

EDMONTON PUBLIC SCHOOLS

January 16, 2007

TO: Board of Trustees

FROM: B. Holt

SUBJECT: Consideration to Close High Park, Mill Creek, and Newton Schools and the Regular Program at Mount Pleasant School

ORIGINATOR: C. McCabe, Executive Director

RESOURCE

STAFF: Jenise Bidulock, Randy Billey, Mike Brown, Josephine Duquette, Michael Ediger, Leanne Fedor, Andrea Furness, Kerry-Ann Kope, Roland Labbe, Sandra Mason, Bob Morter, John Nicoll, Larry Schwenneker, Cindy Skolski

RECOMMENDATION

1. That the administration be authorized to undertake the provincial and Board mandated processes to consider the closure of High Park School.
2. That the administration be authorized to undertake the provincial and Board mandated processes to consider the closure of Mill Creek School.
3. That the administration be authorized to undertake the provincial and Board mandated processes to consider the closure of Newton School.
4. That the administration be authorized to undertake the provincial and Board mandated processes to consider the closure of the Regular Program at Mount Pleasant School

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On October 10, 2006, the Board of Trustees approved an *Annual Implementation Plan* which identified 10 district schools where the viability of the school or a specific program was of concern. Sustainability and Program Fit Reviews were undertaken at these schools from mid-October to early December 2006. Detailed information regarding the process and outcomes of the reviews are contained under separate cover within a January 16, 2007 Board report entitled *Outcomes of Annual Implementation Plan Sustainability and Program Fit Reviews.*

Sustainability and program fit reviews were undertaken to ensure that schools and programs are viable from an educational, financial, and physical infrastructure perspective. A key message arising from the public input process was that decisions affecting schools must be made in a timely manner, and must be consistent with a long-term plan for sustainable programming in surrounding schools.

Outcomes of the sustainability reviews conducted at High Park, Newton and Mill Creek Schools were that the schools be considered for closure. The outcome of the Program Fit review at Mount Pleasant was that the regular program be considered for closure. Appendices I through IV identify the criteria and considerations which contributed to the recommendations to consider closure of High Park School, Mill Creek School, Newton School and the regular program at Mount Pleasant School.

Movement or removal of three consecutive grades from a school requires that a closure process be completed in accordance with provincial regulations. School boards have the authority to close schools in accordance with the *Closure of Schools Regulation* under the School Act (Appendix V). Board Policy FL,BP identifies that before recommending the closure of a school to the Board of Trustees, the administration will develop viability benchmarks and school profiles through the district's *Ten-Year Facilities Plan* and will consider all of the following criteria (Appendix VI):

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

Timeline and Next Steps

Approval of the recommendations would authorize the administration to undertake further consultations with parents and communities regarding the potential closure of High Park, Mill Creek, and Newton Schools and the Regular Program at Mount Pleasant School. An overview of the consideration for closure process is illustrated in Appendix VII.

The Board would then make a final decision regarding closure based on further recommendations presented by the administration and in accordance with provincial regulations and Board Policy.

Appendix I	Criteria Affecting the Recommendation to Consider Closure of High Park School
Appendix II	Criteria Affecting the Recommendation to Consider Closure of Mill Creek School
Appendix III	Criteria Affecting the Recommendation to Consider Closure of Newton School
Appendix IV	Criteria Affecting the Recommendation to Consider Closure of the Regular Program at Mount Pleasant School
Appendix V	Alberta Regulation 238/97 – Closure of Schools Regulation
Appendix VI	Board Policy FL.BP School Closure
Appendix VII	Flow Chart of the School Closure Process

JB:cp

Criteria Affecting the Recommendation to Consider Closure of High Park School

History

High Park School was built in 1954, and a two classroom and gym addition was built in 1960. The school has a capacity of 179 student spaces based on provincial calculations. Enrolment at High Park School was 90 students as of September 30, 2006. Of the 90 students enrolled, 61 students receive regular programming and 29 students are enrolled in the district site for Literacy programming at the school.

Summary of Consultations and Feedback from Sustainability Review

During the sustainability review, scenarios were developed which included: amalgamation of High Park programs with surrounding schools to address the learning needs and choice for the students; establishing an alternative program, other programs, or modified instructional organization to meet the needs of area students; promote the appeal and benefits of the community school; and exploring alternative uses of available space in the building that is complimentary to the operation and programs in the school.

A common theme and message presented by parents and community members during the public consultation was to allow sufficient time for the community to rejuvenate as new families move into the area. Additional feedback included the need for more alternative and academic program choice in this part of the City, and to promote High Park as a small family and community based school with strong links to the community and community league. For more details regarding the scenarios and community feedback, please see the January 16, 2007 Board report entitled *Outcomes of Annual Implementation Plan Sustainability and Program Fit Reviews*.

Rationale and Educational Impact on Students

The rationale to consider the closure High Park 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 facility requiring major capital investment for roofing and lighting upgrades; the amount of excess space in elementary schools in this area of the city; and the changing needs of the neighbourhood population. The school experiences operational challenges, including the necessity to organize multiple grade classes; and having a limited capability to hire sufficient support and custodial staff the daily operations and care of the school and the needs of students. Consideration to close High Park School is consistent with a long term strategic approach to ensure that the learning needs of students are met and that programs are sustainable to serve the High Park community and Central West Edmonton for years to come.

High Park School offers a regular program for students in Kindergarten to grade six, and a Literacy special education program for students in grades four to six. Student enrolment in Kindergarten to grade six is insufficient to organize one class per grade. The school has organized combined classes for all grade levels, including a triple-combined class of 16 students in Kindergarten, grade one and grade two. Local resident elementary numbers are low, and many students living in the neighbourhood are choosing to attend nearby schools. It

is unlikely that resident school age population numbers would return to levels that would sustain a regular elementary program at High Park School, even if the demographics were to change such that older residents leave the neighbourhood and younger families move in. The amalgamation of the High Park School regular program and Literacy special education program with nearby Mayfield School would provide more opportunities for single grade classes and additional program resources.

Mayfield School accommodates regular programming from Kindergarten to grade six and is a location for Early Education programs serving pre-kindergarten special needs students. Students attending High Park School and students living in the High Park neighbourhood would be designated to Mayfield School. The establishment of an optimal enrolment limit on the Early Education special education program at Mayfield School will ensure that High Park students can be accommodated. Mayfield School has been recently modernized and could accommodate the students from High Park School.

The McQueen neighbourhood may be considered for re-designation to Coronation School or a proposed Coronation/Westminster multi-campus school, if that is the outcome of a separate sustainability review process.

Enrolment, Programs and Grade Organization

High Park School has a capacity of 179 student spaces based on provincial calculations. Enrolment was 90 students as of September 30, 2006. Of the 90 students enrolled, 61 students receive regular programming and 29 students are enrolled in the district site for Literacy programming at the school.

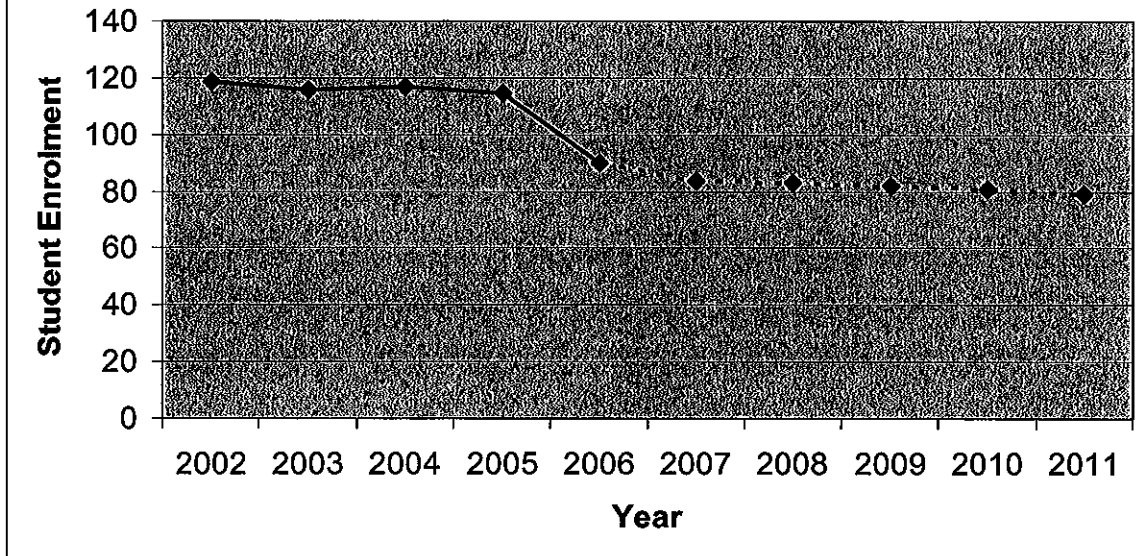
High Park School’s student enrolment and grade configuration as of September 30, 2006 is as follows:

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total
Regular	5	5	6	8	12	11	14	61
LIT					10	10	9	29

