

EDMONTON PUBLIC SCHOOLS

February 9, 2010

TO: Board of Trustees
FROM: E. Schmidt, Superintendent of Schools
SUBJECT: City Centre Education Partnership Sector Review
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 Administration be authorized to undertake the provincial and Board mandated processes to consider the closure of Eastwood School.
2. That the Administration be authorized to undertake the provincial and Board mandated processes to consider the closure of McCauley School.
3. That the Administration be authorized to undertake the provincial and Board mandated processes to consider the closure of Parkdale School.
4. That the Administration be authorized to undertake the provincial and Board mandated processes to consider the closure of the elementary program at Spruce Avenue School.

* * * * *

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; 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. Through this process the District has committed to:

- Provide balanced and objective information to assist the public in understanding the opportunities and challenges faced regarding surplus student space in the District.
- Look for advice and innovation in formulating solutions to determine how much space is required.
- Listen to and acknowledge concerns and aspirations and provide feedback on how public input influences decisions regarding which spaces need to be retained.
- Work directly with the public throughout the process to ensure that public concerns are reflected in the alternatives that are developed regarding what would be done with closed space.

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.

The Administration reviewed information and feedback provided from a wide range of stakeholders during the public engagement process. The following themes and messages related to the recommendations for the consideration of closure were identified:

- Keep four schools open and use one or two closed facilities for community purposes, closing the other(s)
- Four school sites remain open (three sites close)
- Delton, John A. McDougall, and Norwood schools would be Pre-Kindergarten to Grade 6
- Spruce Avenue School would be a junior high school with Grades 7 to 9 (Appendix VII)

Within these four themes, the Dialogue Partners Inc. report presented scenarios and variations that were generated by stakeholders through the public engagement process. The Administration considered all scenarios equally in relation to the Board approved Planning Principles.

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

In the event of the closure of 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.

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 John A. McDougall 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.

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.
- Norwood School establish a Division II Literacy Program. One class would be established to accommodate the Division II Literacy students from Parkdale School.

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 Norwood School.
- Delton School be designated as an Early Learning site. As a result, all CCEP elementary schools in the proposed reconfiguration (Delton, John A. McDougall and Norwood schools) would accommodate an Early Learning class.

Community Mental Health Classroom Project (CMHCP)

The CMHCP is an Edmonton School Health Initiative Partnership (ESHIP) project implemented by the Capital Health Authority-Children’s Mental Health Program and Edmonton Public Schools. The CMHCP provides facilities for the delivery of education and mental health services to children and youth in Grades 1 to 9 inclusively. The emphasis of the program is to provide an environment which meets the educational and mental health needs of children and youth with average academic abilities and who have a neuro-psychiatric diagnosis.

The Mental Health classrooms are currently accommodated at Spruce Avenue School. There are two classrooms, one elementary and one junior high. These classrooms currently serve a total of 18 students, none of whom are resident CCEP students.

The Administration will work in consultation with ESHIP and the Capital Health Authority-Children’s Mental Health Program to identify an appropriate location that will continue to meet the program requirements and ensure accessibility to students currently enrolled in the program.

The proposed reconfiguration of Delton, John A. McDougall, Norwood and Spruce Avenue schools is illustrated in the attached reconfiguration tables (Appendix VI).

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 has been modernized.
- John A. McDougall School accommodate elementary students residing in the southern areas of CCEP and has been modernized.

- Delton School 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

With a greater student population at each of the operational schools within CCEP, there are a number of potential enhanced learning outcomes for students including:

- 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 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

Future Use of Schools

A key theme identified through public engagement was the importance of surplus space for tenants and partners. These tenants and partners provide services and supports for the families and students in the CCEP schools. This recommended reconfiguration ensures that sufficient surplus space will exist to provide opportunities for leases and partnerships within CCEP schools.

The Administration recognizes that when a school is recommended for consideration of closure, concerns arise from the community regarding the future use of the closed building and land. The following table reflects the current uses of the schools most recently closed.

School	Year Closed	Current Use
Ritchie School	2008	Leased to Francophone School District
Woodcroft School	2008	Institute for Innovations in Second Language Education
Newton School	2007	District Consulting Services
High Park School	2007	ASPEN at Woodside program

District buildings have also been sold to meet needs within the community. Historically, school closures have not resulted in the sale of district property for the development of retail space or high density housing such as highrise buildings or condominiums.

Appendices I to IV provide detail on the schools recommended for the consideration of closure.

School boards have the authority to close schools in accordance with the *Closure of Schools Regulations* under the School Act. A copy of the District's School Closure policy and the provincial *Closure of Schools Regulation* is attached (Appendix V).

AP:gm

- Appendix I - Eastwood School Sector Review Data
- Appendix II - McCauley School Sector Review Data
- Appendix III - Parkdale School Sector Review Data
- Appendix IV - Spruce Avenue School Sector Review Data
- Appendix V - School Closure Policy and *Closure of Schools Regulation*
- Appendix VI - City Centre Education Partnership Reconfiguration Tables
- Appendix VII - *Sector Planning Public Engagement Report: Greater Hardisty & City Centre Education Partnership Areas Executive Summary* (full report available at http://www.epsb.ca/board/jan26_10/item09.pdf)

CITY CENTRE EDUCATION PARTNERSHIP SECTOR REVIEW EASTWOOD SCHOOL

The sector-based approach was developed in 2008-2009 for implementation in 2009-2010. The approach incorporates the outcomes of the Ad Hoc Committee to Review Sustainability Reviews and School Closures. The preliminary process and timelines for Sector Review was provided in the *Annual Implementation Plan 2008-2009* presented to the Board of Trustees on November 25, 2008.

A calendar of events for the review of the City Centre Education Partnership in relation to Eastwood School is available in the *Dialogue Partners Sector Planning Public Engagement Report* presented to the Board of Trustees on January 26, 2010.

Rationale

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 and the City Centre Education Partnership for years to come.

As of September 30, 2009 there were 106 students enrolled at Eastwood School for the 2009-2010 year. This included 84 students in the Regular elementary program, four Division II Behaviour and Learning Assistance Program students and 18 Division I and II Opportunity Program students. Forty nine per cent of elementary students living in the Eastwood School attendance area attend Eastwood School. Twenty per cent of Eastwood School is being utilized according to the Province's Area Capacity and Utilization Report. Eastwood's School Profile is provided as Attachment I.

Eastwood School
 12023 - 81 Street T5B 2S9

CURRENT ENROLMENT, ORGANIZATION, ENROLMENT HISTORY AND PROJECTED ENROLMENT DATA
--

Regular Program

- Regular K-6

District Special Education Centres

- Behaviour and Learning Assistance Program (BLA)
- Opportunity

Alternative Program

- N/A

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

Enrolment History

Grade	2005	2006	2007	2008	2009
0	23	21	17	17	18
1	19	20	20	16	14
2	23	25	19	14	10
3	12	20	25	20	18
4	22	18	19	20	18
5	23	22	16	19	17
6	14	24	22	16	11
Total	136	150	138	122	106

Projected Enrolment*

Program	K	G1	G2	G3	G4	G5	G6	TOTAL
Regular	14	16	11	6	11	9	9	76
Special Education	0	2	4	3	6	8	7	30
TOTAL	14	18	15	9	17	17	16	106

* This enrolment projection includes students in the District Special Education centres and takes into account current demographic conditions and trends.

The attendance area for the regular program at Eastwood School consists of the Eastwood neighbourhood. As shown in the Eastwood School Profile there are 139 students residing in the Eastwood School attendance area. Of these students, 68 attend Eastwood School.

Attached is a map of Eastwood School's attendance area (Attachment II).

ALLOCATIONS AND GRANTS REQUIRED TO STAFF AND OPERATE EASTWOOD SCHOOL

The total grants and allocations received by Eastwood School are \$1,320,865. The following allocations and grants are received by the school:

Regular Kindergarten (Full Day)	82,474
E.L.L. (Division I)	4,582
Regular Elementary (1-6)	261,168
E.L.L. (Division II)	11,426
Learning Disability	43,226
Literacy	34,581
Mild Cognitive Disability	129,678
Non-Verbal Learning Disabled	8,645
Severe Emotional/Behavioral Disability	50,417
1st. Program	91,714
A.I.S.I. Project	25,466
Aboriginal Funds	14,367
Adaptation Block Grant	12,276
Alberta Small Class Size Initiative	95,223
CCEP	73,012
Consulting Service Delivery Hours	114

Consulting/In-service	8,254
Early Reading Incentive	75,999
Guaranteed Enrolment	102,288
High Social Vulnerability	33,422
Innovative Classroom Technology	4,205
Other Services	9,900
Plant Operations & Maintenance	136,110
Settlement Grant	9,047
Teacher Aide	3,385
TOTAL RESOURCE	
ALLOCATION	\$1,320,865

Allocations and Grant Descriptions

- 1st Program: This allocation acknowledges the unique and complex financial demands associated with providing multiple programs as well as those associated with schools with smaller enrolments, below 275 students. It has also been referred to historically as “a small school grant.”
- CCEP: This allocation is for services and resources that include: teacher librarian (\$32,350) and French resources (\$2000) per school. Additional funds were also allocated for fieldtrips (\$30, 000), supplies (\$10,000) and for the reading Recovery Program (\$457,500) that were distributed amongst schools in the partnership based on student enrolment.
- Guaranteed Enrolment: Schools with Special Education programs have defined and approved guaranteed enrolments. In the event that the district centre program does not fill, these schools are subsidized for the vacant students learning spaces that remain based on a standard defined class size.

Financial Efficiencies

In the event of the closure of Eastwood School, all allocations that the school receives will be redistributed among other schools in the District. Therefore, the closure will provide greater efficiencies through the pooling of financial resources to fewer sites. This will allow the receiving schools to capitalize on economy of scale. The amount of money that would be redistributed is equal to the school allocation which is approximately \$1.3 million for 2009-2010.

Staffing Amounts and Full Time Equivalent 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

TRANSPORTATION

The following list provides information on the resident neighbourhood of the 10 students transported to the district Special Education centre at Eastwood School. It is important to note that District sites are distributed by Student Program Distribution and that they are reviewed on an annual basis to ensure that they are located in a school that is convenient to the students needing programming. This list does not include students under parent provided transportation. Eastwood School is located in Transportation Zone 5.

Students	Program or District Site	Neighbourhood	Transportation Zone
1	Early Ed Outreach	Parkdale:East	5
1	Opportunity	Abbott	6
1	Opportunity	Abbott	6
1	Opportunity	North Edmonton	6
1	Opportunity	Overlanders	6
1	Opportunity	Parkdale:East	5
1	Opportunity	Parkdale:West	5
1	Opportunity	Prince Charles	5
1	Opportunity	R J Scott	6
1	Opportunity	Spruce Avenue	5

FACILITY INFORMATION

- Eastwood School was built in 1922.
- The provincial **Area Capacity and Utilization Report** rate for Spruce Avenue is 689 student spaces (20 per cent utilization rate)
- **Type of Space**
 - 15 classrooms
 - Library
 - Gymnasium with stage
 - 3 Special Needs Classrooms
 - 3 Leased Classrooms
 - 1 Lunch Room
- **After Hours Community Use**
- Eastwood School does not provide Joint Use Agreement after hours access as per the direction of the principal.
- **Leases**
- ABC Head Start Society leases 2 classrooms. The McCauley Community After School Care Association leases 1 classroom.
- **Site Conditions and Amenities**

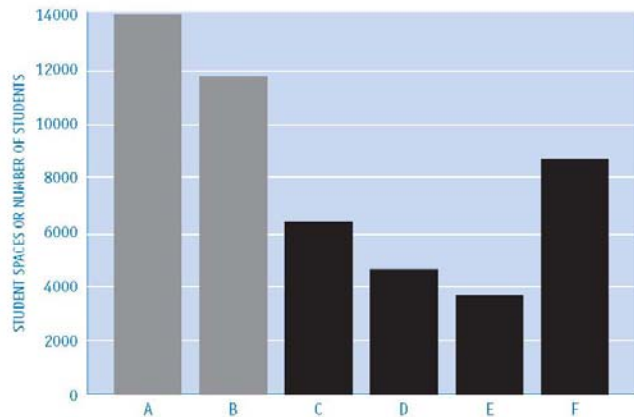
Eastwood School is located on non-reserve land, which the district owns, with no other school facility adjacent to the site. There is a playground located next to the school which is maintained by the City of Edmonton.

LOCATION, ACCESSIBILITY AND SECTOR INFORMATION

Eastwood School is located in the Central Sector is made up of mature neighbourhoods. A map of the Central Sector is provided as Attachment III.

- There are 24 schools in the Central Sector that provide elementary programming; Athlone, Balwin, Belvedere, Calder, Delton, Delwood, Eastwood, Glengarry, Inglewood, John A. McDougall, Kensington, Lauderdale, McArthur, McCauley, Mee-Yah-Noh, Norwood, Oliver, Parkdale, Prince Charles, Princeton, Riverdale, Scott Robertson, Spruce Avenue and Westglen.
- There are 6,316 elementary and junior high students living in Central Sector.
- There are 13,947 provincially rated student spaces in Central Sector.
- There are 2,062 elementary and junior high students living in the CCEP attendance areas.
- There are 3,955 provincially rated student spaces in the CCEP schools.
- Seventy seven per cent of students living in this sector are enrolled at schools located in Central Sector, and twenty three per cent are enrolled outside the sector at their designated receiving school, or at other schools offering regular and district alternative and special education programs.
- Forty three per cent of students enrolled in Central Sector live outside of the sector.
- Major capital investment in Central Sector schools will be contingent upon confirmation of their long-term viability.

Central Sector: K-9 Capacity and Enrolment



■ Enrolment
■ Capacity

- A** Provincial capacity in the Central Sector (13,947)
- B** Alberta Commission on Learning (ACOL) capacity in Central Sector (11,898)
- C** Total number of students living in the Central Sector (6,316)
- D** Enrolment of students living and attending schools in the Central Sector (4,873)
- E** Enrolment of students not living in but attending schools in the Central Sector (3,780)
- F** Total Enrolment K-9 students in the Central Sector schools (8,653)

- *The Central Sector is made up of some of Edmonton's oldest neighbourhoods.*
- *There are 6,316 elementary and junior high students living in the Central Sector.*
- *There are 13,947 provincially rated student spaces in the Central Sector.*
- *There are 11,898 Alberta Commission on Learning (ACOL) rated student spaces in the Central Sector.*
- *There are 1,443 excess ACOL student spaces in the Central Sector*
- *Edmonton Christian School Northeast Campus has been removed from Central Sector.*
- *Seventy-seven per cent of students living in this sector are enrolled at schools located in the Central Sector, and 23 per cent are enrolled outside the sector at their designated receiving school, or at other schools offering regular and district alternative and Special Education programs.*
- *Forty-three per cent of students enrolled in the Central Sector live outside of the sector.*
- *Many district alternative and Special Education programs are found within the Central Sector. These programs enhance the viability of many Central Sector schools.*
- *Major capital investment in the Central Sector schools will be contingent upon confirmation of their long-term viability.*

Current and Future Residential Development

Eastwood School is located in 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 Eastwood attendance area from 1986 to 2006. 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. There have been no major residential developments within the last ten years, and no major residential development projects have been approved at this time.

