourhoods, such as Spruce Avenue, as a percentage of city-wide growth, has been on a decade long downward trend. Federal and City Census data are consistent with District student residency data, indicating low pre-school and elementary aged population in the Spruce Avenue neighbourhood.

Neighbourhood Residential Development Trends 1986-2006		
Neighbourhood (using Federal Census Tract)	Dwellings constructed prior to 1986	Dwellings constructed between 1986-2006
Spruce Avenue	1230	205

2006 Census Tract Profile, Statistics Canada



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



School Capacity

Spruce Avenue School was built in 1929. In 1953 a 1216 m² addition was added. The capacity of Spruce Avenue School is 497 student spaces according to the provincial Area Capacity and Utilization Report (63 per cent utilization rate). The Spruce Avenue School facility consists of 18 classrooms, three Special Needs classrooms, a library, a computer lab located in the library and a gymnasium with a stage. Spruce Avenue's School Profile is provided as Attachment II.

Cost of Staff and Operations for the Educational Programs

There are currently 28.432 full time equivalent staff positions at Spruce Avenue School. The chart below indicates specific staffing amounts and full time equivalents by position.

16.932 FTE	Teacher
1.000 FTE	Principal
1.000 FTE	Assistant Principal
1.000 FTE	Head Custodian
1.000 FTE	Custodian
0.500 FTE	Custodial Assistant
4.000 FTE	Educational Assistant D
1.000 FTE	Library Technician D
1.000 FTE	Educational Assistant E
1.000 FTE	Administrative Assistant F

The total operating and instructional allocations provided to Spruce Avenue School for 2009-2010 was \$2,889,564. Instructional and Plant Operational and Maintenance funding is distributed by the province on a per student basis.

Recommended Designated Receiving School

The current 23 Grade 6 students will move to junior high school next year. If the elementary program at Spruce Avenue School were to close, the remaining 123 elementary students would be designated to John A. McDougall School. The Administration is recommending John A. McDougall School for a number of reasons.

- Amalgamation of the Spruce Avenue School regular elementary program with John A. McDougall 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.
- A feeder pattern exists between Spruce Avenue School and John A. McDougall School. Spruce Avenue School was the designated receiving school for students as a result of the closure of the junior high program at John A. McDougall School in 2001.

- In response to feedback gained through public engagement, the designated receiving school was changed to John A. McDougall School.
- John A. McDougall School can accommodate elementary students from Spruce Avenue School.

If the elementary program at Spruce Avenue School were to close, the Planning department would work with the Community Mental Health program to relocate the classrooms within another school.

Transportation

Upon Board approval:

- a. Yellow bus service will be available for elementary students residing in the CCEP attendance areas where a school or program is closed, to the designated receiving elementary school.
- b. The preferred method of transportation for junior high students in CCEP schools is Edmonton Transit.
- c. Transportation fees will be subsidized by the District at no cost to parents for students who attend CCEP schools.

No major changes are anticipated to transportation services for students in the special education program.

Spruce Avenue School is located in Transportation Zone 5. There are four students who are transported to the Community Mental Health Classroom at Spruce Avenue School. One student lives in Transportation Zone 1, one student lives in Transportation Zone 3, one student lives in Transportation Zone 5 and one student lives in Transportation Zone 6. This list does not include students under parent provided transportation.

Impact of Closing the School on the Community

Should the elementary school program at Spruce Avenue School be closed, the junior high school program would remain. Spruce Avenue School would continue to provide scheduled after hours use for the rental and lease groups.

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- Attachment I - Notice of Meeting – Thursday, March 11, 2008
- Attachment II - Spruce Avenue School Profile 2009-2010
- Attachment III - Spruce Avenue Elementary Student Scatter Map
- Attachment IV - Spruce Avenue Junior High Student Scatter Map

NOTICE OF MEETING

MEETING TO CONSIDER CLOSURE OF THE ELEMENTARY PROGRAM AT SPRUCE AVENUE SCHOOL

Date: March 11, 2010
Time: 7 p.m. to 9 p.m.
Location: Spruce Avenue School
 Gymnasium
 11424 - 102 Street NW

INFORMATION REGARDING THE POTENTIAL CLOSURE OF THE ELEMENTARY PROGRAM AT SPRUCE AVENUE SCHOOL

1. How the closure of the elementary program would affect the attendance area defined for Spruce Avenue School.

Spruce Avenue School, located at 11424 - 102 Street NW, Edmonton, Alberta, offers a Kindergarten and Grades 1 to 9 regular program, Division III Literacy Program and a Community Mental Health Classroom Project for Divisions I to III students. The Board of Trustees is considering the closure of the regular elementary program accommodated at Spruce Avenue School.

The Spruce Avenue School elementary attendance area consists of the Spruce Avenue neighbourhood. In the event of the closure of Spruce Avenue School, the Spruce Avenue attendance area will remain unchanged. **The District is proposing that elementary students residing within the Spruce Avenue attendance area be designated to Norwood School.** Confirmation of the designated receiving school will be determined in consultation with parents of Spruce Avenue School during the School Closure Process. Norwood School is located at 9520 – 111 Avenue NW, Edmonton, Alberta.

The Community Mental Health Classroom Project is a program that accommodates students whose residences are broadly distributed throughout the City of Edmonton. The Administration will work in consultation with ESHIP and Alberta Health Services - Community Mental Health Classroom Project to identify an appropriate location that will continue to meet the program requirements and ensure accessibility to students currently enrolled in the program.

Spruce Avenue School is located in Transportation Zone 5. Currently elementary students from Transportation Zones 1, 3, 5 and 6 are accommodated in the Community Mental Health Classroom Project at Spruce Avenue School.

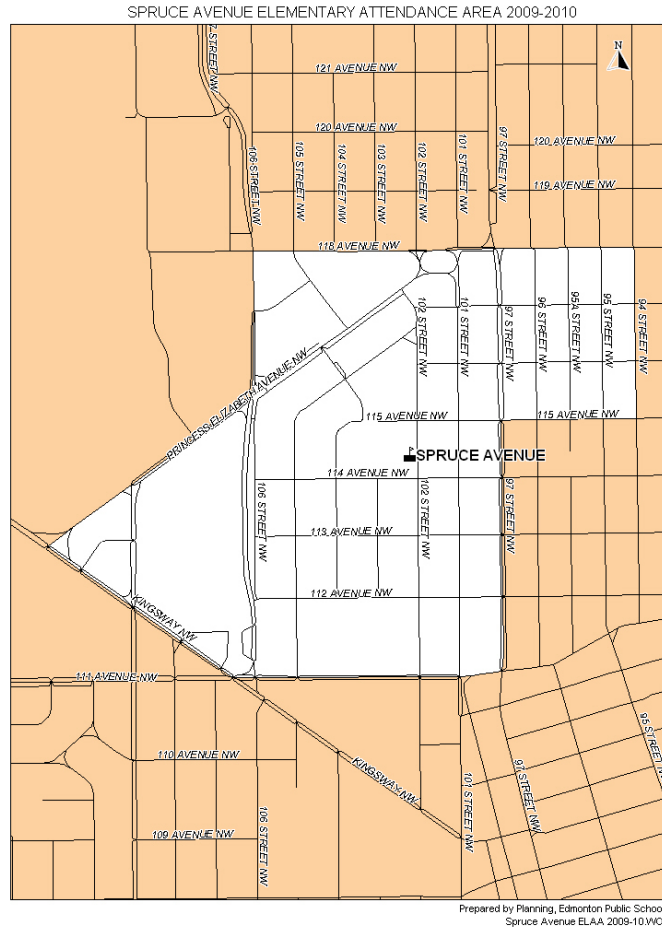
Leadership Services will consult with parents and the principal to determine the best location for individual Special Education students.

Current Enrolment and Programs (September 30, 2009)

Program	EE	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	Total
Regular	0	23	24	16	17	27	15	18	42	54	34	270
Literacy						1		2	1	7	5	16
Mental Health				3		4		3	3	2	2	17
Total	0	23	24	19	17	32	15	23	46	63	41	303

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

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



2. How the closure of the elementary program at Spruce Avenue School would affect the attendance at other schools.

Norwood School has a capacity of 402 student spaces according to the province's calculation of school capacity. Norwood School can accommodate all students currently enrolled in the regular program at Spruce Avenue School. September 30, 2009 enrolment at Norwood School was 139 students. Norwood School provides programming for regular elementary students. The projected total enrolment for September 2010 prior to consideration of closure of the elementary program at Spruce Avenue School is 125 students (Kindergarten and Grades 1 to 6).

If the elementary program at Spruce Avenue School closes, an additional projected enrolment of 122 regular students could be designated to Norwood School. With the addition of 5 Division II Literacy students projected enrolment from Parkdale School, the projected total school enrolment for Norwood School would be 252 students for the 2010-11 school year.

On September 30, 2009 there were 133 public elementary students living within the Spruce Avenue School attendance area. Seventy-nine students (59 per cent) chose to attend Spruce Avenue School. Eleven students attended Norwood School, six students attended Victoria School, six students attended Virginia Park School, four students attended Prince Charles School, and three students attended Dovercourt School. The remaining 24 students attended other district elementary schools. Some of the elementary students currently attending Spruce Avenue School could choose to attend district schools other than Norwood School.

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

The current provincially reported school capacity for other neighbouring schools are as follows: Norwood School 402 student spaces, Victoria School 2565 student spaces, Virginia Park School 204 student spaces and Prince Charles School 367 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>
- Spruce Avenue School general office

Spruce Avenue School is located in the Central Sector, which is made up of mature neighbourhoods. The recommendation to close the elementary program at Spruce Avenue School is part of a long term strategy to decrease the amount of excess space in this sector 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 the elementary program at Spruce Avenue School.*

The current 18 students in the regular Grade 6 program at Spruce Avenue School will move to junior high school next year. If the elementary program at Spruce Avenue School closes, the remaining 122 regular program students will be designated to Norwood School for regular elementary programming. There is space available in Norwood School to accommodate all regular program elementary Spruce Avenue School students.

Students have direct access to the designated school for their attendance area as defined by their residence. If the elementary program at Spruce Avenue School closes, some students may choose other district schools. Should parents of Spruce Avenue 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 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 as currently designed for City Centre Education Project (CCEP) schools will continue to be available for 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 Needs programs in the CCEP area.

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

If the elementary program at Spruce Avenue School closes, the regular program students designated to Norwood School could have access to single grade class groupings. There would be increased funds to purchase resources, curriculum-related resources, library upgrades, 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.

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

School	Norwood
Staffing	<ul style="list-style-type: none"> • Increased teaching staff for additional support, leadership and collaboration opportunities • Potential for single grade groupings in the regular program • Possible increased FTE for the Library Technician • More choices for student placement
Curriculum and Resource Program Benefits	<ul style="list-style-type: none"> • Reading Recovery • Balanced Literacy for K to 6 • Music Specialist • Character Education Program • Intramurals
Support Services	<ul style="list-style-type: none"> • Family Therapist • Mentorship Program • Afterschool programs • School nurse on-site one day a week
Facilities	<ul style="list-style-type: none"> • Beautiful old school • Large classrooms with windows that open • School was modernized in 1990 • Large new playground built in 1991
Extra and Co-Curricular Activities	<ul style="list-style-type: none"> • Healthy Chefs • Alex Decoteau Run • Nina Haggerty Art Show • Summer at CCEP • Story Avenue • Gift of Reading • Art Club • Sports Club • Kids In Action • Bass Lessons (Heart of the City)

	<ul style="list-style-type: none"> • Piano Lessons (Heart of the City) • Choir • Walking Club • Indoor Games (Journal) • Intramurals • Soccer Club • Dance Club
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7. *The educational and financial impact of closing the elementary program at Spruce Avenue School, including the effect on operational costs and capital implications.*

Educational Impact

If the elementary program at Spruce Avenue School closes, students in the regular program will become part of a larger peer group at Norwood School.

At Norwood 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, Norwood School may need to hire additional staff. Norwood 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 Spruce Avenue is \$2,889,564.

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

Sources	Amount
Resource Allocation	2,774,263
Carry Forward from Previous Year	78,725
Learning Resources Credit	3,933
Lunch Program Fees	11,000
Parking Fees	1,123
School Generated Funds	20,520
Total	2,889,564

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

Distribution of Resources	Amount
Staffing Costs	2,521,487
Services, Supplies and Equipment	347,557
School Generated Funds	20,520
Total	2,889,564

If the elementary program at Spruce Avenue School is closed, the portion of the budgeted funds for elementary students will be available for use in other schools. Based on the Capital Inspection Report, Spruce Avenue School is in fair condition and will need life cycle replacement of major components, which is typical for a facility of this age and design. If the elementary program at

Spruce Avenue School closes, \$8,960,018 to modernize the school will still be required as it will be a consolidated site for CCEP junior high students.

8. *The educational and financial impact if the elementary program at Spruce Avenue School were to remain open.*

Educational Impacts

If the elementary program at Spruce Avenue School remains open, its projected student population is 302 students for September 2010. This will include 148 elementary students and 154 junior high students. The school will continue to offer regular programming for elementary students in multi-grade class groupings. As well, Spruce Avenue School will continue to offer the K-9 programming, the Community Mental Health Classroom Project and Division III Literacy Special Education programming. The school will need to continue to 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 302 students, the total annual cost to operate Spruce Avenue School would be consistent with this year's budget of \$2,889,564.

9. *The capital needs of the schools that may have increased enrolment as a result of the closure of the elementary program at Spruce Avenue School.*

According to the provincial Facilities Condition Index, Norwood School is in good condition. Norwood School is able to accommodate the potential increased student enrolment without additional capital.

10. What is the proposed use the school building if the elementary program is closed?

Should the elementary program at Spruce Avenue School be closed, the school will become a junior high site for CCEP students. It will be a consolidated site for regular and Special Education programming. The establishment of an alternative program for CCEP junior high students such as Pre-Advanced Placement or a language bilingual program is feasible under this configuration.

11. What are the impacts on Lease Agreements if the elementary program at Spruce Avenue 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 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 Spruce Avenue 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 **Spruce Avenue 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

It is not possible to respond to individual questions or inquiries prior to the public meeting which is scheduled for **7 p.m., March 11, 2010 at Spruce Avenue 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: _____

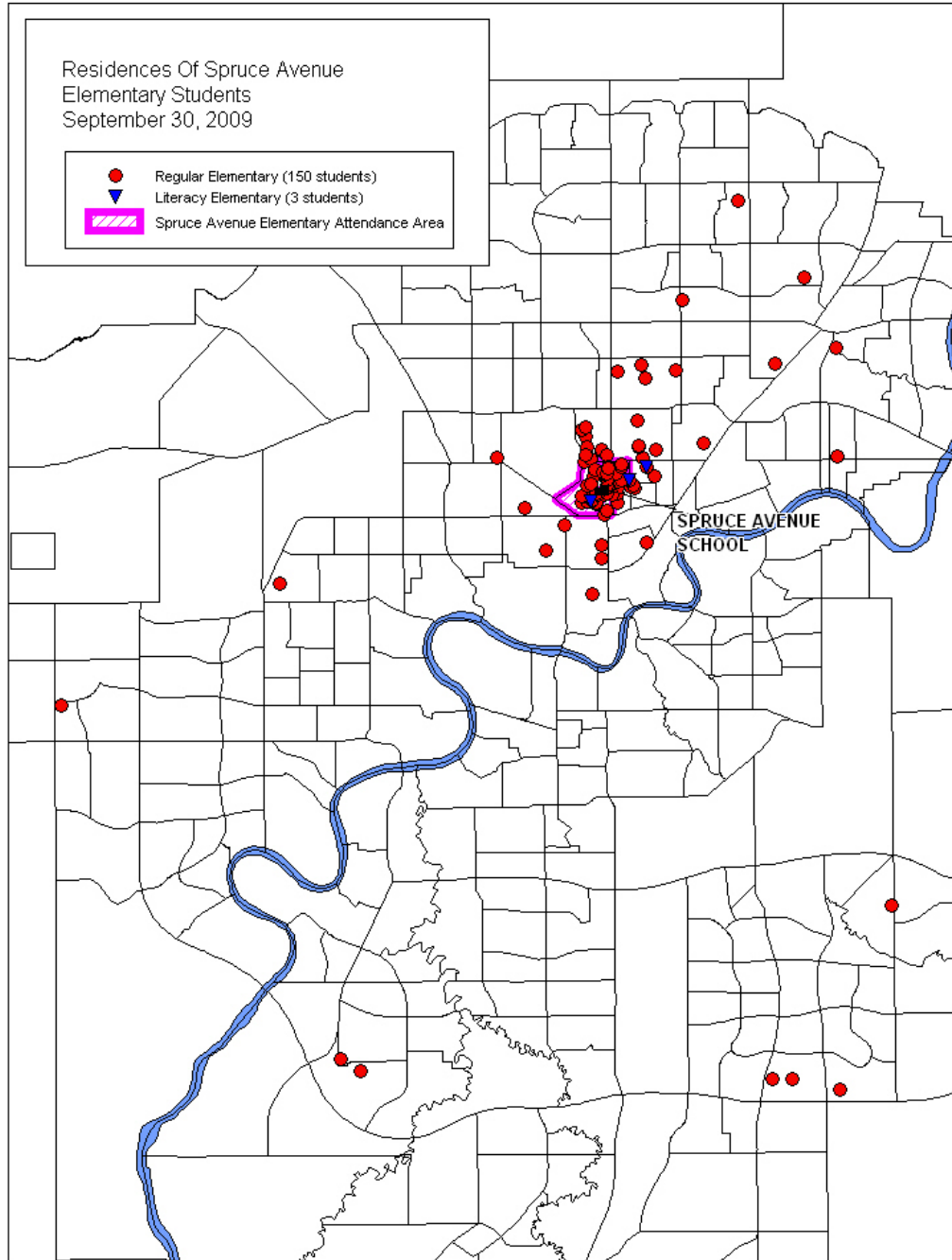
Your name and contact information are being collected by the EPSB as a record of stakeholder involvements.