Grade Organization

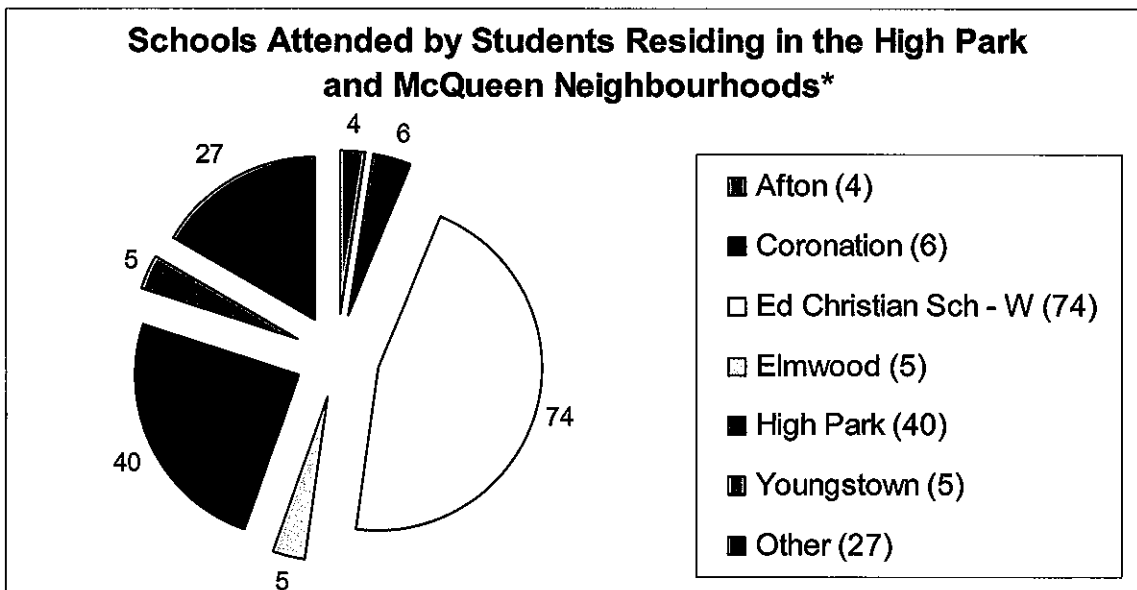
- Regular
 - Combined Kindergarten, grade 1, grade 2 16 students
 - Combined grade 3, grade 4 20 students
 - Combined grade 5, grade 6 25 students
- LIT
 - Combined grade 4, grade 5 15 students
 - Combined grade 5, grade 6 14 students

Historical and Projected Enrolment at High Park School



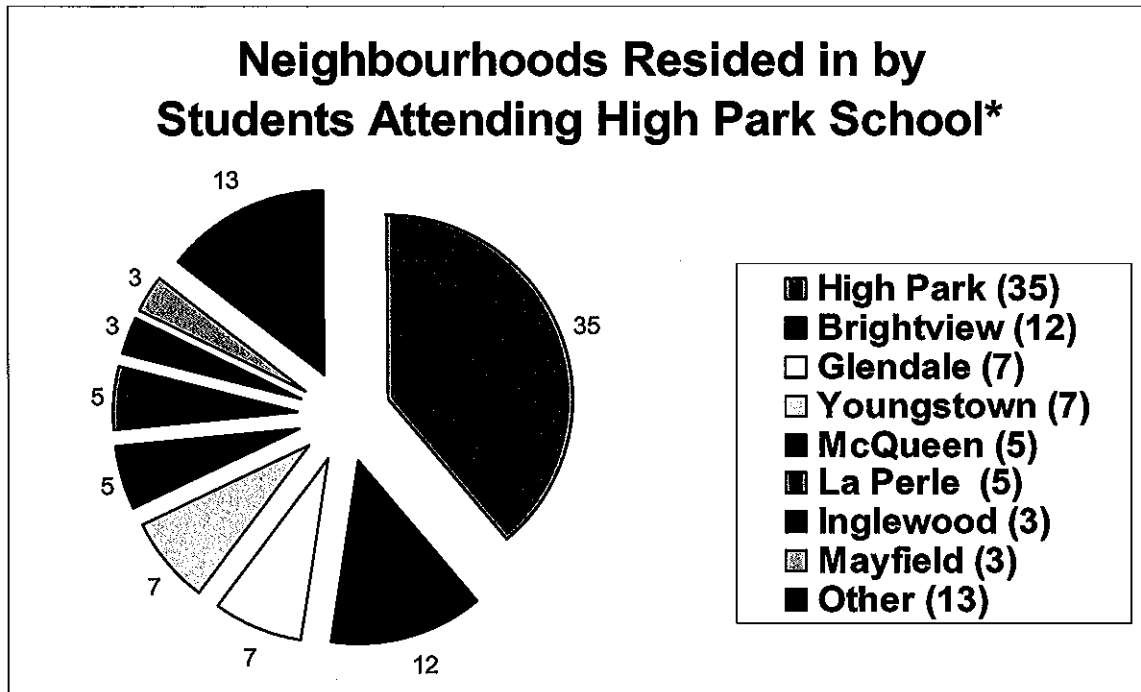
Neighbourhood Population and Demographic Information

The attendance area for the regular program at High Park School consists of the High Park neighbourhood, and the dual designated McQueen neighbourhood. There are 161 students residing in the High Park School attendance area. Of these students, 40 have chosen to attend High Park School. The following pie chart indicates the schools attended by students who reside in the High Park neighbourhood.



*Based on September 30, 2006 enrolment information.

The following pie chart indicates the neighbourhoods in which the students who attend High Park School students reside.



*Based on September 30, 2006 enrolment information.

Cost to Staff and Operate the Educational Programs at High Park School

The total allocations provided to High Park School for 2006-07 was \$798,848. There are 89 unfunded student spaces in the building at a cost of \$50,703. The following allocations and grants are received by the school:

Budget allocation in September 2006 for 2006-07 School Year

Budget	Staffing Costs	Supplies Equipment and Services
\$865,874	\$747,725	\$118,149
100%	85%	15%

Capacity	Class Size Capacity	K-6 Enrolment	Utilization
179	160	90	65%

Need to Consolidate or Relocate Existing Programs

If High Park School were to close, the 90 students currently registered would be designated to:

- Mayfield School for regular elementary programming (61 students);
- Mayfield School for special education district centre for Literacy programming (29 students);

Some students might choose other nearby elementary schools which have available space.

Currently there are 10.744 full time equivalent staff positions at High Park School, consisting of 6.644 certified teaching staff including principal, 2.1 teacher assistants, 1.2 administrative support staff, and a 0.8 custodial worker. Potential closure and relocation of High Park School students to Mayfield School would result in fewer combined grade classes, and other educational benefits would be available through enrolling students in a larger school setting.

In the event of relocation of students, efforts would be explored to ensure continuity with current staff, in particular for those students in district center programs for students with special needs.

Should parents request a registration in a different school other than the designated receiving school, students would be able to register in that school, provided the school provides the appropriate program.

Cost to Maintain the Facility in Operable Condition or to Restore the Facility to Operable Condition

High Park School received a provincial facility audit score of 690 in 1999. Edmonton Public Schools internal District Capital Inspection rated the facility as 'acceptable'. The following factors contribute to the acceptable rating. The roof has reached the end of its usable life and needs to be replaced. In addition, the lighting needs upgrading. High Park School poses no immediate threat to the health and safety of students. Since 1990, records indicate that Facilities Services and the school have cumulatively spent \$680,574 on modifications and upgrades. Major expenditures include \$98,800 spent on replacing windows in 1991 and \$270,695 on providing hot water heating in 1998.

Location and Accessibility of the School and the Proximity of Other Schools

There are three schools within a 1.6 km radius where student learning space is available: Brightview, Britannia, and Mayfield Schools. There were two other schools located in the West 1 Sector undergoing sustainability reviews: Grovenor and Coronation Schools.

Transportation

High Park School is located in transportation Zone 4. Currently there are 23 students receiving yellow bus service to High Park School, not including students being transported via parent provided transportation. Twelve of the transported students live in the West 1 Sector. Three students live in transportation Zone 5 east of St. Albert Trail, and eight students live in the West 2 Sector.

Impact of Closing the School on the Community

There are no paid user groups or tenants at High Park School: The district owns the land where High Park School is located, which includes playfields and a playground. Under the Joint Use Agreement with the City of Edmonton, the sports fields and playground are maintained and administered by the city. This would continue as long as the district retains property ownership. There would be no impact on playfield and playground access if High Park School were to be closed. High Park School is available Monday to Wednesday evenings for community use outside of school hours by youth groups through the Joint Use

Agreement. Community use groups under the Joint Use Agreement would be accommodated at other neighbouring district schools.

If High Park School were to be closed, the district would look at identifying potential tenancies with community and not-for profit groups and/or consider other potential district uses for the property. Discussions would be held with the High Park Community League regarding the short and long term use of High Park School building and site. Any potential disposition of the property would be subject to the Joint Use Agreement with the City of Edmonton.

The following scenarios and summary of input received are provided for information and are in a separate information report entitled “Outcomes of Annual Implementation Plan Sustainability and Program Fit Reviews”.

High Park School – Scenarios Developed by the Scenario Development Team

Scenario #1

Consider an amalgamation of programs and grade configurations of High Park School with surrounding schools to address the learning needs and choice for the students residing in the surrounding area.

