

EDMONTON PUBLIC SCHOOLS

February 9, 2010

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

RESOURCE

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

RECOMMENDATION

1. That the Administration be authorized to undertake the provincial and Board mandated processes to consider the closure of Capilano School.
2. That the Administration be authorized to undertake the provincial and Board mandated processes to consider the closure of Fulton Place School.

\* \* \* \* \*

Since the spring of 2007, district staff members have been meeting with parents and community members of the Greater Hardisty Area to discuss the viability of schools in the area. In November 2008, the Board of Trustees approved the *Annual Implementation Plan 2008-2009* which gave direction to the Administration to undertake a multi-year sector review initiative to align facility resources with student accommodation needs within individual sectors in the District. The accelerated timeline for the review of the Greater Hardisty Area was approved in the *Annual Implementation Plan 2008-2009*. The District currently owns and operates more space than it requires to meet the needs of current students. With the opening of the six Kindergarten to Grade 9 schools in 2010, South Central Sector schools will be particularly affected as attendance areas are realigned.

In June 2009, the Administration retained Dialogue Partners Inc. to conduct public engagement activities as part of Sector Planning work to assist the District in making recommendations surrounding sector review. 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:

- Closure of Capilano School, citing issues of low enrolment and the ability to use the facility for community use
- Closure of two schools in the Greater Hardisty Area
- Consolidation of Kindergarten to Grade 6 Logos programming
- That parents in the community need a definitive decision on the future of schools in the Greater Hardisty Area (Appendix V)

All scenarios generated by participants during the public engagement phase were considered equally in relation to the Board approved Planning Principles.

In preparing the above recommendations, Board Policy FL.BP – School Closure 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**

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

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

- The Individual Support Program be designated to Hardisty School.

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

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

### **Rationale for Proposed Reconfiguration of Schools and Programs**

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

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

### **Outcomes of the Proposed Reconfiguration of Schools and Programs**

#### Educational

With a greater student population at both of the operational schools within the Greater Hardisty Area, 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 also allow more opportunities for teacher collaboration and sharing of resources
- Additional opportunities for the integration of special needs students
- Greater opportunities for extra curricular activities
- Additional specialized teachers such as music or technology specialists
- Special needs classes will be congregated to provide greater continuity of instruction and flexibility in organizing for instruction
- Continuity of programming with Logos Kindergarten to Grade 9 in one location

## Operational

- Reduction of 876 provincially rated student spaces
- Surplus space exists for the consideration of leases and partnerships
- Capital investment required to modernize two buildings instead of four
- Transportation for elementary Logos program will be reduced from two locations to a single location

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

## Future Use of Schools

Sufficient surplus space will exist to provide opportunities for leases and partnerships within Capilano and Fulton Place 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 surrounding land. The following table reflects the current uses of the schools most recently closed.

<b>School</b>	<b>Year Closed</b>	<b>Current Use</b>
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 and II 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 III).

AP:gm

- Appendix I - Capilano School Sector Review Data
- Appendix II - Fulton Place School Sector Review Data
- Appendix III - School Closure Policy and *Closure of Schools Regulation*
- Appendix IV - Greater Hardisty Area School Reconfiguration Tables
- Appendix V - *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](http://www.epsb.ca/board/jan26_10/item09.pdf))

## **GREATER HARDISTY AREA SECTOR REVIEW CAPILANO 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 Greater Hardisty Area in relation to Capilano 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 Capilano School is based on factors that include;

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

Consideration to close Capilano 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 Capilano community and the Greater Hardisty Area for years to come.

As of September 30, 2009 there were 110 students enrolled at Capilano School for the 2009-2010 year. This included 97 students in the Regular elementary program and 13 Individual Support Program students. Forty-seven per cent of students living in the Capilano attendance area attend Capilano School. Forty-one per cent of Capilano School is being utilized according to the Province's Area Capacity and Utilization Report. Capilano's School Profile is provided as Attachment I.

Capilano School  
10720 - 54 Street

<b>CURRENT ENROLMENT, ORGANIZATION, ENROLMENT HISTORY AND PROJECTED ENROLMENT DATA</b>
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**Regular Programs**

- Regular K-6
- (No Grade 5 Regular program)

**District Special Education Centres**

- Individual Support Program (ISP) – *assists students with severe to profound developmental delays who may also experience physical, sensory or behavioural challenges or medical conditions. Students participate in programming to gain functional skills that enhance their quality of life.*

**Alternative Programs**

- N/A

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

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

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

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

### Enrolment History

Grade	2005	2006	2007	2008	2009
0	17	16	16	11	11
1	16	17	20	20	15
2	29	14	18	19	18
3	26	23	12	19	19
4	26	25	25	8	20
5	30	27	25	24	1
6	22	29	26	22	25
7	1	1	1	6	1
<b>TOTAL</b>	167	152	143	129	110

### Projected Enrolment for 2010-2011\*

2010	K	G 1	G2	G3	G4	G5	G6	G7	G8	TOTAL
<b>Regular</b>	9	11	13	14	14	12	0	0	0	73
<b>Special Education</b>			1	2	3	4	1	1	1	13
<b>TOTAL</b>	<b>9</b>	<b>11</b>	<b>14</b>	<b>16</b>	<b>17</b>	<b>16</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>86</b>

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

The attendance area for the regular program at Capilano School consists of the Capilano neighbourhood. As shown in the Capilano School Profile there are 152 students residing in the Capilano School attendance area. Of these students, 72 attend Capilano School.