School Profile -- as of Sept 30, 2009

(Generated Jan 27, 2010)

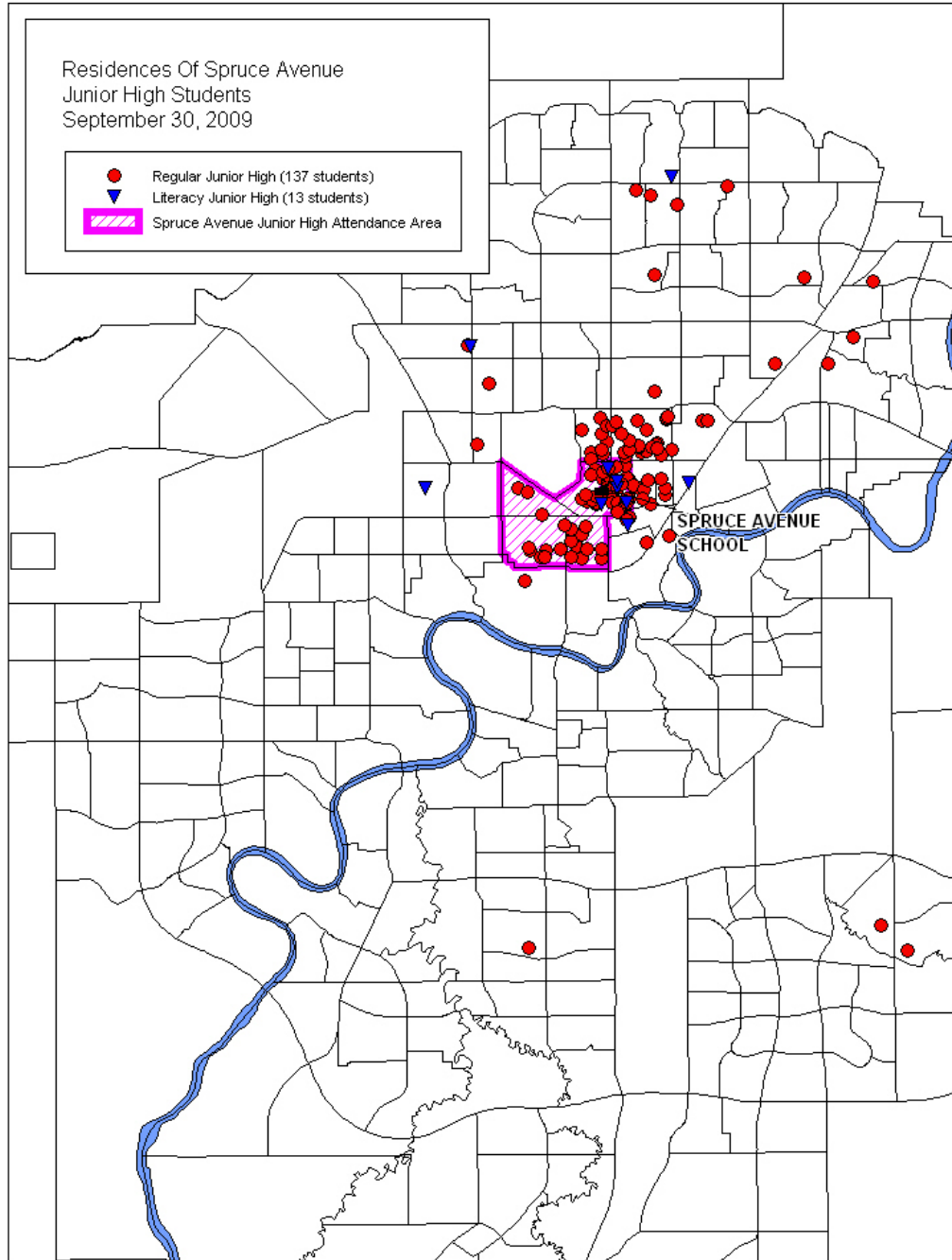
EDMONTON PUBLIC SCHOOL: Spruce Avenue (537) - Elementary/Junior High - 11424 - 102 Street NW														Meets Viability Benchmark		Yes
Viability Benchmark for each category in brackets ()																
STUDENT ENROLMENT 2009/10														Meets Viability Benchmark		Yes
Number of Students Per Grade:					Elementary 153 (140)			Jr High 150 (150)			Sr High 0 (400)					
EE	K	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	TOTAL		
0	23	24	19	17	32	15	23	46	63	41	0	0	0	303		
** Full Day Kindergarten																
Student Enrolment by Program:														Meets Viability Benchmark		No
		Regular			District Centre			Early Ed			Total					
Elementary		150 (140)			3			0			153					
Junior High		137 (150)			13			0			150					
District Centre: Literacy																
Student Enrolment at Entry Level:														Meets Viability Benchmark		No
Elementary (034)				Jr High (050)				Sr High (135)								
K		Gr.1		Gr.7		Gr.10										
23		24		46		0										
Historical Enrolment:																
2005	2006	2007	2008	2009												
326	306	290	284	303	7.1% Overall %Decline from 2005											
EDMONTON PUBLIC SCHOOL POPULATION														Meets Viability Benchmark		No
133	Total Number of EPSB Elementary Students Residing in Spruce Avenue Attendance Area (280)															
79	Total Number of EPSB Elementary Students Residing in Spruce Avenue Attendance Area Attending Spruce Avenue (140)															
194	Total Number of EPSB Jr High Students Residing in Spruce Avenue Attendance Area (300)															
72	Total Number of EPSB Jr High Students Residing in Spruce Avenue Attendance Area Attending Spruce Avenue (150)															
STUDENT SPACE AND COST														Meets Viability Benchmark		Yes
343	Total Number of Weighted Student Spaces															
73%	Percentage of Student Space Occupied (50%)							170	Amount of Unfunded Student Space							
								\$77,329.60	Cost of Unfunded Student Space							
473	ACOL School Capacity							64%	Percentage of Funded Space (50%)							
0	Number of Portable Classrooms on Site															
LOCATION AND ACCESSIBILITY														Meets Viability Benchmark		No
5	Number of EPSB Schools within a 1.6 km radius (3)															
3245	Number of Unfunded Student Spaces in the Sector				CENTRAL	Sector		D	Ward							
Existing Leases in the School: BIG BROTHERS BIG SISTERS OF EDMONTON - 288.7 m2; FAMILY CENTRE OF NORTHERN ALBERTA (ASSOCIATION), The - 288.7 m2;																
Facility Information and Condition																
1929	Year School was Built							63	Provincial Utilization Rate							
Marginal	District Capital Inspection (Acceptable, Good, Excellent)															
Local Conditions:																
Recommended Facility Strategy and Timeline																
- Year:																

Spruce Avenue Elementary Student Scatter Map



Prepared by Planning, Edmonton Public Schools
Spruce Avenue EL nbhds 2.WOR

Spruce Avenue Junior High Student Scatter Map



Prepared by Planning, Edmonton Public Schools
Spruce Avenue JH nbhds 2.WOR

MCCAULEY SCHOOL

McCauley 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 McCauley School for closure (Appendix V). The recommendation to close McCauley School was considered in accordance with the criteria outlined in Board Policy FL.BP – School Closures (Appendix VI).

A public meeting was held on Monday, March 8, 2010 to hear public representations regarding the potential closure of McCauley School. The following arrangements, which meet or exceed requirements as set out in the provincial *Closure of Schools Regulation* (Appendix V), 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*.
- 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 8, 2010 at McCauley School was to share information and receive input from parents and community members about the possible closure of McCauley School. Of the participants who signed in at the meeting, there were 40 parents, 49 community members, 27 staff members and 65 others which included MLA Hugh MacDonald and City Councillor Tony Caterina. Five attendees did not self identify. 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, Gibson, Huff, Rice, Ripley and Shipka. Translation was provided for Arabic, Farsi, Karen, Somali, Spanish, and Russian languages.

Minutes of the meeting and the PowerPoint presentation were posted on the District website at www.epsb.ca.

Feedback Received During School Closure Process

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 McCauley School?
3. What are your concerns or ideas related to the proposed closure of McCauley 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.

- Accuracy of data and the sector review/school closure process
- Closure of a modernized building
- Concerns around future class size
- Daycare and lunch programs
- Demographics, urban sprawl and revitalization initiatives
- Financial cost to parents
- Funding and calculation of excess school space
- Modified Calendar
- Need for alternative programs
- Programming and staffing at the receiving school(s)
- Safety concerns
- Sense of community
- Transition to the receiving school(s)
- Transportation
- Use of closed school buildings

Transcribed questions and comments from the March 8, 2010 meeting were posted on the District website at www.epsb.ca

Recommendation

The rationale to consider the closure of McCauley School is based on factors that include:

- low and declining student enrolment
- a maturing neighbourhood with a the number of school aged children in decline
- the amount of excess space in elementary and junior high schools in this area of the city
- the changing needs of the neighbourhood population
- eliminating the requirement to provide transportation to Spruce Avenue School to access CTS space for junior high programming

Currently, there are no District alternative programs within the City Centre Education Partnership. Consolidating programs at fewer locations makes the establishment of an alternative program more viable.

Consideration to close McCauley School is consistent with a long term sector planning approach to ensure that the learning needs of students are met and that programs are sustainable to serve the McCauley community and the City Centre Education Partnership for years to come.

As a modernized building, McCauley School has the potential to meet a variety of District and community needs into the future.

Enrolment, Grade Organization, Capacity, Staffing and Operational Costs

McCauley School offers a regular program for students in Kindergarten to Grade nine and junior high district centre Opportunity and Behaviour and Learning Assistance (BLA) programs. Student enrolment in the regular program is insufficient to organize one class per grade. The school has organized multi-grade groupings for Grades one and two and for Grades four and five and single grade grouping for Kindergarten, Grade 3, 6, 7, 8, 9.

Enrolment at McCauley School was 173 students on September 30, 2009. Of the 173 students enrolled, 78 students were registered in the regular elementary program, 12 were enrolled in the Early Learning class, 58 were in the regular junior high program and 25 were in junior high district centre special education programs.

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

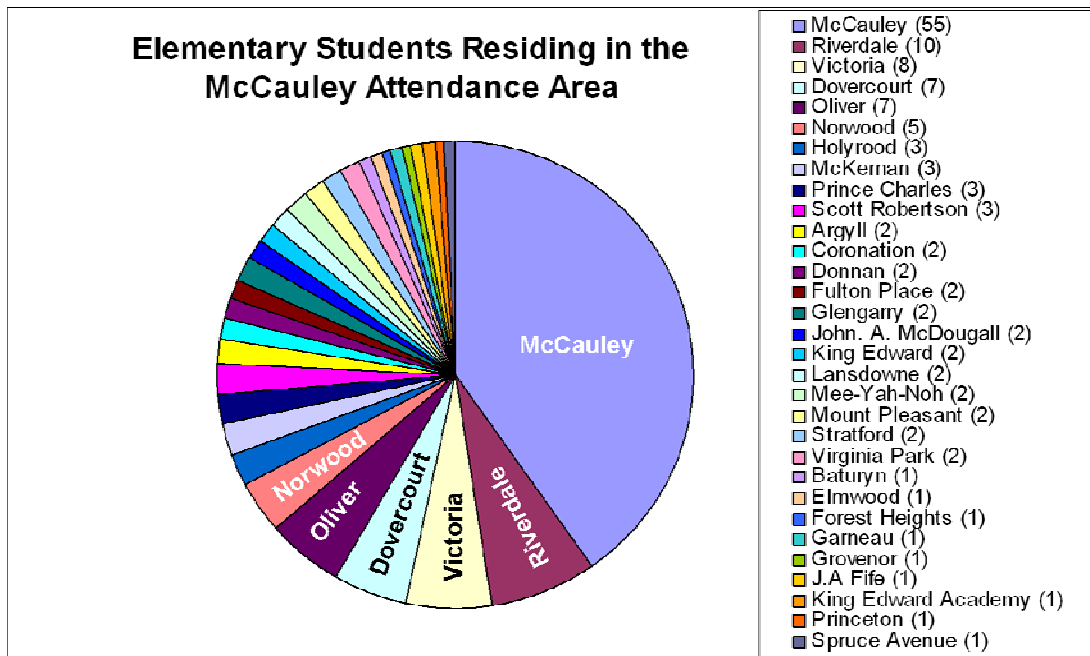
Current Enrolment and Programs (September 30, 2009)

Program	EL	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	Total
Regular	12	12	12	6	12	11	6	19	19	22	17	148
BLA									2	3	5	10
Opportunity									5	6	4	15
Total	12	12	12	6	12	11	6	19	26	31	26	173

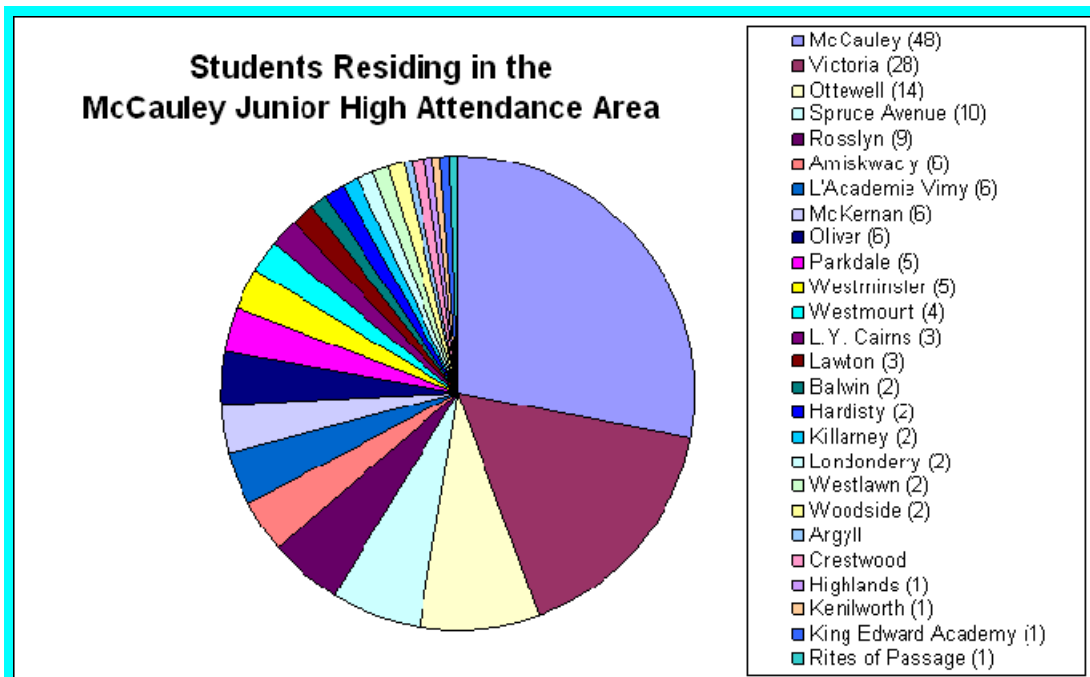
Current Grade Organization (September 30, 2009)

Regular		
	Early Learning	12
	Full Day Kindergarten	12
	Grade 1, 2 combined	18
	Grade 3	12
	Grade 4, 5combined	17
	Grade 6	19
	Grade 7	19
	Grade 8	21
	Grade 9	18
BLA		
	Grade 7, 8, 9 combined	10
OPP		
	Grade 7, 8, 9 combined	15
TOTAL		173

There are 137 EPSB elementary students residing in the McCauley School attendance area. As shown in the following pie chart, 55 students attend McCauley School and the remaining 82 students attend various other District schools. This information is based on September 30, 2009 enrolment.



There are 171 EPSB junior high students residing in the McCauley School attendance area. As shown in the following pie chart, 48 students attend McCauley School and the remaining 123 students attend various other District schools. This information is based on September 30, 2009 enrolment.

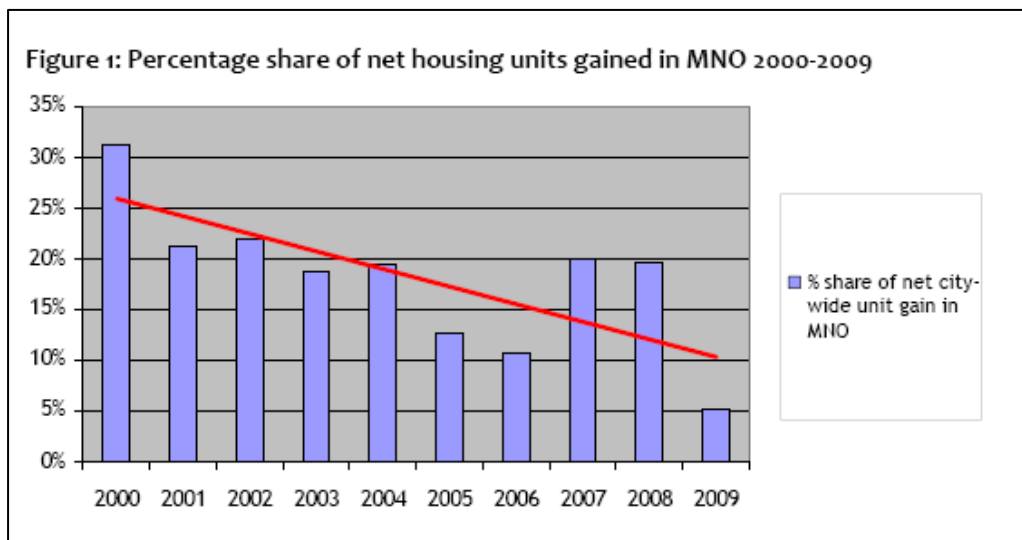


McCauley: Current and Future Residential Development

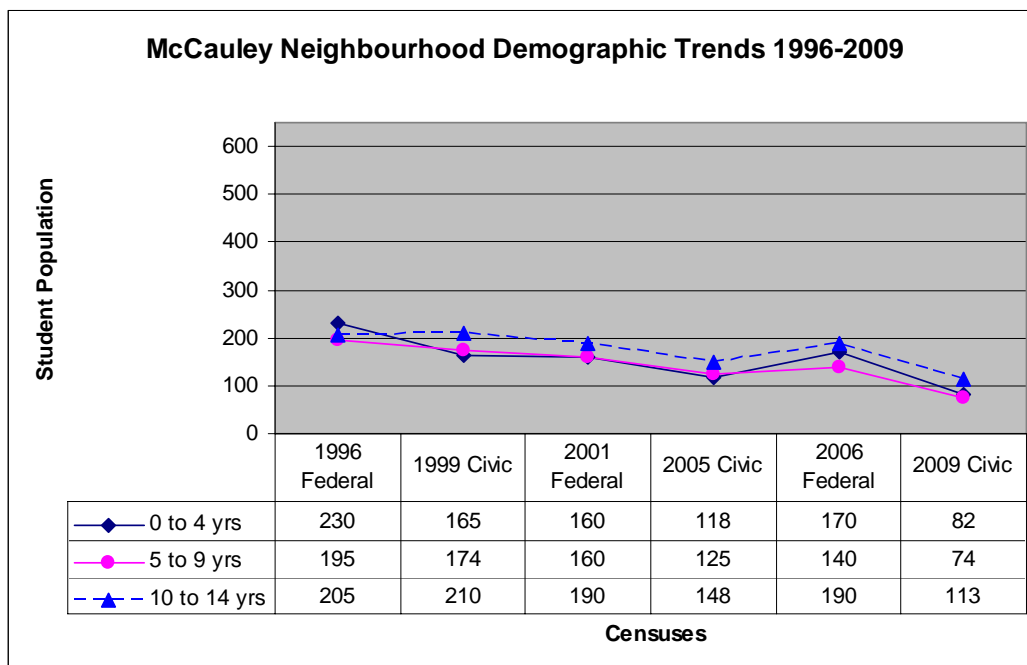
McCauley School is located in the McCauley neighbourhood. A number of city plan bylaws are in place to guide development and redevelopment in the area. These plans include the Boyle Street/McCauley Area Redevelopment Plan, first adopted in July 1994 (amendment consolidation November 2009); Stadium Station Area Redevelopment Plan, first adopted November 1982 (amendment consolidation July 2009); Boyle Renaissance Draft 2009; Riverdale Redevelopment Plan, adopted by council January 1994 (consolidated November 2009); McCauley Revitalization Strategy Draft 2009; and The Quarters Area Redevelopment Plan, adopted by council April 2009. Each plan offers future development in Boyle Street and McCauley but development will most likely not encourage a large increase in school age children. According to the City of Edmonton's *Mature Neighbourhood Reinvestment (2009) and Decade in Review (2000-2009)* the McCauley and Boyle Street neighbourhoods have both seen an increase in the number of residential units over the last ten years (+185 residential units in McCauley and +440 residential units in Boyle Street). However, Federal and City Census data are consistent with District student residency data, indicating a decline in pre-school, elementary aged and junior-high aged population in the McCauley neighbourhood. Riverdale has also had significant development, primarily in the development called the Brickyards, but the numbers of school age children have not increased.

Neighbourhood Residential Development Trends 1986-2006		
Neighbourhood (using Federal Census Tract)	Dwellings constructed prior to 1986	Dwellings constructed between 1986-2006
McCauley*	2890	465
Boyle Street**	2370	1120

*includes portion of Norwood neighbourhood
 ** includes Riverdale neighbourhood
 2006 Census Tract Profile, Statistics Canada



Mature Neighbourhood Reinvestment (2009) and Decade in Review (2000-2009), City of Edmonton. MNO – Mature Neighbourhood Overlay.



School Capacity

McCauley School was built in 1911. In 1961 a 780 m² addition was added. The capacity of McCauley School is 552 student spaces according to the provincial Area Capacity and Utilization Report (36 per cent utilization rate). The McCauley School facility consists of 12 classrooms, a library, a music room, a gymnasium, one staff workroom, five special needs classrooms, two leased classrooms and one lunch room. Under the Joint Use Agreement, McCauley School provides gymnasium and lunchroom space on Monday, Thursday and Friday from 1800 – 2000 hours. The Government of Alberta Child Services and Alberta Infrastructure lease one classroom and Multicultural Health Brokers Co-operative lease one classroom.

Cost of Staff and Operations for the Educational Programs

Currently there are 20.547 full time equivalent staff positions at McCauley School. The chart below indicates specific staffing amounts and full time equivalents by position.

11.920 FTE	Teacher
1.000 FTE	Principal
0.759 FTE	Assistant Principal
1.000 FTE	Head Custodian
0.688 FTE	Custodian
0.500 FTE	Custodial Assistant
0.500 FTE	Secretary D
3.000 FTE	Educational Assistant D
0.180 FTE	Library Technician D
1.000 FTE	Administrative Assistant E

The total operating and instructional allocations provided to McCauley School for 2009-10 was \$1,845,296. Instructional and Plant Operational and Maintenance funding is distributed by the province on a per student basis.

Recommended Designated Elementary Receiving School

The current 19 Grade 6 students will move to junior high school next year. If McCauley School were to close the remaining 59 regular program students would be designated to Norwood School. The administration is recommending Norwood School for a number of reasons.