Scenario #2

Consider establishing an alternative program, other programs, or modified instructional organization to meet the needs of students residing in the area.

Scenario #3

Promote the appeal and benefits of the community school status of High Park School to the immediate and surrounding areas.

Scenario #4

Consider alternative uses of available space in the building that is complimentary to the operation and programs in the school.

Summary of Input Received from the Public Engagement Meeting

As a method to summarize information, the administration reviewed the work of the scenario development team and feedback from participants of the public engagement meeting to determine the following themes and messages:

1. The school is a small family school with strong links to the community and community league. Programs currently supported by the school include:
 - Big Brothers and Big Sisters
 - Roots of Empathy
 - Drop in Recreation Program
 - Free piano and violin lessons

2. The community would benefit from enhanced services and programs at the school, such as:
 - Full day kindergarten
 - Before and after school care
 - Seniors programs
 - Adult education
3. More alternative and academic program choice is needed in this part of the City to allow neighbourhood students to remain in the local schools
4. High Park School is a small building that can accommodate one class per grade for kindergarten to grade six. High Park School prides itself on offering a safe and loving environment for children. The classes are small and the lower number of students attending the school provides an intimate space with more one-on-one contact.
5. There is a perception by the residents that the community will be rejuvenated in the near future as the community ages and new families move into the area.

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Edmonton Public Schools
Planning Department

Criteria Affecting the Recommendation to Consider Closure of Mill Creek School

History

Mill Creek School was built in 1946. A two classroom addition was completed in 1950, and a two-storey addition with seven classrooms was completed in 1958. The School has a capacity of 357 student spaces based on provincial calculations. Enrolment at Mill Creek was 148 students as of September 30, 2006, which results in a provincial utilization rate of 38 per cent. Of the 148 students, 18 are enrolled in the regular program and 130 students are enrolled in the International Spanish Bilingual program, also referred to as the International Spanish Academy.

Summary of Consultations and Feedback from Sustainability Review

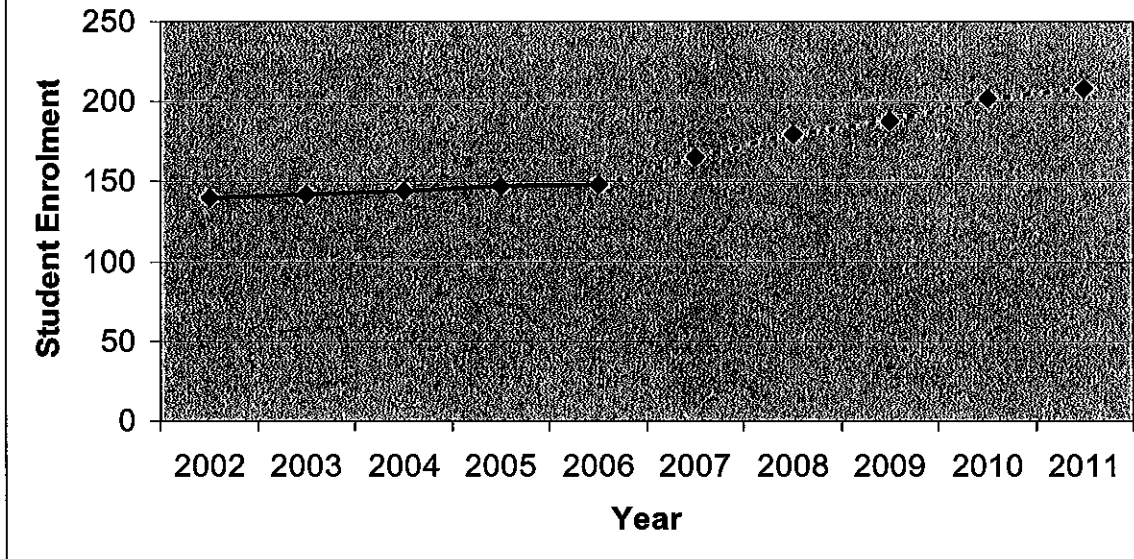
A number of meetings were held with the Mill Creek - Ritchie School community during the program fit review, including a presentation to staff, the Parent Council, and two Scenario Development Team meetings. The Scenario Development Team developed four scenarios for accommodating Mill Creek and Ritchie students. Outcomes and challenges for each scenario were developed and presented for feedback at a public engagement meeting that all parents, staff and community members were invited to attend. The scenarios included: consolidating all Kindergarten to grade nine students at either Mill Creek or Ritchie School; considering an alternate grade configuration for each school with a Kindergarten to grade four and a grade five to nine location; and expanding programming to offer late entry Spanish programming at the grade four and grade seven levels. For more details regarding the scenarios and community feedback, please see the January 16, 2007 Board report entitled *Outcomes of Annual Implementation Plan Sustainability and Program Fit Reviews*.

Rationale and Educational Impact on Students

The International Spanish Academy (ISA) is in its sixth year of operation and is poised to expand into junior high if the program enrolment numbers warrant. Parents of students in the program are clear in their expectation that International Spanish Academy would be expanded to the junior high level and ultimately into high school. There is strong interest in the concept of developing an International Spanish Academy Centre that could ultimately house pre-school through adult Spanish programming. Ritchie School provides the best opportunity to achieve this vision, as it has sufficient space to accommodate the program as Kindergarten to grade nine within the operating portions of the schools. There is also the ability to expand the program into the 1913 Ritchie School building as the program expands. The 1913 building could also afford the opportunity to accommodate program partners in a comprehensive setting.

Generally the comments and feedback that was received supported the scenarios to combine the programming from Kindergarten to grade nine at one of the sites. There is overwhelming support to develop a Spanish language centre which could facilitate child care, preschool, Kindergarten to grade nine and adult education within the centre. There is a desire to market the program more aggressively, expand transportation service and consider developing a late entry program for grade four and grade seven.

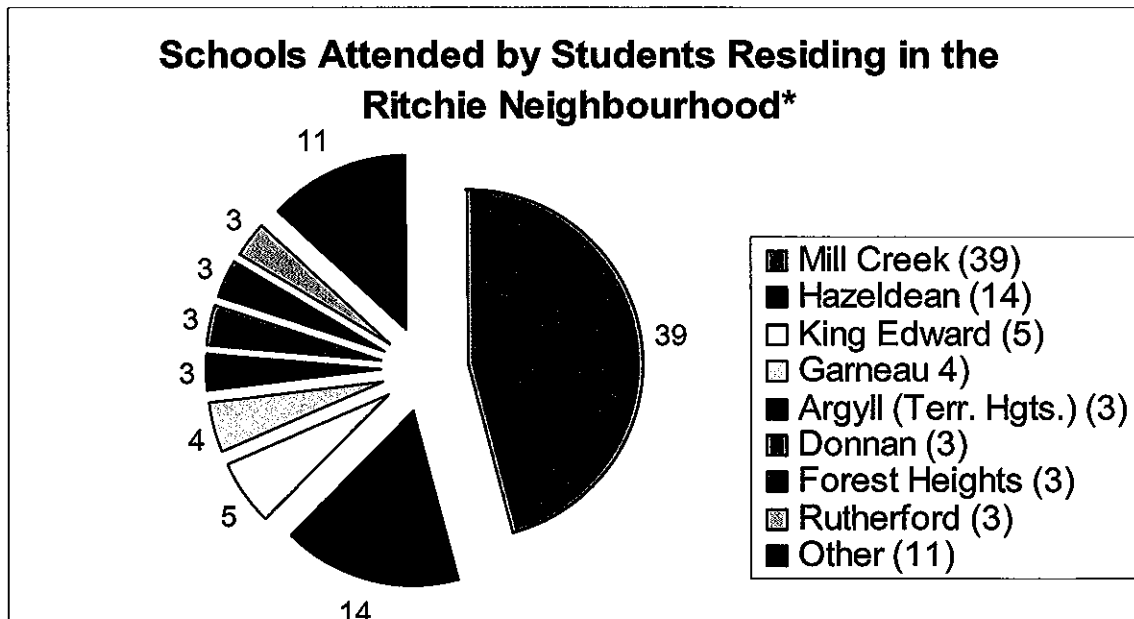
Historical and Projected Enrolment at Mill Creek School