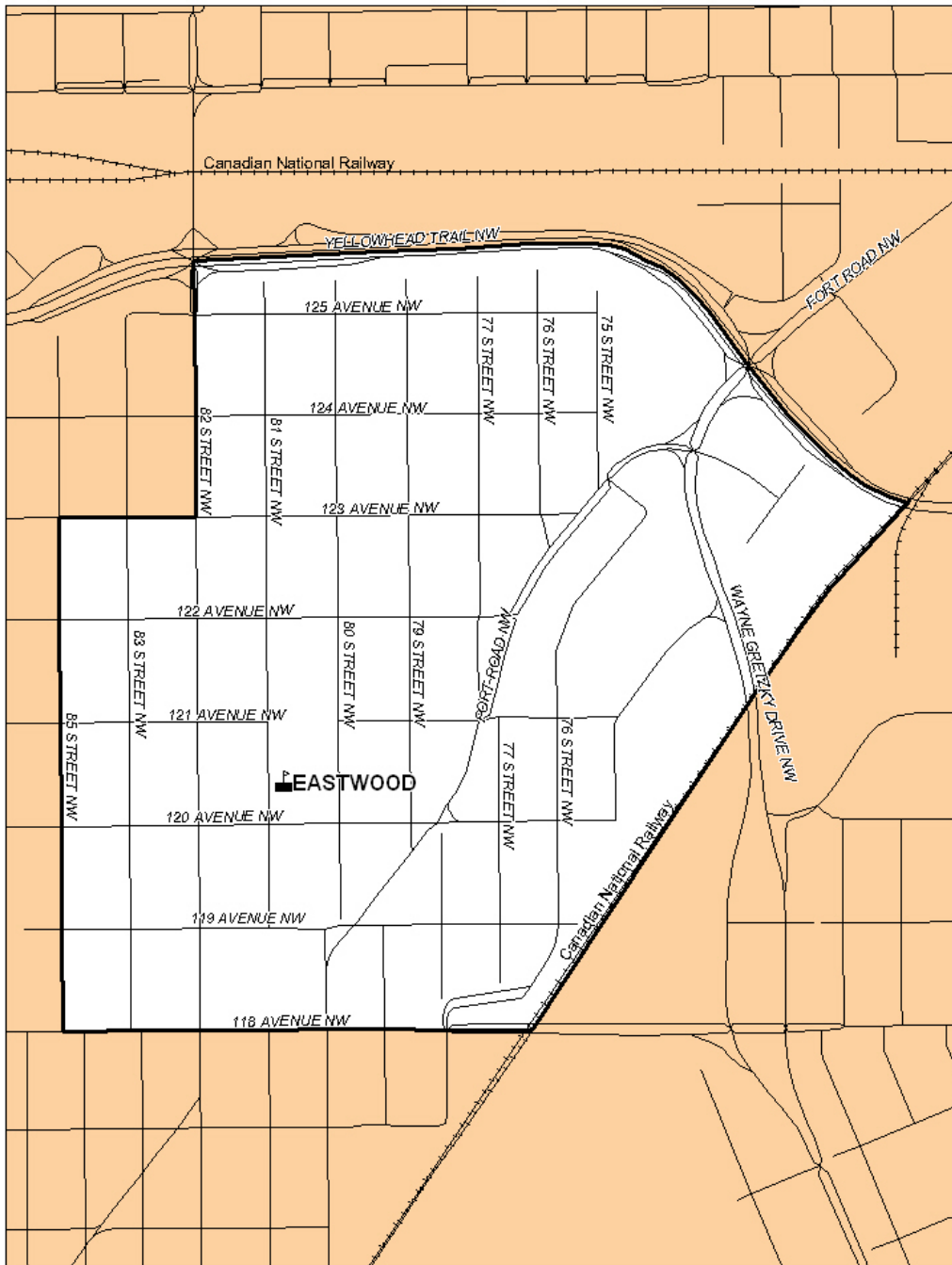
Attachment I	Eastwood School Profile
Attachment II	Eastwood Attendance Area Map
Attachment III	Map of Central Sector

School Profile -- as of Sept 30, 2009

(Generated Jan 27, 2010)

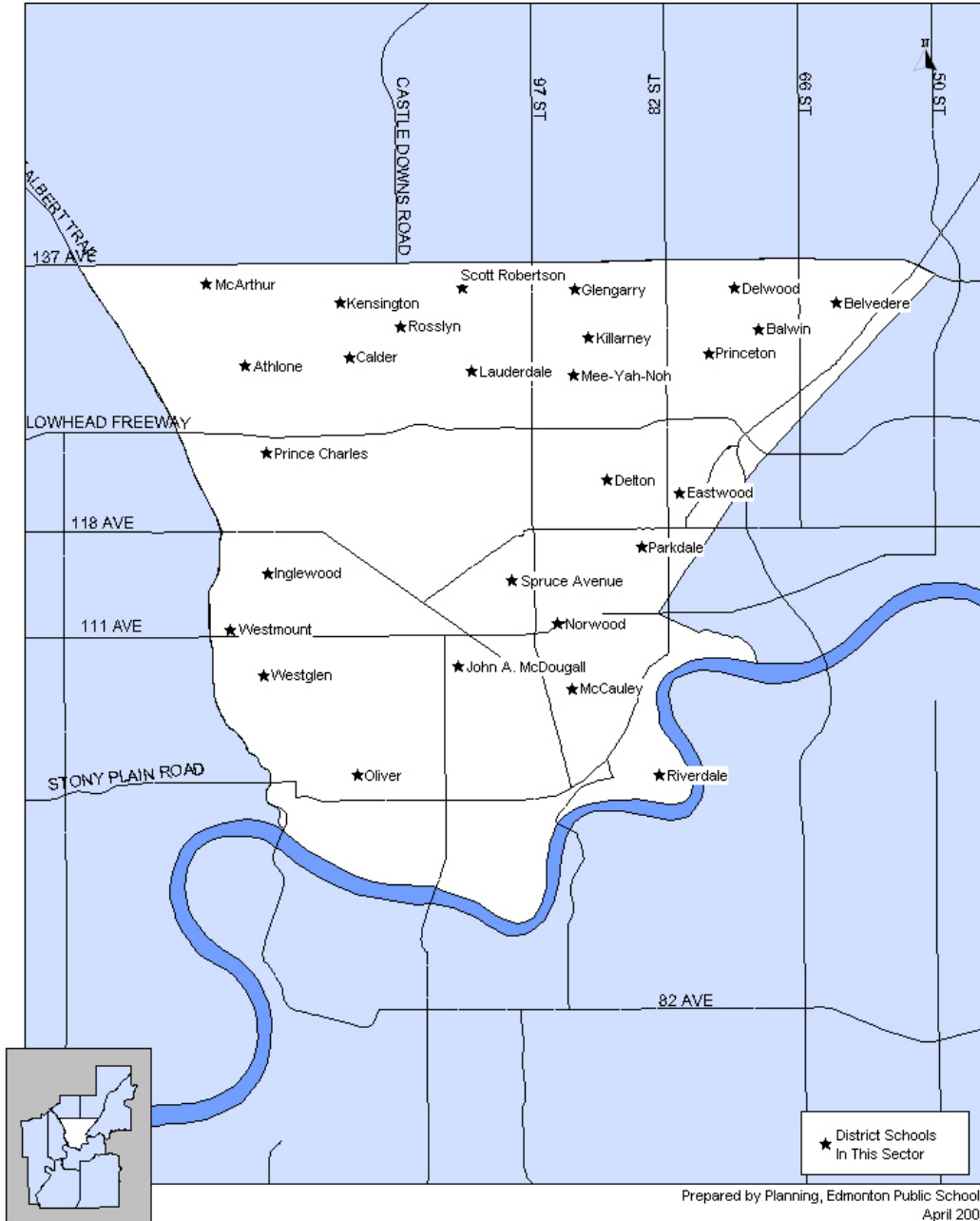
EDMONTON PUBLIC SCHOOL: Eastwood (507) - Elementary - 12023 - 81 Street NW															
Viability Benchmark for each category in brackets ()															
STUDENT ENROLMENT 2009/10													Meets Viability Benchmark	No	
Number of Students Per Grade:					Elementary 106 (140)					Jr High 0 (150)			Sr High 0 (400)		
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	18	14	10	18	18	17	11	0	0	0	0	0	0	106	
** Full Day Kindergarten													Meets Viability Benchmark	No	
Student Enrolment by Program:													Meets Viability Benchmark	No	
Elementary			Regular			District Centre			Early Ed			Total			
			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)					
K		Gr.1			Gr.7			Gr.10							
18		14			0			0							
Historical Enrolment:															
2005	2006	2007	2008	2009											
136	150	138	122	106	22.1% Overall %Decline from 2005										
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 m ² ; ABC HEAD START SOCIETY - 248.1 m ² ;															
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 ELEMENTARY ATTENDANCE AREA 2009-2010



Prepared by Planning, Edmonton Public Schools
Eastwood ELAA 2009-10.WOR

Central Sector



CITY CENTRE EDUCATION PARTNERSHIP SECTOR REVIEW MCCAULEY SCHOOL

The sector-based approach was developed in 2008-2009 for implementation in 2009-2010. The approach incorporates the outcomes of the Ad Hoc Committee to Review Sustainability Reviews and School Closures. The preliminary process and timelines for Sector Review was provided in the *Annual Implementation Plan 2008-2009* presented to the Board of Trustees on November 25, 2008.

A calendar of events for the review of the City Centre Education Partnership in relation to McCauley School is available in the *Dialogue Partners Sector Planning Public Engagement Report* presented to the Board of Trustees on January 26, 2010.

Rationale

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

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.

As of September 30, 2009 there were 173 students enrolled at McCauley School for the 2009-2010 year. This included 90 students in the Regular elementary program and 58 Regular junior high students. There are 10 Division III Behaviour and Learning Assistance Program students and 15 Division III Opportunity Program students. Forty per cent of elementary students living in the McCauley attendance area attend McCauley School. Twenty eight per cent of junior high students living in the McCauley attendance area attend McCauley School. Thirty six per cent of McCauley School is being utilized according to the Province's Area Capacity and Utilization Report. McCauley's School Profile is provided as Attachment I.

McCauley School
 9538 - 107 Avenue T5H 0T7

CURRENT ENROLMENT, ORGANIZATION, ENROLMENT HISTORY AND PROJECTED ENROLMENT DATA
--

Regular Program

- Regular K-9
- Early Learning program

District Special Education Centres

- Behaviour Learning Assistance
- Opportunity

Alternative Program

- N/A

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
Opp									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

Enrolment History

Grade	2005	2006	2007	2008	2009
0	17	15	8	15	12
1	7	16	15	7	12
2	16	6	12	14	6
3	11	11	11	12	12
4	17	14	12	7	11
5	16	21	11	17	6
6	17	23	25	11	19
7	39	30	30	30	26
8	44	43	27	29	31
9	29	42	44	27	26
20			4	6	12
TOTAL	213	221	199	175	173

Projected Enrolment*

Program	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	EL	TOTAL
Regular	11	11	10	4	10	10	7	16	15	17		111
Special Education	0	0	0	1	0	2	1	10	9	12		47
Early Learning											12	
TOTAL	11	11	10	5	10	12	8	26	24	29	12	158

* This enrolment projection includes students in the District Special Education centres and takes into account current demographic conditions and trends.

The attendance area for the regular elementary program at McCauley School consists of the McCauley and Alex Taylor neighbourhoods. As shown in the McCauley School Profile there are 137 students residing in the McCauley School elementary attendance area. Of these students, 55 attend McCauley School.

The attendance area for the regular junior high program at McCauley School consists of the McCauley, Alex Taylor and Riverdale neighbourhoods. As shown in the McCauley School Profile there are 171 students residing in the McCauley School junior high attendance area. Of these students, 48 attend McCauley School.

Attached are maps of McCauley School's attendance area (Attachments II and III).

ALLOCATIONS AND GRANTS REQUIRED TO STAFF AND OPERATE MCCAULEY SCHOOL

The total grants and allocations received by McCauley School are \$1,699,202. The following allocations and grants are received by the school:

Early English Language Learner (ELL)	27,491
Regular Kindergarten (Full Day)	54,983
E.L.L. (Division I)	73,310
Regular Elementary (1-6)	100,802
Regular Junior High	109,966

E.L.L. (Division II)	119,969
E.L.L. (Junior High)	142,820
ELL Foreign Born Refugee Background	17,290
Learning Disability	17,290
Literacy	69,162
Mild Cognitive Disability	112,388
Physical or Medical Disability 6	19,306
Severe Emotional/Behavioral Disability	168,055
Severe Physical or Medical Disability 7	50,417
1st. Program	100,932
A.I.S.I. Project	29,456
Aboriginal Funds	9,796
Adaptation Block Grant	11,898
Addition to Basic	15,265
Alberta Small Class Size Initiative	91,358
CCEP	102,485
Community Use of Schools	162
Consulting Service Delivery Hours (133)	0
Consulting/In-service	9,612
Designated Receiving School	306
Early Reading Incentive	39,120
High Social Vulnerability	36,880
Innovative Classroom Technology	6,326
Other Services	13,890
Plant Operations & Maintenance	128,118
Settlement Grant	17,810
Teacher Aide	2,539
TOTAL RESOURCE ALLOCATION	\$1,699,202

Allocations and Grant Descriptions

- 1st Program: This allocation acknowledges the unique and complex financial demands associated with providing multiple programs as well as those associated with schools with smaller enrolments, below 275 students. It has also been referred to historically as “a small school grant.”
- Addition to Basic: Schools in the District eligible to receive this have been identified by the administration as having unique situations that require additional funds for instruction and/or operational purposes. The schools that are deemed eligible to receive funds from this allocation have defined needs that are unique to our district and do not fit into any of the established allocations.
- CCEP: This allocation is for services and resources that include: teacher librarian (\$32,350) and French resources (\$2000) per school. Additional funds were also allocated for fieldtrips (\$30, 000), supplies (\$10,000) and for the reading Recovery Program (\$457,500) that were distributed amongst schools in the partnership based on student enrolment.

Financial Efficiencies

In the event of the closure of McCauley School, all allocations that the school receives will be redistributed among other schools in the District. Therefore, the closure will provide greater efficiencies through the pooling of financial resources to fewer sites. This will allow the receiving schools to capitalize on economy of scale. The amount of money that would be redistributed is equal to the school allocation which is approximately \$1.7 million dollars for 2009-10.

Staffing Amounts and Full Time Equivalent 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

TRANSPORTATION

The following list provides information on the resident neighbourhood of the 11 students transported to the district Special Education centre at McCauley School. It is important to note that District sites are distributed by Student Program Distribution and that they are reviewed on an annual basis to ensure that they are located in a school that is convenient to the students needing programming. This list does not include students under parent provided transportation. McCauley School is located in Transportation Zone 5.