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

<b>ALLOCATIONS AND GRANTS REQUIRED TO STAFF AND OPERATE CAPILANO SCHOOL</b>
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The total grants and allocations received by Capilano School are \$1,115,236. The following allocations and grants are received by the school:

Regular Kindergarten	25,200
Regular Elementary (1-6)	357,388
Autistic	47,081
Learning Disability	43,226
Severe Cognitive Disability 7	16,806
Severe Cognitive Disability 8	117,702
Severe Emotional/Behavioural Disability	16,806
Severe Multiple Disability 7	16,806
Severe Multiple Disability 8	23,540
Severe Physical or Medical Disability 7	33,611
Severe Physical or Medical Disability 8	47,081
Sponsored Students Level 8	23,540
1st. Program	88,258
A.I.S.I. Project	26,711
Adaptation Block Grant	1,440

Alberta Small Class Size Initiative	93,566
Consulting Service Delivery Hours (136)	136
Consulting Inservice	9,854
Early Reading Incentive	10,117
Guaranteed Enrolment	16,806
Innovative Classroom Technology	4,722
Other Services	11,145
Plant Operations & Maintenance	112,686
Settlement Grant (2002)	7,374
Teacher Aide	3,770
<b>TOTAL RESOURCE ALLOCATION</b>	<b>\$1,155,236</b>

1<sup>st</sup> 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.”

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 Capilano 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 \$1.1 million dollars for 2009-10.

### Staffing Amounts and Full Time Equivalent by Position

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

### TRANSPORTATION

The following list provides information on the resident neighbourhood of the 11 students transported to the district Special Education centre at Capilano 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. Capilano School is located in Transportation Zone 2.

Students	Program or District Site	Neighbourhood	Transportation Zone
1	ISP	Capilano	2
1	ISP	Fulton Place	2
2	ISP	Grace Martin	1
1	ISP	Jackson Heights	1
1	ISP	MacEwan	3
1	ISP	McKee:South	3
1	ISP	Michaels Park:S	1
1	ISP	Pollard Meadows	1
1	ISP	Summerside	1
1	ISP	Tamarack	1

#### FACILITY INFORMATION

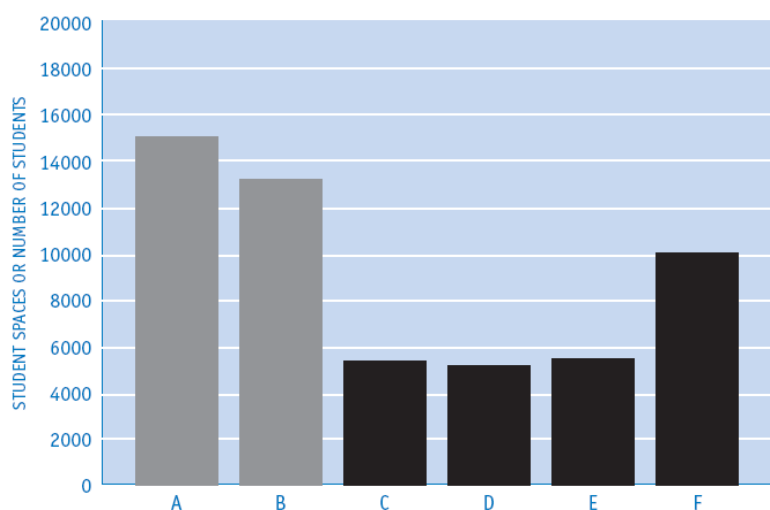
- Capilano School was built in 1958. In 1962 a 726.2 m<sup>2</sup> addition was added.
- The Provincial Infrastructure capacity is rated for 405 students (41 per cent utilization rate)
- **Type of Space**  
 9 classrooms  
 Library  
 Computer lab located in the library  
 Music Room  
 Gymnasium with stage  
 Science lab  
 4 Special Needs Classrooms  
 3 Leased Classroom
- **After Hours Community Use**  
 Capilano School does not provide Joint Use Agreement after hours access as it does not have an evening custodian.
- **Leases**  
 The Capilano Community League leases one classroom. The Victoria Order of Nurses of Canada rents 2 classrooms.
- **Site Conditions and Amenities**  
 Capilano 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

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

- There are 27 schools in the South Central Sector that provide elementary programming; Alberta School for the Deaf, Avonmore, Belgravia, Capilano, Clara Tyner, Donnan, Fulton Place, Garneau, Goldbar, Grandview Heights, Hardisty, Hazeldean, Holyrood, King Edward, King Edward Academy, Lansdowne, Lendrum, Malmo, McKee, McKernan, Millcreek, Mount Pleasant, Parkallen, Queen Alexandra, Rutherford, Waverly and Windsor Park,
- There are 5,669 elementary and junior high students living in South Central Sector.
- There are 15,234 provincially rated student spaces in South Central Sector.
- Ninety per cent of students living in this sector are enrolled at schools located in South Central Sector, and ten 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.
- Fifty two per cent of students enrolled in South Central Sector live outside of the sector.
- Major capital investment in South Central Sector schools will be contingent upon confirmation of their long-term viability.