Neighbourhood Population and Demographic Information

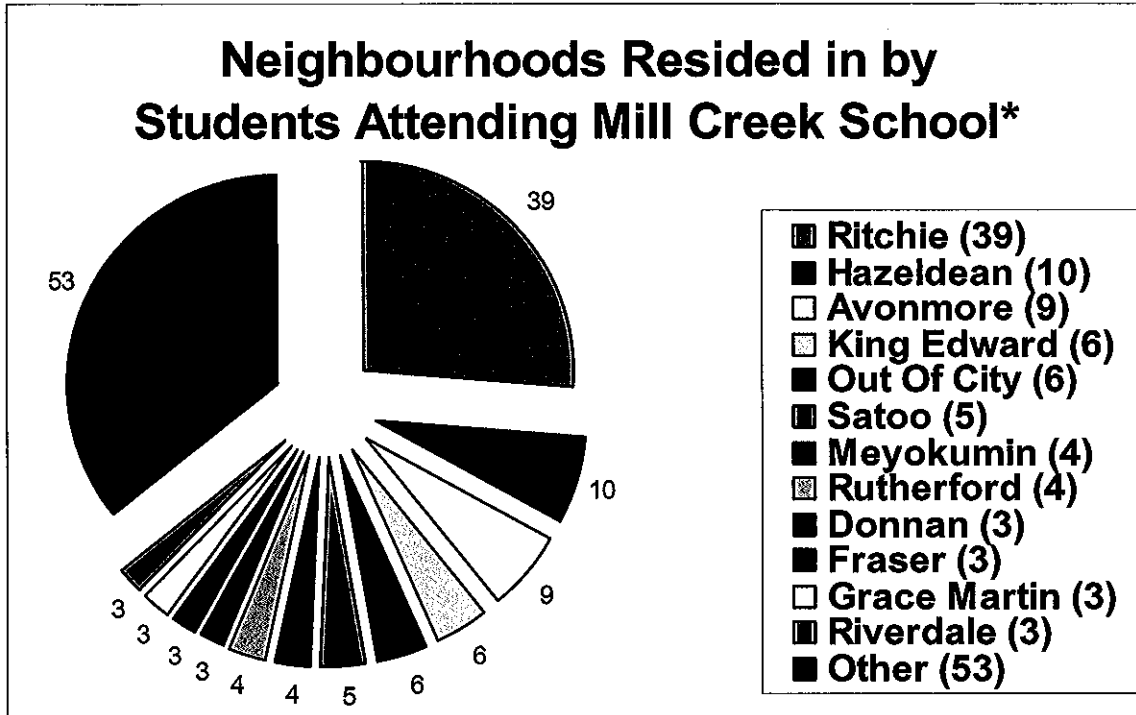
The attendance area for the regular program at Mill Creek School consists of the Ritchie neighbourhood. There are 86 students residing in the Mill Creek School attendance area. As shown in the following pie chart, 39 of the resident students attend Mill Creek School and the remaining students attend several other district schools.

Schools Attended by Students Residing in the Ritchie Neighbourhood*



*Based on September 30, 2006 enrolment information.

The following chart indicates the neighbourhoods in which current Mill Creek School students reside.



*Based on September 30, 2006 enrolment information.

Cost to Staff and Operate the Educational Programs at Mill Creek School

The total operating and instructional allocations provided to Mill Creek / Ritchie School for 2006-078 was \$2,000,362. There are 209 unfunded student spaces in the building at a cost of \$102,446. The following allocations and grants are received by the school:

Budget allocation in September 2006 for 2006-07 School Year (Mill Creek / Ritchie)

Budget	Staffing Costs	Supplies Equipment and Services
\$2,106,626	\$1,895,089	\$211,537
100%	89%	11%

Capacity	Class Size Capacity	K-6 Enrolment	Utilization
357	320	148	38%

Need to Consolidate or Relocate Existing Programs

If Mill Creek School were to close, the 130 students currently registered would be designated to:

- Ritchie School for International Spanish Academy elementary programming (130 students);
- Designate Ritchie neighbourhood regular grade six students to Ritchie School for one year;

- Designate Ritchie neighbourhood regular students Kindergarten to grade five to Hazeldean School.

Currently there are 12.0 full time equivalent staff positions at Mill Creek School, consisting of 8.5 certified teaching staff including principal, one teacher aide, one administrative assistant, and 1.5 custodial workers. Closure of Mill Creek School and relocation of students to Ritchie School would result in fewer combined grade classes, and other educational benefits would be available through enrolling students in a larger school setting.

In the event of relocation of students, opportunities would be explored to ensure continuity with current staff, in particular for those students in district center programs for students with special needs and the Spanish Academy.

Should parents request registration in a different school other than the designated receiving school, students would be able to register in that school, provided the school provides the appropriate program.

Cost to Maintain the Facility in Operable Condition or to Restore the Facility to Operable Condition

Mill Creek School received a provincial facility audit score of 210 in 1999. Edmonton Public Schools internal District Capital Inspection rated the facility as 'poor'. The following factors contributed to the poor rating. The mechanical system, washrooms, flooring (1946 and 1950 areas) and exterior doors have reached the end of their usable life and require replacement. In addition, the steam heating requires conversion to hot water heating for greater efficiency, and the washroom fixtures, electrical system and exterior building finishes are in need of upgrading. Mill Creek School poses no immediate threat to the health and safety of students. Since 1990, records indicate that Facilities Services and the school have cumulatively spent \$264,871 on modifications and upgrades. Major expenditures include: \$71,592 spent on flooring in 2001 and \$50,309 on installing weeping tile in 2001.

Location and Accessibility of the School and the Proximity of Other School

There are five schools within a 1.6 km radius where student learning space is available. They are: Rutherford, King Edward, Queen Alexandra, Hazeldean and Ritchie Schools. Some students might choose other nearby elementary schools which all have available space.

Transportation

Mill Creek School is located in transportation Zone 2. Currently there are 41 students receiving yellow bus service, not including students who are receiving parent provided transportation. Thirty-four students being transported to Mill Creek School are being bussed in from outside transportation Zone 2.

Impact of Closing the School on the Community

There is currently no community use of Mill Creek School outside of school hours by youth and adult groups through the Joint Use Agreement or by paid user groups. There are currently two tenants at Mill Creek School: Caminitos Preschool Society and a privately owned daycare and after school care centre (Country's Finest Child Care Centre Ltd.). The

district owns the land where Mill Creek School and adjacent playfields are located. Under the Joint Use Agreement with the City of Edmonton, the sports fields are maintained and administered by the city, which would continue as long as the district retains property ownership. There is a district playground located on the site which was funded by parent-generated funds. The equipment could potentially be relocated to the Ritchie School site or retained if desired by the community or tenants.

If Mill Creek School were to be closed, the district would look at continuing with existing tenancies and/or identifying other potential tenancies with community and not-for profit groups. Existing tenants could remain in the building or locate to other suitable district space if desired and available. The district would also consider other potential district uses for the property. Efforts would be made to relocate the preschool to Ritchie School concurrent with consolidating Mill Creek programming and students into Ritchie School. Further opportunities for tenancies at Ritchie School could arise subject to redevelopment and re-use of the Ritchie 1913 building.

Discussions would be held with the Ritchie Community League regarding the short and long term use of Mill Creek School building and site. Any potential disposition of the property would be subject to the Joint Use Agreement with the City of Edmonton.

The following scenarios and summary of input received are provided for information and are in a separate information report entitled "Outcomes of Annual Implementation Plan Sustainability and Program Fit Reviews".

Mill Creek School and Ritchie School – Scenarios Developed by the Scenario Development Team

Scenario #1:

Amalgamate Mill Creek and Ritchie into a single K to 9 site at Mill Creek with International Spanish Academy programming. Include late entry Spanish for Gr.4 and Gr.7

Scenario #2:

Amalgamate Mill Creek and Ritchie into a single K to 9 site at Ritchie with International Spanish Academy programming. Include late entry Spanish for Gr.4 and Gr.7

Scenario #3:

Reconfigure grades at both Mill Creek and Ritchie. Mill Creek becomes a K to 4 site and Ritchie a 5 to 9 site. Renovate both buildings and remove the 1913 building at Ritchie School

Scenario #4:

Start the Junior High International Spanish Academy at Ritchie. Consider implementing late entry Spanish programming for Grade 4 and Grade 7.

Summary of Input Received from the Public Engagement Meeting

As a method to summarize information, the administration reviewed the work of the scenario development team and feedback from participants of the public engagement meeting to determine the following themes and messages:

1. A long-term plan must be put in place for a kindergarten to grade 12 Spanish Academy which also supports pre-school and adult Spanish programming.
2. The addition of a late entry Spanish program in both grade four and grade seven would have a positive effect on the enrolment at the school and attract new students.
3. The central location of both sites is ideal for a stand alone alternative program such as the International Spanish Academy.
4. There is a strong desire to retain the 1913 portion of Ritchie.
 - To accommodate growth of the Spanish program
 - A community language centre
 - The building could be repurposed
5. There is a perception and belief by the residents of these neighbourhoods that their neighbourhood is in the process of revitalizing.
6. It is critical to enhance student transportation from the south west and west end.
 - A single pick up point in each of the sectors

January 2007
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Planning Department

Criteria Affecting the Recommendation to Consider Closure of Newton School

History

Newton School was built in 1955, and a ten classroom addition was built in 1956. The school has a capacity of 351 student spaces based on provincial calculations. Enrolment at Newton School was 112 students as of September 30, 2006. Of the 112 students enrolled, 55 receive regular programming and 57 students are enrolled in the district site for Opportunity programming at the school.

Summary of Consultations and Feedback from Sustainability Review

During the sustainability review, common themes and messages were presented by parents, staff and community members. Feedback included: the need for making timely and efficient decisions about the future of the school; acknowledgement of operational challenges associated with small schools; transportation and safety concerns and issues; program needs at Newton School in particular; and the need to provide enhanced services for students and the community. Of utmost importance for the participants in the public consultation was the need for the district to develop a long term strategy and plan that will continue to provide learning opportunities while meeting the needs of all students in the Newton / Highlands area as well as in North East Edmonton for the future. For more details regarding the scenarios and community feedback, please see the January 16, 2007 Board report entitled *Outcomes of Annual Implementation Plan Sustainability and Program Fit Reviews*.