Students	Program or District Site	Neighbourhood	Transportation Zone
1	BLA	Delton:West	5
1	BLA	Delton:West	5
1	Opportunity	Alex Taylor:E	5
1	Opportunity	Delton:West	5
1	Opportunity	McDougall	5
2	Opportunity	Oliver	5
1	Opportunity	Parkdale:West	5
1	Opportunity	Rundle	6
1	Opportunity	Sherbrooke	5
1	Opportunity	Spruce Avenue	5

FACILITY INFORMATION

- McCauley School was built in 1911. A 780 m² addition was added in 1961.
- The provincial **Area Capacity and Utilization Report** rate for McCauley is 552 student spaces (36 per cent utilization rate)
- **Type of Space**
 - 12 classrooms
 - Library
 - Music Room
 - Gymnasium
 - 1 Staff workroom
 - 5 Special Needs Classrooms
 - 2 Leased Classrooms
 - 1 Lunch Room
- **After Hours Community Use**

Under the Joint Use Agreement, McCauley School provides gymnasium and lunchroom space on Monday, Thursday and Friday from 1800 – 2000 hours.
- **Leases**

The Government of Alberta Child Services and Alberta Infrastructure lease 1 classroom and Multicultural Health Brokers Co-operative lease 1 classroom.
- **Site Conditions and Amenities**

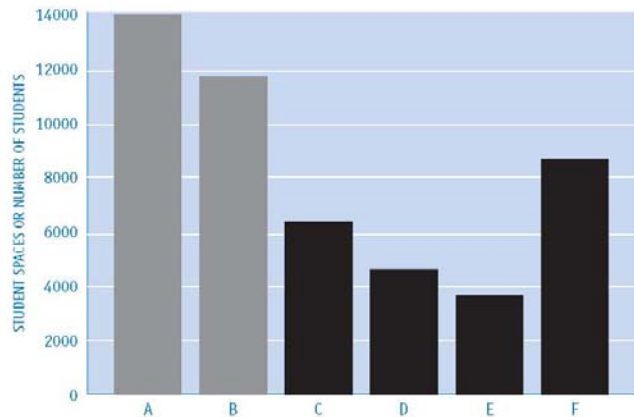
McCauley School is located on non-reserve land, which the district owns, with no other school facility adjacent to the site. There is a playground located next to the school which is maintained by the City of Edmonton.

LOCATION, ACCESSIBILITY AND SECTOR INFORMATION

McCauley School is located in the Central Sector is made up of mature neighbourhoods. A map of the Central Sector is provided as Attachment III.

- There are 24 schools in the Central Sector that provide elementary programming; Athlone, Balwin, Belvedere, Calder, Delton, Delwood, Eastwood, Glengarry, Inglewood, John A. McDougall, Kensington, Lauderdale, McArthur, McCauley, Mee-Yah-Noh, Norwood, Oliver, Parkdale, Prince Charles, Princeton, Riverdale, Scott Robertson, Spruce Avenue and Westglen.
- There are 8 schools in the Central Sector that provide junior high programming; Balwin, Killarney, McCauley, Oliver, Parkdale, Rosslyn, Spruce Avenue, Westmount
- There are 6,316 elementary and junior high students living in Central Sector.
- There are 13,947 provincially rated student spaces in Central Sector.
- There are 2,062 elementary and junior high students living in the CCEP attendance areas.
- There are 3,955 provincially rated student spaces in the CCEP schools.
- Seventy seven per cent of students living in this sector are enrolled at schools located in Central Sector, and twenty three per cent are enrolled outside the sector at their designated receiving school, or at other schools offering regular and district alternative and special education programs.
- Forty three per cent of students enrolled in Central Sector live outside of the sector.
- Major capital investment in Central Sector schools will be contingent upon confirmation of their long-term viability.

Central Sector: K-9 Capacity and Enrolment



■ Enrolment
■ Capacity

A Provincial capacity in the Central Sector (13,947)

B Alberta Commission on Learning (ACOL) capacity in Central Sector (11,898)

C Total number of students living in the Central Sector (6,316)

D Enrolment of students living and attending schools in the Central Sector (4,873)

E Enrolment of students not living in but attending schools in the Central Sector (3,780)

F Total Enrolment K-9 students in the Central Sector schools (8,653)

- *The Central Sector is made up of some of Edmonton's oldest neighbourhoods.*
- *There are 6,316 elementary and junior high students living in the Central Sector.*
- *There are 13,947 provincially rated student spaces in the Central Sector.*
- *There are 11,898 Alberta Commission on Learning (ACOL) rated student spaces in the Central Sector.*
- *There are 1,443 excess ACOL student spaces in the Central Sector*
- *Edmonton Christian School Northeast Campus has been removed from Central Sector.*
- *Seventy-seven per cent of students living in this sector are enrolled at schools located in the Central Sector, and 23 per cent are enrolled outside the sector at their designated receiving school, or at other schools offering regular and district alternative and Special Education programs.*
- *Forty-three per cent of students enrolled in the Central Sector live outside of the sector.*
- *Many district alternative and Special Education programs are found within the Central Sector. These programs enhance the viability of many Central Sector schools.*
- *Major capital investment in the Central Sector schools will be contingent upon confirmation of their long-term viability.*

Current and Future Residential Development

McCauley School is located in the McCauley Neighborhood. 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; The Quarters Area Redevelopment Plan adopted by council April 2009. Each plan may offer future development in Boyle Street and McCauley but development will most likely not encourage a large increase in school age children. Riverdale has had significant development, primarily in the development called the Brickyards, but the numbers of school age children have not increased. 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.

Attachment I	McCauley School Profile
Attachment II	McCauley Elementary Attendance Area Map
Attachment III	McCauley Junior High Attendance Area Map
Attachment IV	Map of Central Sector

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)		
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
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	Gr.10	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;

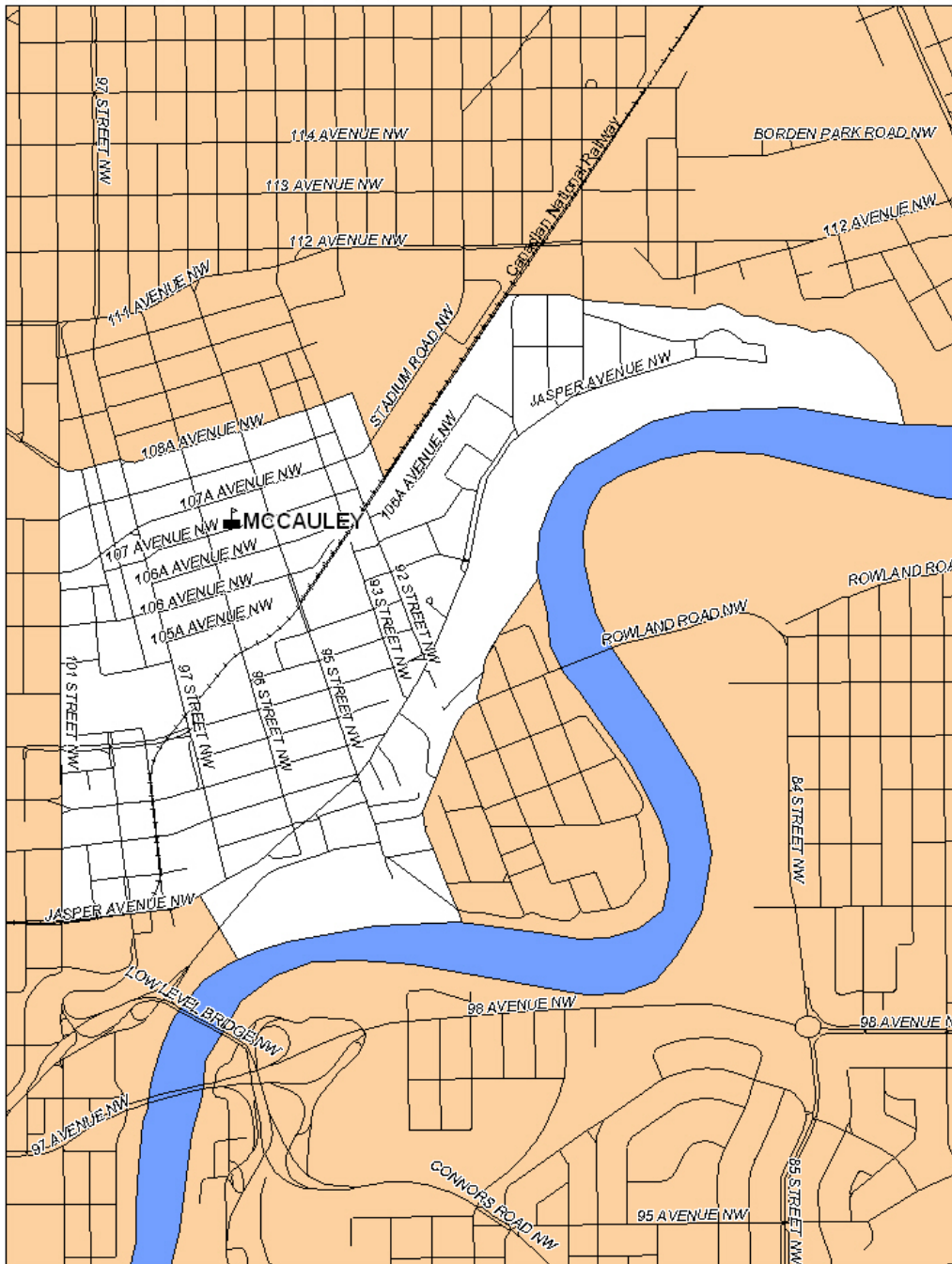
Facility Information and Condition

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

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

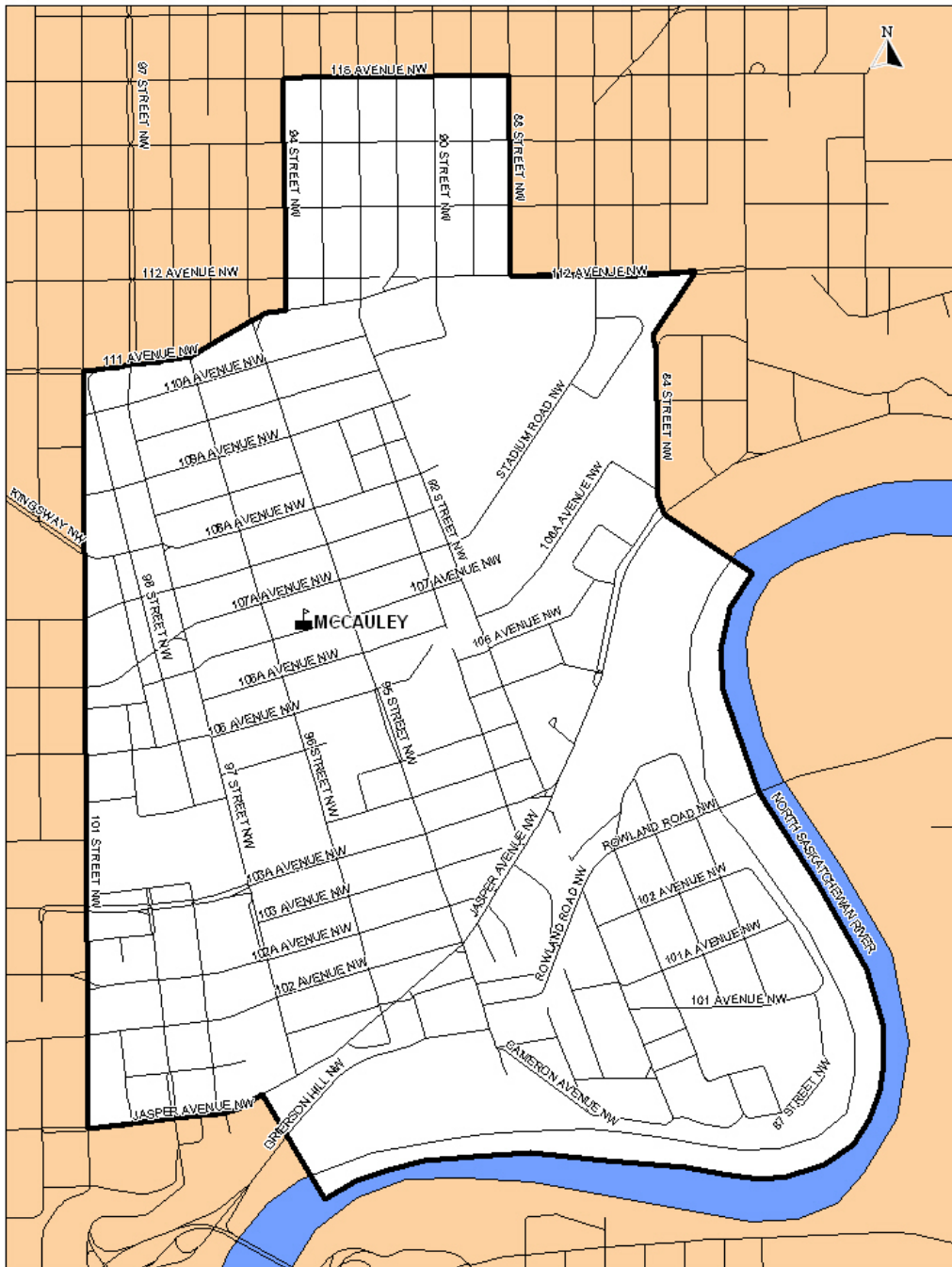
- Year:

MCCAULEY ELEMENTARY ATTENDANCE AREA 2009-2010



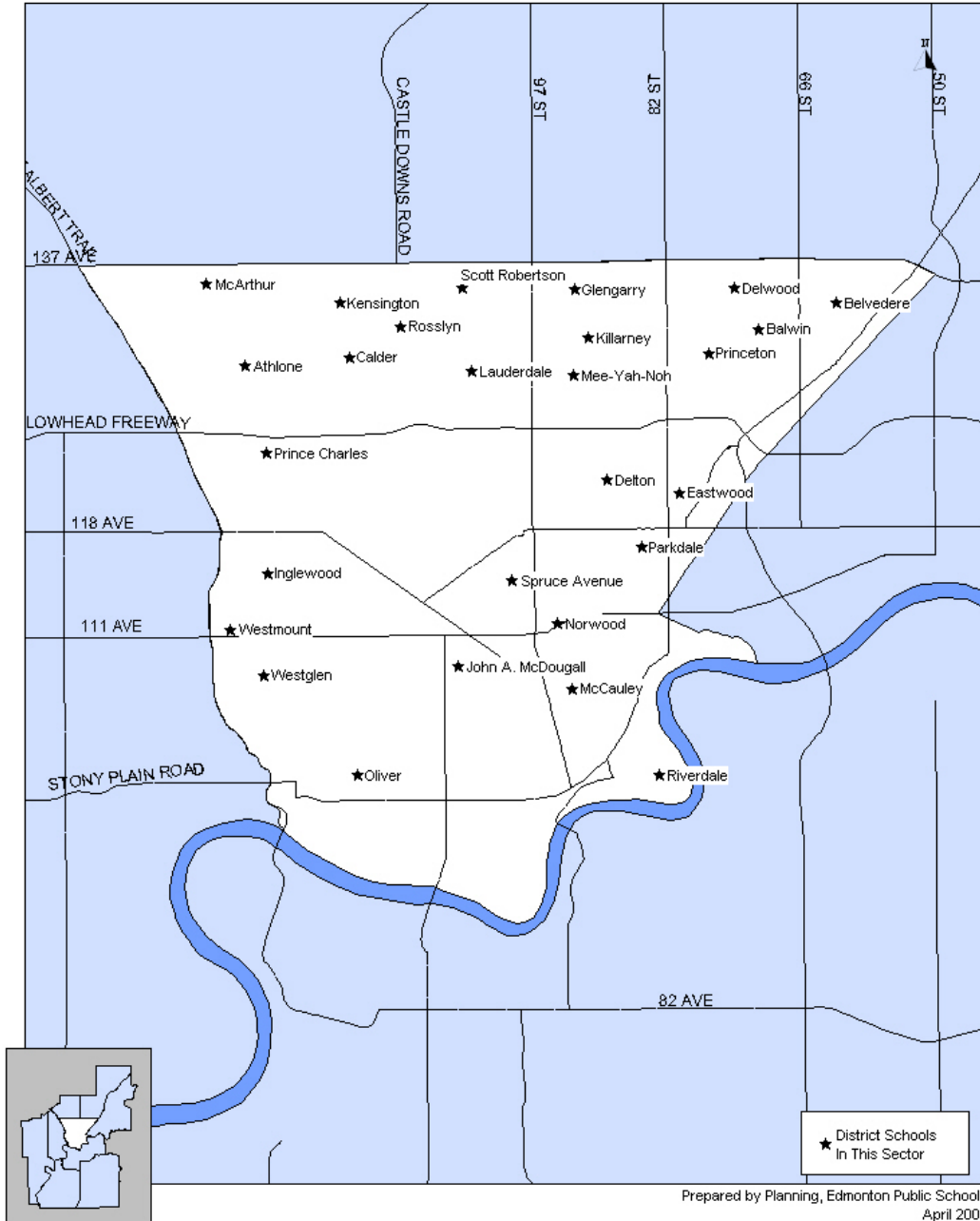
Prepared by Planning, Edmonton Public Schools
McCauley ELAA 2009-10.WOR

McCAULEY JUNIOR HIGH ATTENDANCE AREA 2009-2010



Prepared by Planning, Edmonton Public Schools
McCauley JHAA 2009-10.WOR

Central Sector



CITY CENTRE EDUCATION PARTNERSHIP SECTOR REVIEW PARKDALE SCHOOL

The sector-based approach was developed in 2008-2009 for implementation in 2009-2010. The approach incorporates the outcomes of the Ad Hoc Committee to Review Sustainability Reviews and School Closures. The preliminary process and timelines for Sector Review was provided in the *Annual Implementation Plan 2008-2009* presented to the Board of Trustees on November 25, 2008.