## South Central Sector: K-9 Capacity and Enrolment



■ Enrolment  
■ Capacity

**A** Provincial capacity in the South Central Sector (15,234)

**B** Alberta Commission on Learning (ACOL) capacity in South Central Sector (13,365)

**C** Total number of students living in the South Central Sector (5,669)

**D** Enrolment of students living and attending schools in the South Central Sector (5,113)

**E** Enrolment of students not living in but attending schools in the South Central Sector (5,646)

**F** Total Enrolment K-9 students in the South Central Sector schools (10,759)

- The South Central Sector is made up of mature neighbourhoods.
- There are 5,669 elementary and junior high students living in the South Central Sector.
- There are 15,234 provincially rated student spaces in the South Central Sector.
- There are 13,365 Alberta Commission on Learning (ACOL) rated student spaces in the South Central Sector.
- There are 7,696 excess ACOL student spaces in the South Central Sector.
- Ninety per cent of students living in this sector are enrolled at schools located in the South Central Sector, and 10 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.
- Fifty-two per cent of students enrolled in the South Central Sector live outside of the sector.
- Major capital investment in the South Central Sector schools will be contingent upon confirmation of their long-term viability.

## **Current and Future Residential Development**

Capilano School is located in the Capilano Neighbourhood. The Capilano neighbourhood is included in the Southeast Area Plan, approved in 1998, which guides development and redevelopment in the area. Federal Census indicates that 115 new housing units were realized in the Capilano neighbourhood 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 Capilano. There have been no major residential developments within the last ten years, and no major residential development projects have been proposed at this time.

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

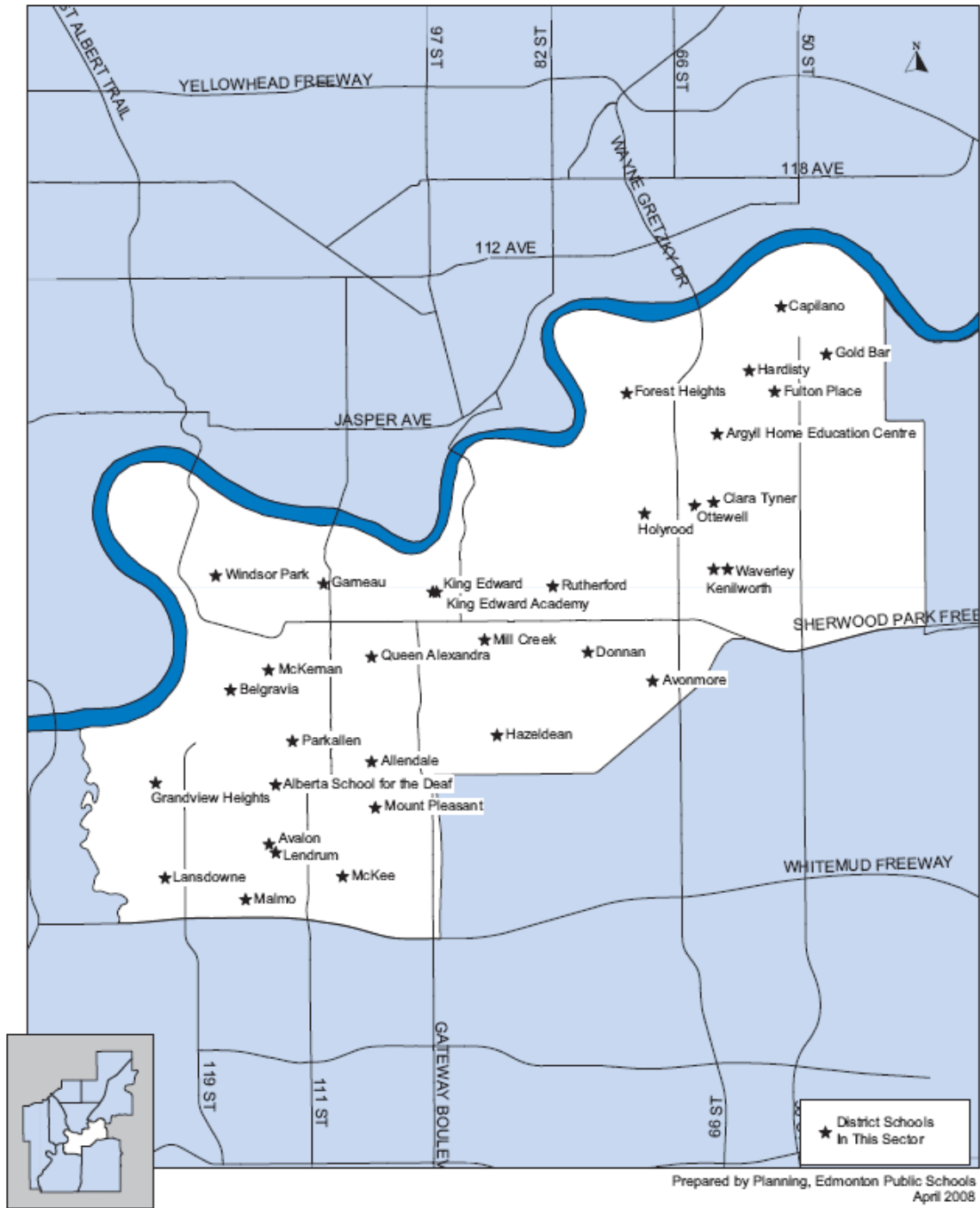
**School Profile -- as of Sept 30, 2009**

(Generated Jan 27, 2010)

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



South Central Sector



## **GREATER HARDISTY AREA SECTOR REVIEW FULTON PLACE 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 Greater Hardisty Area in relation to Fulton Place 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 Fulton Place School is based on factors that include;

- Low and declining student enrolment
- The consolidation of the Grades 5 to 6 elementary Logos Program currently accommodated at Fulton Place School to Hardisty School will provide continuity of programming at one site.
- A maturing neighbourhood with the number of school aged children in decline
- A facility requiring major capital investment
- The amount of excess space in elementary schools in this area of the city
- The changing needs of the neighbourhood population
- The closure of Fulton Place School and the retention of Hardisty and Gold Bar schools provides broader geographic distribution of elementary programming than other closure scenarios

Consideration to close Fulton Place 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 Greater Hardisty Area for years to come.