Rationale and Educational Impact on Students

The rationale to consider closure of Newton School is based on factors that include: low and declining enrolment; a maturing neighbourhood with the number of school aged children in decline; the condition of the building requiring major capital to modernize it to a current standard and to provide upgrades and replacement of mechanical and boiler systems; the availability of excess space in elementary schools in this area; and the changing needs of the population residing in the neighbourhood. The school continues to experience operational challenges, for example, the need to organize multi-grade class groupings; the transportation of the majority of Opportunity Program students to the school from outside of the neighbourhood; and the limited capability to hire support and custodial staff for daily school operations and care of students. Potential closure of Newton School is consistent with a long term strategic approach to ensure the learning needs of students are met and the programs are sustainable for the community North East Edmonton for years to come.

The potential closure of Newton School addresses the needs of parents, staff and community members as they relate to learning opportunities and enhanced services to students and families. Re-designating students from Newton School to Montrose School will strengthen and solidify enrolment in a facility that is well-equipped to provide students with expanded program choices and learning opportunities. In addition to expanded academic opportunities and curricular experiences, students will also have greater access and opportunities to engage in extra-curricular activities. In time, students will also have an opportunity to attend a modernized facility that will better accommodate students both operationally and academically, while also providing more and extended services to the broader community.

Potential closure of Newton School would have immediate impact on neighbouring schools, specifically Montrose and Mount Royal Schools. It is anticipated the majority of students currently enrolled at Newton School would enrol at Montrose School, with some choosing to attend Mount Royal School and other district schools in North East Edmonton. Both Montrose School and Mount Royal School currently have excess learning space available to accommodate the Newton students, as well as additional students desiring to attend these schools. Beacon Heights School also has available space to accommodate students at all elementary grade levels.

Enrolment, Programs and Grade Organization

Newton School has a capacity of 351 student spaces based on provincial calculations. Total enrolment was 112 students as of September 30, 2006. Of these students, 55 students receive regular programming and 57 students are enrolled in the district site for Opportunity programming at the school.

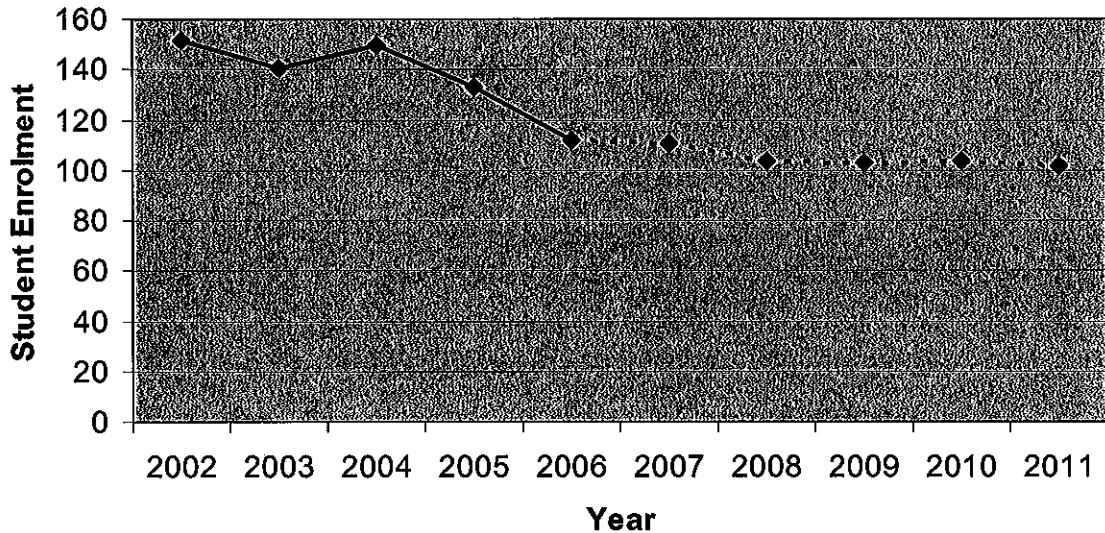
Newton School's student enrolment and grade configuration as of September 30, 2006 is as follows:

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total
Regular	5	9	10	8	5	10	8	55
OPP		4	6	7	17	12	11	57

Grade Organization

- Regular
 - Afternoon Kindergarten 5 students
 - Combined grade 1, grade 2 19 students
 - Combined grade 3, grade 4 13 students
 - Combined grade 5, grade 6 18 students
- Opportunity
 - Combined grade 1, grade 2, grade 3 14 students
 - Combined grade 3, grade 4, grade 5 14 students
 - Combined grade 4, grade 5, grade 6 15 students
 - Combined grade 5, grade 6 14 students

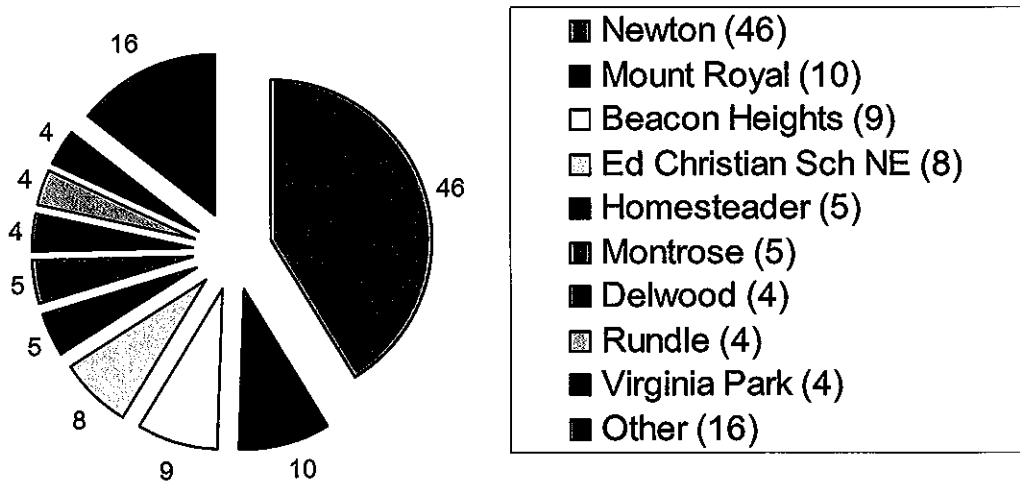
Historical and Projected Enrolment at Newton School



Neighbourhood Population and Demographic Information

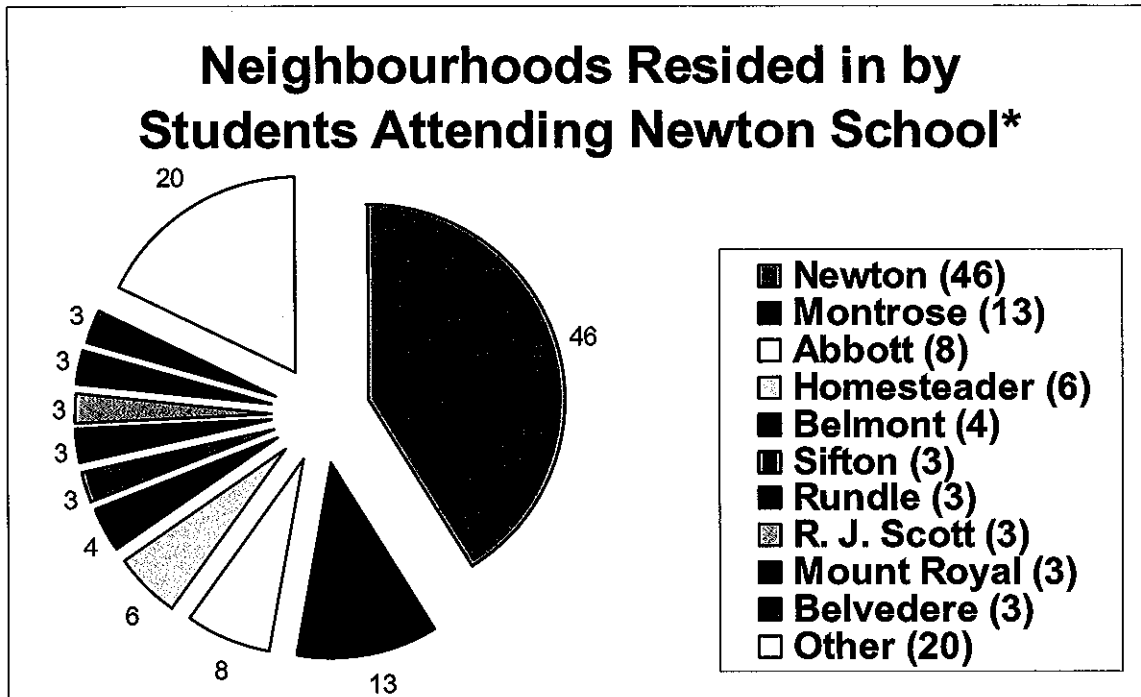
The attendance area for the regular program at Newton School consists of the Newton neighbourhood. There are 111 students residing in the Newton School attendance area. As shown in the following pie chart, 46 students attend Newton School and the remaining 65 students attend various other district schools.