A calendar of events for the review of the City Centre Education Partnership in relation to Parkdale School is available in the *Dialogue Partners Sector Planning Public Engagement Report* presented to the Board of Trustees on January 26, 2010.

Rationale

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.

As of September 30, 2009 there were 187 students enrolled at Parkdale School for the 2009-2010 year. This included 85 students in the Regular elementary program and 69 Regular junior high students. There are 10 Division II Literacy students and 23 Division III Literacy students. Thirty two per cent of elementary students living in the Parkdale attendance area attend Parkdale School. Twenty three per cent of junior high students living in the Parkdale attendance area attend Parkdale School. Forty six per cent of Parkdale School is being utilized according to the Province's Area Capacity and Utilization Report. Parkdale's School Profile is provided as Attachment I.

Parkdale School
 11648 - 85 Street T5B 3E5

CURRENT ENROLMENT, ORGANIZATION, ENROLMENT HISTORY AND PROJECTED ENROLMENT DATA
--

Regular Program

- Regular K-9

District Special Education Centres

- Literacy

Alternative Program

- N/A

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 Grade Organization (September 30, 2009)

Regular		
	Kindergarten and Early Learning	21
	Grade 1, 2 combined	21
	Grade 3, 4 combined	24
	Grade 5, 6 combined	19
	Grade 7	23
	Grade 8	24
	Grade 9	22
LIT		
	Grade 4, 5, 6 combined	10
	Grade 7, 8 combined	10
	Grade 8, 9 combined	13
TOTAL		187

Enrolment History

Grade	2005	2006	2007	2008	2009
0	18	16	14	9	15
1	15	11	12	15	10
2	14	14	12	12	11
3	13	13	12	15	8
4	25	13	10	12	17
5	22	19	19	15	13
6	23	26	18	24	15
7	45	34	33	35	30
8	43	42	29	30	30
9	42	35	37	35	32
20				7	6
TOTAL	260	223	196	209	187

Projected Enrolment*

Program	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	G20	TOTAL
Regular	11	11	8	6	6	10	8	7	13	22		102
Special Education	3	4	1	3	4	7	5	13	13	10	6	69
TOTAL	14	15	9	9	10	17	13	20	26	32	6	171

* This enrolment projection includes students in the District Special Education centres and takes into account current demographic conditions and trends.

The attendance area for the regular elementary program at Parkdale School consists of the Parkdale neighbourhood. As shown in the Parkdale School Profile there are 149 students residing in the Parkdale School elementary attendance area. Of these students, 48 attend Parkdale School.

The attendance area for the regular junior high program at Parkdale School consists of the Delton, Eastwood and Parkdale neighbourhoods. As shown in the Parkdale School Profile there are 303 students residing in the Parkdale School junior high attendance area. Of these students, 70 attend Parkdale School.

Attached are maps of Parkdale School's attendance area (Attachments II and III).

<p>ALLOCATIONS AND GRANTS REQUIRED TO STAFF AND OPERATE PARKDALE SCHOOL</p>
--

The total grants and allocations received by Parkdale School are \$1,742,754. The following allocations and grants are received by the school:

Early English Language Learner (ELL)	2,291
Early Head Start	0
Regular Kindergarten (Full Day)	68,728
E.L.L. (Division I)	18,328
Regular Elementary (1-6)	233,677
Regular Junior High	256,586

E.L.L. (Division II)	45,702
E.L.L. (Junior High)	57,128
Learning Disability	60,516
Literacy	146,968
Mild Cognitive Disability	25,936
Moderate Emotional/Behavioral Disability	43,226
Non-Verbal Learning Disabled	8,645
Physical or Medical Disability 6	9,653
Severe Emotional/Behavioral Disability	33,611
Severe Physical or Medical Disability 7	16,806
1st. Program	94,249
2nd. Program	59,863
A.I.S.I. Project	28,972
Aboriginal Funds	19,918
Adaptation Block Grant	26,372
Addition to Basic	1,272
Alberta Small Class Size Initiative	93,398
CCEP	107,956
Community Use of Schools	3,348
Consulting Service Delivery Hours (250)	0
Consulting/In-service	9,624
Designated Receiving School	1,275
Early Reading Incentive	47,194
High Social Vulnerability	53,014
Innovative Classroom Technology	7,095
Other Services	13,406
Plant Operations & Maintenance	125,673
Settlement Grant	19,477
Teacher Aide	2,847
TOTAL RESOURCE ALLOCATION	\$1,742,754

Allocations and Grant Descriptions

Addition to Basic:	Schools in the District eligible to receive this have been identified by the administration as having unique situations that require additional funds for instruction and/or operational purposes. The schools that are deemed eligible to receive funds from this allocation have defined needs that are unique to our district and do not fit into any of the established allocations.
1 st Program:	This allocation acknowledges the unique and complex financial demands associated with providing multiple programs as well as those associated with schools with smaller enrolments, below 275 students. It has also been referred to historically as “a small school grant.”
2 nd Program:	This allocation acknowledges the unique and complex financial demands associated with providing multiple programs as well as those associated with schools with smaller enrolments, below 275 students (eligible for 1 st Program only). It has also been referred to historically as “a small school grant.” Funds are available to schools for the 2 nd multiple program grant when there are more than 40 students and below 186 students.
CCEP:	This allocation is for services and resources that include: teacher librarian

(\$32,350) and French resources (\$2000) per school. Additional funds were also allocated for fieldtrips (\$30, 000), supplies (\$10,000) and for the reading Recovery Program (\$457,500) that were distributed amongst schools in the partnership based on student enrolment.

Financial Efficiencies

In the event of the closure of Parkdale School, all allocations that the school receives will be redistributed among other schools in the District. Therefore, the closure will provide greater efficiencies through the pooling of financial resources to fewer sites. This will allow the receiving schools to capitalize on economy of scale. The amount of money that would be redistributed is equal to the school allocation which is approximately \$1.7 million dollars for 2009-10.

Staffing Amounts and Full Time Equivalent 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

TRANSPORTATION

The following list provides information on the resident neighbourhood of the four students transported to the district Special Education centre at Parkdale School. It is important to note that District sites are distributed by Student Program Distribution and that they are reviewed on an annual basis to ensure that they are located in a school that is convenient to the students needing programming. This list does not include students under parent provided transportation. Parkdale School is located in Transportation Zone 5.

Students	Program or District Site	Neighbourhood	Transportation Zone
1	Literacy	Caernarvon	5
1	Literacy	McDougall	5
1	Literacy	Sifton Park	6
1	Literacy	Spruce Avenue	5

FACILITY INFORMATION

- Parkdale School was built in 1912. A 710.5 m² addition was added in 1957.
- The provincial **Area Capacity and Utilization Report** rate for Parkdale is 495 student spaces (46 per cent utilization rate)

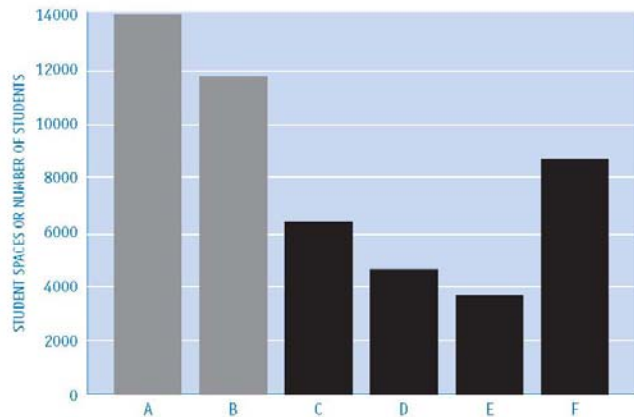
- **Type of Space**
 14 classrooms
 Library
 Music Room
 Gymnasium with stage
 Fitness Room
 Computer Room
 4 Special Needs Classrooms
 2 Leased Spaces
- **After Hours Community Use**
 Under the Joint Use Agreement, Parkdale School's gymnasium is available for community use Monday to Friday from 1800-2200 hours.
- **Leases**
 The Edmonton City Centre Church Corporation Art Start Program uses space after hours as required. Parkdale After School Care Society leases 2 classrooms.
- **Site Conditions and Amenities**
 Parkdale School is located on non-reserve land, which the district owns, with no other school facility adjacent to the site. There is a playground located next to the school which is maintained by the City of Edmonton.

LOCATION, ACCESSIBILITY AND SECTOR INFORMATION

Parkdale School is located in the Central Sector is made up of mature neighbourhoods. A map of the Central Sector is provided as Attachment III.

- There are 24 schools in the Central Sector that provide elementary programming; Athlone, Balwin, Belvedere, Calder, Delton, Delwood, Eastwood, Glengarry, Inglewood, John A. McDougall, Kensington, Lauderdale, McArthur, McCauley, Mee-Yah-Noh, Norwood, Oliver, Parkdale, Prince Charles, Princeton, Riverdale, Scott Robertson, Spruce Avenue and Westglen.
- There are 8 schools in the Central Sector that provide junior high programming; Balwin, Killarney, McCauley, Oliver, Parkdale, Rosslyn, Spruce Avenue, Westmount
- There are 6,316 elementary and junior high students living in Central Sector.
- There are 13,947 provincially rated student spaces in Central Sector.
- There are 2,062 elementary and junior high students living in the CCEP attendance areas.
- There are 3,955 provincially rated student spaces in the CCEP schools.
- Seventy seven per cent of students living in this sector are enrolled at schools located in Central Sector, and twenty three per cent are enrolled outside the sector at their designated receiving school, or at other schools offering regular and district alternative and special education programs.
- Forty three per cent of students enrolled in Central Sector live outside of the sector.
- Major capital investment in Central Sector schools will be contingent upon confirmation of their long-term viability.

Central Sector: K-9 Capacity and Enrolment



■ Enrolment
■ Capacity

A Provincial capacity in the Central Sector (13,947)

B Alberta Commission on Learning (ACOL) capacity in Central Sector (11,898)

C Total number of students living in the Central Sector (6,316)

D Enrolment of students living and attending schools in the Central Sector (4,873)

E Enrolment of students not living in but attending schools in the Central Sector (3,780)

F Total Enrolment K-9 students in the Central Sector schools (8,653)

- *The Central Sector is made up of some of Edmonton's oldest neighbourhoods.*
- *There are 6,316 elementary and junior high students living in the Central Sector.*
- *There are 13,947 provincially rated student spaces in the Central Sector.*
- *There are 11,898 Alberta Commission on Learning (ACOL) rated student spaces in the Central Sector.*
- *There are 1,443 excess ACOL student spaces in the Central Sector*
- *Edmonton Christian School Northeast Campus has been removed from Central Sector.*
- *Seventy-seven per cent of students living in this sector are enrolled at schools located in the Central Sector, and 23 per cent are enrolled outside the sector at their designated receiving school, or at other schools offering regular and district alternative and Special Education programs.*
- *Forty-three per cent of students enrolled in the Central Sector live outside of the sector.*
- *Many district alternative and Special Education programs are found within the Central Sector. These programs enhance the viability of many Central Sector schools.*
- *Major capital investment in the Central Sector schools will be contingent upon confirmation of their long-term viability.*

Current and Future Residential Development

Parkdale School is located in Parkdale Neighborhood. A number of city plan bylaws are in place to guide development and redevelopment in the area. These plans include the Parkdale Redevelopment Plan, first adopted in December, 1983; and the Avenue Initiative Redevelopment Strategy created 2005. The most significant influencing plan on the Parkdale attendance is the Parkdale Redevelopment Plan. It supports intensified residential development in close proximity to both the Stadium and Coliseum LRT stations. Federal Census indicates that 385 new housing units were realized in the Parkdale attendance area from 1986 to 2006. District student residency data, as well as Federal and City Census data indicates a decline in pre-school, elementary aged and junior-high aged population in the Parkdale neighbourhood.