As of September 30, 2009 there were 218 elementary students enrolled at Fulton Place School for the 2009-2010 year. This includes 103 students in the Regular elementary program and 99 Kindergarten to Grade 4 Logos students. Fulton Place School also accommodates 16 Division I and II Behaviour and Learning Assistance students in two classes. Fifty four per cent of students living in the Fulton Place School attendance area attend Fulton Place School. Fifty five per cent of Fulton Place School is being utilized according to the Province's Area Capacity and Utilization Report. Fulton Place School's Profile is provided as Attachment I.



Fulton Place School  
10310 - 56 Street

<b>CURRENT ENROLMENT, ORGANIZATION, ENROLMENT HISTORY AND PROJECTED ENROLMENT DATA</b>
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**Regular Program**

- Regular K-6

**District Special Education Centres**

- Behaviour and Learning Assistance Program (BLA)

**Alternative Program**

- Logos K-4

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

<b>Program</b>	<b>K</b>	<b>G1</b>	<b>G2</b>	<b>G3</b>	<b>G4</b>	<b>G5</b>	<b>G6</b>	<b>TOTAL</b>
Regular	14	14	9	6	20	7	16	86
Logos	22	21	19	21	17			100
BLA		2	4	4	6	4	12	32
<b>TOTAL</b>	<b>36</b>	<b>37</b>	<b>32</b>	<b>31</b>	<b>43</b>	<b>11</b>	<b>28</b>	<b>218</b>

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

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

### Enrolment History

Grade	2005	2006	2007	2008	2009
<b>0</b>	50	32	31	36	36
<b>1</b>	28	53	32	33	37
<b>2</b>	46	32	48	31	32
<b>3</b>	46	53	31	46	31
<b>4</b>	61	43	48	33	43
<b>5</b>	14	23	12	24	11
<b>6</b>	12	11	22	14	28
<b>TOTAL</b>	<b>257</b>	<b>247</b>	<b>224</b>	<b>217</b>	<b>218</b>

### Projected Enrolment for 2010-2011\*

Program	K	G1	G2	G3	G4	G5	G6	TOTAL
Regular	12	12	15	9	6	20	8	<b>82</b>
Logos	22	23	22	18	20			<b>105</b>
Special Education		1	3	4	6	5	4	<b>23</b>
<b>TOTAL</b>	<b>34</b>	<b>36</b>	<b>40</b>	<b>31</b>	<b>32</b>	<b>25</b>	<b>12</b>	<b>210</b>

\* 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 Fulton Place School consists of the Fulton Place neighbourhood. As shown in the Fulton Place School Profile there are 107 students residing in the Fulton Place School attendance area. Of these students, 58 attend Fulton Place School.

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

<b>ALLOCATIONS AND GRANTS REQUIRED TO STAFF AND OPERATE FULTON PLACE SCHOOL</b>
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The total grants and allocations received by Fulton Place School are \$2,842,762. The following allocations and grants are received by the school:

Logos Kindergarten	50,401
Regular Kindergarten	32,073
E.L.L. (Division I)	4,582
Logos Elementary	357,388
Regular Elementary (1-6)	320,733
G & T Challenge Elem.	9,164
E.L.L. (Division II)	11,426
Learning Disability	51,871
Literacy	8,645
Mild Cognitive Disability	8,645
Severe Emotional/Behavioural Disability	336,111
Severe Physical or Medical Disability 7	16,806
1st. Program	85,723

2nd. Program	48,801
A.I.S.I. Project	30,544
Alberta Small Class Size Initiative	185,698
Community Use of Schools	756
Consulting Service Delivery Hours(214)	0
Consulting/Inservice	15,434
Early Reading Incentive	15,049
Innovative Classroom Technology	8,698
Other Services	14,977
Plant Operations & Maintenance	128,791
Settlement Grant (2002)	17,773
Teacher Aide	7,001
<b>TOTAL RESOURCE ALLOCATION</b>	<b>\$1,767,090</b>

1<sup>st</sup> 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<sup>nd</sup> 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<sup>st</sup> Program only). It has also been referred to historically as “a small school grant.” Funds are available to schools for the 2<sup>nd</sup> multiple program grant when there are more than 40 students and below 186 students.

**Financial Efficiencies**

In the event of the closure of Fulton Place 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 for 2009-2010.

**Staffing Amounts and Full Time Equivalent by Position**

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

TRANSPORTATION
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The following list provides information on the resident neighbourhood of the 17 students transported to the district Special Education centre at Fulton Place 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. Fulton Place School is located in Transportation Zone 2.

