

EDMONTON PUBLIC SCHOOLS

June 19, 2001

TO: Board of Trustees

FROM: E. Dossdall, Superintendent of Schools

SUBJECT: Concept Development Studies: Update

ORIGINATOR: G. Reynolds, Department Head

RESOURCE

STAFF: Jerry Bayly, Ted Biggs, Diana Bolan, Deborah Cooper, Robert Craig, Beatrice Denboer, Sandra Dyck-Stoddard, Michael Ediger, Vlad Eshenko, Patrick Fizell, Darren Fuchs, Kathy Goudreau, Barbara Jonsson, Leesa Kazeil, June Klassen, Don Nordheimer, Faye Parker, Sandy Sawchuk, Cindy Skolski, Morrie Smith

INFORMATION

This report provides a status report on four of the district's Concept Development Studies.

Background

In 2000, Alberta Infrastructure completed a facility condition audit of every school in the province, in which each school was assigned a condition rating number. Schools with a rating above 700 are the province's first priority to be considered for modernization. Alberta Infrastructure has also indicated that capital support for modernization will not be approved unless utilization of space is addressed in the geographic area surrounding schools proposed for modernization.

The capital submission, approved by the board on December 12, 2000, requested funding for a number of "concept development studies" for groups of schools. Capital funding in the amount of \$140,000 was approved January 18, 2001 for the following four concept studies.

Centre East Cluster Schools - Bellevue, Highlands, Montrose, Mount Royal, Newton,

Centre West Cluster Schools - Inglewood, Westmount, Woodcroft,

North West Cluster Schools - Athlone, McArthur, Wellington,

North East Cluster Schools - Balwin, North Edmonton, Princeton.

Appendix I provides a map showing the location of the schools.

Study Purpose

Concept development studies will result in plans to address programming, use of school space, and modernization projects in each cluster of schools. The purpose of the studies is to enhance programming opportunities for students and create better learning environments through capital upgrading and modernization. Each study will consider the unique elements in the particular grouping of schools, as identified through community consultation, and it is

likely that the findings and conclusions will also be unique to each study cluster. The results of these studies should:

- Enhance programming and educational opportunities for students
- Create high quality learning environments
- Reduce surplus space
- Recognize the multifaceted role of a school in a community i.e., education, recreation, community services
- Enhance the supportive relationship between the school groupings, communities and the district

Terms of reference were prepared by the project management team in March. They outline the overall direction and describe the five stages of the study (Appendix II). Each stage will involve the collection and analysis of information, generation of ideas and options, and consultation with parents, students, staff, and community members. There are a number of opportunities in the process for public consultation and these are highlighted in the study process chart in Appendix III.

Some of the potential outcomes of a concept development study may include the following.

- New programming plans for one or more schools in the cluster
- Extensive modernization of one or more schools in the cluster
- Creative re-use of one or more schools in the cluster
- Demolition of parts of schools or one or more entire schools in the cluster
- Replacement of parts of schools or of one or more schools in the cluster
- Closure of one or more schools in the cluster

Study Organization

Appendix IV illustrates the project's decision-making structure and organization.

The cluster school principals have identified one principal to be team leader for each study. The team leaders are:

- Centre East – Jerry Bayly from Highlands
- Centre West – Kathy Goudreau from Westmount
- North West – Diana Bolan from McArthur
- North East – Ted Biggs from Princeton

These team leaders coordinate the study, facilitate the provision of information to the groups and solicit the input from the community. A key role was to identify the stakeholders and interest groups to be included in the studies. Appendix IV lists the team members for each concept study, which include representatives of school staffs, school councils and local community leagues and an architect consultant. Staff from Planning and Facilities provide facilitation skills and act as resource staff for the teams. Additional staff resources from the district and the City will be provided as required.

A management team was established comprised of principal team leaders, project architects, and staff from Planning and Facilities. The team provides overall direction for the study and will prepare the study recommendations for the board of trustees.

Cluster Team Progress

The cluster teams have been established and have been working on:

- Identifying the issues and needs regarding programming and use of space
- Identifying the characteristics of an ideal school
- Town hall meeting to advise the public of the study process
- Gathering public issues and needs information

The teams will be reviewing public comments, developing evaluation criteria and options in the fall. Data collection and analysis will continue over the summer break, with study activities beginning again in the fall. The studies are expected to be completed by December 2001, when it is planned that recommendations will be brought to the board for approval, and in time for any proposed school modernizations to be included in the district's annual capital submission.

FP/jk

APPENDIX I: Map of Study Schools
APPENDIX II: Terms of Reference
APPENDIX III: Study Process
APPENDIX IV: Project Organization
APPENDIX V: Cluster Teams