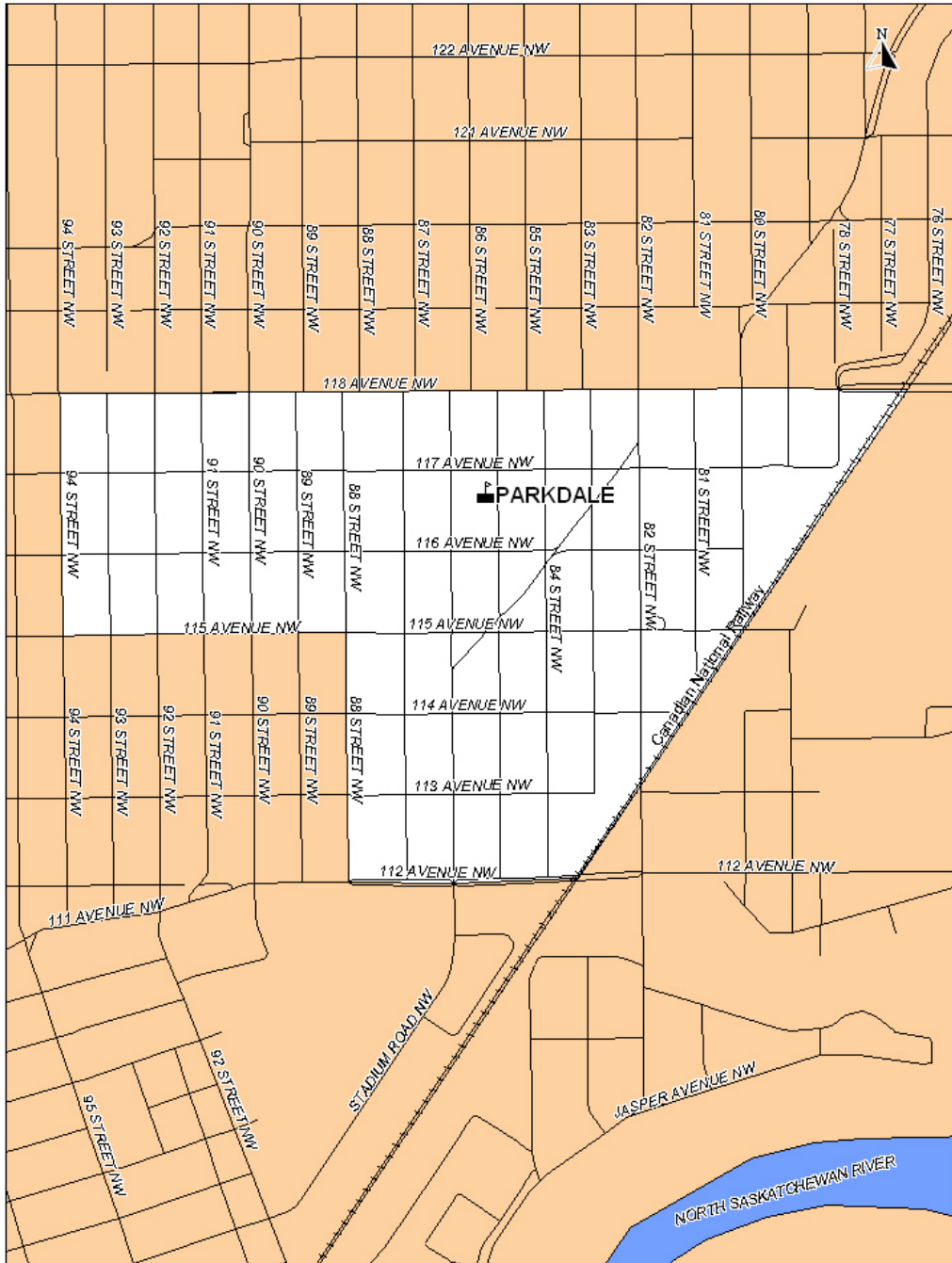
Attachment I	Parkdale School Profile
Attachment II	Parkdale Elementary Attendance Area Map
Attachment III	Parkdale Junior High Attendance Area Map
Attachment IV	Map of South Central Sector

School Profile -- as of Sept 30, 2009

(Generated Jan 27, 2010)

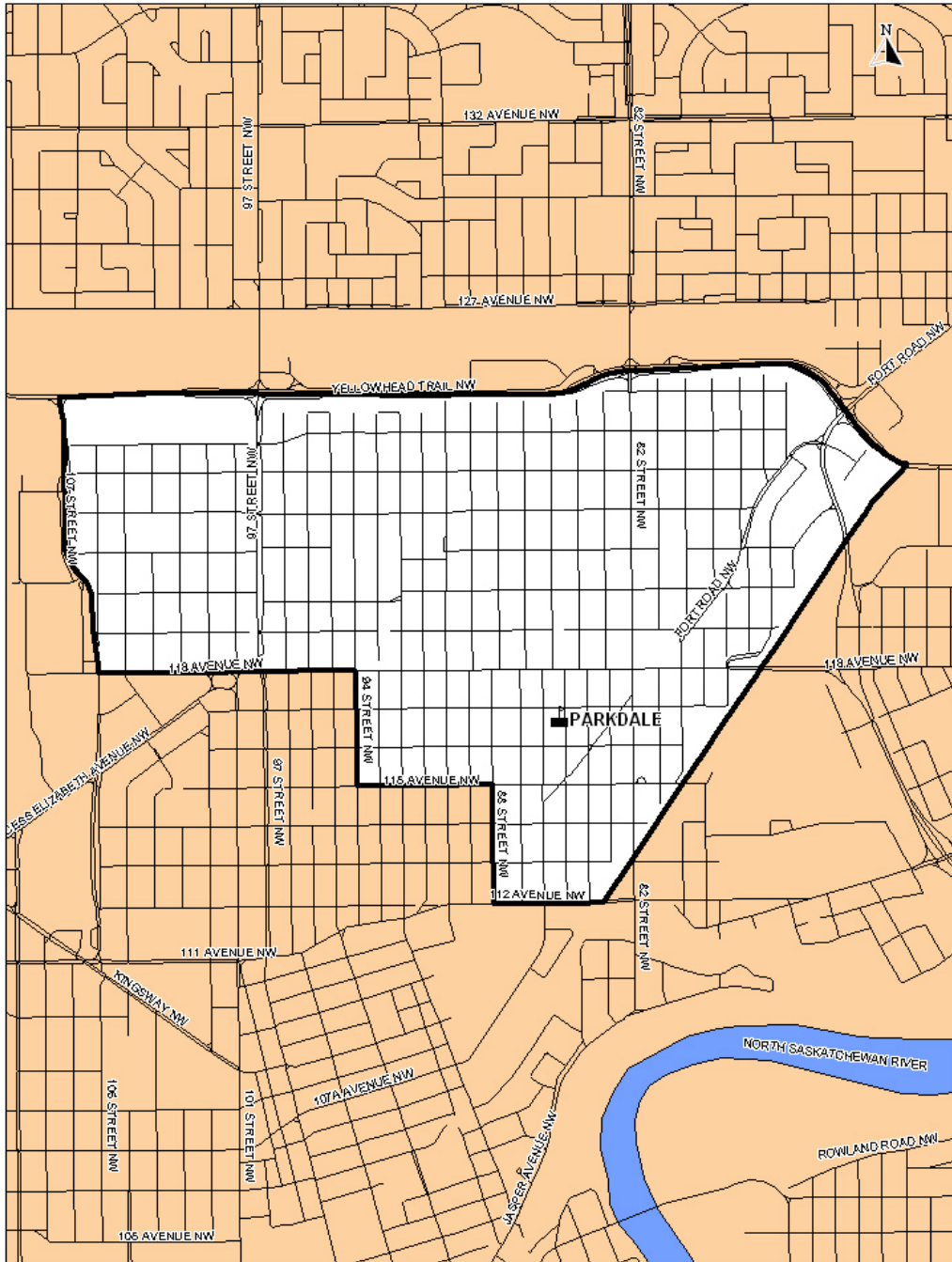
EDMONTON PUBLIC SCHOOL: Parkdale (530) - Elementary/Junior High - 11648 - 85 Street NW														
Viability Benchmark for each category in brackets ()														
STUDENT ENROLMENT 2009/10													Meets Viability Benchmark	No
Number of Students Per Grade:					Elementary 95 (140)					Jr High 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													Meets Viability Benchmark	No
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 m ² ; EDMONTON CITY CENTRE CHURCH CORPORATION ARTSTART PROGRAM - 300 m ² ; BIG BROTHERS BIG SISTERS OF EDMONTON - m ² ;														
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 ELEMENTARY ATTENDANCE AREA 2009-2010



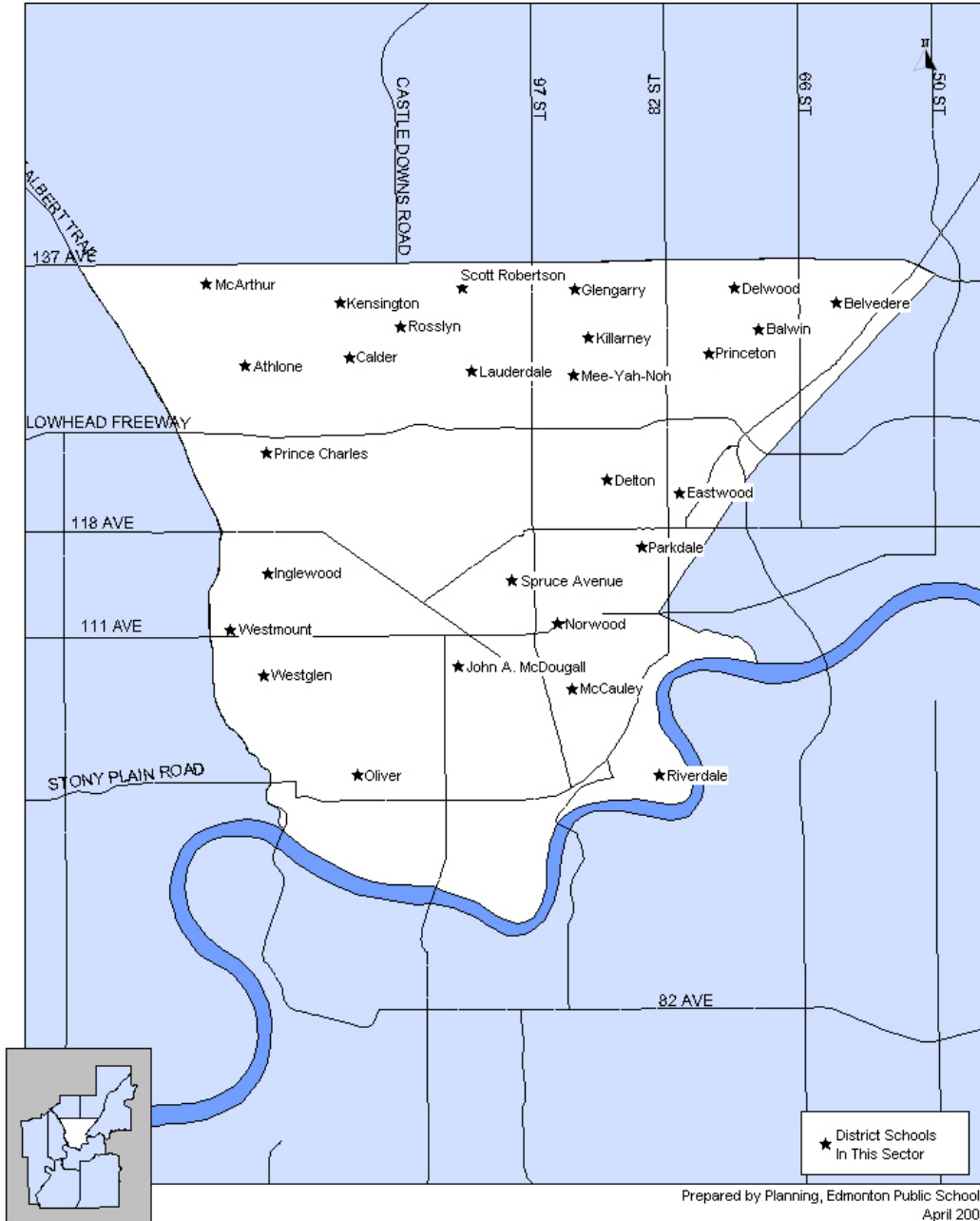
Prepared by Planning, Edmonton Public Schools
Parkdale ELAA 2009-10.WOR

PARKDALE JUNIOR HIGH ATTENDANCE AREA 2009-2010



Prepared by Planning, Edmonton Public Schools
Parkdale JHAA 2009-10.WOR

Central Sector



CITY CENTRE EDUCATION PARTNERSHIP SECTOR REVIEW SPRUCE AVENUE SCHOOL

The sector-based approach was developed in 2008-2009 for implementation in 2009-2010. The approach incorporates the outcomes of the Ad Hoc Committee to Review Sustainability Reviews and School Closures. The preliminary process and timelines for Sector Review was provided in the *Annual Implementation Plan 2008-2009* presented to the Board of Trustees on November 25, 2008.

A calendar of events for the review of the City Centre Education Partnership in relation to Spruce Avenue School is available in the *Dialogue Partners Sector Planning Public Engagement Report* presented to the Board of Trustees on January 26, 2010.

Rationale

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 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-Advance Placement 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
- the close proximity of Norwood School which is a modernized elementary facility

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.

As of September 30, 2009 there were 303 students enrolled at Spruce Avenue School for the 2009-2010 year. This included 153 students in the elementary program, 137 regular junior high students and 13 students in the Division III Literacy program. Fifty nine per cent of elementary students living in the Spruce Avenue attendance area attend Spruce Avenue School. Thirty seven per cent of junior high students living in the Spruce Avenue attendance area attend Spruce Avenue School. Sixty three per cent of Spruce Avenue School is being utilized according to the Province's Area Capacity and Utilization Report. Spruce Avenue's School Profile is provided as Attachment I.

Spruce Avenue School
11424 - 102 Street T5G 2E7

CURRENT ENROLMENT, ORGANIZATION, ENROLMENT HISTORY AND PROJECTED ENROLMENT DATA
--

Regular Program

- Regular K-9

District Special Education Centres

- Literacy

Alternative Program

- N/A

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
Lit						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 Grade Organization (September 30, 2009)

Regular		
	Kindergarten	23
	Grade 1	19
	Grade 1, 2 combined	21
	Grade 3	17
	Grade 4	21
	Grade 4, 5 combined	22
	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 2, 4 combined	7
	Grade 6, 7, 8, 9 combined	10
TOTAL		303

Enrolment History

Grade	2005	2006	2007	2008	2009
0	26	11	15	26	23
1	21	17	15	17	24
2	16	16	19	13	19
3	22	19	15	26	17
4	25	22	18	17	32
5	15	31	23	21	15
6	16	22	28	23	23
7	61	36	46	61	46
8	53	69	45	45	63
9	65	63	66	35	41
20	6				
TOTAL	326	306	290	284	303

Projected Enrolment*

Program	K	G1	G2	G3	G4	G5	G6	G7	G8	G9	TOTAL
Regular	22	22	19	16	17	24	13	34	36	44	247
Special Education	0	0	3	5	1	4	2	14	12	14	55
TOTAL	22	22	22	21	18	28	15	48	48	58	302

* This enrolment projection includes students in the District Special Education centres and takes into account current demographic conditions and trends.

The attendance area for the regular elementary program at Spruce Avenue School consists of the Spruce Avenue neighbourhood. As shown in the Spruce Avenue School Profile there are 133 students residing in the Spruce Avenue School elementary attendance area. Of these students, 79 attend Spruce Avenue School.

The attendance area for the regular junior high program at Spruce Avenue School consists of the Spruce Avenue, Prince Rupert, Queen Mary Park and McDougall Neighbourhoods neighbourhoods. As shown in the Spruce Avenue School Profile there are 194 students residing in the Spruce Avenue School junior high attendance area. Of these students, 72 attend Spruce Avenue School.

Attached are maps of Spruce Avenue School's attendance areas (Attachments II and III).