Students	Program or District Site	Neighbourhood	Transportation Zone
1	Behaviour and Learning Assistance	Avonmore	2
3	Behaviour and Learning Assistance	Donnan	2
1	Behaviour and Learning Assistance	Ermineskin	3
1	Behaviour and Learning Assistance	Forest Heights	2
1	Behaviour and Learning Assistance	Garneau:East	3
1	Behaviour and Learning Assistance	Grace Martin	1
2	Behaviour and Learning Assistance	Hazeldean	2
1	Behaviour and Learning Assistance	Holyrood:South	2
1	Behaviour and Learning Assistance	Idylwylde	2
1	Behaviour and Learning Assistance	King Edward	2
1	Behaviour and Learning Assistance	Richard Secord	3
1	Behaviour and Learning Assistance	R1 Maple Ridge	2
2	Behaviour and Learning Assistance	Waverley	2

FACILITY INFORMATION
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- Fulton Place School was built in 1961. A 1,112.3 m<sup>2</sup> addition was added in 1964.
- The provincial **Area Capacity and Utilization Report** rate for Fulton Place School is 471 student spaces (55 per cent utilization rate)
- **Type of Space**  
 17 classrooms  
 Library  
 1 Gymnasiums with stage  
 2 Special Needs Classrooms  
 3 Leased Classrooms  
 Music Room with risers
- **After Hours Community Use**  
 Under the Joint Use Agreement Fulton Place School's gymnasium is available two nights per week from 1830 – 2030 hours.
- **Leases**  
 The Alberta Caregivers Association leases two classrooms. Fulton Child Care Association leases one classroom in the school plus the entire annex. The annex has been exempted from District space and is not counted as space in provincial calculations.

- **Site Conditions and Amenities**

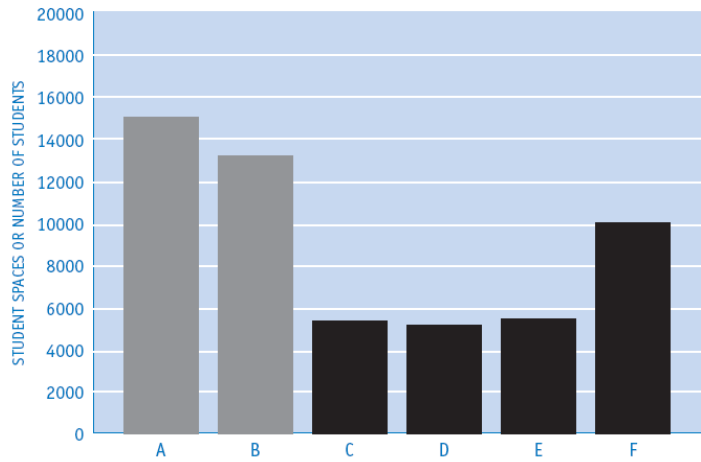
Fulton Place School and is located on non-reserve land, which the district owns, with no other school facility adjacent to the site. There is a playground on the site.

LOCATION, ACCESSIBILITY AND SECTOR INFORMATION
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Fulton Place School is located in the South Central Sector is made up of mature neighbourhoods. A map of the South Central Sector is provided as Attachment III.

- There are 27 schools in the South Central Sector that provide elementary programming; Alberta School for the Deaf, Avonmore, Belgravia, Capilano, Clara Tyner, Donnan, Fulton Place, Garneau, Goldbar, Grandview Heights, Hardisty, Hazeldean, Holyrood, King Edward, King Edward Academy, Lansdowne, Lendrum, Malmo, McKee, McKernan, Millcreek, Mount Pleasant, Parkallen, Queen Alexandra, Rutherford, Waverly and Windsor Park.
- There are 5,669 elementary and junior high students living in South Central Sector.
- There are 15,234 provincially rated student spaces in South Central Sector.
- Ninety per cent of students living in this sector are enrolled at schools located in South Central Sector, and ten 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.
- Fifty two per cent of students enrolled in South Central Sector live outside of the sector.
- Major capital investment in South Central Sector schools will be contingent upon confirmation of their long-term viability.

## South Central Sector: K-9 Capacity and Enrolment



■ Enrolment  
■ Capacity

**A** Provincial capacity in the South Central Sector (15,234)

**B** Alberta Commission on Learning (ACOL) capacity in South Central Sector (13,365)

**C** Total number of student living in the South Central Sector (5,669)

**D** Enrolment of students living and attending schools in the South Central Sector (5,113)

**E** Enrolment of students not living in but attending schools in the South Central Sector (5,646)

**F** Total Enrolment K-9 students in the South Central Sector schools (10,759)

- The South Central Sector is made up of mature neighbourhoods.
- There are 5,669 elementary and junior high students living in the South Central Sector.
- There are 15,234 provincially rated student spaces in the South Central Sector.
- There are 13,365 Alberta Commission on Learning (ACOL) rated student spaces in the South Central Sector.
- There are 7,696 excess ACOL student spaces in the South Central Sector.
- Ninety per cent of students living in this sector are enrolled at schools located in the South Central Sector, and 10 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.
- Fifty-two per cent of students enrolled in the South Central Sector live outside of the sector.
- Major capital investment in the South Central Sector schools will be contingent upon confirmation of their long-term viability.

## **Current and Future Residential Development**

Fulton Place School is located in the Fulton Place neighbourhood. There are no major redevelopment plans or initiatives for the Fulton Place neighbourhood. Federal Census indicates that 115 new housing units were realized in the Fulton Place area from 1986 to 2006. District student residency data, as well as Federal and City Census data indicate a static pre-school, elementary aged and junior-high aged population in Fulton Place area. There have been no major residential developments within the last ten years, and no major residential development projects have been proposed at this time.