Schools Attended by Students Residing in the Newton Neighbourhood*



*Based on September 30, 2006 enrolment information.

The following chart indicates the neighbourhoods in which current Newton School students reside.



*Based on September 30, 2006 enrolment information.

Cost to Staff and Operate the Educational Programs at Newton School

The total operating and instructional allocations provided to Newton School for 2006-07 was \$1,080,844. There are 239 unfunded student spaces in the building at a cost of \$149,737. The following allocations and grants are received by the school:

Budget allocation in September 2006 for 2006-07 School Year

Budget	Staffing Costs	Supplies Equipment and Services
\$1,108,687	\$1,004,925	\$103,762
100%	90%	10%

Capacity	Class Size Capacity	K-6 Enrolment	Utilization
351	340	112	42%

Need to Consolidate or Relocate Existing Programs

If Newton school were to close, the 112 students currently registered would be designated to:

- Montrose School for regular elementary programming (55 students);
- Montrose School will provide special education district centre opportunity programming to meet the needs of students residing in the greater Highlands area. This includes the neighbourhoods of Bellevue, Beverly Heights, Highlands (Mount Royal) Montrose, and Newton neighbourhoods;

- Opportunity programming which will provide local accommodation for students residing in the Clareview area will be explored;
- Montrose School will be considered by the district for the provision of full day Kindergarten programming.

Some students may choose other nearby elementary schools which all have available space. Consideration for establishing a district special education centre for opportunity programming in Clareview schools will include: age appropriate setting, program consideration and compatibility with site, potential capital costs, location relative to district needs and student residences, and transportation requirements.

Currently there are 14.7 full time equivalent staff positions at Newton School, consisting of nine certified teaching staff including principal, 3.7 teacher aides, one administrative assistant, and one custodial worker. Potential closure of Newton School and relocation of students to Montrose School would result in fewer combined grade classes, and other educational benefits would be available through enrolling students in a larger school setting.

In the event of relocation of students, every effort would be made to ensure as much continuity as possible with current staff, in particular for those students in district center programs for students with special needs.

Full-day Kindergarten, if approved, would provide students with a strong literacy and numeracy foundation especially for those students in deficit environment. Young learners are better prepared to meet the needs of a complex society, and would ultimately improve high school completion rates. Currently there are 18 schools in the district that offer full-day Kindergarten.

Should parents request a registration in a different school other than the designated receiving school, students would be able to register in that school, provided the school provides the appropriate program.

Cost to Maintain the Facility in Operable Condition or to Restore the Facility to Operable Condition

Newton School received a provincial facility audit score of 290 in 1999. Edmonton Public Schools' internal inspection rated the facility as 'poor'. The following factors contributed to the poor rating. The mechanical system, washrooms, flooring and exterior doors have reached the end of their usable life and need to be replaced. In addition, the steam heating system needs to be converted to hot water heating, and the washrooms fixtures and exterior building finish are in need of upgrading. Newton School poses no immediate threat to the health and safety of students. Since 1990, records indicate that Facilities Services and the school have cumulatively spent \$577,774 on modifications and upgrades. Major expenditures include \$165,100 spent on replacing windows in 1991 and \$172,009 on re-roofing in 2004.

Location and Accessibility of the School and the Proximity of Other School

There are four schools within a 1.6 km radius where student learning space is available: Beacon Heights, Highlands, Montrose and Mount Royal Schools. There were two other

schools located in the North East Sector that were undergoing sustainability reviews: Montrose School and Mount Royal School. Some students may choose other nearby elementary schools which all have available space.

Transportation

Newton School is located in transportation Zone 6. Currently there are 42 students receiving yellow bus service, not including students accessing parent provided transportation. Twenty-three of these students live in Clareview or north of the Yellowhead Trail. One student lives in transportation Zone 2 south of the North Saskatchewan River. The remaining seven transported students live in the greater Highlands area and 12 students live in the Abbottsfield area. By establishing special education district sites in Clareview, students could be provided with local accommodation and would have shorter yellow bus rides or would be able to walk to their school.

Impact of Closing the School on the Community

Newton School is used on Monday evenings by a pipe band and by the Abbottsfield Youth Project on Mondays and Wednesdays. There is currently no use of Newton School outside of school hours by paid user groups. There are currently two tenants at Newton School: Newton Community League Preschool and the McCauley Community After School Care Association. Consolidation of former Newton students into Montrose school could potentially provide Montrose School with resources to provide more access to its gymnasium after school hours, in order to accommodate the current community uses at Newton School.

If Newton School were to be closed, existing tenants could remain in the building or locate to other suitable district space if desired and available. If consolidated into Montrose School, there may be sufficient space in Montrose School to accommodate some of these users and tenants. The district would look at continuing with existing tenancies and user groups and/or identifying other potential tenancies with community and not-for profit groups, and may also consider other potential district uses for the property. Discussions would be held with the Newton Community League regarding the short and long term use of Newton School building and site. Any potential disposition of the property would be subject to the Joint Use Agreement with the City of Edmonton.

The district owns the land where Newton School and adjacent playfields are located. Under the Joint Use Agreement with the City of Edmonton, the sports fields are maintained and administered by the city, which would continue as long as the district retains property ownership. Newton School is located on a site adjacent to city parkland. A playground utilized by students and the community is located on the city-owned parkland and it is maintained by the city. There would be no impact on playground access if Newton School were to be closed.

The following scenarios and summary of input received are provided for information and are in a separate information report entitled "Outcomes of Annual Implementation Plan Sustainability and Program Fit Reviews".

Newton School - Scenarios Developed by the Scenario Development Team

Scenario #1:

Consider identifying a program(s) that would attract students to Newton School.

Scenario #2:

Consider consolidation of programs, grade configurations and amalgamations of current school sites to address the learning needs and enrolment of the students residing in the surrounding neighbourhoods.

Scenario #3:

In addition to existing user groups in the school, consider additional user groups in the building that would be compatible with the operation of the school.

Summary of Input Received from the Public Engagement Meeting

As a method to summarize information, the administration reviewed the work of the scenario development team and feedback from participants of the public engagement meeting to determine the following themes and messages:

1. That decisions made around sustainability reviews need to be made in a timely and efficient manner and must take into account a long-term plan for the neighbourhoods in the greater Highlands area. Reference was made to previous Concept Development Studies, and that the district needed to move forward with this work.
2. It is recognized that schools with larger enrolments can provide students and staff with increased opportunities and flexibility related to items such as:
 - availability and access to learning resources
 - extra curricular choices and options
 - the choice of split grade configurations
 - professional development and collaboration
3. Distance, safety, walk-ability, yellow bus transportation and major road ways including associated costs and time must be considered if schools were to be amalgamated or closed.
4. A long-term plan including schools at capacity (Virginia Park School) must be put in place that will provide accessibility and continuity for Kindergarten to grade 12 learning in the community.
5. More program choice in terms of alternative and academic programs is needed in this part of the City to keep more local students in neighbourhood schools.
6. Special needs students in the greater Highlands area should be accommodated locally. Students living outside the greater Highlands area should be accommodated in their local neighbourhoods (i.e. Clareview area).

7. Programs, services and facilities at the school need to be expanded to include enhanced services such as:
- full day kindergarten
 - daycare and/or before-after school care
 - Headstart
 - ESHIP -- Edmonton Student Health Initiative Program
 - Playground
 - seniors programs and activities
 - police services
 - public library services
8. There is a perception and belief by the residents of these neighbourhoods that their neighbourhood is on the up swing in terms of student age population and that their schools will be full in the near future.

January 2007
Edmonton Public Schools
Planning Department

Criteria Affecting the Recommendation to Consider Closure of the Regular Program at Mount Pleasant School

History

Mount Pleasant School was built in 1953, and a ten classroom addition was built in 1959. There are six portable classrooms on the site. The school has a capacity of 407 student spaces based on provincial calculations. Enrolment at Mount Pleasant was 391 students as of September 30, 2006. Of these students, 61 are enrolled in the regular program, 324 students are enrolled in the Cogito program and six are enrolled in the Behaviour and Learning Assistance Program.

Summary of Consultations and Feedback from Program Fit Review

A number of meetings were held with the Mount Pleasant School community during the program fit review, including a presentation to the Parent Council, two scenario development team meetings and a public engagement meeting that all parents, staff and community members were invited to attend. The review resulted in the development of three scenarios for accommodating Mount Pleasant School students and outcomes and challenges for each. The scenarios included: relocating the regular program to another school; relocating some grades of Cogito to another school; and relocating the Behaviour and Learning Assistance Program to another school. Generally the comments and feedback that were received favoured the scenario that recommends moving the regular program to another school. Other comments received were: decisions need to be made that are long term and do not evoke further accommodation studies in coming years; parents should have input into the designated receiving school for the regular program; the Cogito program seemed to negatively impact enrolment in the regular program. For more details regarding the scenarios and community feedback, please see the January 16, 2007 Board report entitled *Outcomes of Annual Implementation Plan Sustainability and Program Fit Reviews*.