<p>ALLOCATIONS AND GRANTS REQUIRED TO STAFF AND OPERATE SPRUCE AVENUE SCHOOL</p>

The total grants and allocations received by Spruce Avenue School are \$2,774,263. The following allocations and grants are received by the school:

Regular Kindergarten (Full Day)	105,384
E.L.L. (Division I)	9,164
Regular Elementary (1-6)	462,772
Regular Junior High	394,043
G & T Challenge Elem.	4,582

Autistic	47,081
E.L.L. (Division II)	51,415
E.L.L. (Junior High)	194,236
ELL Foreign Born Refugee Background	8,645
Learning Disability	43,226
Literacy	86,452
Mild Cognitive Disability	25,936
Physical or Medical Disability 6	9,653
Severe Emotional/Behavioural Disability	134,444
Severe Physical or Medical Disability 7	168,055
Sponsored Students Level 7	84,028
Sponsored Students Level 8	23,540
Strategies	8,645
1st. Program	68,209
2nd. Program	46,036
A.I.S.I. Project	36,248
Aboriginal Funds	32,000
Adaptation Block Grant	62,141
Alberta Small Class Size Initiative	152,431
CCEP	150,265
Community Use of Schools	810
Consulting Service Delivery Hours (227)	0
Consulting/Inservice	16,362
Designated Receiving School	714
Early Reading Incentive	52,105
High Social Vulnerability	71,454
Innovative Classroom Technology	12,014
Other Services	20,682
Plant Operations & Maintenance	164,149
Settlement Grant (2002)	22,341
Teacher Aide	5,001
TOTAL RESOURCE ALLOCATION	\$2,774,263

1 st Program:	This allocation acknowledges the unique and complex financial demands associated with providing multiple programs as well as those associated with schools with smaller enrolments, below 275 students. It has also been referred to historically as “a small school grant.”
2 nd Program:	This allocation acknowledges the unique and complex financial demands associated with providing multiple programs as well as those associated with schools with smaller enrolments, below 275 students (eligible for 1 st Program only). It has also been referred to historically as “a small school grant.” Funds are available to schools for the 2 nd multiple program grant when there are more than 40 students and below 186 students.
CCEP:	This allocation is for services and resources that include: teacher librarian (\$32,350) and French resources (\$2000) per school. Additional funds were also allocated for fieldtrips (\$30, 000), supplies (\$10,000) and for the reading Recovery Program (\$457,500) that were distributed amongst schools in the partnership based on student enrolment.

Financial Efficiencies

In the event of the closure of the elementary program at Spruce Avenue School, it is anticipated that there will not be district financial efficiencies gained. While there will be financial resources redistributed through the closure of the elementary program, additional allocations will be received as Spruce Avenue School is recommended to receive the junior high students from the Parkdale and McCauley attendance areas.

Staffing Amounts and Full Time Equivalent 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

TRANSPORTATION

The following list provides information on the resident neighbourhood of the four students transported to the district Special Education centre at Spruce Avenue School. It is important to note that District sites are distributed by Student Program Distribution and that they are reviewed on an annual basis to ensure that they are located in a school that is convenient to the students needing programming. This list does not include students under parent provided transportation. Spruce Avenue School is located in Transportation Zone 5.

Students	Program or District Site	Neighbourhood	Transportation Zone
1	Community Mental Health	Mee-Yah Noh	5
1	Community Mental Health	Sifton Park	6
1	Community Mental Health	Silverberry	1
1	Community Mental Health	Terwillegar South	3

FACILITY INFORMATION

- Spruce Avenue School was built in 1929. A 1,216.3 m² addition was added in 1953.
- The provincial **Area Capacity and Utilization Report** rate for Spruce Avenue is 497 student spaces (63 per cent utilization rate)
- **Type of Space**
 - 18 classrooms
 - Library
 - Computer lab located in the library
 - Gymnasium with stage
 - Three Special Needs Classrooms

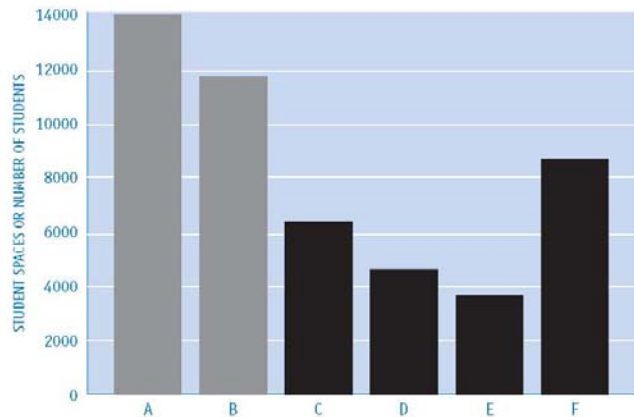
- **After Hours Community Use**
Under the Joint Use Agreement, Spruce Avenue School provides after hours gymnasium space to the community Monday, Wednesday and Friday from 1800 – 2200 hours.
- **Leases**
Big Brothers and Big Sisters of Edmonton and The Family Centre of Northern Alberta have a part time license for after hours use of the gymnasium.
- **Site Conditions and Amenities**
Spruce Avenue School is located on non-reserve land, which the district owns, with no other school facility adjacent to the site. There is a playground located next to the school which is maintained by the City of Edmonton.

LOCATION, ACCESSIBILITY AND SECTOR INFORMATION
--

Spruce Avenue School is located in the Central Sector is made up of mature neighbourhoods. A map of the Central Sector is provided as Attachment III.

- There are 24 schools in the Central Sector that provide elementary programming; Athlone, Balwin, Belvedere, Calder, Delton, Delwood, Eastwood, Glengarry, Inglewood, John A. McDougall, Kensington, Lauderdale, McArthur, McCauley, Mee-Yah-Noh, Norwood, Oliver, Parkdale, Prince Charles, Princeton, Riverdale, Scott Robertson, Spruce Avenue and Westglen.
- There are 8 schools in the Central Sector that provide junior high programming; Balwin, Killarney, McCauley, Oliver, Parkdale, Rosslyn, Spruce Avenue, Westmount
- There are 6,316 elementary and junior high students living in Central Sector.
- There are 13,947 provincially rated student spaces in Central Sector.
- There are 2,062 elementary and junior high students living in the CCEP attendance areas.
- There are 3,955 provincially rated student spaces in the CCEP schools.
- Seventy seven per cent of students living in this sector are enrolled at schools located in Central Sector, and twenty three per cent are enrolled outside the sector at their designated receiving school, or at other schools offering regular and district alternative and special education programs.
- Forty three per cent of students enrolled in Central Sector live outside of the sector.
- Major capital investment in Central Sector schools will be contingent upon confirmation of their long-term viability.

Central Sector: K-9 Capacity and Enrolment



■ Enrolment
■ Capacity

A Provincial capacity in the Central Sector (13,947)

B Alberta Commission on Learning (ACOL) capacity in Central Sector (11,898)

C Total number of students living in the Central Sector (6,316)

D Enrolment of students living and attending schools in the Central Sector (4,873)

E Enrolment of students not living in but attending schools in the Central Sector (3,780)

F Total Enrolment K-9 students in the Central Sector schools (8,653)

- *The Central Sector is made up of some of Edmonton's oldest neighbourhoods.*
- *There are 6,316 elementary and junior high students living in the Central Sector.*
- *There are 13,947 provincially rated student spaces in the Central Sector.*
- *There are 11,898 Alberta Commission on Learning (ACOL) rated student spaces in the Central Sector.*
- *There are 1,443 excess ACOL student spaces in the Central Sector*
- *Edmonton Christian School Northeast Campus has been removed from Central Sector.*
- *Seventy-seven per cent of students living in this sector are enrolled at schools located in the Central Sector, and 23 per cent are enrolled outside the sector at their designated receiving school, or at other schools offering regular and district alternative and Special Education programs.*
- *Forty-three per cent of students enrolled in the Central Sector live outside of the sector.*
- *Many district alternative and Special Education programs are found within the Central Sector. These programs enhance the viability of many Central Sector schools.*
- *Major capital investment in the Central Sector schools will be contingent upon confirmation of their long-term viability.*

Current and Future Residential Development

There are no major redevelopment plans or initiatives for Spruce Avenue neighbourhood. There have been no major residential developments within the last ten years in, and no major residential developments have been proposed recently. 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.

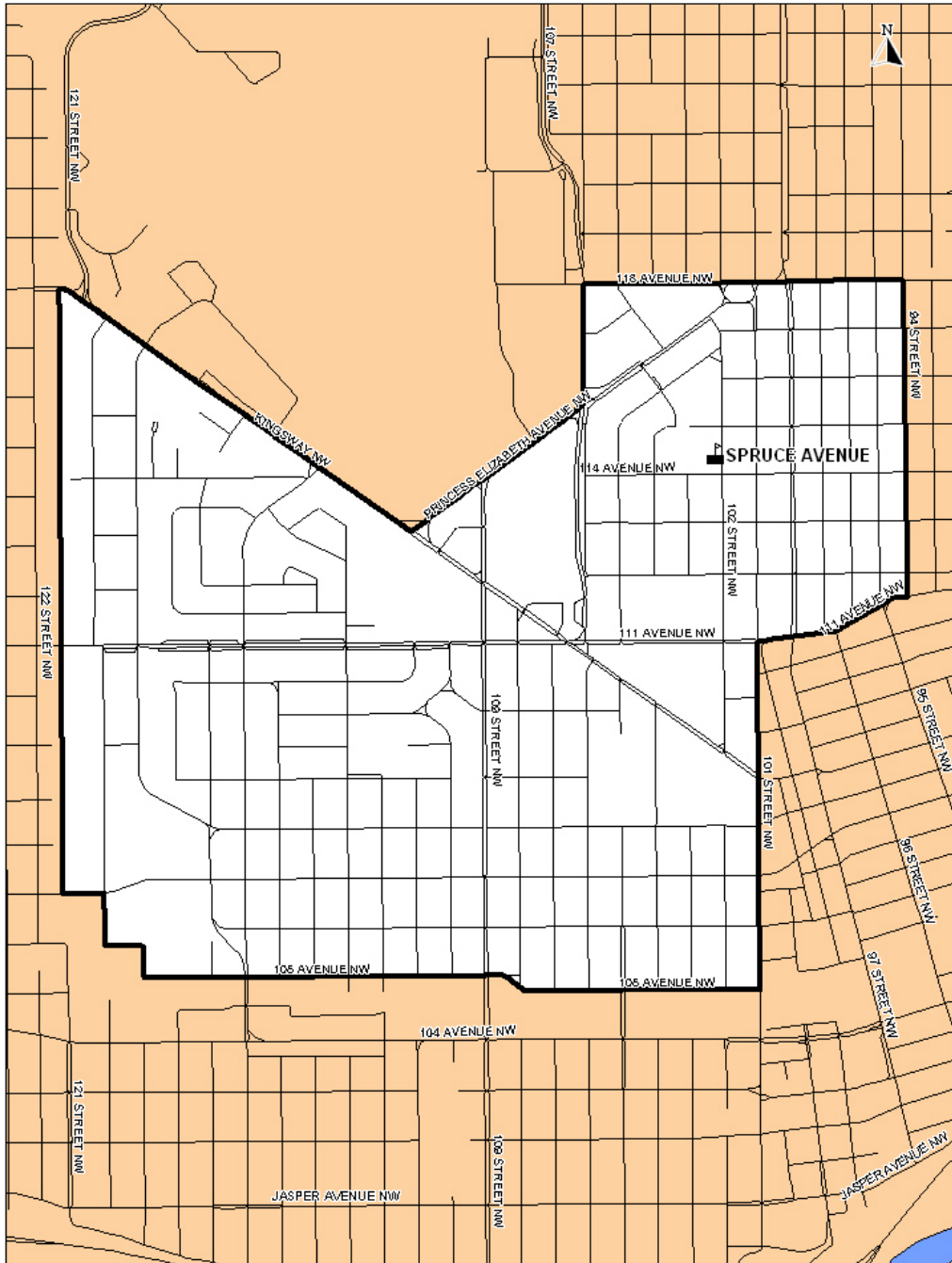
Attachment I	Spruce Avenue School Profile
Attachment II	Spruce Avenue Elementary Attendance Area Map
Attachment III	Spruce Avenue Junior High Attendance Area Map
Attachment IV	Map of South Central Sector

School Profile -- as of Sept 30, 2009

(Generated Jan 27, 2010)

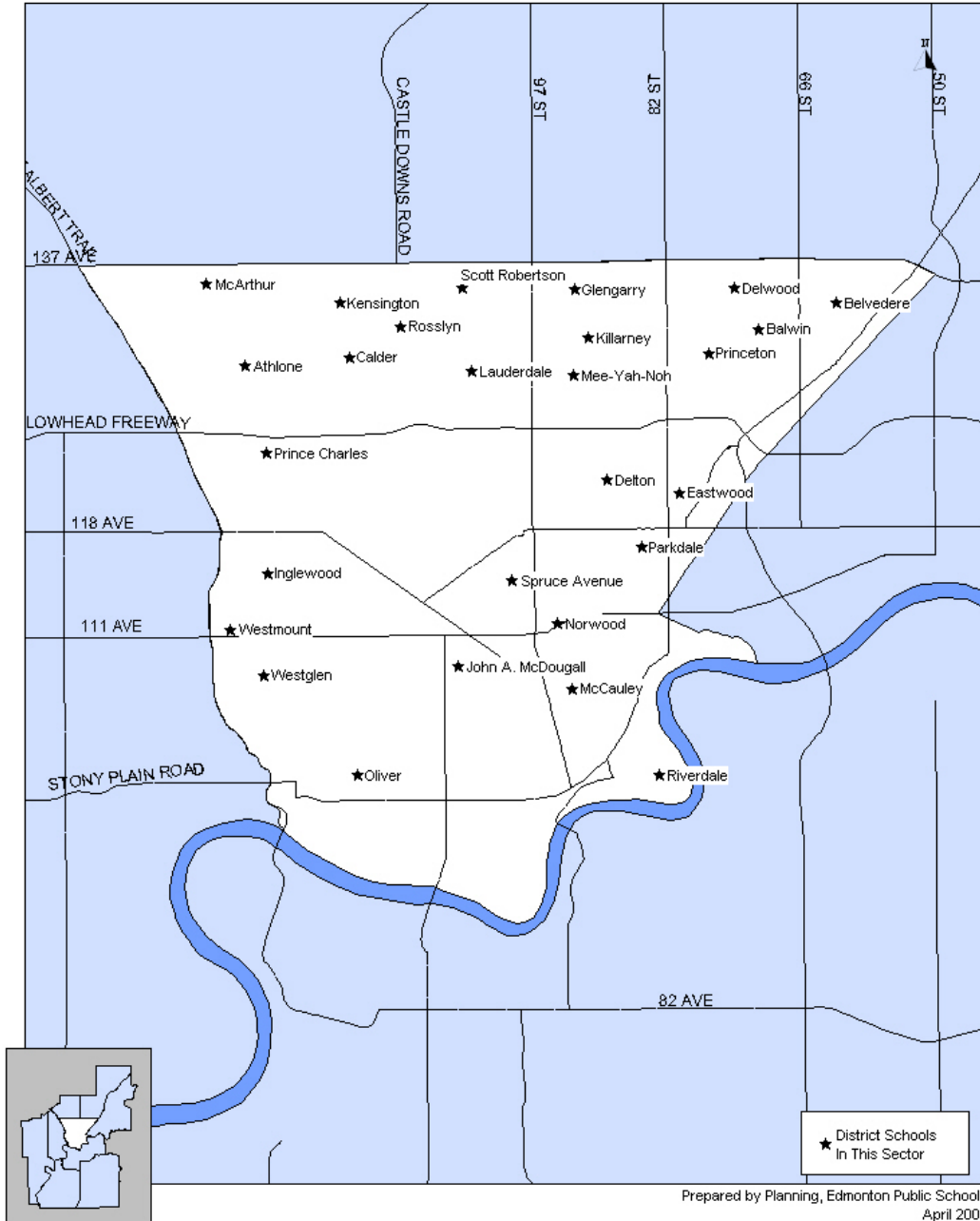
EDMONTON PUBLIC SCHOOL: Spruce Avenue (537) - Elementary/Junior High - 11424 - 102 Street NW															
Viability Benchmark for each category in brackets ()															
STUDENT ENROLMENT 2009/10													Meets Viability Benchmark		Yes
Number of Students Per Grade:					Elementary 153 (140)			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 JUNIOR HIGH ATTENDANCE AREA 2009-2010



Prepared by Planning, Edmonton Public Schools
Spruce Avenue JHAA 2009-10.WOR

Central Sector



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:

- 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.