- Amalgamation of the McCauley School regular program with Norwood School will provide more opportunities for single grade classes and additional program resources.
- Norwood School is the nearest elementary school to most McCauley residents.
- There are several pedestrian connections at controlled crossings between McCauley and Norwood neighbourhoods.
- 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.
- In response to feedback gained through public engagement, the designated receiving school was changed to Norwood School.
- Norwood School can accommodate the elementary program students from McCauley School.

The 12 Early Learning students will remain at McCauley school and the Multicultural Health Brokers Co-op who provide daycare and other services at McCauley will be invited to renew their lease.

Recommended Designated Junior High Receiving School

The current 26 Grade 9 students will move to high school next year. If McCauley School were to close, the remaining 59 regular program junior high students would be designated to Spruce Avenue School. The administration is recommending Spruce Avenue School for a number of reasons.

- There are several pedestrian connections at controlled crossings between McCauley and Spruce Avenue neighbourhoods.
- Amalgamation of the McCauley School regular program with Spruce Avenue School will provide additional program resources.
- Spruce Avenue School is the only school within CCEP that has specialized CTS program space. Currently, CCEP junior high students are transported from Parkdale and McCauley schools to Spruce Avenue School to access CTS programming. Consolidation to Spruce Avenue School will eliminate the need to transport students to access CTS programming.
- 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.
- Spruce Avenue School can accommodate students from McCauley School

If McCauley School were to close, the 11 Division III Opportunity and five Division III Behaviour and Learning Assistance program students attending McCauley School will be also be designated to Spruce Avenue School or be provided access to another existing special education district centre closer to where they reside.

Transportation

Upon Board approval:

- a. Yellow bus service will be available for elementary students residing in the CCEP attendance areas where a school or program is closed, to the designated receiving elementary school.
- b. The preferred method of transportation for junior high students in CCEP schools is Edmonton Transit.
- c. Transportation fees will be subsidized by the District at no cost to parents for students who attend CCEP schools.

No major changes are anticipated to transportation services for students in the special education program.

McCauley School is located in Transportation Zone 5. There are 11 students who are transported to the District Special Education Centre at McCauley School. Ten students live in Transportation Zone 5 and one student lives in Transportation Zone 6. These do not include students under parent provided transportation.

Impact of Closing the School on the Community

McCauley 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 McCauley School were to be closed. The playground at McCauley School is owned and maintained by the City of Edmonton and this would continue.

Should McCauley 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.

There are currently two leases in the school: The Multicultural Health Brokers Co-operative and Child Services/Alberta Infrastructure.

ES:jg

Attachment I - Notice of Meeting – Monday, March 8, 2010

Attachment II - McCauley School Profile 2009-2010

Attachment III - McCauley School Elementary Student Scatter Map

Attachment IV - McCauley School Junior High Student Scatter Map

NOTICE OF MEETING

MEETING TO CONSIDER CLOSURE OF MCCAULEY SCHOOL

Date: March 8, 2010
Time: 7 p.m. to 9 p.m.
Location: McCauley School
 Gymnasium
 9538 – 107 Avenue NW

INFORMATION REGARDING THE POTENTIAL CLOSURE OF MCCAULEY SCHOOL

1. How the school closure would affect the attendance area defined for McCauley School.

McCauley School, located at 9538 – 107 Avenue NW, Edmonton, Alberta, offers a Kindergarten and Grades 1 to 9 regular program, Division III Opportunity Program and a Division III Behaviour and Learning Assistance Program. The Board of Trustees is considering the closure of all programs accommodated at McCauley School.

The McCauley School elementary attendance area consists of the McCauley, Alex Taylor East and Alex Taylor West neighbourhoods. In the event of the closure of McCauley School, the McCauley attendance area will remain unchanged. **The District is proposing that elementary students residing within the McCauley attendance area be designated to John A. McDougall School.** Confirmation of the designated receiving school will be determined in consultation with parents of McCauley School during the School Closure Process. John A. McDougall School is located at 10930 – 107 Street NW, Edmonton, Alberta.

The McCauley School junior high attendance area consists of the McCauley, Alex Taylor West, Norwood Northeast, Norwood South and Riverdale neighbourhoods. In the event of the closure of McCauley School, the McCauley attendance area will remain unchanged. **The District is proposing that junior high students residing within the McCauley attendance area be designated to Spruce Avenue School.** Confirmation of the designated receiving school will be determined in consultation with parents of McCauley School during the School Closure Process. Spruce Avenue School is located at 11424 – 102 Street NW, Edmonton, Alberta.

The Behaviour and Learning Assistance Program and Opportunity Program are Special Education District Centre programs that accommodate students whose residences are broadly distributed throughout Central and Northeast 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. McCauley School is located in Transportation Zone 5. Currently students from Transportation Zones 5 and 6 attend McCauley School.

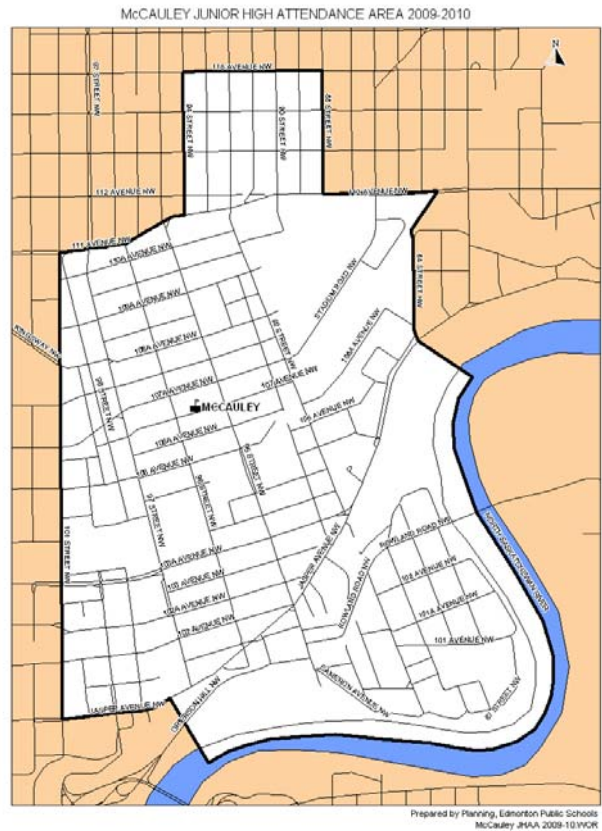
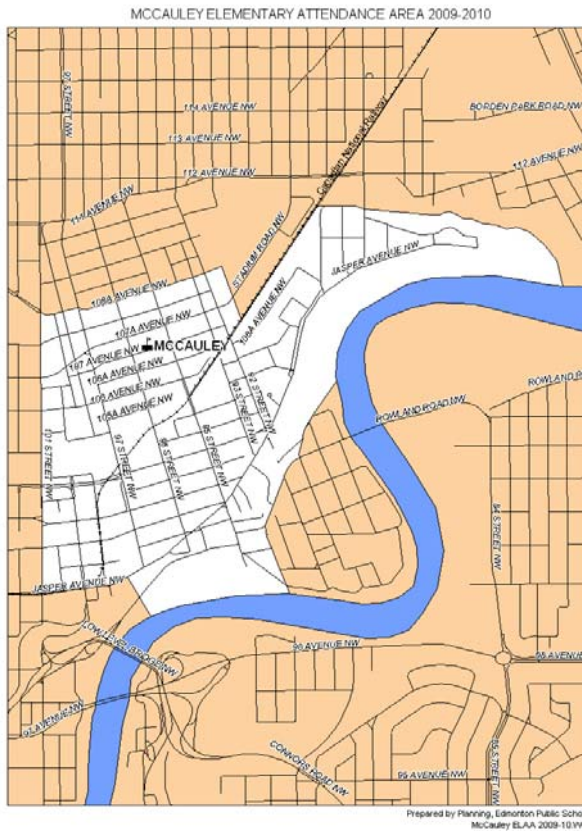
Leadership Services will consult with parents and the principal to determine the best location for individual Special Education students. **There will be space for students next year in Spruce Avenue School with the establishment of a Division III Literacy class and a Division III Behaviour and Learning Assistance class at Spruce Avenue School.**

Current Enrolment and Programs (September 30, 2009)

Program	EL	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	Total
Regular	12	12	12	6	12	11	6	19	18	22	17	147
BLA									2	3	5	10
Opp									5	6	4	15
Total	12	12	12	6	12	11	6	19	25	31	26	172

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

The following map illustrates McCauley School’s attendance areas for 2009-2010:



2. How the closure of McCauley School would affect the attendance at other schools.

John A. McDougall School has a capacity of 670 student spaces according to the province’s calculation of school capacity. John A. McDougall School can accommodate all students currently enrolled in the regular elementary program at McCauley School. September 30, 2009 enrolment at John A. McDougall School was 218 students. John A. McDougall School provides programming for regular elementary, and is a District Special Education centre for the Opportunity Program. The projected total enrolment for September 2010 prior to consideration of closure of McCauley School is 208 students (Kindergarten and Grades 1 to 6).

If McCauley School closes, an additional projected enrolment of 59 regular elementary students and 12 Early Learning students from McCauley would be designated to John A. McDougall School. The projected total school enrolment for John A. McDougall School would be 279 students for the 2010-2011 school year.

On September 30, 2009 there were 137 public elementary students living within the McCauley School attendance area. Fifty-five elementary students (40 per cent) chose to attend McCauley School. Ten students attended Riverdale School, eight students attended Victoria School, seven students attended Dovercourt School, seven students attended Oliver School, and five students attended Norwood School. The remaining 45 students attended other District elementary schools. Some of the students currently attending McCauley School could choose to attend District schools other than John A. McDougall School.

The current provincially reported school capacity for other neighbouring elementary schools are as follows: Riverdale School 166 student spaces, Victoria School 2565 student spaces, Dovercourt School 373 student spaces, Oliver School 868 student spaces and Norwood School 402 student spaces.

An additional enrolment of 59 regular junior high students and 16 junior high Special Education students would be designated to Spruce Avenue School from McCauley School. The projected total junior high school enrolment for Spruce Avenue School with the potential enrolment of 75 Parkdale junior high students would be 309 students.

On September 30, 2009 there were 171 public junior high students living within the McCauley School attendance area. Forty-eight junior high students (28 per cent) chose to attend McCauley School. Twenty-eight students attended Victoria School, 14 students attended Ottewell School, 10 students attended Spruce Avenue School, nine students attended Rosslyn School, and six students attended Amiskwacy Academy. The remaining 56 students attended other District junior high schools. Some of the students currently attending McCauley School could choose to attend District schools other than Spruce Avenue School.

The current provincially reported school capacity for other neighbouring junior schools are as follows: Victoria School 2565 student spaces, Ottewell School 750 student spaces, Spruce Avenue School 497 student spaces and Rosslyn School 773 student spaces.

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

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>
- McCauley School general office

McCauley School is located in the Central Sector, which is made up of mature neighbourhoods. The recommendation to close McCauley School is part of a long term strategy to decrease the amount of excess space in this sector 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 McCauley School.*

The current 19 students in Grade 6 at McCauley School will move to junior high school next year and the current 26 Grade 9 students will move to high school. If McCauley School closes, the remaining 59 regular program students and 12 Early Learning students will be designated to John A. McDougall School for regular elementary programming. There is space available in John A. McDougall School to accommodate all regular elementary program McCauley School students. The 60 remaining regular grade 6, 7 and 8 students will be accommodated in the junior high program at Spruce Avenue School. The 16 special needs students attending McCauley School will be accommodated at Spruce Avenue, 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 McCauley School closes, some students may choose other District schools. Should parents of McCauley 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 sufficient space exists, the school 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 as currently designed for CCEP schools will continue to be available for 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 Needs programs in the CCEP area.

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

If McCauley School closes, the regular elementary program students designated to John A. McDougall School could have access to single grade class groupings. There would be increased funds to purchase resources, curriculum-related resources, library upgrades, 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 McCauley School closes, the regular junior high program students designated to Spruce Avenue School would have access to single grade class groupings. There would be increased funds to purchase resources, curriculum-related resources, library upgrades, physical education equipment, technology upgrades and mathematics and science manipulative materials. Students could also have access to a wider range of complementary course offerings. Students would have access to Career and Technology Studies facilities at Spruce Avenue School eliminating the need to transport students from McCauley as is currently the case. There would be an increased variety of sports teams, intramural activities, clubs and leadership opportunities available. The potential to add alternative programming such as Pre-Advanced Placement or a second language becomes more feasible in a consolidated junior high setting.

If McCauley School closes, students in the Behaviour and Learning Assistance (BLA) Program and Opportunity Program would benefit in the same way as students in the regular program. They would also gain from the financial supports for inclusion in a larger school. Additionally, for those students

wishing to receive programming closer to home, they may choose to attend a Special Education District Centre in the area.

Educational opportunities and benefits that would be available to McCauley School students through the elementary program offered at John A. McDougall School are outlined below.

School	John A. McDougall
Staffing	<ul style="list-style-type: none"> • Increased teaching staff for additional support, leadership and collaboration opportunities • Potential for single grade groupings in the regular program • Increased Library Technician time • Increased Reading Recovery teacher time • Enhance the English Language Learning (ELL) support. We have initiated a Div I ELL transition classroom. We plan to create a Div II ELL classroom and hire a teacher and an Educational Assistant to support newly arriving ELL students in Div II • Hire a Teacher Librarian • If funds allow, we would increase our Reading Recovery teacher time to become a literacy coach and run Fountas and Pinnell testing of new students. This will ensure proper placement of our students in our school wide guided reading grouping • District site for Div II Opportunity Program
Curriculum and Resource Program Benefits	<ul style="list-style-type: none"> • Reading Recovery • Balanced Literacy for K to 6 • School wide Guided Reading • School wide ELL support • ELL consultants from the ELLSC working closely with teachers • Music Specialist • Full Time Librarian • Character Education Program • Full day kindergarten • Early learning program - second year of implementation
Support Services	<ul style="list-style-type: none"> • Family therapist and counselling services for students and families • Partnership Daily Paired Reading • In school mentorship program • Study buddies • Police Buddy program • Aboriginal support worker • School Resource Officer with a focus on educational programs for safety, DARE etc. • Monthly Circle of Support to address the needs of at risk students and families • ELLSC centre in the building welcoming newcomers, tours of our school and classrooms and assessments done in a timely manner for our families • Partnership with University of Alberta to offer Discover E. presentations and science programs for each classroom twice yearly • E4C lunch program • On-site daycare and after school care program - 6 a.m. – 6 p.m. • Partnership with University of Alberta to offer the Magic Computer program focused on development of cognitive, language and social skills • School nurse

	<ul style="list-style-type: none"> • Reading and running program in partnership with University of Alberta • Sports Squad - partnership with the community
Facilities	<ul style="list-style-type: none"> • Integration of technology into all curriculum areas • SMART Board technology in all Div II classrooms with a plan to purchase SMART Boards for every classroom in the school • School was modernized in 2003 • Large new playground built in 2003 • The observatory is designed to be a science room equipped with a telescope for Space Science units • Excellent lunch room • Elevator and handicap access
Extra and Co-Curricular Activities	<ul style="list-style-type: none"> • Magic Computer Club • Kidsfest • Sport Squad • Healthy Chefs • Big Brother and Sister Mentor Program • Intramurals • Soccer Club • Music Choir • Heart of the City Piano Lessons • Skipping Club • Leadership Club • Art Club • Alex Decoteau Run • Summer at CCEP • Story Avenue • Gist of Reading

Educational opportunities and benefits that would be available to McCauley School students through the junior high program offered at Spruce Avenue School are outlined below.

School	Spruce Avenue
Staffing	<ul style="list-style-type: none"> • Increased staff to allow for department collaboration and subject expertise • Experts in school to help with student behaviour
Curriculum and Resource Program Benefits	<ul style="list-style-type: none"> • Literacy focus in all classes • Literacy Intervention for students one or more years behind in reading • Character Education Program • Complimentary courses provided in house • Student Leadership group to organize monthly student activities • Multi-Graded “Spartan Support Group” to provide students with family grouping for health classes and consistent homeroom teacher for all three years at Spruce Avenue School
Support Services	<ol style="list-style-type: none"> 1. Family Centre – Family Therapist, Success Coach, Aboriginal Commitment Coach 2. Big Brothers/Big Sisters partnership – evening boy’s group 3. Morning Snack Program through partnership with E4C 4. “Spartan Success” after school each day to provide students with extra help
Facilities	<ul style="list-style-type: none"> • Construction lab

	<ul style="list-style-type: none"> • Foods lab • SMART Boards in all rooms
<p>Extra and Co-Curricular Activities</p>	<ul style="list-style-type: none"> • Snack Program - Snack provided for entire school • Junior high Intramural drop in at lunch • Smudge • Spartan Success - A study club for junior high students who are in need of extra help or who are behind in their studies; Math and Language Arts teachers are present to provide support • Learning and Gaming Club - Division III students engage in 40 minutes of literacy or numeracy work and then, for the remainder of the time, play video games together • Big Brothers and Sisters – Boys, Grades 7-8, return to school for games and activities • Chess Club • Drama Club • Recreation Night - Grades 7-9 students play a variety of games in the gym • Roots and Berries - Aboriginal grandparent/single parent support group • English Language Learner (ELL) gatherings and activities (10 a.m. -12 p.m.). On Saturdays around 20 ELL students from across the inner-city meet at Spruce Avenue School to participate in a series of fun activities to help them in their English language development. Many parents join in with their children • Soccer • Volleyball • Basketball • Badminton • Mixed Softball • Parent Muffin Morning • Meet the Staff BBQ • Alex Decoteau Run • Halloween Dance • Gift of Reading - Every student in school gets a book • Turkey Christmas dinner - Whole school enjoys turkey dinner • Dodgeball tournament • Snowshoe Club • Touch of Class Formal Day and dinner • Multicultural Celebration • Volunteer appreciation • Grade 9 Farewell Graduation • Awards Ceremony • Summer at CCEP - Summer activity camps for CCEP students • Tools for Schools - provide school supplies to students

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

Educational Impact

If McCauley School closes, elementary students in the regular program will become part of a larger peer group at John A. McDougall School and junior high students in the regular program will become part of a larger peer group at Spruce Avenue School.

At both John A. McDougall and Spruce Avenue schools, 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, John A. McDougall and Spruce Avenue schools may need to hire additional staff. Both schools would engage in welcoming and community building activities to support successful transition to the new schools.

Financial Impact – Operational and Capital

The current school budget for McCauley is \$1,845,296.

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

Sources	Amount
Resource Allocation	1,699,202
Carry Forward from Previous Year	11,688
Learning Resources Credit	1,125
Lease/Rent	11,510
Parking Fees	913
Miscellaneous	118,215
School Generated Funds	2,643
Total	1,845,296

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

Distribution of Resources	Amount
Staffing Costs	1,691,509
Services, Supplies and Equipment	151,144
School Generated Funds	2,643
Total	1,845,296

If McCauley School is closed, the budgeted funds will be available for use in other schools. Based on Capital Inspection Report, McCauley School is in good condition.

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

Educational Impacts

If McCauley School remains open, its projected student population is 161 students for September 2010. The school will continue to offer regular programming for students in multi-grade class groupings in elementary grades. As well, McCauley School will continue to offer the junior high Opportunity and Behaviour and Learning Assistance Special Education programs. The school will be

limited in programming options available for its students. Students in junior high school will continue to be transported to Spruce Avenue School to access Career and Technology Studies facilities.

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 161 students, the total annual cost to operate McCauley School would be consistent with this year's budget of \$1,845,296.

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

According to the provincial Facilities Condition Index, John A. McDougall School is in very good condition. John A. McDougall School is able to accommodate the potential increased student enrolment without additional capital. Spruce Avenue School is in fair condition and is able to accommodate the potential increased student enrolment without additional capital.

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

Should McCauley 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.