- Attachment I      Fulton Place School Profile
- Attachment II     Fulton Place School Attendance Area Map
- Attachment III    Map of South Central Sector

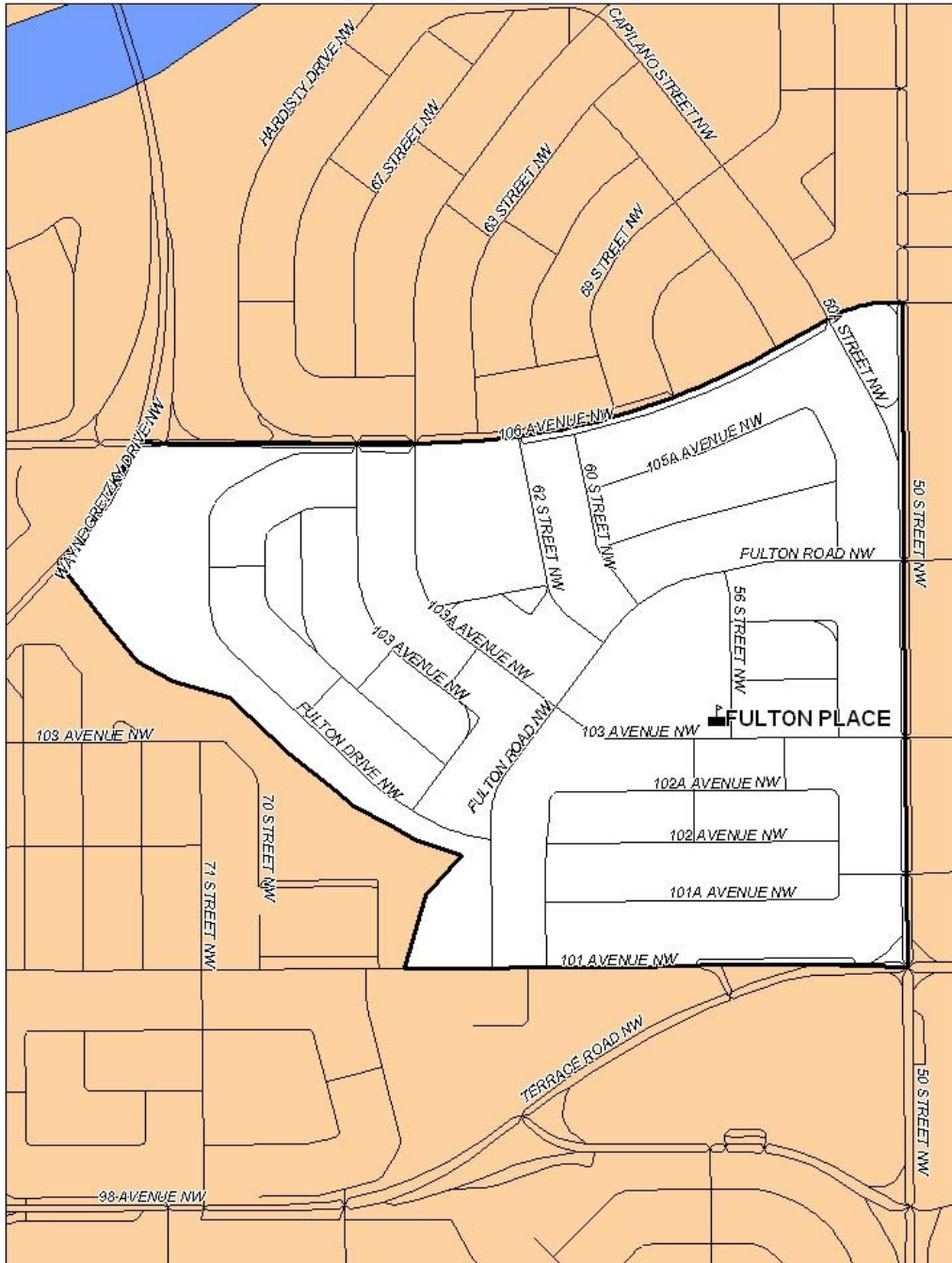
### School Profile -- as of Sept 30, 2009

(Generated Jan 27, 2010)