C. 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](#)

(Consolidated up to 163/2008)

ALBERTA REGULATION 238/97

School Act

CLOSURE OF SCHOOLS REGULATION

Table of Contents

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

Definitions

1 In this Regulation,

- (a) "closure" means any action referred to in section 2;
- (a.1) "Ministers" means, for the purposes of sections 6 and 7, the Ministers determined under section 16 of the *Government Organization Act* as the Ministers responsible for Part 7 of the *School Act*;
- (b) "school year" means the 12-month period beginning on September 1 and ending on the following August 31.

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

Non-application of sections

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

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

- (b) as a result of the Minister's having directed the board to dispose of the school building pursuant to section 200(3) of the Act, or
- (c) pursuant to section 2(b) if
 - (i) the school has more than one education program,
 - (ii) the students in the grades being closed are all in the same education program, and
 - (iii) the education program referred to in subclause (ii) is to be transferred to another school.

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

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

Exemption from requirements

1.2(1) The Minister may, on the written request of a board or on the Minister's initiative, exempt a board from the requirements of sections 4 to 7 in respect of a closure that occurs

- (a) as a result of the board's inability to comply with section 57(2) of the Act, or
- (b) for health or safety reasons.

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

AR 257/2003 s4;170/2004

Closure of schools, etc.

2 A board may

- (a) close a school permanently or for a specified period of time,
- (b) close entirely 3 or more consecutive grades in a school, or
- (c) repealed AR 257/2003 s5,

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

AR 238/97 s2;257/2003

Policies and procedures for closure of schools

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

AR 238/97 s3;257/2003

Notification of proposed closure

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

- (a) raise the matter by way of a motion at a regular meeting of the board, and
- (b) in writing notify the parents of every child and student enrolled in the school who, in the opinion of the board, will be significantly affected by the closure of the school.

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

- (a) how the closure would affect the attendance area defined for that school;
- (b) how the closure would affect the attendance at other schools;
- (b.1) information on the board's long-range capital plan;
- (c) the number of students who would need to be relocated as a result of the closure;
- (d) the need for, and extent of, busing;
- (e) program implications for other schools and for the students when they are attending other schools;
- (f) the educational and financial impact of closing the school, including the effect on operational costs and capital implications;
- (g) the educational and financial impact if the school were to remain open;
- (h) and (i) repealed AR 257/2003 s7;

- (j) the time and location of the public meeting referred to in section 5(1)(a).

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

- (a) the capital needs of the schools that may have increased enrolment as a result of the closure, and
- (b) the possible uses of the school building or space in the school building if
 - (i) the entire school is being closed, or
 - (ii) 3 or more consecutive grades in the school are being closed entirely.

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

Public meetings

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

- (a) shall organize and convene a public meeting for the purpose of discussing the information provided to the parents under section 4,
- (b) shall provide an opportunity for the council of the municipality in which the school is located to provide a statement to the board of the impact the closure may have on the community, and
- (c) may hold other meetings with respect to the closure at times and places as the board may determine.

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

- (a) posted in 5 or more conspicuous places in the area or areas of the school or schools affected by the closure, for a period of at least 14 days before the date of the public meeting, and
- (b) advertised in a newspaper circulating within the area or areas of the school or schools affected by the proposed closure, on at least 2 occasions as close as is practicable to the date of the meeting.

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

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

AR 238/97 s5;257/2003

Decision on closure

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

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

(3) A board

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

(b) if the decision is to close the school, shall forthwith notify the Ministers in writing of the decision.

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

Closure within school year

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

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

AR 238/97 s7;257/2003

Expiry

8 For the purpose of ensuring that this Regulation is reviewed for ongoing relevancy and necessity, with the option that it may be re-passed in its present or an amended form following a review, this Regulation expires on June 30, 2010.

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

9 Repealed AR 223/2002 s5.

Appendix VI - City Centre Education Partnership School Reconfiguration Tables

<i>Operational Elementary School</i>	<i>Closed Elementary School(s) or Program</i>	<i>Enrolment</i>	<i>Students in Attendance Area</i>	<i>Projected Enrolment 2010-2011</i>	<i>Special Needs District Centre Classes</i>	<i>Early Learning Classes</i>	<i>ACU School Capacity</i>
Delton		239	355	225	<ul style="list-style-type: none"> ▪ 3 Opportunity Classes ▪ 1 Division I Behaviour Learning Assistance Class 	No	650
	Eastwood	106	139	106	<ul style="list-style-type: none"> ▪ 2 Opportunity Classes ▪ 1 Division II Behaviour Learning Assistance Class 		
	Parkdale	95	149	76			
Delton Consolidated Total		440	643	407	<ul style="list-style-type: none"> ▪ 3 Opportunity Classes ▪ 1 Division I Behaviour Learning Assistance Class ▪ 1 Division II Behaviour Learning Assistance Class 	Yes	650

*Excludes Literacy Program students to be accommodated at Norwood School

<i>Operational Elementary School</i>	<i>Closed Elementary School(s) or Program</i>	<i>Enrolment</i>	<i>Students in Attendance Area</i>	<i>Projected Enrolment 2010-2011</i>	<i>Special Needs District Centre Classes</i>	<i>Early Learning Classes</i>	<i>ACU School Capacity</i>
John A. McDougall		218	306	208	<ul style="list-style-type: none"> ▪ 1 Division II Opportunity Class 	Yes	670
	McCauley	90	137	67			
John A. McDougall Consolidated Total		308	443	275	<ul style="list-style-type: none"> ▪ 1 Division II Opportunity Class 	Yes	670

<i>Operational Elementary School</i>	<i>Closed Elementary School(s) or Program</i>	<i>Enrolment</i>	<i>Students in Attendance Area</i>	<i>Projected Enrolment 2010-2011</i>	<i>Special Needs District Centre Classes</i>	<i>Early Learning Classes</i>	<i>ACU School Capacity</i>
Norwood		139	175	125		Yes	402
	Spruce Avenue Elementary	153	133	148			
	Parkdale	N/A	N/A	11	<ul style="list-style-type: none"> ▪ 1 Division II Literacy Class 		
Norwood Consolidated Total		292	308	284	<ul style="list-style-type: none"> ▪ 1 Division II Literacy Class 	Yes	402

<i>Operational Junior High School</i>	<i>Closed Junior High School(s) or Program</i>	<i>Enrolment</i>	<i>Students in Attendance Area</i>	<i>Projected Enrolment 2010-2011</i>	<i>Special Needs District Centre Classes</i>	<i>Pre Advanced Placement Program</i>	<i>ACU School Capacity</i>
Spruce Avenue		150	194	154	<ul style="list-style-type: none"> ▪ 1 Division III Literacy Class ▪ Mental Health Classroom 	N/A	497
	McCauley	83	171	79	<ul style="list-style-type: none"> ▪ 1 Division III Behaviour Learning Assistance Class ▪ 1 Division III Opportunity Class 		
	Parkdale	92	303	78	<ul style="list-style-type: none"> ▪ 2 Division III Literacy Classes 		
Spruce Avenue Consolidated Total		325	668	311	<ul style="list-style-type: none"> ▪ 3 Division III Literacy Classes ▪ 1 Division III Behaviour Learning Assistance Class ▪ 1 Division III Opportunity Class 	Yes	497

CCEP Total Capacity	3955	Excess Spaces Removed	1736	Projected Excess Spaces Remaining in Operational Schools in CCEP	942
----------------------------	-------------	------------------------------	-------------	---	------------

CCEP Facilities Condition and Future Expenses (10 year window)

Jan 27, 2010

	McCauley Elementary / Junior High School B3209A	Norwood Elementary School B3234A	John A. McDougall Elementary / Junior High School B3210A	Eastwood Elementary / Junior High School B3097A	Parkdale Elementary / Junior High School B3245A	Delton Elementary School B3097A	Spruce Avenue Elementary / Junior High School B3277A
Year Constructed	1911	1908	1930	1921	1912	1946	1929
Sq Metres	4,580	3,399	5,485	5,588	4,271	5,130	4,410
ReCAPP Information (Alberta Infrastructure)							
Replacement Cost:	\$12,204,313	\$9,057,512	\$14,613,575	\$14,837,128	\$11,378,844	\$13,667,669	\$11,750,012
FCI (maintenance events only)	3.59%	3.64%	8.71%	13.93%	14.43%	5.01%	24.93%
FCI (maintenance & non-maintenance events)	4%	5%	9%	69%	69%	83%	26%
General Factors:							
Modernized?	Modernized in 2002	Recently modernized	Recently modernized	Multi-story - large hallways	Multi-story - large hallways	Multi-story	Multi-story - large hallways
Asbestos Liability?	no	no	no	yes	yes	yes	yes
Good HVAC system?	yes	yes	yes	no	no	no	no
Accessibility?	yes	yes	yes	poor	poor	poor	poor
10 Year Potential for the physical building Reasoning:							
	V Good	V Good	V Good	Poor	Poor	Fair	Fair
				Outdated design and expensive to renovate	Outdated design and expensive to renovate	Fair overall design	Fair overall design
				Poor layout	Poor layout	Fair layout	Fair layout
Expected Degree of Modernization							
	None	None	None	Major	Major	Major	Major
Maximum Support for Modernization per sq M (from AIT)							
				\$ 1,750	\$ 1,750	\$ 1,750	\$ 1,750.00
Modernization Cost							
Consulting Fees (12.5%)				\$ 9,744,000	\$ 7,474,250	\$ 8,977,500	\$ 7,717,500
Project Fees (2%)				\$ 1,218,000	\$ 934,281	\$ 1,122,188	\$ 964,688
GST (1.6%)				\$ 194,880	\$ 149,485	\$ 179,550	\$ 154,350
				\$ 155,904	\$ 119,588	\$ 143,640	\$ 123,480
Total Estimated Modernization Cost				\$ 11,312,784	\$ 8,677,604	\$ 10,422,878	\$ 8,960,018

Note:

Maintenance items

- failure replacement
- lifecycle replacement
- preventative maintenance
- repairs
- code replacement

Non-maintenance items include:

- lighting upgrades for energy efficiency
- hazardous material management
- barrier free access improvements
- indoor air quality improvements

Prepared by: Ken Erickson
Reviewed by: John Nicoll

HVAC - Heating Ventilation Air Conditioning



DIALOGUE
PARTNERS

Bringing people together

Sector Planning Public Engagement Report **EXECUTIVE SUMMARY**



Greater Hardisty & City Centre Education
Partnership Areas

2031 Neepawa Avenue
Ottawa, ON Canada
K2A 3L7
Telephone: 613-724-2450
Toll-Free: 1-866-269-1276
Web: dialoguepartners.ca
E-mail: info@dialoguepartners.ca

This Executive Summary contain three parts:

- Part 1 – Process
- Part 2 – Results
- Part 3 – Evaluation

PART 1 - PROCESS

Values based approach

The engagement process for sector planning was developed with a methodology designed to identify areas of agreement, identify and resolve conflict, create a forum for values based engagement, information sharing, and productive discussion.

A phased approach to engagement was implemented, designed to provide a series of opportunities that encouraged participants to:

- readily identify their interests
- talk about what was most important to them in relation to the topic
- explore the values they brought to the discussion that would support development of options for a path forward
- gain a deeper understanding of various perspectives
- weigh the “hard” issues of facts, reality, and values and propose options for the future that reflect those things

Best Practises

We grounded our public engagement in the following principles that guide our practice and are based on our previous experience on issues of high emotion or controversy:

- Inclusion and Outreach
- Diversity of perspective, viewpoint and experience
- Creating space for people’s emotion, concerns, fears etc.
- Bringing people together to learn and understand from each other, rather than engaging people in “silos” of similar thinking
- Talking about the “hard” issues
- Engaging community, partners, kids, organizations, AND staff in the conversation
- Creating a different kind of conversation, based on values and dialogue
- Openness, transparency and accountability in sharing information and reporting on what was said
- Linking input to decision making
- Multiple opportunities for input

- Building capacity among participants to talk to each other and the District in an open, respectful, meaningful way

Public Engagement Focus:

Exploring the possibilities and challenges of school space as an important part of a complete and vibrant community

Public Engagement Goals:

- Gathering community and stakeholder input that would be used in drafting recommendations for the path forward, and for decision making.
- Involving a broad and diverse range of interested and affected stakeholders, with a variety of perspectives throughout the project.
- Creating and implementing multiple opportunities for meaningful dialogue and a value based discussion.
- Providing participants with information they need to participate in a meaningful way.
- Raising awareness and understanding about the challenges and opportunities affecting space allocation and configuration across the school board.
- Developing and implementing the public engagement process in an open, transparent, accountable, and meaningful way.
- Using a values and principles based approach where areas of common ground and collective wisdom become a lens to deliberate on issues of diversity or differences.
- Contributing to the stakeholder’s capacity to participate by supporting and enriching skills and experience in public engagement processes.

Communication Goals

- Creating awareness and understanding among parents and other stakeholders about the project by providing easy to understand, easy to access, accurate, and timely information
- Fostering clarity among internal stakeholders relative to the goals and opportunities of the public engagement process
- Building good community relations and support for the process by being open, honest, and transparent, as well as responsive to issues that arise as part of project development
- Building support for the public involvement process by encouraging open lines of communication between EPSB and process participants
- Providing information about how the public’s input has been used in the decision making process
- Providing relevant and easily understandable information about the issues impacting the Greater Hardisty and City Centre areas

Communication Activities & Participation Rates

Communication Activity	Number of Participants Contacted or Participating
Interviews	79 interviews and/or email and fax comments received.
Connect2Edmonton	2,712 views of information and posts on site. 58 separate posts by 20 different contributors.
Facebook	Four facebook posts to each of 21 different facebook sites (totalling 84 posts), reaching 2,343 members.
Project Website	From the period October 1 – December 31, 2009, there were 11,943 page views, 1,286 visits to the website, and 1,115 unique visitors.
E-newsletters	Five issues of the newsletter, sent to 1029+ email contacts between mid October and mid December (<i>approximately 60% of the contacts in the database are organizations, community leagues and other interested “groups” and 40% are individuals</i>). The “open” rate of the electronic newsletter was 25%, considerably higher than the industry average of 14-20%.
Posters and hard copy materials in schools	Posters and hard copies of workbooks distributed to all schools and a large number of community organizations, outlining opportunities to participate .
Backpack letters	Four separate backpack letters sent to all 11 schools (<i>sent home with approximately 980+ children in CCEP and 850+ children in Greater Hardisty</i>). One sent in September, one in October, two in November.
Trustee Updates	Four updates sent to EPSB Trustees between October and January.
Staff Updates	Three updates sent to 304 staff in Greater Hardisty and CCEP areas, and 1 update sent to all District staff.
Principal Updates	Four updates sent to twelve principals in both areas between October and January.
Partner / Organization Updates	Three electronic updates sent to 36 partner organizations. In addition, the Chamber of Voluntary Organizations posted the project information on their website, and distributed to their contact list of organizations on our behalf.
City of Edmonton contacts	Seven emails / phone calls with the City to arrange a meeting, as well as representation by the City on the Engagement

Communication Activity	Number of Participants Contacted or Participating
	Advisory Committee. Information shared with multiple City contacts including Community Recreation Coordinators, who attended and participated in activities.
Advertisements	Two insertions in Edmonton Journal, two insertions in Edmonton Sun, and one insertion in Examiner on each of four different weeks.
Media releases	Two Media releases about upcoming events.
School meetings	Four meetings held in response to specific requests to provide additional information on the process and how to get involved with schools, parents or community groups. Approximately 60 participants in total over 4 meetings.
“Other” emails and phone calls	Throughout the project we responded to approximately 20 voice mail inquiries requesting information about how to participate, as well as an additional 30 general email inquiries.
Totals: 16 different communication tools used to share information and encourage participation in the project (many of these tools were used multiple times, like the newsletters, updates, backpack letters, facebook postings, advertisements etc).	Totals: Approximately 6,800+ individuals or groups contacted or provided with information (this does not include advertisements, media releases, page views on Connect2Edmonton or the website etc. The count refers to the approximate number of individuals /organizations who were provided with information or visited a site.)