- 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 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 McCauley 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 **McCauley 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

It is not possible to respond to individual questions or inquiries prior to the public meeting which is scheduled for **7 p.m., March 8, 2010 at McCauley 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)

EDMONTON PUBLIC SCHOOL: McCauley (520) - Elementary/Junior High - 9538 - 107 Avenue NW

Viability Benchmark for each category in brackets ()

STUDENT ENROLMENT 2009/10

Meets Viability Benchmark No

Number of Students Per Grade:					Elementary 90 (140)			Jr High 83 (150)			Sr High 0 (400)			TOTAL
EE	K	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	
12	12	12	6	12	11	6	19	26	31	26	0	0	0	173

** Full Day Kindergarten

Student Enrolment by Program:

Meets Viability Benchmark No

	Regular	District Centre	Early Ed	Total
Elementary	78 (140)	0	12	90
Junior High	58 (150)	25	0	83

District Centre: Behaviour and Learning Assistance (BLA); Literacy; Opportunity

Student Enrolment at Entry Level:

Meets Viability Benchmark No

Elementary (034)		Jr High (050)		Sr High (135)	
K	Gr.1	Gr.7		Gr.10	
12	12	26		0	

Historical Enrolment:

2005	2006	2007	2008	2009	
213	221	199	175	173	18.8% Overall % Decline from 2005

EDMONTON PUBLIC SCHOOL POPULATION

Meets Viability Benchmark No

137	Total Number of EPSB Elementary Students Residing in McCauley Attendance Area (280)
55	Total Number of EPSB Elementary Students Residing in McCauley Attendance Area Attending McCauley (140)
171	Total Number of EPSB Jr High Students Residing in McCauley Attendance Area (300)
48	Total Number of EPSB Jr High Students Residing in McCauley Attendance Area Attending McCauley (150)

STUDENT SPACE AND COST

Meets Viability Benchmark No

225	Total Number of Weighted Student Spaces		
53%	Percentage of Student Space Occupied (50%)	255	Amount of Unfunded Student Space
		\$115,994.40	Cost of Unfunded Student Space
428	ACOL School Capacity	40%	Percentage of Funded Space (50%)
0	Number of Portable Classrooms on Site		

LOCATION AND ACCESSIBILITY

Meets Viability Benchmark No

5	Number of EPSB Schools within a 1.6 km radius (3)			
3245	Number of Unfunded Student Spaces in the Sector	CENTRAL	Sector	D Ward

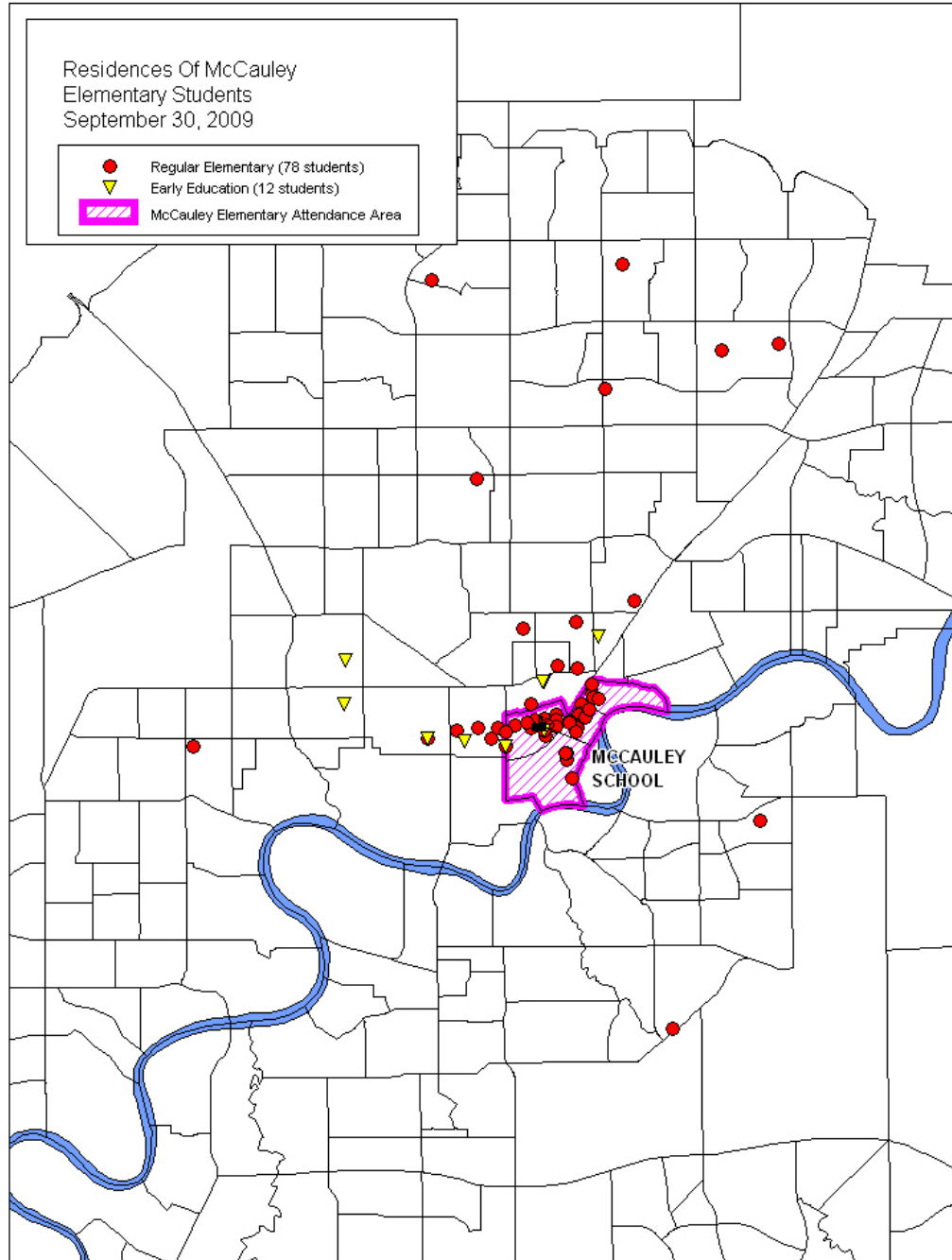
Existing Leases in the School: MULTICULTURAL HEALTH BROKERS CO-OPERATIVE LTD - 78.5 m²; CHILD SERVICES/ALTA INFRASTRUCTURE - 82.89 m²;**Facility Information and Condition**

1911	Year School was Built	36	Provincial Utilization Rate
Good	District Capital Inspection (Acceptable, Good, Excellent)		

Local Conditions:**Recommended Facility Strategy and Timeline**

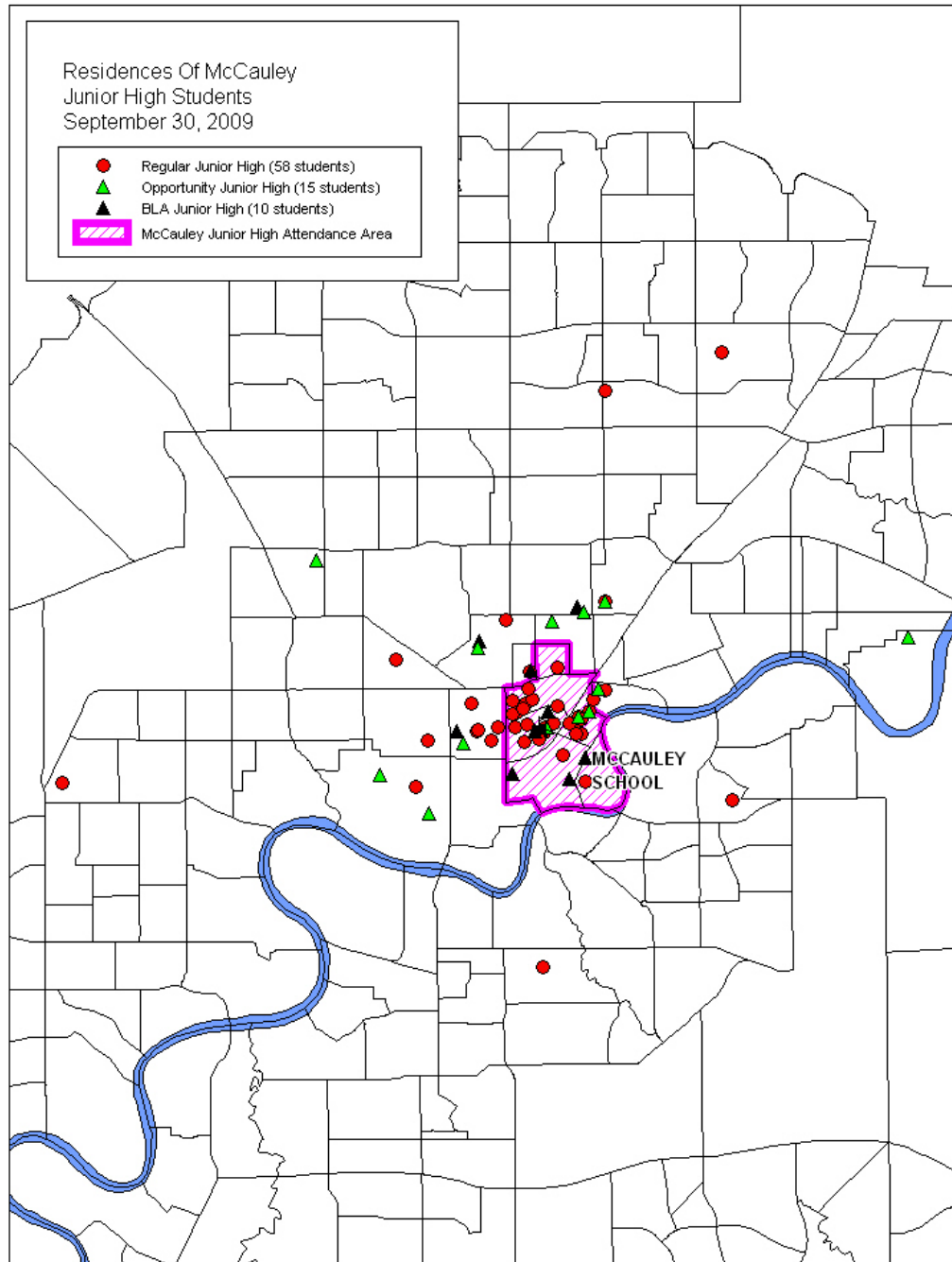
- Year:

McCauley School Elementary Student Scatter Map



Prepared by Planning, Edmonton Public Schools
McCauley EL nbhds 2.WOR

McCauley School Junior High Student Scatter Map



Prepared by Planning, Edmonton Public Schools
McCauley JH nbhds 2.WOR

PARKDALE SCHOOL

Parkdale 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 Parkdale School for closure (Appendix V). The recommendation to close Parkdale School was considered in accordance with the criteria outlined in Board Policy FL.BP – School Closures (Appendix IV).

A public meeting was held on March 10, 2010 to hear public representations regarding the potential closure of Parkdale School. The following arrangements, which meet or exceed requirements as set out in the provincial *Closure of Schools Regulation* (Appendix V), 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*.
- 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 10, 2010 at Parkdale School to share information and receive input from parents and community members about the possible closure of Parkdale School. Of the participants who signed in at the meeting, there were 29 parents, 15 community members, 19 staff members and 35 others. One attendee did not self identify. District staff from the Superintendent's office and the Planning department was also

in attendance. The following trustees were in attendance: Board Chair Fleming, Trustees Colburn, 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.

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 Parkdale School?
3. What are your concerns or ideas related to the proposed closure of Parkdale 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.

Through the closure process and the public meeting, parents and community members provided questions and feedback regarding the school closure process and the implications of closing Parkdale School. The majority of these questions and comments centered on the following themes:

- Accuracy of data and the sector review/school closure process
- Daycare and lunch programs
- Demographics, urban sprawl and revitalization initiatives
- Financial cost to parents
- Funding and calculation of excess school space
- Modified Calendar
- Programming and staffing at the receiving school(s)
- Transition to the receiving school(s)
- Transportation
- Use of closed school buildings

Transcribed questions and comments from the March 4, 2010 meeting were posted on the District website at www.epsb.ca.

Recommendation

The rationale to consider the closure of Parkdale School is based on factors that include:

- low and declining student enrolment
- a maturing neighbourhood with the number of school aged children in decline
- the amount of excess space in elementary and junior high schools in this area of the city
- the changing needs of the neighbourhood population

- Delton School would accommodate elementary students residing in the northern areas of CCEP. With 355 students, the Delton attendance area holds the largest number of resident students. Retention of Delton School provides elementary programming closest to where students reside. Additionally, Delton School currently accommodates one Division I Behaviour and Learning Assistance class. The addition of a second Division II Behaviour and Learning Assistance class at Delton School would provide continuity of instruction and greater flexibility in organizing for instruction.
- As of September 30, 2009 there were 324 junior high students enrolled in CCEP schools. This enrolment is sufficient for a single junior high school location.
- Spruce Avenue School is the recommended junior high school as it is the only school within CCEP that has specialized CTS program space. Currently, CCEP junior high students are transported from Parkdale and McCauley schools to Spruce Avenue School to access CTS programming. Consolidation to Spruce Avenue School will eliminate the need to transport students to access CTS programming.

Consideration to close Parkdale School is consistent with a long term sector planning approach to ensure that the learning needs of students are met and that programs are sustainable to serve the Parkdale community and the City Centre Education Partnership for years to come.

Enrolment, Grade Organization, Capacity, Staffing and Operational Costs

Parkdale School offers a regular program for students in Kindergarten to Grade 9 and a Literacy Program for students in Grades 4-9. Enrolment at Parkdale School was 187 students on September 30, 2009. Of the 187 students enrolled, 154 students were registered in the regular program and 33 students in the Literacy Program.

Current Enrolment and Programs (September 30, 2009)

Program	EE	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	Total
Regular	6	15	10	11	8	16	9	10	23	24	22	154
Literacy						1	4	5	7	6	10	33
Total	6	15	10	11	8	17	13	15	30	30	32	187

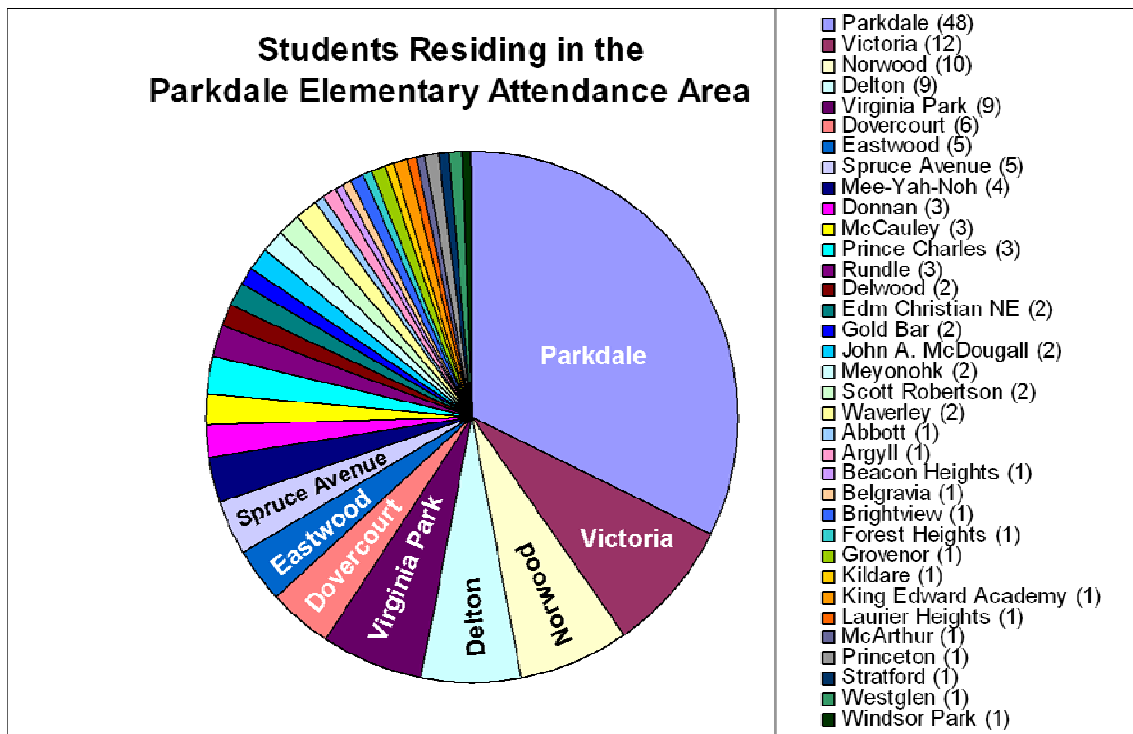
The elementary student enrolment is insufficient to organize one class per grade. The school has organized multi-grade groupings for all grade levels. The junior high program is organized as one class per grade.

Current Grade Organization (September 30, 2009)

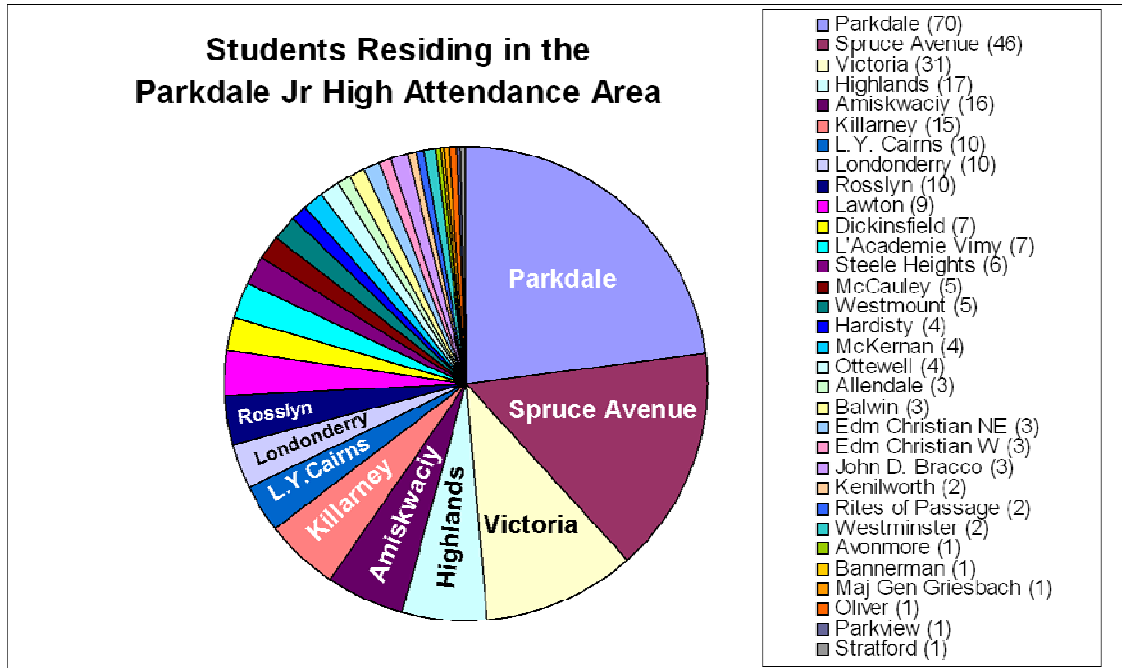
Regular		
	Early Learning	6
	Kindergarten	15
	Grade 1, 2 combined	21
	Grade 3, 4 combined	24
	Grade 5, 6 combined	19
	Grade 7	23

	Grade 8	24
	Grade 9	22
Literacy		
	Grade 4, 5, 6 combined	10
	Grade 7, 8 combined	10
	Grade 8, 9 combined	13
TOTAL		187

There are 149 EPSB elementary students residing in the Parkdale School elementary attendance area. As shown in the following pie chart, 48 students attend Parkdale School and the remaining 101 students attend various other District schools. This information is based on September 30, 2009 enrolment.



The attendance area for the regular junior high program at Parkdale School consists of the Delton, Eastwood and Parkdale neighbourhoods. There are 303 EPSB junior high students residing in the Parkdale School attendance area. As shown in the following pie chart, 70 students attend Parkdale School and the remaining 233 students attend various other District schools. This information is based on September 30, 2009 enrolment.