Rationale and Educational Impact on Students

The students in the Mount Pleasant School regular program are in combined grade classes. In the spring of 2006 only three regular Kindergarten students pre-registered at Mount Pleasant School which forced the cancellation of the Kindergarten regular program for the 2006-2007 school year. The result will be that next year there could be no grade one students, and this will continue through the grades, further reducing enrolment and compromising the ability of staff to provide a quality learning environment.

The relocation of the Mount Pleasant School regular program to Lendrum School would provide more opportunities for single grade classes, and increased flexibility when organizing for instruction. A program fit review was also completed for Lendrum School at the same time as the Mount Pleasant program fit review was done. The result of that review is that Lendrum School would be partnered with Avalon Junior High School with the potential for both schools to be amalgamated into one Kindergarten to grade nine school. Lendrum School accommodates the majority of the elementary students in the attendance area, and it was determined that a multi-campus approach would allow the elementary and junior high programs to exist in the community for the long term.

Enrolment, Programs and Grade Organization

Mount Pleasant School has a capacity of 407 student spaces based on provincial calculations. Enrolment at Mount Pleasant was 391 students as of September 30, 2006. Of these students, 61 are enrolled in the regular program, 324 students are enrolled in the Cogito program and six are enrolled in the Behaviour and Learning Assistance Program.

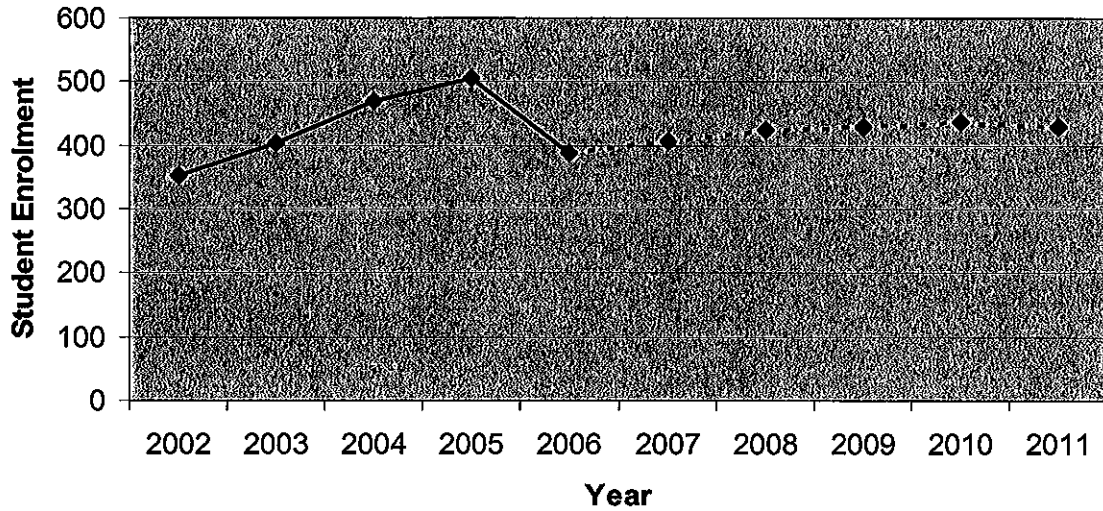
Mount Pleasant School's student enrolment and grade configuration as of September 30, 2006 is as follows:

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total
Regular	0	14	9	12	8	9	9	61
BLA			1	2	3			6
COG	38	51	61	43	50	39	42	324

Grade Organization

- Regular
 - Combined grade 1, grade 2 23 students
 - Combined grade 3, grade 4 20 students
 - Combined grade 5, grade 6 18 students
- BLA
 - Combined grade 2, grade 3, grade 4 6 students
- COG
 - 2 Kindergarten 21 and 17 students per class
 - 3 grade 1 17 students per class
 - 3 grade 2 21, 21 and 19 students per class
 - 2 grade 3 22 and 21 students per class
 - 2 grade 4 25 students per class
 - 2 grade 5 19 and 20 students per class
 - 2 grade 6 21 students per class

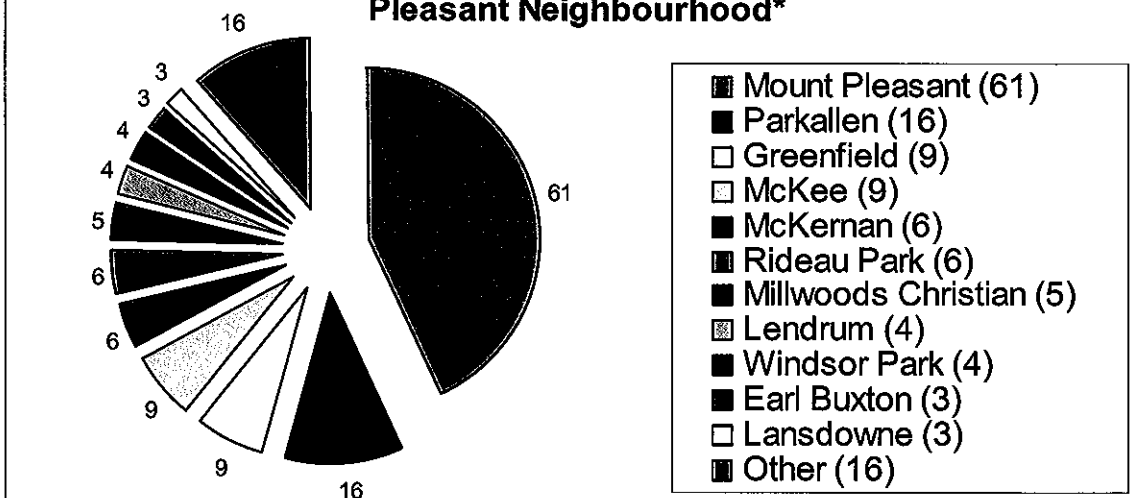
Historical and Projected Enrolment at Mount Pleasant School



Neighbourhood Population and Demographic Information

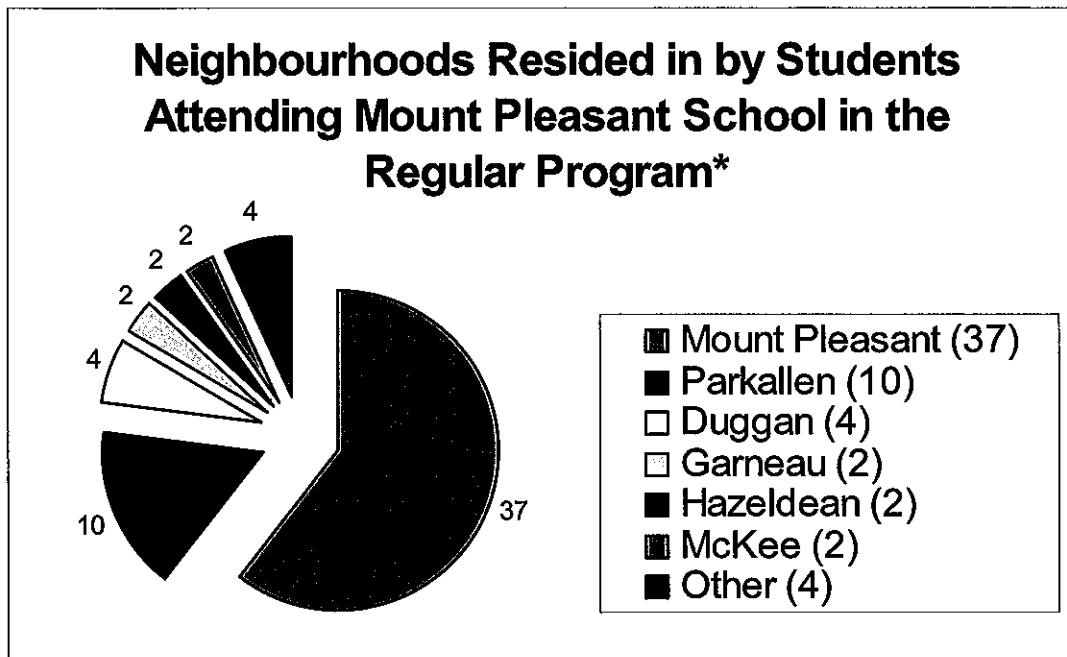
The attendance area for the regular program at Mount Pleasant School consists of the Pleasantview neighbourhood. As shown in the following pie chart, there are 142 students residing in the Mount Pleasant attendance area, and of these students, 61 attend Mount Pleasant School. The chart also indicates the other schools attended by students who reside in the Mount Pleasant attendance area.

Schools Attended by Students Residing in the Mount Pleasant Neighbourhood*



*Based on September 30, 2006 enrolment information.

The following chart indicates the neighbourhoods Mount Pleasant School in which the current Mount Pleasant students reside.



*Based on September 30, 2006 enrolment information.

Cost to Staff and Operate the Educational Programs at Mount Pleasant School

The total funds allocated to Mount Pleasant School for 2006-07 was \$2,288,326. There are 16 unfunded student spaces in the building at a cost of \$7,281.