Engagement Activities & Participation Rates

Engagement Activity	Participation Rates
Workbooks	1000 workbooks printed and distributed. 242 completed workbooks returned, including approximately 25 workbooks that represented group discussions with multiple participants. 53% of these workbooks were from the CCEP area, and 45% were from Greater Hardisty. The remainder were unknown or from elsewhere in the City.
Workbook Training	Three community based training sessions were held as well as one additional training session for EPSB staff. A total of 30 participants participated over the four sessions.
Forums – CCEP, Greater Hardisty, EPSB Staff	November 12 with focus on Greater Hardisty = 42 participants

Engagement Activity	Participation Rates
	November 14 with focus on CCEP = 37 participants November 14 for EPSB staff = 12 participants Total participants for forums = 91 participants
Workshops – CCEP, Greater Hardisty, EPSB Staff	November 30 for Greater Hardisty = 56 participants December 1 for CCEP area = 15 participants December 2 for EPSB staff = 34 participants Total participants for workshops = 105
Partner Workshop	December 1 with 12 participants representing 12 different partner organizations
Online comments	4 comments / input received
Meeting with the City of Edmonton	January 4, 2010 with 20 participants
“Other” input	Approximately 30 “other” comments were provided (includes voice mail, emails, faxes and letters).
Phone Calls	Throughout the process, we made phone calls to organizations, individuals, and participants encouraging participation in engagement activities. Towards the end of the process, we also made specific phone calls to set up additional meetings and gather information on why some people had not participated to date.
Multicultural Health Brokers meeting	Meeting scheduled with new and emerging refugee and immigrant community leaders on January 12, 2010. Approximately 25 participants.
Engagement Advisory Committee	Four meetings of the Engagement Advisory Committee were held with 25 members representing a wide diversity of interests and perspectives.
Total Events = 21 events or activities	Total participants = 600+ participants

Total Project Communication and Participation Rates

<p>Event Totals:</p> <ul style="list-style-type: none"> 16 different communication tools used to share information and encourage participation in the project, most used multiple times 	<p>Participation Totals:</p> <ul style="list-style-type: none"> Approximately 6,800+ individuals or groups contacted or provided with information
---	---

<ul style="list-style-type: none"> • 21 Different Engagement Events or Activities to gather input, ideas, concerns and suggestions 	<ul style="list-style-type: none"> • 600+ participants attending events or providing input
---	---

Adjustments to the Process

With responsiveness and flexibility as cornerstones of meaningful engagement and good process, we made a number of adjustments to the Engagement and Communications Plans throughout process in order to respond to input, comments, activities, or new information. In addition, we conducted an evaluation after every event and phase, and reviewed our communications and engagement objectives and materials on an ongoing basis to identify where we were succeeding and where we needed to adjust the process.

We were able to implement the following changes to the Public Engagement Process:

- Child Care
- Meetings at schools / with communities unable to or uncomfortable about participating in other ways
- Adjustments to message and materials
- Adjustments to online engagement
- Translation / Interpretation
- Changes to timelines to respond to concerns about timing
- Online input re: options extended
- Meetings with Principals and Principal Updates
- Changes to the Partner Workshop
- Additional meeting to engage the City of Edmonton

Finding out why some people have not participated

In reviewing our participation numbers and diversity, we identified that while we received considerable input from parents, organizations, and partners in both areas, we had a smaller amount of input and participation from multicultural and aboriginal communities. Instead of making assumptions about why we weren't hearing from these people, we decided to ask them directly if they had participated, and if they had not, why they had not been involved.

This is what we learned:

- Participation on this topic doesn't relate to their "identity", the issues that are most important to them, or the issues they are dealing with at the time
- Their children are in a good school, and they believe this will continue to be the case
- They are focused on more critical issues (housing, employment, food etc)
- They come from a culture where they don't speak out and they didn't think this was meant for them
- The workshop approach may have been culturally inappropriate for some
- Parents feel defeated by the myriad of issues affecting them

- Some have already participated and can't do so on an ongoing basis

PART 2 – RESULTS

Overall Themes of Input

It should be noted that the focus of the engagement was on qualitative input, not on quantity of input, and the themes that converged, as well as those that were divergent, have been highlighted in this report. Input and themes were not “ranked” according to the volume of input relating to a particular school or idea.

A number of themes emerged from participant input and comments that are not directly applicable to the sector planning principles, partnerships or options for school space use or closure. These themes included:

- Desire for decision makers to be part of the conversation
- Timing
- Language: sector planning vs. school closure
- Provide opportunities for input in ways other than face to face
- Open boundaries and programs of choice
- Entire City vs. sector by sector
- Rethink how space is viewed
- Working with the City
- Meaningful Public Consultation
- The Value of Schools to Students

Principles for Sector Planning

As noted earlier, the engagement process was structured in a phased approach that started with a discussion of what was important to people, and the principles they felt should guide the conversation. The primary intention was to get people to identify and share what is most important to them, to talk to each other and with EPSB in a different way, to build capacity for engagement, and THEN to initiate a discussion about school closure.

Participants were asked to comment on the planning principles guiding sector planning and propose additional comments, ideas and thoughts. A number of comments were received on the existing Sector Planning Principles, with some modifications and or adjustments to a few of them. Overall, the existing sector planning principles were supported.

From participant input on the sector planning principles, three new guiding principles and a general “statement of intention” emerged, applicable to sector planning overall and not specific to any particular area. These three new proposed principles are:

- Overall best interests of the entire community over the long term
- Inclusion

- Partnership and Collaboration

One over-arching statement of intention guiding sector planning was also made: Be realistic about what can be achieved.

Working with Partners

Key themes related to partnerships and school space emerged from participant input, as well as a number of comments and suggestions about the use of school space after a closure takes place.

- Different approach to administration of school space with partners
- Criteria for Partners in school space
- Clear criteria for partners using school space emerged from participant input:
 - Organizations that offer programs or services that are supportive of students
 - Organizations that offer programs or services that are supportive of healthy families, kids, and community
 - Organizations that offer programs or services that are supportive of lifelong learning
 - Priority should be given to not for profits with a mandate of community benefit versus commercial interests
 - It was noted that the organizations do not have to be delivering a program or service in a specific school, and could instead be leasing office space. Emphasis was on the organizational mandate and compatibility with District mandate
 - These criteria applied to partners using school space in an existing school as well as partners using school space after closure.
- Safety
- Collaboration between partners and organizations

The City of Edmonton

Participant input relating to the City of Edmonton’s role in sector planning included:

- The City needs to be part of the discussion.
- Residents are members of the same community, regardless of who is delivering the service or program to them, and they would appreciate being engaged in an integrated conversation on issues that affect their community.

At the meeting held with the City of Edmonton, a number of opportunities and challenges were identified, along with some high level themes that should be considered as part of sector planning:

- There needs to be education – within the community and within the two organizations – about the roles, plans, strategies, and projects being considered and implemented

- There needs to be more dialogue and understanding between the two organizations about their respective roles and needs
- There needs to be action on working together in a more effective, collaborative way about issues that affect Edmontonians within their respective mandates
- More discussion is needed to clarify what happens next

Greater Hardisty Area – Area Specific Criteria for School Space Use / School Closure options

Area Specific Criteria for School Space Use

While the sector planning principles guide the allocation, configuration, and use of school space throughout all sectors across the City, the specific criteria for school space noted below apply to the entire Greater Hardisty area, are specific to the needs of those participants, and are directly related to implementation of any closure option.

1. Pool Resources and Achieve Efficiencies
2. Encourage and Increase Partnerships
3. Additional and Varied Programs
4. Safety
5. Child Care

Options for school closure in Greater Hardisty

While the majority of respondents suggested two schools close, the end configuration and the opinions regarding which two specific schools should close was frequently different.

Option for Moving Forward	Indication of Support (listed in order of priority)
Close Two schools	1
Keep Hardisty School Open	2
Keep Gold Bar School Open	3
Keep Hardisty & Gold Bar Schools Open	4
Keep Hardisty & Fulton Schools Open	5
Keep Fulton School Open	6
Maintain the Logos program	7
Close One School	8
Keep Capilano School Open	9
Keep a Junior High in Greater Hardisty	10

Other Comments	11
Close Hardisty School	12
Close No Schools	13

Two distinct options emerged in the Greater Hardisty area:

- **Keep Hardisty and Fulton school open, and close Capilano and Gold Bar schools**
- **Keep Hardisty and Gold Bar schools open, and close Capilano and Fulton schools**

Specific comments related to each school in the Greater Hardisty area can be reviewed in the full report. In addition, participants discussed the following topics:

- Kindergarten to Grade 9 versus Grades 7-9
- Find out why or why not families are choosing or leaving the area
- Consider different configuration
- Include additional schools in the review
- Provide support for transition and change

City Centre Education Partnership Area – Area Specific Criteria for School Space Use / School Closure options

Area Specific Criteria for School Space Use

As noted in the section of the report on the Greater Hardisty area, what is important to people about when, where, how, and by whom school space should be used can be considered as a lens through which to view what happens to the collective group of schools in the area. While the sector planning principles guide the allocation, configuration, and use of school space throughout all sectors across the City, the specific criteria for school space noted below apply to the entire City Centre Education Partnership Area (CCEP), are specific to the needs of those participants, and are directly related to implementation of any closure option.

1. Schools as a Community Hub
2. Pool Resources and Achieve Efficiencies
3. Encourage and Increase Partnerships
4. Additional and Varied Programs
5. Transportation and Safety
6. Support and Celebration of the Unique Nature of CCEP
7. Child Care
8. Adequate Funding to Support Needs

Options for school closure in CCEP

Option for Moving Forward	Indication of Support (listed in order of priority)
Keep Specific Schools Open, specifically John A. MacDougall School, Norwood, Eastwood, McCauley (other schools did not receive significant mention)	1
Keep four schools open and use one or two closed facilities for community purposes, closing the other(s)	2
Keep all the schools open	3
Keep five schools open and use one or two closed facilities for community purposes, closing the other schools	4
Other comments	5

Beyond the comments related to keep specific schools open, there were three distinct themes that emerged from the comments relating to options for moving forward in CCEP. The themes noted below are referenced in order of quantity of input received.

- I. **Keep four schools open and use one or two closed facilities for community purposes, closing the other(s)**
- II. **Keep all the schools open**
- III. **Keep five schools open and use one or two closed facilities for community purposes, closing the other schools**

However, within those three themes there was wide divergence on the configuration, programs, and which buildings remained open.

A number of other comments relating to school closure options in CCEP were provided, including:

- Frustration with the District opening schools in new developments while engaging in a conversation about closing schools in the city centre area.
- Questioning of some of the assumptions guiding the discussion and suggestions that the District focused on understanding the root causes of enrolment problems
- Emphasis that this discussion should be focused on the kids, not the money

- Support for the school most important to some
- The challenges of accelerated timing for the review in the CCEP area

PART 3 – EVALUATION

When the engagement plan was developed, an evaluation plan was also created. Prior to initiating the project, it was important to identify what success would look like when we were complete. In order to do that, we identified a number of Evaluation Success Indicators:

- Participant satisfaction that the project goals and objectives and the role of the stakeholders in the process have been clearly defined and understood.
- A transparent public engagement process that allows easy access to input and material by all interested parties.
- An open and accessible public engagement process that allows for equitable participation by all stakeholders through a variety of appropriate methods.
- Participants are satisfied with how the process evolved and that the process resulted in meaningful and valuable input for consideration by the decision-makers.
- A broad and diverse range of stakeholders representing the demographics of the area are engaged in the process.

Measuring Success

191 out of a possible 315 participants (61%) completed evaluation surveys, as evaluation surveys were provided at 16 out of 21 engagement events (76%). It should be noted that not all numbers noted below total 100% as some respondents did not answer all questions.

Success Goal or Indicator	Evaluation
Use input in recommendations for decision making	Until a final decision is made by Trustees, it will not be possible to make a direct link between participant input and decision making.
Involve a broad, diverse range of interested and affected stakeholders	Total direct participation over the course of the project totaled 600+ with roughly equal participation from the two affected areas. Depending on the activity, participation ranged with Greater Hardisty having higher participation in face to face meetings, and CCEP having higher participation in workbook submissions. Observation at face to face meetings determined diverse participation of parents and community members at the Community Forums and workbook training. Workbook submissions were also made by a wide range of participants including students.
Multiple opportunities for dialogue and values based	On evaluation surveys, 81% of respondents strongly agreed or agreed that the process provided meaningful

Success Goal or Indicator	Evaluation
discussion	opportunities for dialogue and values based discussion. 11% of respondents neither agreed or disagreed with this, 2% of respondents disagreed and 1% strongly disagreed.
Provide info about how to get involved through easy to understand, accessible, timely information	On evaluation surveys, 90% of respondents strongly agreed or agreed that easy to understand, accessible information was provided. 10% neither agreed or disagreed with this statement.
Raise awareness and understanding about the issues by providing relevant and easy to understand information	On evaluation surveys, 71% of respondents strongly agreed or agreed that their understanding about the issues had increased or they had received the information they needed. 19% neither agreed or disagreed with this, 7% disagreed and .05% strongly disagreed.
Open, transparent, responsive, and accountable process	On evaluation surveys, 72% of respondents felt that the process was open, transparent and responsive. 15% neither agreed or disagreed with this, 6% disagreed and 1% strongly disagreed.
Contribute to stakeholder capacity, enriching skills and experience	On evaluation surveys, 96% of respondents felt that their skills and knowledge had increased and they were prepared to facilitate discussions. 4% neither agreed or disagreed.
Participant satisfaction with process	On evaluation surveys, 77% of participants indicated the process had met their expectations and/or the stated objectives. 19% neither agreed or disagreed with this, 2% disagreed and 2% strongly disagreed.