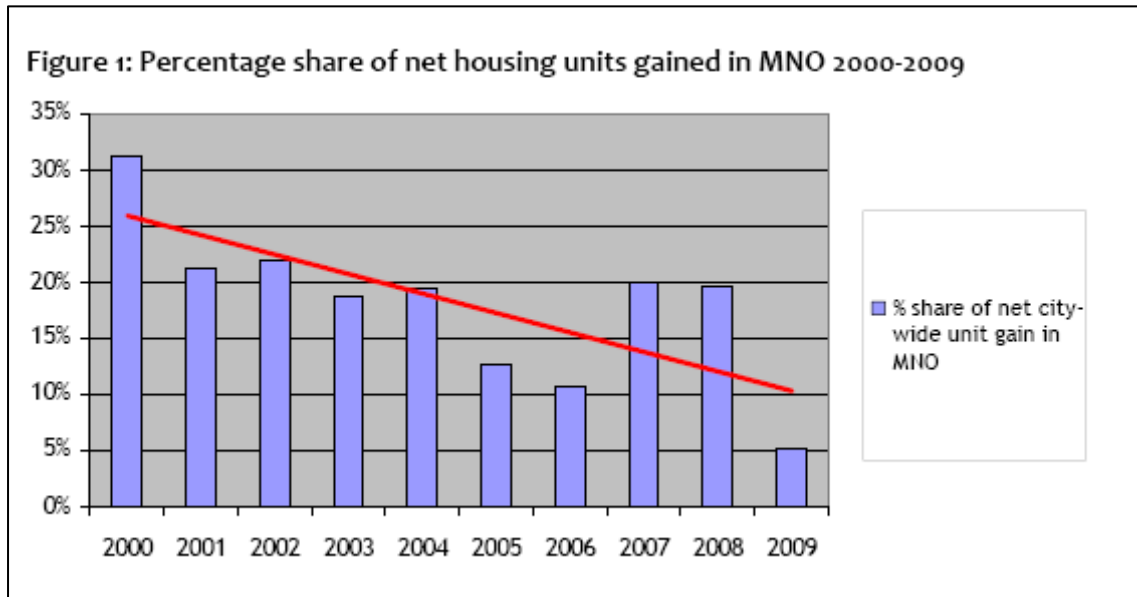


Parkdale: Current and Future Residential Development

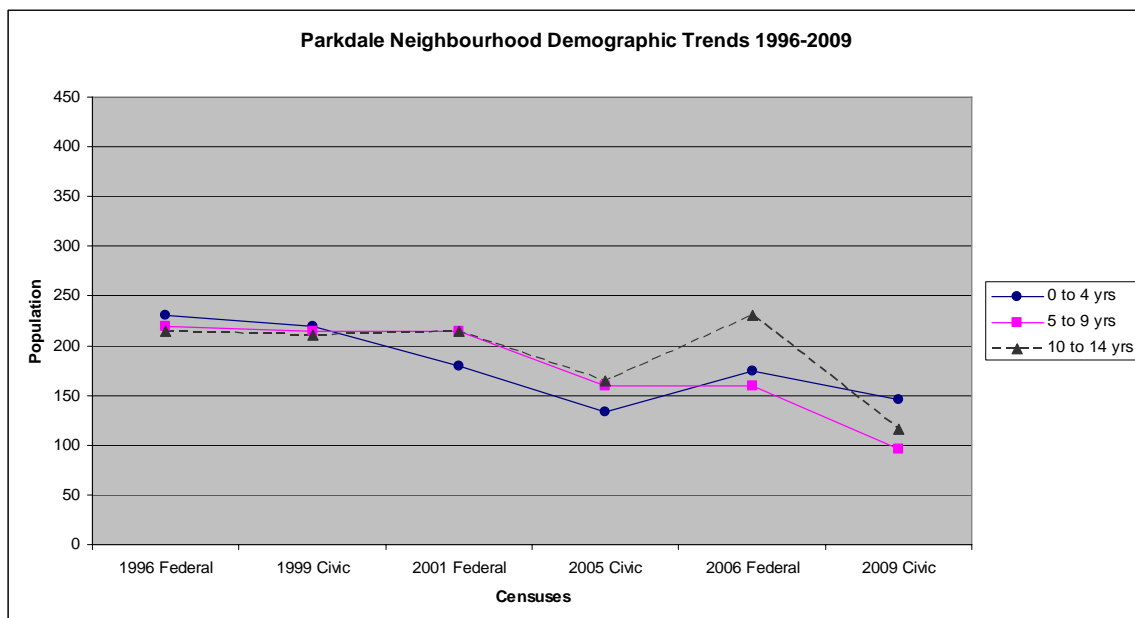
Parkdale School is located in the Parkdale neighbourhood. A number of city plan bylaws are in place to guide development and redevelopment in the area. These plans include the Alberta Avenue/Parkdale Area Redevelopment Plan, first adopted in August, 1979; the Coliseum Station Area Redevelopment Plan, first adopted in January, 1983; and the Avenue Initiative Redevelopment Strategy created in 2005. The most significant influencing plan on the Parkdale attendance area is the Coliseum Station Area Redevelopment Plan. It supports intensified residential development in close proximity to the Coliseum LRT Station. While the Plan has been in place since 1983, Federal Census indicates that only 55 new housing units were realized in the Parkdale attendance area 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 neighbourhoods, such as Parkdale, included in the Mature Neighbourhood Overlay (MNO) in Edmonton, 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 approved 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 Parkdale.

Parkdale Neighbourhood Residential Development Trends 1986-2006		
Neighbourhood (using Federal Census Tract)	Dwellings constructed prior to 1986	Dwellings constructed between 1986-2006
Parkdale	1,110	55

2006 Census Tract Profile, Statistics Canada



Mature Neighbourhood Reinvestment (2009) and Decade in Review (2000-2009), City of Edmonton. MNO – Mature Neighbourhood Overlay.



School Capacity

Parkdale School was built in 1912. The provincial Area Capacity and Utilization Report rate for Parkdale School is 495 student spaces (46 per cent utilization rate). The Parkdale School facility consists of 14 classrooms, four special needs classrooms, two leased spaces, a computer lab, a music room, a fitness room, a library and a gymnasium with a stage. Parkdale's School Profile is provided as Attachment II.

Cost of Staff and Operations for the Educational Programs

There are currently 18.555 full time equivalent staff positions at Parkdale School. The chart below indicates specific staffing amounts and full time equivalents by position.

11.355 FTE	Teacher
0.900 FTE	Principal
1.000 FTE	Assistant Principal
1.000 FTE	Head Custodian
1.000 FTE	Custodian
1.000 FTE	Secretary D
0.300 FTE	Library Technician D
1.000 FTE	Educational Assistant E
1.000 FTE	Administrative Assistant F

The total operating and instructional allocations and grants provided to Parkdale School for 2009-2010 was \$1,836,759. Instructional and Plant Operational and Maintenance funding is distributed by the province on a per student basis.

Recommended Designated Elementary Receiving School

The current 15 Grade 6 students will move to junior high school next year. If Parkdale School were to close, the remaining 64 regular elementary students would be designated to Delton School. The Administration is recommending Delton School for a number of reasons.

- Delton School is the nearest elementary school to most Parkdale residents.
- There are several pedestrian connections at controlled and uncontrolled crossings between Parkdale and Delton neighbourhoods.
- Amalgamation of the Parkdale School regular program with Delton 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.
- Delton School can accommodate students from Parkdale School

If Parkdale School were to close, students attending Parkdale School and eligible for the Literacy program will be provided access to the elementary Literacy program at Kensington School or another special education district centre program closer to where they reside. Both Parkdale and Kensington schools are located within Transportation Zone 5.

Recommended Designated Junior High Receiving School

The current 32 Grade nine students will move to high school next year. If Parkdale School were to close, the remaining 47 regular junior high students would be designated to Spruce Avenue School. The administration is recommending Spruce Avenue School for a number of reasons.

- There are several pedestrian connections at controlled and uncontrolled crossings between Parkdale and Spruce Avenue neighbourhoods.
- Spruce Avenue School is the only school within CCEP that has specialized CTS program space. Currently, CCEP junior high students are transported from Parkdale and McCauley schools to Spruce Avenue School to access CTS programming. Consolidation to Spruce Avenue School will eliminate the need to transport students to access CTS programming.
- Amalgamation of the Parkdale School regular junior high program with Spruce Avenue School will provide more opportunities 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.
- Spruce Avenue School can accommodate students from Parkdale School.

If Parkdale School were to close, the 13 Division III Literacy program students attending Parkdale School will be also be designated to Spruce Avenue School or be provided access to another existing special education district centre closer to where they reside.

Transportation

Upon Board approval:

- a. Yellow bus service will be available for elementary students residing in the CCEP attendance areas where a school or program is closed, to the designated receiving elementary school.
- b. The preferred method of transportation for junior high students in CCEP schools is Edmonton Transit.
- c. Transportation fees will be subsidized by the District at no cost to parents for students who attend CCEP schools.

No major changes are anticipated to transportation services for students in the special education program.

Parkdale School is located in Transportation Zone 5. There are four students who are transported to the District Special Education Centre at Parkdale School. Three students live in Transportation Zone 5 and one student lives in Transportation Zone 6. These do not include students under parent provided transportation.

Impact of Closing the School on the Community

Parkdale 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 Parkdale School were to be closed. The playground at Parkdale School is owned and maintained by the City of Edmonton and this would continue.

Should Parkdale 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.

Under the Joint Use Agreement, Parkdale School's gymnasium is available for community use Monday to Friday from 1800-2200 hours. The Edmonton City Centre Church Corporation Art Start Program uses space after hours as required. Parkdale After School Care Society leases 2 classrooms.

ES:jg

Attachment I - Notice of Meeting – Wednesday, March 10, 2010

Attachment II - Parkdale School Profile 2009-2010

Attachment III - Parkdale School Elementary Student Scatter Map

Attachment IV - Parkdale School Junior High Student Scatter Map

NOTICE OF MEETING

MEETING TO CONSIDER CLOSURE OF PARKDALE SCHOOL

Date: March 10, 2010
Time: 7 p.m. to 9 p.m.
Location: Parkdale School
 Gymnasium
 11648 – 85 Street NW

INFORMATION REGARDING THE POTENTIAL CLOSURE OF PARKDALE SCHOOL

1. How the school closure would affect the attendance area defined for Parkdale School.

Parkdale School, located at 11648 – 85 Street NW, Edmonton, Alberta, offers a Kindergarten and Grades 1 to 9 regular program and Divisions II and III Literacy Program. The Board of Trustees is considering the closure of all programs accommodated at Parkdale School.

The Parkdale School elementary attendance area consists of the Parkdale East and West neighbourhoods. In the event of the closure of Parkdale School, the Parkdale attendance area will remain unchanged. **The District is proposing that elementary students residing within the Parkdale attendance area be designated to Delton School.** Confirmation of the designated receiving school will be determined in consultation with parents of Parkdale School during the School Closure Process. Delton School is located at 12126 - 89 Street NW, Edmonton, Alberta.

The Parkdale School junior high attendance area consists of the Parkdale East, Parkdale West, Delton East, Delton West, Eastwood, and Westwood neighbourhoods. In the event of the closure of Parkdale School, the Parkdale attendance area will remain unchanged. **The District is proposing that junior high students residing within the Parkdale attendance area be designated to Spruce Avenue School.** Confirmation of the designated receiving school will be determined in consultation with parents of Parkdale School during the School Closure Process. Spruce Avenue School is located at 11424 – 102 Street NW, Edmonton, Alberta.

The Literacy Program is a Special Education District Centre program that accommodates students whose residences are broadly distributed throughout Central and Northeast 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. Parkdale School is located in Transportation Zone 5. Currently students from Transportation Zones 5 and 6 attend Parkdale School.

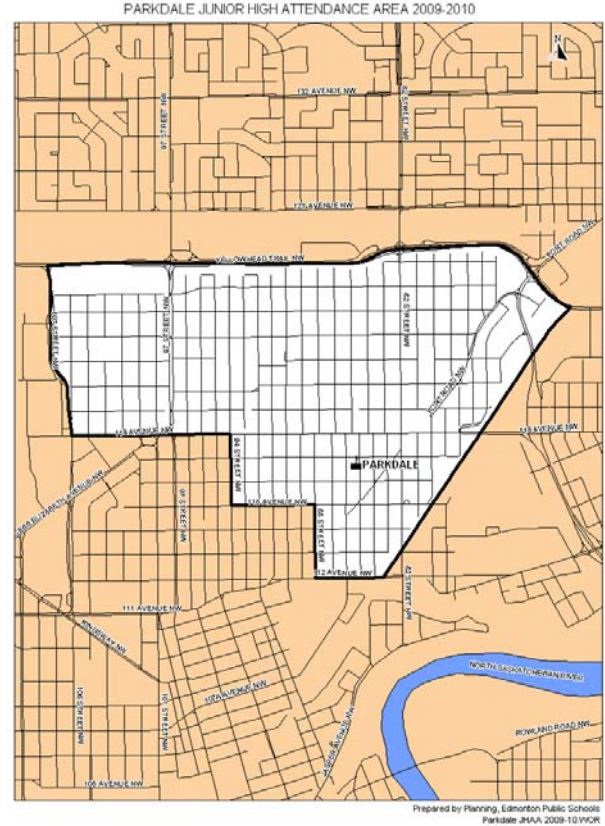
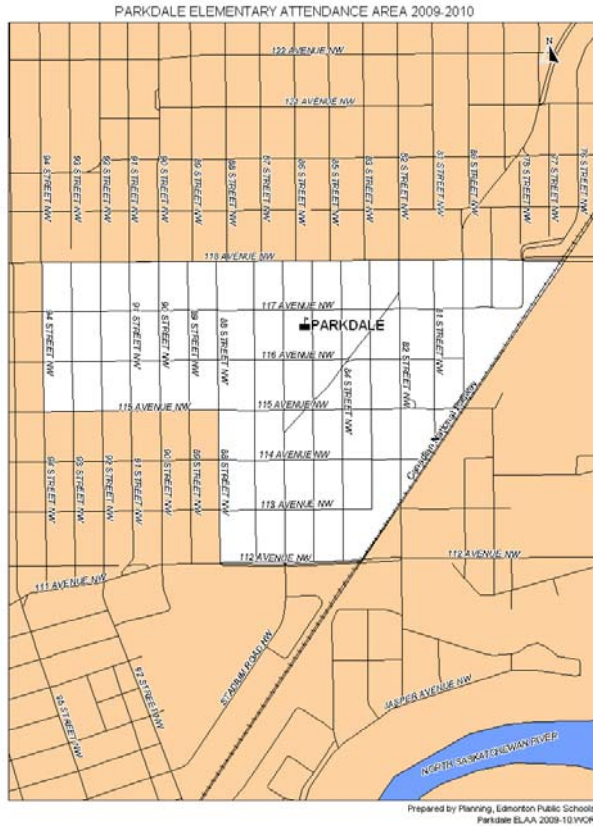
Leadership Services will consult with parents and the principal to determine the best location for individual Special Education students. **There will be space for students next year in Norwood School with the establishment of one class of the elementary Literacy Program and Spruce Avenue School with the establishment of an additional Division III Literacy class.**

Current Enrolment and Programs (September 30, 2009)

Program	EE	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	Total
Regular	6	15	10	11	8	16	9	10	23	24	22	154
Lit						1	4	5	7	6	10	33
Total	6	15	10	11	8	17	13	15	30	30	32	187

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

The following map illustrates Parkdale School’s attendance areas for 2009-2010:



2. How the closure of Parkdale School would affect the attendance at other schools.

Delton School has a capacity of 650 student spaces according to the province’s calculation of school capacity. Delton School can accommodate all students currently enrolled in the regular elementary program at Parkdale School. September 30, 2009 enrolment at Delton School was 239 students. Delton School provides programming for regular elementary, and is a district Special Education centre for the Opportunity Program and Division I Behaviour and Learning Assistance Program. The Delton School projected total enrolment for September 2010 prior to consideration of closure of Parkdale School is 225 students (Early Learning, Kindergarten and Grades 1 to 6).

If Parkdale School closes, an additional projected enrolment of 69 regular students and 6 Early Learning students could be designated to Delton School. With the addition of 76 regular students and 19 Special Education students projected enrolment from Eastwood School, the projected total school enrolment for Delton School would be 395 students for the 2010-2011 school year.

Norwood School has a capacity of 402 student spaces according to the Province’s calculation of school capacity. Norwood School can accommodate all students currently enrolled in the elementary Literacy Program at Parkdale School. September 30, 2009 enrolment at Norwood School was 139 students. Norwood School provides programming for regular elementary. The projected total enrolment for September 2010 prior to consideration of closure of Parkdale School is 125 students (Early Learning, Kindergarten and Grades 1 to 6).

If Parkdale School closes, an additional projected enrolment of 5 elementary Literacy Program students could be designated to Norwood School. With the addition of 122 regular elementary students from Spruce Avenue School, the projected total school enrolment for Norwood School would be 252 students for the 2010-11 school year.

On September 30, 2009 there were 149 public elementary students living within the Parkdale School attendance area. Forty-eight elementary students (32 per cent) chose to attend Parkdale School. Twelve students attended Victoria School, 10 students attended Norwood School, nine students attended Delton School, nine students attended Virginia Park School, six students attended Dovercourt School and five students attended Eastwood School. The remaining 50 students attended other district elementary schools. Some of the students currently attending Parkdale School could choose to attend district schools other than Delton School.

The current provincially reported school capacity for other neighbouring elementary schools are as follows: Victoria School 2565 student spaces, Norwood School 402 student spaces, Delton School 650 student spaces, Virginia Park School 204 student spaces and Dovercourt School 373 student spaces.

An additional enrolment of 57 regular junior high students and 18 Literacy Program students from Parkdale School would be designated to Spruce Avenue School. The projected total school enrolment for Spruce Avenue School with the potential enrolment of 76 McCauley junior high students would be 310 students.

On September 30, 2009 there were 303 public junior high students living within the Parkdale School attendance area. Seventy junior high students (23 per cent) chose to attend Parkdale School. Forty-six students attended Spruce Avenue School, 31 students attended Victoria School, 17 students attended Highlands School, 16 students attended Amiskwaciy Academy, and 15 students attended Killarney School. The remaining 108 students attended 26 other District junior high schools. Some of the students currently attending Parkdale School could choose to attend district schools other than Spruce Avenue School.

The current provincially reported school capacity for other neighbouring schools with junior high programming are as follows: Spruce Avenue School 497 student spaces, Victoria School 2565 student spaces, Highlands School 504 student spaces, and Killarney School 754 student spaces.

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

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>
- Parkdale School general office

Parkdale School is located in the Central Sector, which is made up of mature neighbourhoods. The recommendation to close Parkdale School is part of a long term strategy to decrease the amount of excess space in this sector 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 Parkdale School.*

The current 15 students in Grade 6 at Parkdale School will move to junior high school next year and the current 32 Grade 9 students will move to high school. If Parkdale School closes, the remaining 69 regular elementary program students and six Early Learning students will be designated to Delton School for regular elementary programming. There is space available in Delton School to accommodate all regular elementary program Parkdale School students. The 57 remaining regular Grades 6, 7 and 8 students will be accommodated at Spruce Avenue School. The five elementary Literacy special education students attending Parkdale School will be accommodated at Norwood School, or provided access to an existing Special Education District Centre closer to their resident address. The 18 Grades 6, 7 and 8 Literacy special education students attending Parkdale School will be accommodated at Spruce Avenue 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 Parkdale School closes, some students may choose other district schools. Should parents of Parkdale 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 sufficient space exists, the school 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 as currently designed for CCEP schools will continue to be available for 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 CCEP area.

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

If Parkdale School closes, the regular elementary program students designated to Delton School could have access to single grade class groupings. There would be increased funds to purchase resources, curriculum-related resources, library, 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 Parkdale School closes, the regular junior high program students designated to Spruce Avenue School would have access to single grade class groupings. There would be increased funds to purchase resources, curriculum-related resources, library, physical education equipment, technology upgrades and mathematics and science manipulative materials. Students could also have access to a wider range of complementary course offerings. Students would have access to Career and Technology Studies facilities at Spruce Avenue School eliminating the need to transport students from Parkdale as is currently the case. There would be a variety of sports teams, intramural activities, clubs, and leadership opportunities available. The potential to add alternative programming such as

Pre-Advanced Placement or a language alternative program becomes more feasible in a consolidated junior high setting.

If Parkdale School closes, students in the Behaviour and Learning Assistance (BLA) Program and Opportunity Program would benefit in the same way as students in the regular program. They would also gain from the financial supports for inclusion in a larger school. Additionally, for those students wishing to receive programming closer to home, they may choose to attend a Special Education District Centre in the area.