Budget allocation in September 2006 for 2006-07 School Year

Budget	Staffing Costs	Supplies and Equipment
\$2,404,251	\$2,157,158	\$247,093
100%	89%	11%

Capacity	Class Size Capacity	K-6 Enrolment	Utilization
407	380	391	129%

Need to Consolidate or Relocate Existing Programs

Currently there are 61 regular students enrolled at Mount Pleasant School. The total number of regular students who reside in the Mount Pleasant attendance area is 142. The school aged population in Mount Pleasant neighbourhood has declined by an average of 19 per cent per year since 2002. There is also a decline in the proportion of resident students who choose to attend Mount Pleasant School for regular programming. Relocating the regular student program to another elementary school will result in:

- Increased regular enrolment at another elementary school and fewer combined grade classes; maximizing opportunities for educational programming flexibility.
- Increased opportunities for regular Kindergarten programming due to a greater Kindergarten student mass from which to draw and organize for instruction.

- Decrease amount of excess district space; reduction of three portables on school site.

During the Public Engagement sessions, feedback from parents of the existing regular program students indicated a strong desire that parents should select the elementary school their children would be designated to attend. Parents stated preference for Lendrum School. Feedback also included that transportation should be available for regular students attending the designated school.

Cost to Maintain the Facility in Operable Condition or to Restore the Facility to Operable Condition

Mount Pleasant School received a provincial facility audit score of 230 in 1999. Edmonton Public Schools internal District Capital Inspection rated the facility as 'acceptable'. This school was partially modernized in 1998, and is in good condition to continue accommodating the Cogito and Behaviour and Learning Assistance Programs.

Location and Accessibility of the School and the Proximity of Other School

There are four schools within a 1.6 Km radius where student learning space is available: McKee, Lendrum, Allendale Junior High and Parkallen Schools. Lendrum has also undergone a program fit review. Some students may choose other nearby elementary schools which all have available space.

Transportation

Students in the Mount Pleasant School regular program who are relocated to another elementary school due to the closure of the regular program would be provided with yellow bus transportation. Currently many students attending the Cogito and Behaviour and Learning Assistance Program at Mount Pleasant School are using the yellow bus service. Students living in the Mount Pleasant attendance area who choose to attend the designated receiving school could be picked up at the school by buses used for the Cogito students, and transported to the receiving school at the designated receiving school rate.

Impact of Closing the School on the Community

There would be no discernable impact to the community as a result of the potential closure of regular elementary programming at Mount Pleasant School, as the School building will continue as an operating school accommodating the Cogito program.

The following scenarios and summary of input received are provided for information and are in a separate information report entitled "Outcomes of Annual Implementation Plan Sustainability and Program Fit Reviews".

Mount Pleasant School – Scenarios Developed by the Scenario Development Team

Scenario #1:

Move regular program out of Mount Pleasant and realign attendance area boundaries.

Scenario #2:

Move some grades of Cogito program out of Mount Pleasant and realign attendance area boundaries.

Scenario #3:

Move Behaviour and Learning Assistance Program (BLAP) out of Mount Pleasant and realign attendance area boundaries.

Summary of Input Received from the Public Engagement Meeting

As a method to summarize information, the administration reviewed the work of the scenario development team and feedback from participants of the public engagement meeting to determine the following themes and messages:

1. That the outcome of the Program Fit Review at Mount Pleasant School impacting Cogito, regular and BLAP programming is not to be part of a multi-year implementation plan. Status quo is also not an acceptable outcome. Several years of consultation and accommodation work with the Mount Pleasant School and community has resulted in a request by all stakeholders for decisions to be made and action to take place for 2007-08.
2. That the outcome of the Program Fit Review incorporates all new development information in the Mount Pleasant neighbourhood area and potential future impacts.
3. That the declining regular student program be moved out of Mount Pleasant School. Should this be the outcome of the Program Fit Review, parents request input into the designation of which elementary school(s) the students are re-designated to and that yellow bus transportation be provided.
4. That the potential growth of the regular program of Mount Pleasant School may have been negatively impacted by the rapid growth of the Cogito program. There is a perception of imbalance of support to the regular program as felt by the regular student parents.

January 2007
Edmonton Public Schools
Planning Department

Alberta Regulation 238/97 – Closure of Schools Regulation

(Consolidated up to 170/2004)

ALBERTA REGULATION 238/97

School Act

CLOSURE OF SCHOOLS REGULATION

Table of Contents

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

Definitions

1 In this Regulation,

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

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

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

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

Non-application of sections

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

(a) in connection with the transfer by one board to another board or to the operator of a charter school of the ownership of real property on which a school

building is located and the school building will continue to be used for the instruction or accommodation of students,

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

(c) pursuant to section 2(b) if

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

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

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

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

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

Exemption from requirements

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

(a) as a result of the board's inability to comply with section 57(2) of the Act, or

(b) for health or safety reasons.

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

AR 257/2003 s4;170/2004

Closure of schools, etc.

2 A board may

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

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

(c) repealed AR 257/2003 s5,

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

AR 238/97 s2;257/2003

Policies and procedures for closure of schools

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

AR 238/97 s3;257/2003

Notification of proposed closure

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

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

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

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

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

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

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

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

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

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

(f) the educational and financial impact of closing the school, including the effect on operational costs and capital implications;

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

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

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

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

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

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

(i) the entire school is being closed, or

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

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

Public meetings

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

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

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

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

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

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

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

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

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

AR 238/97 s5;257/2003

Decision on closure

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

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

(3) A board

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

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

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

Closure within school year

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

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

AR 238/97 s7;257/2003

Expiry

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

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

9 Repealed AR 223/2002 s5.

Board Policy FL.BP School Closure and Flow Chart of the School Closure Process

Policies -> Table of Contents -> Facilities

Edmonton	Public	Schools
<u>Board Policies and Regulations</u>		

CODE: FL.BP
TOPIC: School Closure

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

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

A. SCOPE AND AUTHORITY

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

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

2. The board authorizes the administration, under the direction of the superintendent of schools and with consultation as determined by the Alberta Closure of Schools Regulation to:
 - a. close or permanently relocate fewer than three consecutive grades in a school, or
 - b. temporarily relocate any number of grades from one school to another.

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

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

B. CRITERIA FOR RECOMMENDING SCHOOL CLOSURE

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

- 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

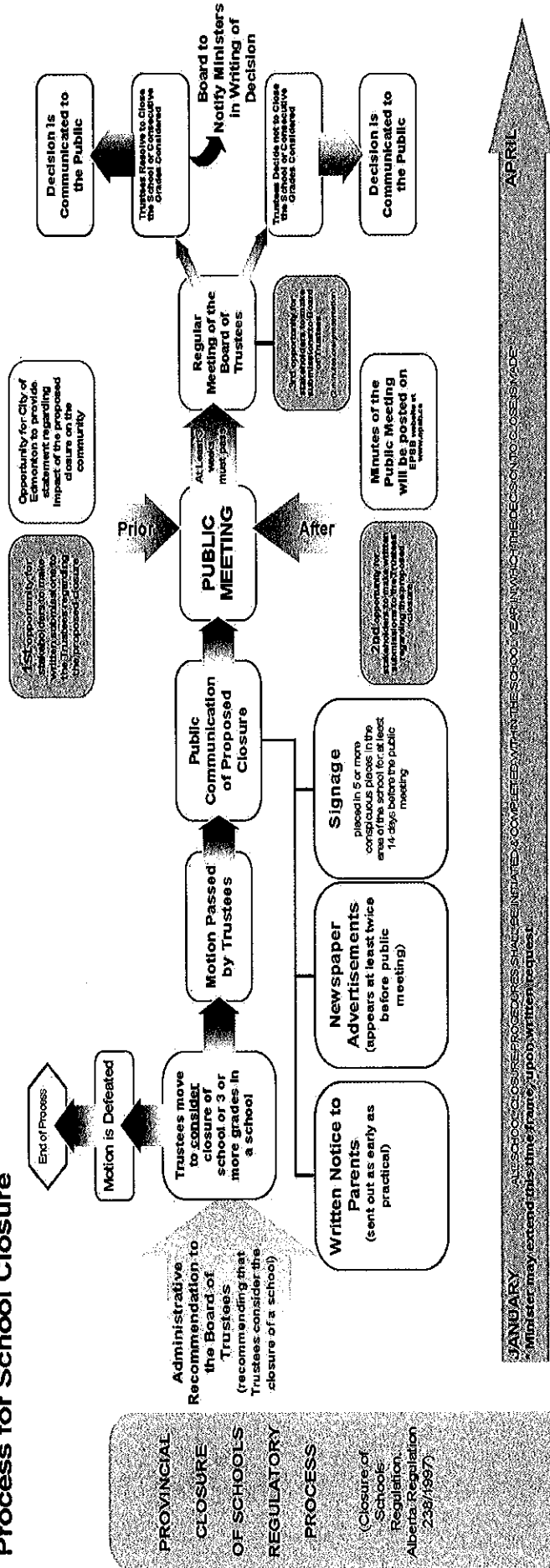
Alberta Closure of Schools Regulation

Ten-Year Facilities Plan 2007-2016

Process for School Closure Flow Chart

Alberta Infrastructure and Transportation - School Infrastructure Manual

Process for School Closure



EDMONTON PUBLIC SCHOOLS

Adapted from the Calgary Board of Education

October 2006