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

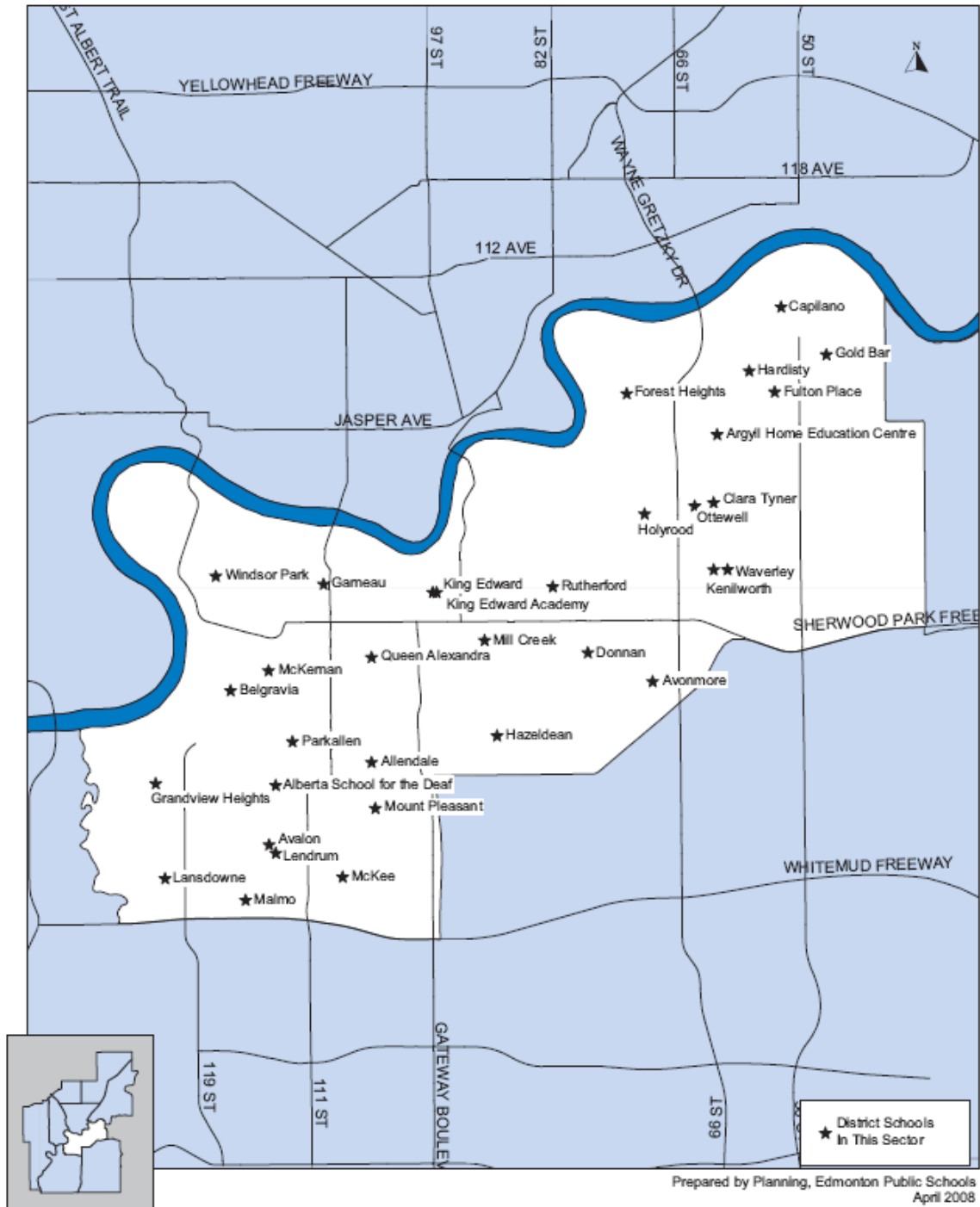


FULTON PLACE ELEMENTARY ATTENDANCE AREA 2009-2010



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

South Central Sector



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

Edmonton	Public	Schools
<a href="#">Board Policies and Regulations</a>		

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.

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#### 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](#)

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(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 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 IV – Greater Hardisty Area School Reconfiguration Tables

<i>Operational School</i>	<i>Closed School 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>Alternative Program</i>	<i>ACU School Capacity</i>
<b>Hardisty</b>		397	329	393	<ul style="list-style-type: none"> <li>▪ 1 CLS/BLA Class</li> <li>▪ 1 CLS Class</li> <li>▪ 1 Strategies Class</li> </ul>	Grades 5 - 9 Logos	1159
	Capilano	110	152	91	<ul style="list-style-type: none"> <li>▪ 2 ISP Classes</li> </ul>		
	Fulton Place	218	107	204		K - Grade 4 Logos	
<b>Hardisty Consolidated Total</b>		<b>725</b>	<b>588</b>	<b>688</b>	<ul style="list-style-type: none"> <li>▪ 1 CLS/BLA Class</li> <li>▪ 1 CLS Class</li> <li>▪ 1 Strategies Class</li> <li>▪ 1 Division II BLA Class</li> <li>▪ 2 ISP Classes</li> </ul>	<b>K – 9 Logos</b>	<b>1159</b>

<i>Operational School</i>	<i>Closed School 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>Alternative Program</i>	<i>ACU School Capacity</i>
<b>Gold Bar</b>		131	150	119	<ul style="list-style-type: none"> <li>▪ 1 Division I BLA</li> <li>▪ 1 Division II BLA</li> </ul>		393
	Fulton Place BLA			16	<ul style="list-style-type: none"> <li>▪ 1 Division II BLA</li> </ul>		
<b>Gold Bar Consolidated Total</b>		<b>131</b>	<b>150</b>	<b>135</b>	<ul style="list-style-type: none"> <li>▪ 1 Division I BLA</li> <li>▪ 2 Division II BLA</li> </ul>		<b>393</b>

<b>GHA Total Capacity</b>	<b>2428</b>	<b>Excess Spaces Removed</b>	<b>876</b>	<b>Projected Excess Spaces Remaining in Operational Schools</b>	<b>729</b>
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**Hardisty-receiving school upgrade K-9 estimates**

**Deal with Basics in Upgrade**

<u>Scope</u>	<u>#</u>	<u>Unit Cost</u>	<u>Estimate</u>	<u>Estimate</u>
Washroom Upgrades	2 boys/2 girls 1 boys/1 girls	\$50k each \$50k each	\$ 200,000	\$ 100,000
New Fountains for height	2	\$3,000 ea	6,000	6,000
Develop ECS classrooms	2	\$25,000 ea	50,000	50,000
Millwork Changes (2/grade)	6	\$12,000 ea	72,000	72,000
Music Room retrofit (K-6)	1	\$40,000 ea	40,000	40,000
Contingency @10%			\$ 368,000	\$ 268,000
Unforseens			100,000	100,000
Total			\$ 504,800	\$ 394,800
<b>Say</b>			<b>\$ 500,000</b>	<b>\$ 400,000</b>

**Using Balwin Receiving School Upgrade as Guideline**

	<u>Estimate</u>
1 Modifications -2005	\$ 315,725
Escalation (100%-Hanscombe)	315,725
Total Escalated Estimate	\$ 631,450
Hazmat Estimate	70,000
Subtotal	\$ 701,450
Consultant Estimate-12%	84,174
	\$ 785,624
<b>Say</b>	<b>\$ 800,000</b>