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

School	Delton
Staffing	<ul style="list-style-type: none"> • Increased teaching and staff for additional support, leadership, strengthened network teams and collaboration opportunities • Potential for single grade groupings in the regular program • Increased FTE Library technician • Increased subject specialists
Curriculum and Resource Program Benefits	<ul style="list-style-type: none"> • Reading Recovery • Middle Years Literacy • Balanced Literacy K-6 • Music specialist • Full time Teacher Librarian • Early Learning program • Full-day Kindergarten • Student Leadership • Olweus Antibullying Program • Yearly Artist in Residence program • Funded field trips
Support Services	<ul style="list-style-type: none"> • Family Therapist (through Family Center) • School nurse (through Alberta Health Services) • Nutritionist (through Alberta Health Services) • Partners for Kids worker (Big Brothers and Big Sisters) • In-school mentor program (BBBS) • McNally High School mentor program (BBBS) • Killarney Junior High mentor program (BBBS) • Enhanced snack program (E4C) • Aboriginal Liaison worker • CCEP Assessment team • Roots and Wings worker • Child and Family Services Liaison • Active Parent Council with Non-Profit Society
Facilities	<ul style="list-style-type: none"> • Integration of technology into all curriculum areas • SMART Boards and/or data cameras in all classrooms • On-site daycare with before and after school care • Partial building modernization in 1995 • Playground built in 1998 • Outdoor basketball court (4 nets fall 2009) • 2 newly refurbished soccer fields (fall 2009)

Extra and Co-Curricular Activities	<ul style="list-style-type: none"> • Piano • Art Start • Knitting • Running Club • Monday Magic by Rotoract • Sports for Hope by Scona students • Leadership team • Every night the gym is used for soccer practice • Outdoor Soccer team • Indoor soccer team • Mentor programs with BBBS • ORT – computer class • Family Literacy program for parents • Aboriginal dance • Healthy Chefs • Girls in Motion • Aboriginal story sacs • Library club • Book therapy by Family Therapist • Alex Decoteau Run • Nina Haggerty Art Show • Summer at CCEP • Story Avenue • Gift of Reading
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Educational opportunities and benefits that would be available to Parkdale School students through the elementary Literacy Program to be offered at Norwood School are outlined below.

School	Norwood
Staffing	<ul style="list-style-type: none"> • Increase collaboration for special education teachers/educational assistants • Possible increased FTE Library Technician • More choices for student placement
Curriculum and Resource Program Benefits	<ul style="list-style-type: none"> • Reading Recovery • Balanced Literacy for K to 6 • Music Specialist • Character Education Program • Intramurals
Support Services	<ul style="list-style-type: none"> • Family Therapist • Mentorship Program • Afterschool programs • School nurse on-site one day a week
Facilities	<ul style="list-style-type: none"> • Beautiful old school • Large classrooms with windows that open • School was modernized in 1990 • Large new playground built in 1991
Extra and Co-Curricular Activities	<ul style="list-style-type: none"> • Healthy Chefs • Alex Decoteau Run • Nina Haggerty Art Show

	<ul style="list-style-type: none"> • Summer at CCEP • Story Avenue • Gift of Reading • Art Club • Sports Club • Kids In Action • Bass Lessons (Heart of the City) • Piano Lessons (Heart of the City) • Choir • Walking Club • Indoor Games (Journal) • Intramurals • Soccer Club • Dance Club
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Educational opportunities and benefits that would be available to Parkdale School students through the junior high program offered at Spruce Avenue School are outlined below.

School	Spruce Avenue
Staffing	Increased staff to allow for department collaboration and subject expertise
Curriculum and Resource Program Benefits	<ul style="list-style-type: none"> • Literacy focus in all classes • Literacy Intervention for those students one or more years behind in reading • Character Education Program • Complimentary courses provided in-house • Student Leadership group to organize monthly student activities and develop leadership skills • Multi-graded “Spartan Support Group” to provide students with family grouping for health classes and consistent homeroom teacher for all three years at Spruce Avenue School
Support Services	<ul style="list-style-type: none"> • Family Centre – Family Therapist, Success Coach, Aboriginal Commitment Coach • Big Brothers/Big Sisters partnership – evening boys group • Morning Snack Program through partnership with E4C • “Spartan Success” after school each day to provide students with extra help
Facilities	<ul style="list-style-type: none"> • Construction lab • Foods lab • SMART Boards in all rooms
Extra and Co-Curricular Activities	<ul style="list-style-type: none"> • Snack Program - Snack provided for entire school • Junior high intramural drop in at lunch • Smudge • Spartan Success - A study club for junior high students who are in need of extra help or who are behind in their studies; Math and Language Arts teachers are present to provide support • Learning and Gaming Club - Division III students engage in 40 minutes of literacy or numeracy work and then, for the remainder of the time, play video games together • Big Brothers and Sisters - Boys grades 7-8 return to school for games and activities • Chess Club

	<ul style="list-style-type: none"> • Drama Club • Recreation Night - Grades 7-9 students play a variety of games in the gym • Roots and Berries - Aboriginal grandparent/single parent support group • English Language Learner gatherings and activities (10 a.m. – 12 p.m.). On Saturdays around 20 ELL students from across the inner city meet at Spruce Avenue School to participate in a series of fun activities to help them in their English language development. Many parents join in with their children • Soccer • Volleyball • Basketball • Badminton • Mixed Softball • Parent Muffin Morning • Meet the Staff BBQ • Alex Decoteau Run • Halloween Dance • Gift of Reading- Every student in school gets a book • Turkey Christmas dinner - Whole school enjoys Turkey dinner • Dodgeball tournament • Snowshoe Club • Touch of Class Formal Day and dinner • Multicultural Celebration • Volunteer appreciation • Grade 9 Farewell Graduation • Awards Ceremony • Summer at CCEP - Summer activity camps for CCEP students • Tools for Schools - Provide school supplies to students
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7. *The educational and financial impact of closing Parkdale School, including the effect on operational costs and capital implications.*

Educational Impact

If Parkdale School closes, elementary students in the regular program will become part of a larger peer group at Delton School and junior high students in the regular program will become part of a larger peer group at Spruce Avenue School.

At both Delton and Spruce Avenue schools, 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, Delton and Spruce Avenue schools may require additional staff. Both schools would engage in welcoming and community building activities to support successful transition to the new schools.

Financial Impact – Operational and Capital

The current school budget for Parkdale is \$1,836,759.

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

Sources	Amount
Resource Allocation	1,742,754
Learning Resources Credit	2,000
Lease/Rent	3,182
Parking Fees	822
Miscellaneous	73,001
School Generated Funds	15,000
Total	1,836,759

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

Distribution of Resources	Amount
Staffing Costs	1,654,270
Services, Supplies and Equipment	167,489
School Generated Funds	15,000
Total	1,836,759

If Parkdale School is closed, the budgeted funds will be available for use in other schools. Based on Capital Inspection Report, Parkdale School is in fair condition. If Parkdale School closes, capital funds in the amount of \$8,677,604 to modernize the school will not be required.

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

Educational Impacts

If Parkdale School remains open, its projected student population is 169 students for September 2010. The school will continue to offer regular programming for students in multi-grade class groupings in elementary grades. As well, Parkdale School will continue to offer the Divisions II and III Literacy Programming. The school will be limited in programming options available for its students. Students in junior high school will continue to be transported to Spruce Avenue School to access Career and Technology Studies facilities.

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 169 students, the total annual cost to operate Parkdale School would be consistent with this year’s budget of \$1,836,759.

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

According to the provincial Facilities Condition Index, Delton School is in fair condition. Delton School is able to accommodate the potential increased student enrolment without additional capital. Norwood School is in good condition and is able to accommodate the potential increased student enrolment without additional capital. Spruce Avenue School is in fair condition and is able to accommodate the potential increased student enrolment without additional capital.

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

Should Parkdale 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 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 Parkdale 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 **Parkdale 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

It is not possible to respond to individual questions or inquiries prior to the public meeting which is scheduled for **7 p.m., March 10, 2010 at Parkdale 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: _____

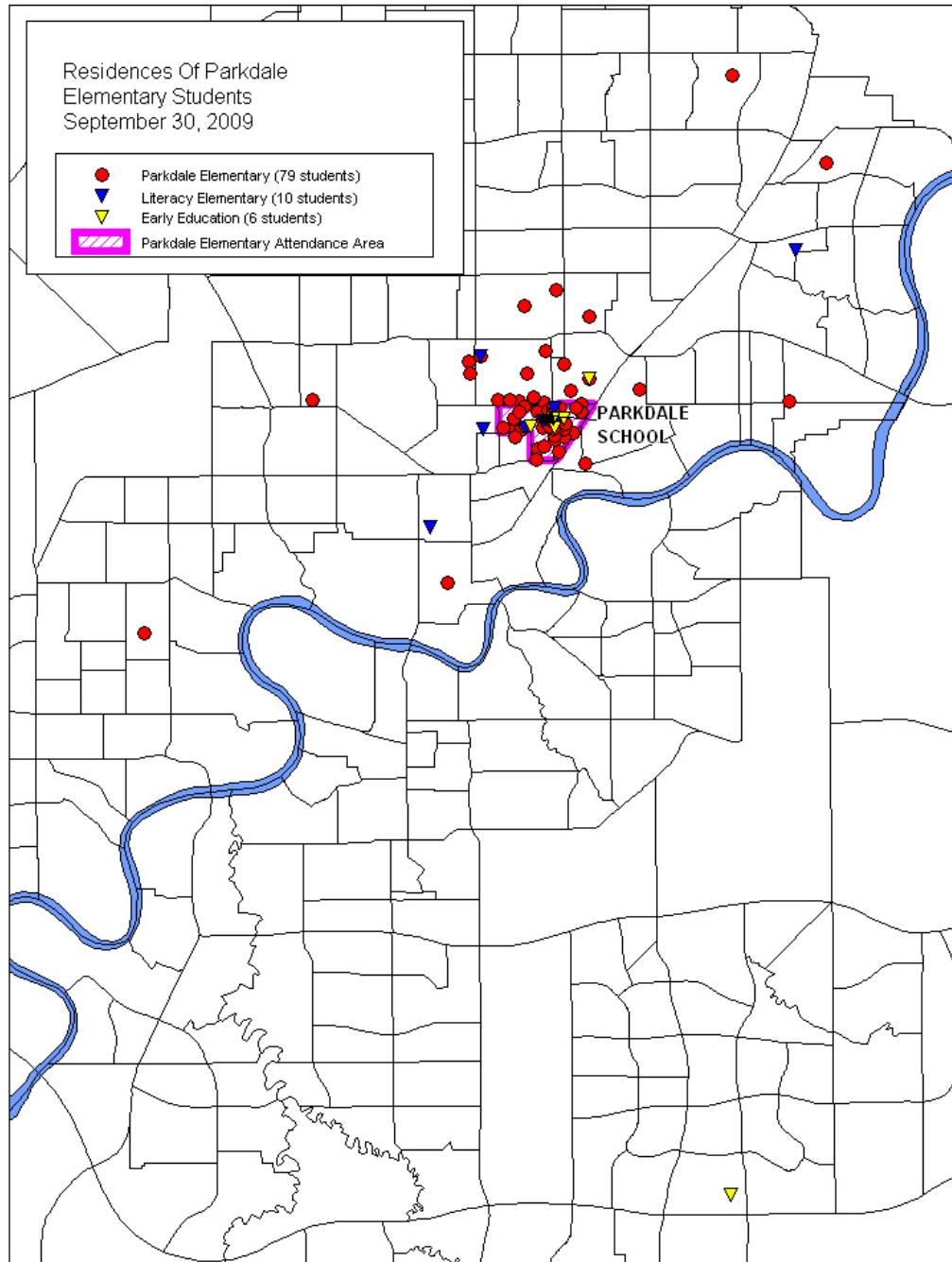
Your name and contact information are being collected by the EPSB as a record of stakeholder involvements.

School Profile -- as of Sept 30, 2009

(Generated Jan 27, 2010)

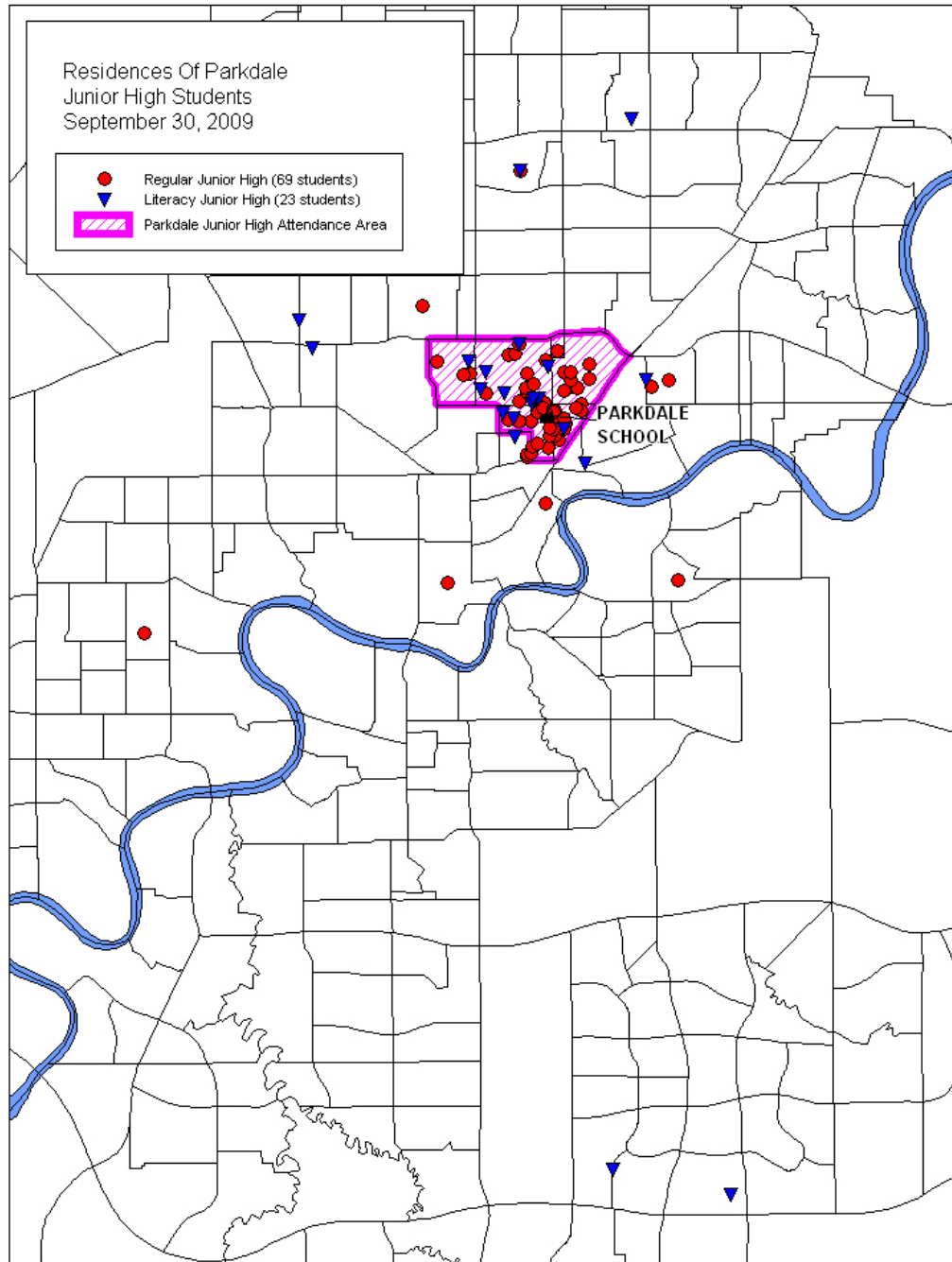
EDMONTON PUBLIC SCHOOL: Parkdale (530) - Elementary/Junior High - 11648 - 85 Street NW															
Viability Benchmark for each category in brackets ()															
STUDENT ENROLMENT 2009/10															
														Meets Viability Benchmark	No
Number of Students Per Grade:					Elementary 95 (140)			Jr High 92 (150)			Sr High 0 (400)				
EE	K	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6	Gr.7	Gr.8	Gr.9	Gr.10	Gr.11	Gr.12	TOTAL	
6	16	9	11	8	17	13	15	30	30	32	0	0	0	187	
** Full Day Kindergarten															
Student Enrolment by Program:															
														Meets Viability Benchmark	No
		Regular			District Centre			Early Ed			Total				
Elementary		79 (140)			10			6			95				
Junior High		69 (150)			23			0			92				
District Centre: Literacy															
Student Enrolment at Entry Level:															
														Meets Viability Benchmark	No
Elementary (034)					Jr High (050)					Sr High (135)					
K		Gr.1			Gr.7			Gr.10							
16		9			30			0							
Historical Enrolment:															
2005	2006	2007	2008	2009											
260	223	196	209	187	28.1% Overall % Decline from 2005										
EDMONTON PUBLIC SCHOOL POPULATION															
														Meets Viability Benchmark	No
149	Total Number of EPSB Elementary Students Residing in Parkdale Attendance Area (280)														
48	Total Number of EPSB Elementary Students Residing in Parkdale Attendance Area Attending Parkdale (140)														
303	Total Number of EPSB Jr High Students Residing in Parkdale Attendance Area (300)														
70	Total Number of EPSB Jr High Students Residing in Parkdale Attendance Area Attending Parkdale (150)														
STUDENT SPACE AND COST															
														Meets Viability Benchmark	No
207	Total Number of Weighted Student Spaces														
44%	Percentage of Student Space Occupied (50%)							286	Amount of Unfunded Student Space						
								\$130,095.68	Cost of Unfunded Student Space						
473	ACOL School Capacity							40%	Percentage of Funded Space (50%)						
0	Number of Portable Classrooms on Site														
LOCATION AND ACCESSIBILITY															
														Meets Viability Benchmark	No
4	Number of EPSB Schools within a 1.6 km radius (3)														
3245	Number of Unfunded Student Spaces in the Sector				CENTRAL	Sector			D	Ward					
Existing Leases in the School: PARKDALE AFTER SCHOOL CARE SOCIETY (EDMONTON) - 136 m2; EDMONTON CITY CENTRE CHURCH CORPORATION ARTSTART PROGRAM - 300 m2; BIG BROTHERS BIG SISTERS OF EDMONTON - m2;															
Facility Information and Condition															
1912	Year School was Built							46	Provincial Utilization Rate						
Acceptable	District Capital Inspection (Acceptable, Good, Excellent)														
Local Conditions:															
Recommended Facility Strategy and Timeline															
- Year:															

Parkdale School Elementary Student Scatter Map



Prepared by Planning, Edmonton Public Schools
Parkdale EL nbhds 2.WOR

Parkdale School Junior High Student Scatter Map



Prepared by Planning, Edmonton Public Schools
Parkdale JH nbhds 2.WOR

EASTWOOD SCHOOL

Eastwood 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 Eastwood School for closure (Appendix V). The recommendation to close Eastwood School was considered in accordance with the criteria outlined in Board Policy FL.BP – School Closures (Appendix VI).

A public meeting was held on March 4, 2010 to hear public representations regarding the potential closure of Eastwood School. The following arrangements, which meet or exceed requirements as set out in the provincial *Closure of Schools Regulation* (Appendix V), 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*.
- 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 Thursday, March 4, 2010 at Eastwood School to share information and receive input from parents and community members about the possible closure of Eastwood School. Of the participants who signed in at the meeting, there were 25 parents, eight community members, 17 staff members and 19 others which included MLA Brian Mason and City Councillor Tony Caterina. District staff from the Superintendent's office and the Planning department was also in attendance. The following trustees were in

attendance: Board Chair Fleming, Trustees Colburn, Esslinger, Gibeault, Gibson, Huff, Rice and Ripley.

Minutes of the meeting and the PowerPoint presentation were posted on the District website at 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 Eastwood School?
3. What are your concerns or ideas related to the proposed closure of Eastwood 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.

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

- Accuracy of data and the sector review/school closure process
- Daycare and lunch programs
- Demographics, urban sprawl and revitalization initiatives
- Financial cost to parents
- Funding and calculation of excess school space
- Modified Calendar
- Programming and staffing at the receiving school(s)
- Transition to the receiving school(s)
- Transportation
- Use of closed school buildings

Transcribed questions and comments from the March 4, 2010 meeting were posted on the District website at www.epsb.ca.

Recommendation

The rationale to consider the closure of Eastwood School is based on factors that include:

- low and declining student enrolment
- a maturing neighbourhood with the number of school aged children in decline
- the changing needs of the neighbourhood population
- a facility that requires significant capital investment for upgrades
- Delton School would accommodate elementary students residing in the northern areas of CCEP. With 355 students, the Delton School attendance area holds the largest number of resident students. Retention of Delton School provides elementary programming closest to where students reside. Additionally, Delton School currently accommodates one Division I Behaviour and Learning Assistance class. The addition of a second Division II Behaviour and Learning Assistance class at Delton

School would provide continuity of instruction and greater flexibility in organizing for instruction.

Consideration to close Eastwood School is consistent with a long term sector planning approach to ensure that the learning needs of students are met and that programs are sustainable to serve the Eastwood community, the City Centre Education Partnership and the Central Sector for years to come.