*\*above does not make allowance for lighting upgrades, painting, flooring upgrades or gym floor refinishing*

*\*\*usual estimating factors apply of +/- 50% variance*

# Greater Hardisty Facilities Condition and Future Expenses (10 year window)

Jan 28, 2010

	Gold Bar Elementary School B3132A	Capilano Elementary School B3070A	Fulton Place School B3122A	Hardisty Junior High School B3144A
Year Constructed	1958	1958	1961	1957
Sq Metres	3,319	3,418	3,888	9,473
ReCAPP Information (Alberta Infrastructure)				
Replacement Cost	\$8,844,617	\$9,107,872	\$10,359,931	\$25,241,024
FCI (maintenance events only)	37.8%	32.9%	28%	16.9%
FCI (maintenance & non-maintenance events)	95%	33%	30%	64%
General Factors:				
Modernized?	No	No	No	No
Asbestos Liability?	Yes	Yes	Yes	Yes
Good HVAC system?	Fair to Poor	Fair to Poor	Fair to Poor	Fair to Poor
Accessibility?	Fair	Fair	Fair	Poor
10 Year Potential for the physical building Reasoning:				
	Fair	Fair	Fair	Fair
	One floor	One floor	One floor	Multifloor - two gyms
	Old HVAC	Old HVAC	Old HVAC	Old HVAC
				Large footprint
Expected Degree of Modernization				
	Major	Major	Major	Major
Maximum Support for Modernization per sq M (from AIT)				
	\$ 1,750	\$ 1,750	\$ 1,750	\$ 1,750
Modernization Support				
Consulting Fees (12.5%)	\$ 5,808,950	\$ 5,981,850	\$ 6,804,175	\$ 16,577,750
Project Fees (2%)	\$ 726,119	\$ 747,731	\$ 850,522	\$ 2,072,219
GST (1.6%)	\$ 116,179	\$ 119,637	\$ 136,084	\$ 331,555
	\$ 92,943	\$ 95,710	\$ 108,867	\$ 265,244
<b>Total Estimated Modernization Cost</b>	<b>\$ 6,744,191</b>	<b>\$ 6,944,928</b>	<b>\$ 7,899,647</b>	<b>\$ 19,246,768</b>

**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:  
Reviewed by:

Ken Erickson  
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HVAC - Heating Ventilation Air Conditioning



DIALOGUE  
PARTNERS

*Bringing people together*

## Sector Planning Public Engagement Report **EXECUTIVE SUMMARY**



Greater Hardisty & City Centre Education  
Partnership Areas

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**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
<b>Interviews</b>	79 interviews and/or email and fax comments received.
<b>Connect2Edmonton</b>	2,712 views of information and posts on site.  58 separate posts by 20 different contributors.
<b>Facebook</b>	Four facebook posts to each of 21 different facebook sites (totalling 84 posts), reaching 2,343 members.
<b>Project Website</b>	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.
<b>E-newsletters</b>	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%.
<b>Posters and hard copy materials in schools</b>	Posters and hard copies of workbooks distributed to all schools and a large number of community organizations, outlining opportunities to participate .
<b>Backpack letters</b>	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.
<b>Trustee Updates</b>	Four updates sent to EPSB Trustees between October and January.
<b>Staff Updates</b>	Three updates sent to 304 staff in Greater Hardisty and CCEP areas, and 1 update sent to all District staff.
<b>Principal Updates</b>	Four updates sent to twelve principals in both areas between October and January.
<b>Partner / Organization Updates</b>	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.
<b>City of Edmonton contacts</b>	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.
<b>Advertisements</b>	Two insertions in Edmonton Journal, two insertions in Edmonton Sun, and one insertion in Examiner on each of four different weeks.
<b>Media releases</b>	Two Media releases about upcoming events.
<b>School meetings</b>	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.
<b>“Other” emails and phone calls</b>	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.
<b>Totals:</b> 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).	<b>Totals:</b> 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
<b>Workbooks</b>	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.
<b>Workbook Training</b>	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.
<b>Forums – CCEP, Greater Hardisty, EPSB Staff</b>	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
<b>Workshops – CCEP, Greater Hardisty, EPSB Staff</b>	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
<b>Partner Workshop</b>	December 1 with 12 participants representing 12 different partner organizations
<b>Online comments</b>	4 comments / input received
<b>Meeting with the City of Edmonton</b>	January 4, 2010 with 20 participants
<b>“Other” input</b>	Approximately 30 “other” comments were provided (includes voice mail, emails, faxes and letters).
<b>Phone Calls</b>	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.
<b>Multicultural Health Brokers meeting</b>	Meeting scheduled with new and emerging refugee and immigrant community leaders on January 12, 2010. Approximately 25 participants.
<b>Engagement Advisory Committee</b>	Four meetings of the Engagement Advisory Committee were held with 25 members representing a wide diversity of interests and perspectives.
<b>Total Events = 21 events or activities</b>	<b>Total participants = 600+ participants</b>

## Total Project Communication and Participation Rates

<p><b>Event Totals:</b></p> <ul style="list-style-type: none"> <li>16 different communication tools used to share information and encourage participation in the project, most used multiple times</li> </ul>	<p><b>Participation Totals:</b></p> <ul style="list-style-type: none"> <li>Approximately 6,800+ individuals or groups contacted or provided with information</li> </ul>
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<ul style="list-style-type: none"> <li>• 21 Different Engagement Events or Activities to gather input, ideas, concerns and suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• 600+ participants attending events or providing input</li> </ul>
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### 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.

<b>Success Goal or Indicator</b>	<b>Evaluation</b>
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.