Enrolment, Grade Organization, Capacity, Staffing and Operational Costs

Eastwood School offers a regular program for students in Kindergarten to Grade 6, a Behaviour and Learning Assistance Program for students in Grades 4-6 and an Opportunity Program for students in Grades 1-6. Student enrolment is insufficient to organize one class per grade. The school has organized multi-grade groupings for all grade levels except Kindergarten and Grade 4.

Enrolment at Eastwood School was 106 students on September 30, 2009. Of the 106 students enrolled, 84 students were registered in the regular program, four students in the Behaviour and Learning Assistance program, and 18 students in the Opportunity program.

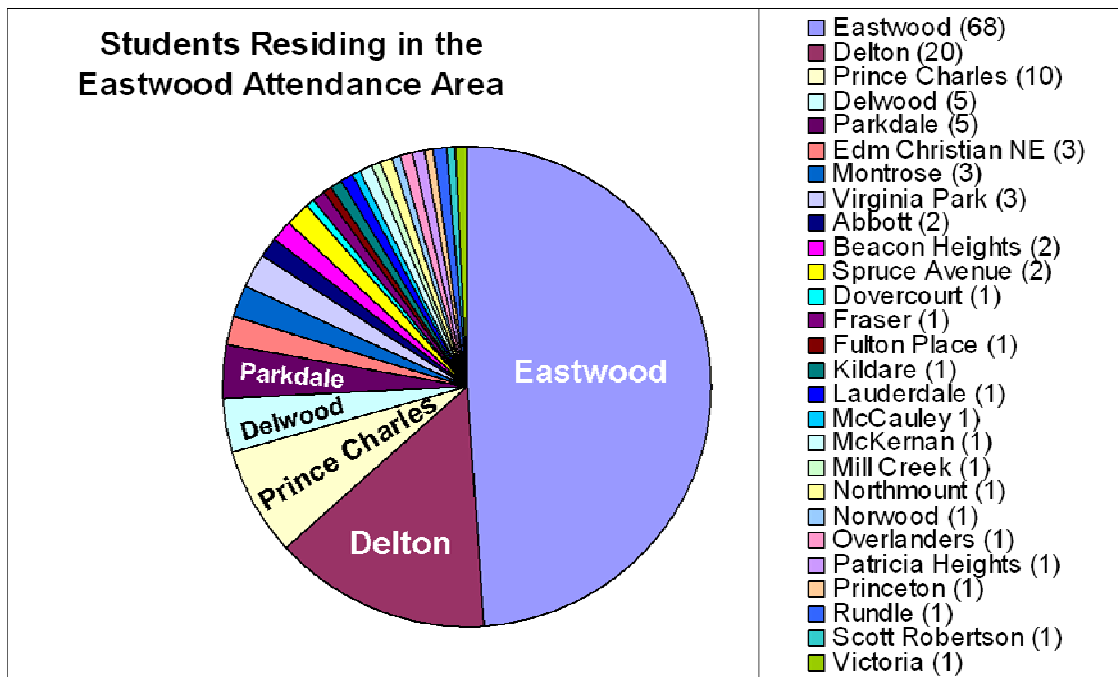
Current Enrolment and Programs (September 30, 2009)

Program	EE	K	G1	G2	G3	G4	G5	G6	Total
Regular	0	18	13	8	14	11	12	8	84
BLA						3	1		4
Opp			1	2	4	4	4	3	18
Total	0	18	14	10	18	18	17	11	106

Current Grade Organization (September 30, 2009)

Regular		
	Full day Kindergarten	18
	Grade 1, 2 combined	17
	Grade 2, 3 combined	18
	Grade 4	11
	Grade 5, 6 combined	20
BLA		
	Grade 4, 5 combined	4
OPP		
	Grade 1, 2, 3 combined	7
	Grade 4, 5, 6 combined	11
TOTAL		106

There are 139 EPSB elementary students residing in the Eastwood School attendance area. As shown in the following pie chart, 68 students attend Eastwood School and the remaining 71 students attend various other District schools. This information is based on September 30, 2009 enrolment.

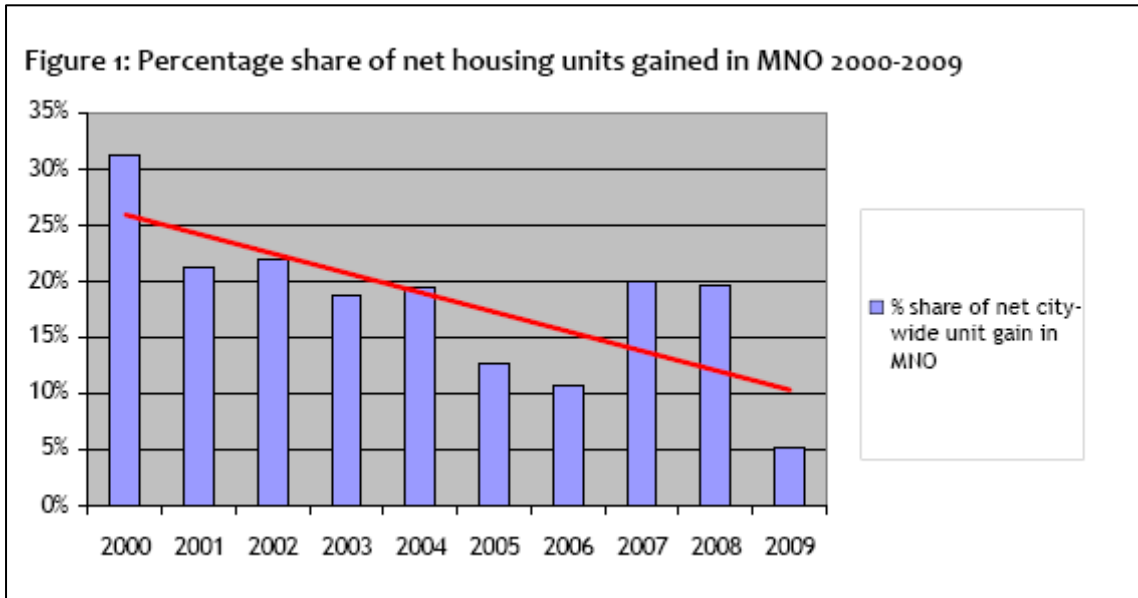


Eastwood: Current and Future Residential Development

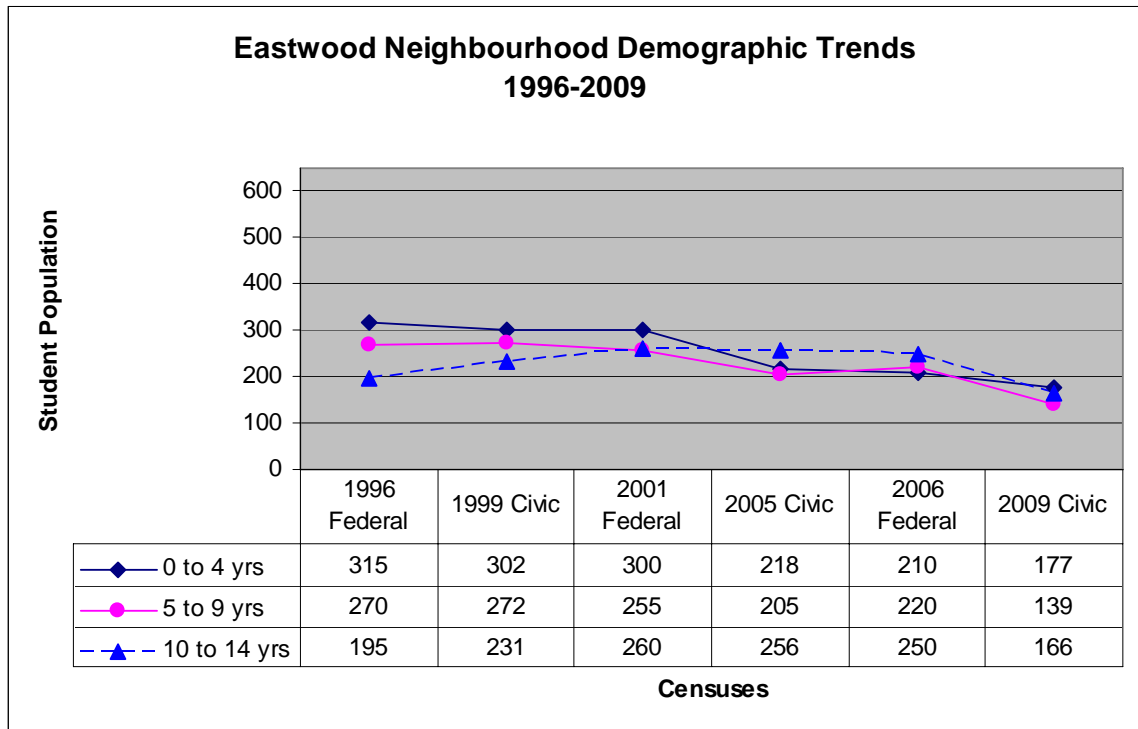
Eastwood School is located in the Eastwood Neighbourhood. A number of city plan bylaws are in place to guide development and redevelopment in the area. These plans include the Alberta Avenue/Eastwood Area Redevelopment Plan, first adopted in August 1979; the Coliseum Station Area Redevelopment Plan, first adopted in January 1983; and the Avenue Initiative Redevelopment Strategy created in 2005. The most significant influencing plan on the Eastwood attendance area is the Coliseum Station Area Redevelopment Plan. It supports intensified residential development in close proximity to the Coliseum LRT Station. While the Plan has been in place since 1983, Federal Census indicates that only 55 new housing units were realized in the Eastwood attendance area 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 neighbourhoods, such as Eastwood, included in the Mature Neighbourhood Overlay (MNO) in Edmonton, 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 approved 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 Eastwood.

Eastwood Neighbourhood Residential Development Trends 1986-2006		
Neighbourhood (using Federal Census Tract)	Dwellings constructed prior to 1986	Dwellings constructed between 1986-2006
Eastwood	1,110	55

2006 Census Tract Profile, Statistics Canada



Mature Neighbourhood Reinvestment (2009) and Decade in Review (2000-2009), City of Edmonton. MNO – Mature Neighbourhood Overlay.



School Capacity

Eastwood School was built in 1922. The capacity of Eastwood School is 689 student spaces according to the provincial Area Capacity and Utilization Report (20 per cent utilization rate). The Eastwood School facility consists of 15 classrooms, three special needs

classrooms, three leased classrooms, one lunchroom, a library and a gymnasium with a stage. Eastwood's School Profile is provided as Attachment II.

Cost of Staff and Operations for the Educational Programs

There are currently 15.380 full time equivalent staff positions at Eastwood School. The chart below indicates specific staffing amounts and full time equivalents by position.

9.099 FTE	Teacher
1.000 FTE	Principal
1.000 FTE	Custodian
0.938 FTE	Custodial Assistant
1.000 FTE	Educational Assistant D
0.343 FTE	Library Technician D
1.000 FTE	Educational Assistant E
1.000 FTE	Administrative Assistant F

The total operating and instructional allocations and grants provided to Eastwood School for 2009-2010 was \$1,497,411. Instructional and Plant Operational and Maintenance funding is distributed by the province on a per student basis.

Recommended Designated Receiving School

The current eight regular program Grade 6 students and three Opportunity program students will move to junior high school next year. If Eastwood School were to close, the remaining 76 regular program students would be designated to Delton School. The administration is recommending Delton School for a number of reasons.

- Delton School is the nearest elementary school to most Eastwood residents.
- There are pedestrian connections at controlled and uncontrolled crossings between Eastwood and Delton neighbourhoods.
- Amalgamation of the Eastwood School regular program with Delton 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.
- Delton School can accommodate students from Eastwood School.
- The addition of a Division II Behaviour and Learning Assistance class at Delton School will provide continuity of programming and flexibility in organizing for instruction.

If Eastwood School were to close, the four Behaviour and Learning Assistance program students and the 15 Opportunity program students attending Eastwood School will be also be designated to Delton School, or provided access to another existing special education district centre closer to where they reside.

Transportation

Upon Board approval:

- a. Yellow bus service will be available for elementary students residing in the CCEP attendance areas where a school or program is closed, to the designated receiving elementary school.
- b. The preferred method of transportation for junior high students in CCEP schools is Edmonton Transit.
- c. Transportation fees will be subsidized by the District at no cost to parents for students who attend CCEP schools.

No major changes are anticipated to transportation services for students in the special education program.

Eastwood School is located in Transportation Zone 5. There are 10 students who are transported to the District Special Education Centre at Eastwood School. Five students live in Transportation Zone 5 and five students live in Transportation Zone 6. These do not include students under parent provided transportation.

Impact of Closing the School on the Community

Eastwood 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 Eastwood School were to be closed. The playground at Eastwood School is owned and maintained by Edmonton Public Schools and this would continue.

Should Eastwood 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.

Eastwood School does not provide Joint Use Agreement after hours access as per the direction of the principal. ABC Head Start Society leases two classrooms. The McCauley Community After School Care Association leases one classroom. If requested, alternative accommodations would be explored for the rental and lease groups.

ES:jg

Attachment I - Notice of Meeting – Thursday, March 4, 2008

Attachment II - Eastwood School Profile 2009-2010

Attachment III - Eastwood Student Scatter Map

NOTICE OF MEETING

MEETING TO CONSIDER CLOSURE OF EASTWOOD SCHOOL

Date: March 4, 2010
Time: 7:00 p.m. to 9:00 p.m.
Location: Eastwood School
 Gymnasium
 12023 – 81 Street NW

INFORMATION REGARDING THE POTENTIAL CLOSURE OF EASTWOOD SCHOOL

1. How the school closure would affect the attendance area defined for Eastwood School.

Eastwood School, located at 12023 – 81 Street, Edmonton, Alberta, offers a Kindergarten and Grades 1 to 6 regular program, Grades 1 to 6 Opportunity Program and Division II Behaviour Learning Assistance Program. The Board of Trustees is considering the closure of all programs accommodated at Eastwood School.

The Eastwood School attendance area consists of the Eastwood neighbourhood. In the event of the closure of Eastwood School, the Eastwood attendance area will remain unchanged. **The District is proposing that students residing within the Eastwood attendance area be designated to Delton School.** Confirmation of the designated receiving school will be determined in consultation with parents of Eastwood School during the School Closure Process. Delton School is located at 12126 – 89 Street NW, Edmonton, Alberta.

The Behaviour and Learning Assistance Program and Opportunity Program are Special Education District Centre programs that accommodate students whose residences are broadly distributed throughout Central and Northeast 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. Eastwood School is located in Transportation Zone 5. Currently students from Transportation Zones 5 and 6 attend Eastwood School.

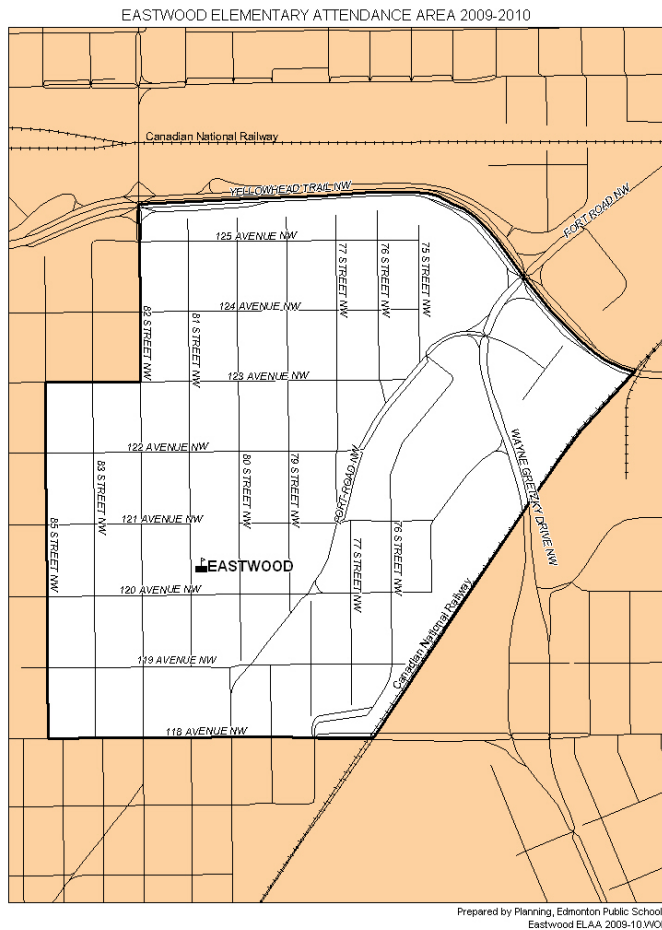
Leadership Services will consult with parents and the principal to determine the best location for individual Special Education students. There will be space for students next year in the Opportunity Program at Delton School which is located at 12126 – 89 Street NW. A Division II Behaviour and Learning Assistance (BLA) class will be established at Delton School to accommodate BLA students next year.

Current Enrolment and Programs (September 30, 2009)

Program	EE	K	G1	G2	G3	G4	G5	G6	Total
Regular	0	18	13	8	14	11	12	8	84
BLA						3	1		4
Opp			1	2	4	4	4	3	18
Total	0	18	14	10	18	18	17	11	106

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

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



2. How the closure of Eastwood School would affect the attendance at other schools.

Delton School has a capacity of 650 student spaces according to the province's calculation of school capacity. Delton School can accommodate all students currently enrolled in the regular program at Eastwood School. September 30, 2009 enrolment at Delton School was 239 students. Delton School provides programming for regular elementary, and is a District Special Education centre for the Opportunity Program and Division I Behaviour and Learning Assistance Program. The Delton School projected enrolment for September 2010 prior to consideration of closure of Eastwood School is 225 students (Kindergarten and Grades 1 to 6).

If Eastwood School closes, the eleven current Grade 6 students will transition to junior high. The remaining enrolment of 76 regular students and 4 BLA students and 15 Opportunity students could be designated to Delton School. With the additional enrolment of 69 regular students and 6 Early Learning students from Parkdale School, the projected total school enrolment for Delton School would be 395 students for the 2010-11 school year.

On September 30, 2009 there were 139 public elementary students living within the Eastwood School attendance area. Sixty eight students (49 per cent) chose to attend Eastwood School. Twenty students attended Delton School, 10 students attended Prince Charles School, five students attended Delwood School, five students attended Parkdale School, and three students attended Edmonton

Christian School. The remaining 28 students attended other District elementary schools. Some of the students currently attending Eastwood School could choose to attend District schools other than Delton School.

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

The current provincially reported school capacity for other neighbouring schools are as follows: Delton School 650 student spaces, Prince Charles School 367 student spaces, Delwood School 644 student spaces and Edmonton Christian School 633 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 (2008-2017) and Three-Year Capital Plan (2008-2011)

The complete Edmonton Public Schools Ten-Year Facilities Plan (2009-2018) and Three-Year Capital Plan (2008-2011), are available at

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

Eastwood School is located in the Central Sector, which is made up of mature neighbourhoods. The recommendation to close Eastwood School is part of a long term strategy to decrease the amount of excess space in this sector 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 Eastwood School.*

The current 11 students in Grade 6 at Eastwood School will move to junior high school next year. If Eastwood School closes, the remaining 76 regular program students will be designated to Delton School for regular elementary programming. There is space available in Delton School to accommodate all regular program Eastwood School students. The remaining 4 Behaviour and Learning Assistance Program students and 15 Opportunity students attending Eastwood School will be accommodated at Delton 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 Eastwood School closes, some students may choose other District schools. Should parents of Eastwood 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 sufficient space exists, the school provides the appropriate program and the student meets entrance criteria.

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

ETS remains the preferred means of transportation for all junior high students in the District. Yellow bus service as currently designed for CCEP schools will continue to be available for 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 Needs programs in the CCEP area.

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

If Eastwood School closes, the regular program students designated to Delton School could have access to single grade class groupings. There would be increased funds to consider purchasing resources, curriculum-related resources, library upgrades, 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 Eastwood School closes, students in the Behaviour and Learning Assistance (BLA) Program would benefit in the same way as students in the regular program. There will be continuity of programming available at Delton School for BLA students as the school will accommodate both a Division I and II class. They would also gain from the financial supports for inclusion in a larger school. Additionally, for those students wishing to receive programming closer to home, they may choose to attend a Special Education District centre in the area. The Opportunity students from Eastwood can be accommodated within the existing Opportunity classes at Delton School.

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

School	Delton
Staffing	<ul style="list-style-type: none"> • Increased teaching and staff for additional support, leadership, strengthened network teams and collaboration opportunities • Potential for single grade groupings in the regular program • Increased Library technician time • Increased subject specialists
Curriculum and Resource Program Benefits	<ul style="list-style-type: none"> • Reading Recovery • Middle Years Literacy • Balanced Literacy K-6 • Music specialist • Full time Teacher Librarian • Early Learning program • Full day Kindergarten • Student Leadership • Olweus Antibullying Program • Yearly Artist in Residence program • Funded field trips
Support Services	<ul style="list-style-type: none"> • Family Therapist (through Family Center) • School nurse (through Alberta Health Services) • Nutritionist (through Alberta Health Services)

	<ul style="list-style-type: none"> • Partners for Kids worker (Big Brothers and Big Sisters - BBBS) • In school mentor program (BBBS) • McNally high school mentor program (BBBS) • Killarney Junior High mentor program (BBBS) • Enhanced snack program (E4C) • Aboriginal Liaison worker • CCEP Assessment team • Roots and Wings worker • Child and Family Services Liaison • Active Parent Council with Non-Profit Society
Facilities	<ul style="list-style-type: none"> • Integration of technology into all curriculum areas • Smartboards and/or data cameras in all classrooms • On site daycare with before and after school care • Partial building modernization in 1995 • Playground built in 1998 • Outdoor basketball court (4 nets fall 2009) • 2 newly refurbished soccer fields (fall 2009)
Extra and Co-Curricular Activities	<ul style="list-style-type: none"> • Piano • Art Start • Knitting • Running Club • Monday Magic by Rotoract • Sports for Hope by Scona students • Leadership team • Every night the gym is used for soccer practice • Outdoor Soccer team • Indoor soccer team • Mentor programs with BBBS • ORT – computer class • Family Literacy program for parents • Aboriginal dance • Healthy Chefs • Girls in Motion • Aboriginal story sacs • Library club • Book therapy by Family Therapist • Alex Decoteau Run • Nina Haggerty Art Show • Summer at CCEP • Story Avenue • Gift of Reading

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

Educational Impact

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

At Delton 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, Delton School may need to hire additional staff. Delton 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 Eastwood is \$1,497,411.

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

Sources	Amount
Resource Allocation	1,320,865
Carry Forward from Previous Year	6,297
Learning Resources Credit	1,000
Lease/Rent	15,700
Instructional Materials Fees	10,000
Parking Fees	850
Other Alberta Education Revenue	1,450
Miscellaneous	140,249
School Generated Funds	1,000
Total	1,497,411

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

Distribution of Resources	Amount
Staffing Costs	1,329,962
Services, Supplies and Equipment	166,449
School Generated Funds	1,000
Total	1,497,411

If Eastwood School is closed, the budgeted funds will be available for use in other schools. Based on Capital Inspection Report, Eastwood School is in poor condition and needs life cycle replacement of major components, which is typical for a facility of this age and design. If Eastwood School close, \$11,312,784 to modernize the school will not be required.

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

Educational Impacts

If Eastwood School remains open, its projected student population is 106 students for September 2010. The school will continue to offer regular programming for students in multi-grade class groupings. As well, Eastwood School will continue to offer the K-6 Opportunity Programming and Division II Behaviour and Learning Assistance Special Education programming. 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 106 students, the total annual cost to operate Eastwood School would be consistent with this year's budget of \$1,496,411.

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

According to the provincial Facilities Condition Index, Delton School is in fair condition. Delton School is able to accommodate the potential increased student enrolment without additional capital.

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

Should Eastwood 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. 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.

- i) The tenant (or tenants) may remain in the building for the remainder of the term of the lease;

- j) The tenant (or tenants) may express an interest to remain in the building for future lease renewal term;
- k) The tenant (or tenants) may terminate the lease at any time without penalty; or
- l) 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 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 Eastwood 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 **Eastwood 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
1 Kingsway
Edmonton, AB T5H 4G9
Fax: (780) 425-0323
E-mail: School.Closures@epsb.ca

It is not possible to respond to individual questions or inquiries prior to the public meeting which is scheduled for **7:00 pm, March 4, 2010 at Eastwood 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: _____

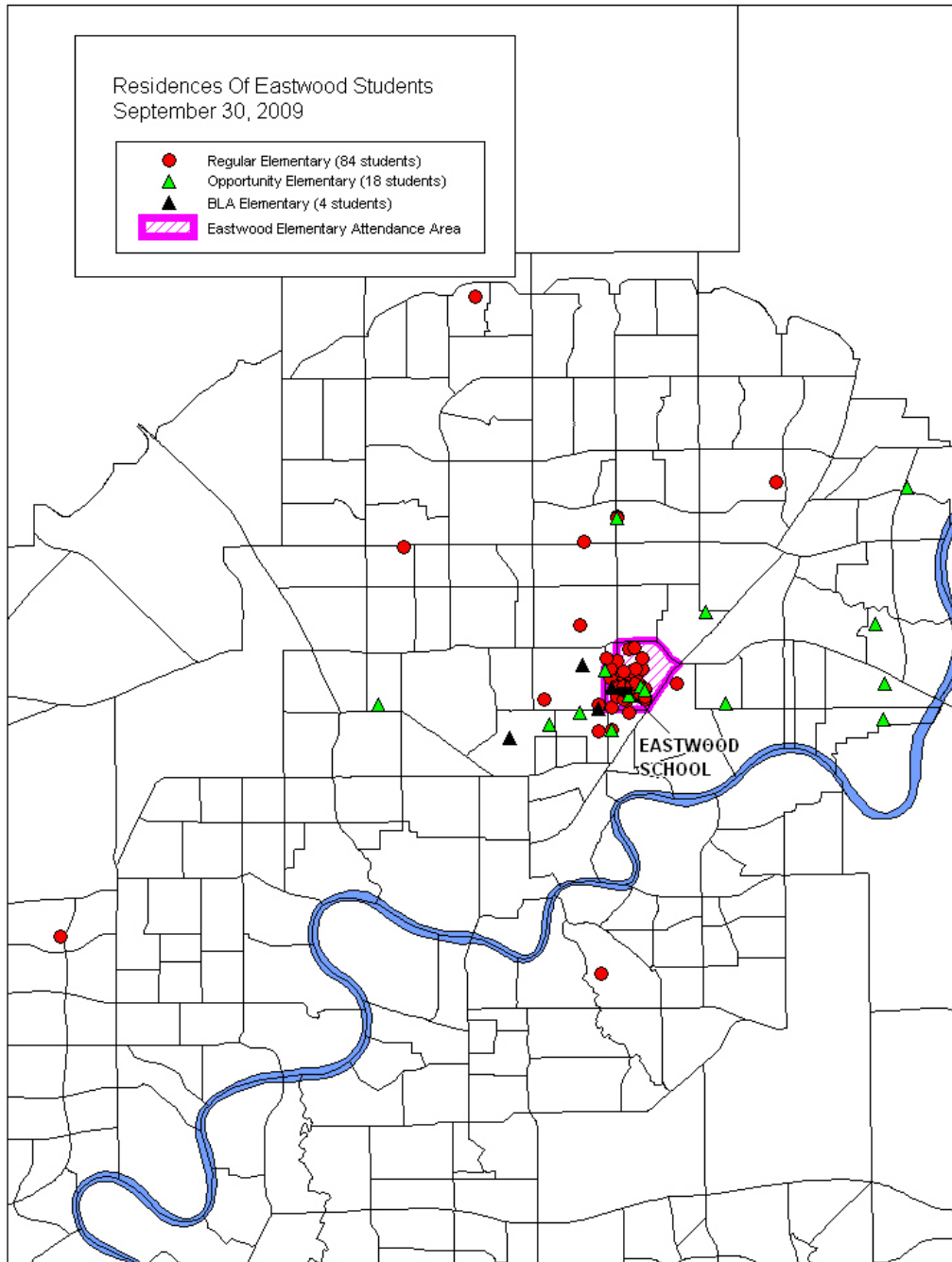
Your name and contact information are being collected by the EPSB as a record of stakeholder involvements

School Profile -- as of Sept 30, 2009

(Generated Jan 27, 2010)

EDMONTON PUBLIC SCHOOL: Eastwood (507) - Elementary - 12023 - 81 Street NW														
Viability Benchmark for each category in brackets ()														
STUDENT ENROLMENT 2009/10												Meets Viability Benchmark	No	
Number of Students Per Grade:					Elementary 106 (140)			Jr High 0 (150)			Sr High 0 (400)			
<i>EE</i>	<i>K</i>	<i>Gr.1</i>	<i>Gr.2</i>	<i>Gr.3</i>	<i>Gr.4</i>	<i>Gr.5</i>	<i>Gr.6</i>	<i>Gr.7</i>	<i>Gr.8</i>	<i>Gr.9</i>	<i>Gr.10</i>	<i>Gr.11</i>	<i>Gr.12</i>	TOTAL
0	18	14	10	18	18	17	11	0	0	0	0	0	0	106
** Full Day Kindergarten														
Student Enrolment by Program:												Meets Viability Benchmark	No	
		<i>Regular</i>			<i>District Centre</i>			<i>Early Ed</i>			<i>Total</i>			
Elementary		84 (140)			22			0			106			
District Centre: Behaviour and Learning Assistance (BLA); Opportunity														
Student Enrolment at Entry Level:												Meets Viability Benchmark	No	
Elementary (034)				Jr High (050)				Sr High (135)						
<i>K</i>		<i>Gr.1</i>		<i>Gr.7</i>		<i>Gr.10</i>								
18		14		0		0								
Historical Enrolment:														
2005	2006	2007	2008	2009	22.1% Overall %Decline from 2005									
136	150	138	122	106										
EDMONTON PUBLIC SCHOOL POPULATION												Meets Viability Benchmark	No	
139	Total Number of EPSB Elementary Students Residing in Eastwood Attendance Area (280)													
68	Total Number of EPSB Elementary Students Residing in Eastwood Attendance Area Attending Eastwood (140)													
STUDENT SPACE AND COST												Meets Viability Benchmark	No	
114	Total Number of Weighted Student Spaces													
27%	Percentage of Student Space Occupied (50%)					314	Amount of Unfunded Student Space							
						\$142,832.32	Cost of Unfunded Student Space							
420	ACOL School Capacity					25%	Percentage of Funded Space (50%)							
0	Number of Portable Classrooms on Site													
LOCATION AND ACCESSIBILITY												Meets Viability Benchmark	Yes	
2	Number of EPSB Schools within a 1.6 km radius (3)													
3245	Number of Unfunded Student Spaces in the Sector					CENTRAL	Sector		D	Ward				
Existing Leases in the School: MCCAULEY COMMUNITY AFTER SCHOOL CARE ASSOCIATION - 174.4 m2; ABC HEAD START SOCIETY - 248.1 m2;														
Facility Information and Condition														
1922	Year School was Built					20	Provincial Utilization Rate							
Marginal	District Capital Inspection (Acceptable, Good, Excellent)													
Local Conditions:														
Recommended Facility Strategy and Timeline														
- Year:														

Eastwood School Student Scatter Map



Prepared by Planning, Edmonton Public Schools
Eastwood nbhds 2.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

(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

(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

EFFECTIVE DATE: 07-11-2006

TOPIC: School Closure

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: Spruce Avenue
 Project: Renovations for Student Accommodation
 Date: April 2010

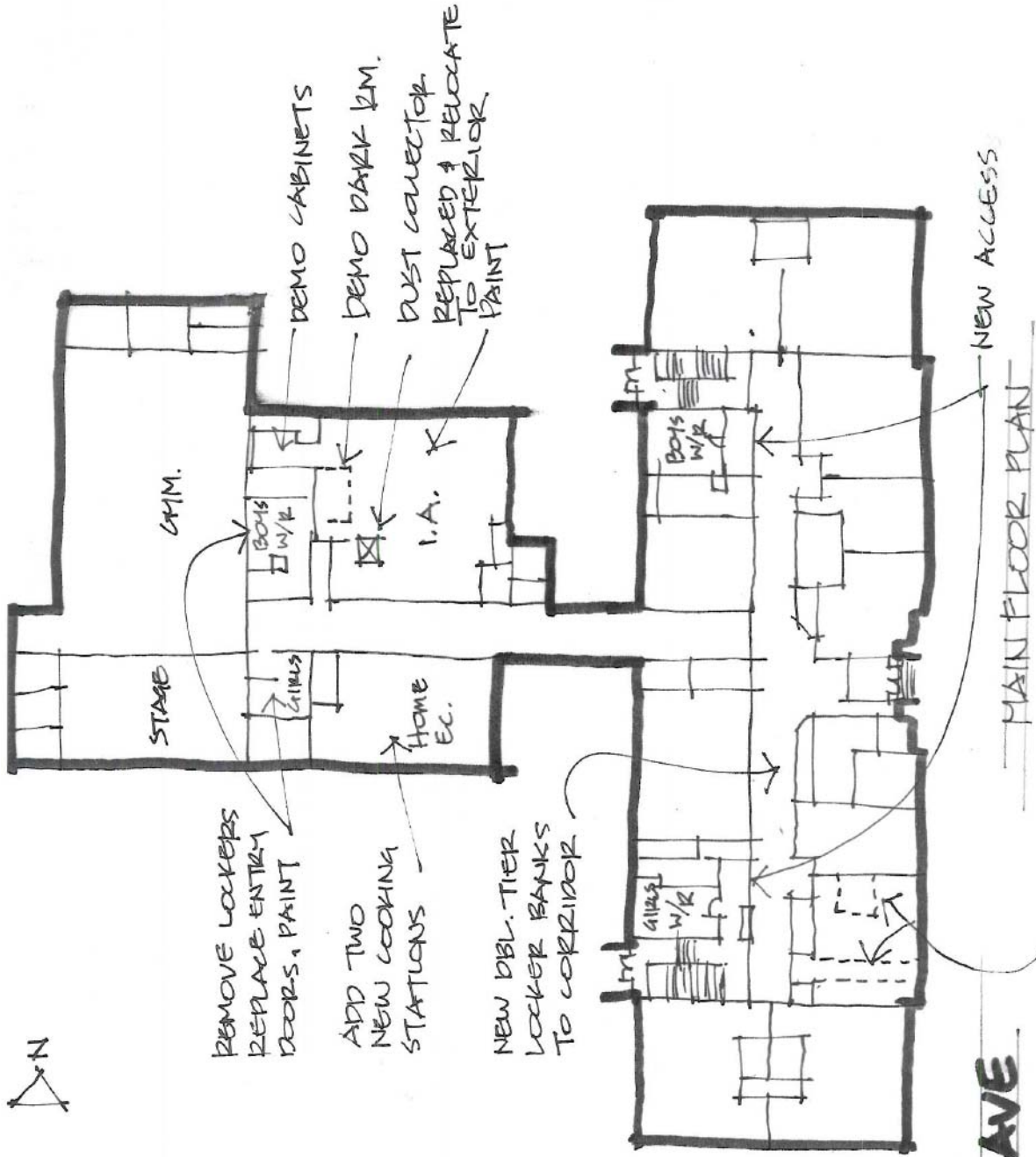
Item Description	Quantity	Unit	Unit cost	Cost
Main Floor Washroom Access Modifications				
Demo & structure for door openings	120	SF	\$100.00	\$12,000.00
Upgraded doors, frame, hardware	2	EA	\$2,500.00	\$5,000.00
VCT Flooring & Base	200	SF	\$7.50	\$1,500.00
Painting	500	SF	\$1.50	\$750.00
<u>Lighting upgrade</u>	200	SF	\$9.00	<u>\$1,800.00</u>
Subtotal				\$21,050.00
Main Floor Lockers				
<u>Prefabricated Metal Lockers Supplied & Installed</u>	48	EA	\$300.00	<u>\$14,400.00</u>
Subtotal				\$14,400.00
2nd Floor Lockers				
<u>Prefabricated Metal Lockers Supplied & Installed</u>	96	EA	\$300.00	<u>\$28,800.00</u>
Subtotal				\$28,800.00
Existing Music Room				
Remove existing practice room	85	SF	\$5.00	\$425.00
Remove existing wood frame risers	400	SF	\$3.00	\$1,200.00
Carpet & Base	800	SF	\$7.50	\$6,000.00
Suspended Acoustic Ceiling	800	SF	\$5.00	\$4,000.00
Painting	1200	SF	\$2.00	\$2,400.00
<u>Lighting upgrade</u>	800	SF	\$12.00	<u>\$9,600.00</u>
Subtotal				\$23,625.00
1954 Wing - Boys Washroom Upgrade				
Remove existing lockers, reinstate flooring	300	SF	\$10.00	\$3,000.00
Remove existing undersized entry doors / refinish larger opening	150	SF	\$15.00	\$2,250.00
Upgraded door, frame, hardware	1	EA	\$2,500.00	\$2,500.00
Cleaning / Painting	1500	SF	\$4.00	\$6,000.00
<u>Upgrade ventilation / exhaust</u>	300	SF	\$15.00	<u>\$4,500.00</u>
Subtotal				\$18,250.00
1954 Wing - Girls Washroom Upgrade				
Remove existing lockers, reinstate flooring	200	SF	\$10.00	\$2,000.00
Remove existing undersized entry doors / refinish larger opening	150	SF	\$15.00	\$2,250.00
Upgraded door, frame, hardware	1	EA	\$2,500.00	\$2,500.00
Cleaning / Painting	1200	SF	\$8.00	\$9,600.00
<u>Upgrade ventilation / exhaust</u>	200	SF	\$15.00	<u>\$3,000.00</u>
Subtotal				\$19,350.00
1954 Wing - I.A.				
Relocate dust collector to exterior c/w ductwork	1	EA	\$60,000.00	\$60,000.00
Remove dark room and millwork	300	SF	\$5.00	\$1,500.00
Cleaning / Painting	2200	SF	\$8.00	\$17,600.00
Upgrade ventilation	2200	SF	\$15.00	\$33,000.00
<u>Lighting & Electrical</u>	2200	SF	\$11.00	<u>\$24,200.00</u>
Subtotal				\$136,300.00
1954 Wing - Home Ec.				
Supply & install kitchen station millwork	2	EA	\$10,000.00	\$20,000.00
Plumbing	2	EA	\$2,500.00	\$5,000.00
Upgrade range exhaust system	8	EA	\$900.00	\$7,200.00
Electrical	2	EA	\$3,000.00	\$6,000.00
<u>Appliances</u>	2	EA	\$600.00	<u>\$1,200.00</u>
Subtotal				\$39,400.00
Soft Costs				\$60,235.00
				<hr/>
Sub-Total				\$361,410.00
GST @ 5%				\$5,782.56
Contingency				\$36,141.00
				<hr/>
Approximate Total Project Costs				\$403,333.56

FACILITY SERVICES

Project Cost Analysis Summary

School: Spruce Avenue
 Project: Renovations for Student Accommodation
 Date: April 2010

Discipline	1st Analysis	Revised Analysis	Comments
Architectural	\$134,875.00	\$151,875.00	See Mechanical note below.
Structural	\$12,000.00	\$12,000.00	
Mechanical	\$112,700.00	\$52,700.00	Existing dust collector remains, enclose with sound / fire rated wall.
Electrical	\$41,600.00	\$41,600.00	
Soft Costs	\$60,235.00	\$51,635.00	
Total	\$361,410.00	\$309,810.00	
GST @ 1.6%	\$5,782.56	\$4,956.96	
Contingency @ 10%	\$36,141.00	\$30,981.00	
Approximate Total Project Costs	\$403,333.56	\$345,747.96	



REMOVE LOCKERS
 REPLACE ENTRY
 DOORS, PAINT

ADD TWO
 NEW COOKING
 STATIONS

NEW DBL. TIER
 LOCKER BANKS
 TO CORRIDOR

GYM.

STAGE

GIRLS

HOME EC.

DEMO CABINETS

DEMO DARK RM.

DUST COLLECTOR
 REPLACED & RELOCATE
 TO EXTERIOR
 PAINT

I.A.

BOYS W/R

GIRLS W/R

NEW ACCESS

MAIN FLOOR PLAN

DEMO PRACTICE RM. & RISERS / NEW FINISHES

SPRUCE AVE

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 ²
Glenora	215	2.282 km ²
Overlanders	258	2.271 km ²
Westbrook	384	4.404 km ²
Garneau	262	6.473 km ²
Windsor Park	85	4.038 km ²
George P. Nicholson	556	4.421 km ²

* 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 13th. 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 13th?

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 13th. 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 97th 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 13th.

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 13th. 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 13th and April 30th?

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 17th, 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.