



Edmonton School District No. 7  
One Kingsway  
Edmonton, Alberta

McCauley Chambers  
Tuesday, February 18, 2014  
2:00 p.m.

Board Meeting #7


# AGENDA

**BOARD OF  
TRUSTEES**

Sarah Hoffman  
Board Chair

Michael Janz  
Board Vice-Chair

Sherry Adams  
Orville Chubb  
Michelle Draper  
Ken Gibson  
Nathan Ip  
Cheryl Johner  
Ray Martin

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Approval of the Minutes
  - 1. DRAFT – Board Meeting #6 – February 4, 2014
- G. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office [780-429-8021] is required by Noon - Tuesday, February 18, 2014 to speak under this item.)*
- H. Reports:
  - 2. Report #4 of the Caucus Committee (From the Meetings Held February 4 and 11, 2014)  
(Recommendation)
  - 3. Managing Student Growth in New and Developing Neighbourhoods  
(Information)
- I. Comments from the Public and Staff Group Representatives - 5:00 p.m.  
*(NOTE: Pre-registration with the Board Office [780-429-8021] is required by Noon - Tuesday, February 18, 2014 to speak under this item.)*
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustee and Board Requests for Information
- L. Notices of Motion
- M. Meeting Dates
- N. Adjournment

## **MINUTE BOOK**

### **Board Meeting #6**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, February 4, 2014 at 2:00 p.m.

#### **Present:**

#### **Trustees**

Sherry Adams  
Orville Chubb  
Michelle Draper

Ken Gibson  
Sarah Hoffman

Nathan Ip  
Ray Martin

#### **Officials**

Diana Bolan  
Jim Davies  
David Fraser

Mark Liguori  
Ron MacNeil

Darrel Robertson  
Sandra Stoddard

**Board Chair:** Sarah Hoffman

**Recording Secretary:** Manon Fraser

**A. O Canada** 

Miss Rebecca Lappa, a Grade 11 student from Victoria School, sang O Canada.

**B. Roll Call:** (2:00 p.m.)

The Superintendent advised that Trustees Janz and Johnner were absent. All other Trustees were present.

**C. Approval of the Agenda**

**MOVED BY Trustee Gibson:**

**“That the agenda for the February 4, 2014 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)**

## **MINUTE BOOK**

### **D. Communications from the Board Chair**

The Board Chair advised that next week, February 10 to 14, 2014, is Random Acts of Kindness Week. The Board has endorsed and recognized Random Acts of Kindness Week since 1996.

The Board Chair advised that the Board held a consultation meeting with a number of invited stakeholders the previous evening regarding the draft Mission, Vision and Priorities. An on-line survey regarding the Mission, Vision and Priorities was also launched yesterday and will be open for input until February 14, 2014.

### **E. Communications from the Superintendent of Schools**

The Superintendent provided an update regarding the work being done with respect to assessment. New administrative regulation, GKB.AR, will be finalized in the coming weeks which will ensure implementation of the Board policy on student assessment, achievement and growth. Over the past number of months, work has been done in collaboration with district leaders and lead teachers on the standards of assessment. A key feature of that work reflected in the draft regulation is the creation of school-wide intervention strategies for students when they don't complete their work in addition to enhanced collaboration and communication with parents. The goal is to ensure students are held accountable for their work and ensure the grades they are earning reflect their ability in the programs of study.

Parents, principals and teachers have been consulted in the development of the regulation and the consultation will be ongoing in the development of school-wide intervention plans that make sense for the local school community. The consultation has been thoughtful and thorough and he believes the regulation being created speaks about the character of the District which is that we have high expectations for students and staff. The core goal of this work has been to reinforce the District's practice of holding students to high standards and accountability. The regulation clearly articulates that student assessment must be equitable, valid and reliable across the District. It outlines the responsibility teachers have to make professional judgments about reporting achievement and performance based on a wide variety of assessment strategies, including providing students with many different opportunities to demonstrate their learning. In addition, teachers are expected to partner with parents to ensure their child receives the supports they need to experience success. School-wide intervention plans will also help to take some of the burden from teachers so they are not responding individually in each case. A systematic, supportive approach to working with families that provides teachers with support will help with the task.

## **MINUTE BOOK**

Communication needs to happen on a consistent basis with parents. There is a shared responsibility for learning by students, parents and teachers. The other important connection is the one between principals and teachers. Principals play a vital role in ensuring consistent assessment practices, and the regulation paints a clear picture of what that role entails. They must work with their teachers to develop communications plans for reporting student achievement and growth to parents and ensure these plans are aligned with school-wide assessment and intervention plans.

The Superintendent stated he believes that, as we look to complete this work and support effective implementation in September, it is worth taking a step back and appreciating that we've always been a District that demonstrates a high level of accountability in its assessment practices. September 2014 will give time to collaborate with staff, families and put thoughtful assessment plans in schools throughout the district. It is really the difference between compliance and commitment. He believes commitment to the work in assessment and in a variety of other areas is essential, not only among staff but among students and parents. We want to work to ensure the success of students throughout the District. We want students to reach their potential. The focus on providing students with the tools, strategies and interventions they need to overcome their challenges is unrelenting. We want to give them every opportunity to be successful along their journey. Assessment is an important part of that work – it allows students to demonstrate their learning and achieve the curricular outcomes. He is excited that we've developed a great process to strengthen these efforts well into the future.

### **F. Minutes**

1. Board Meeting #5 – January 21, 2014

**MOVED BY Trustee Adams:**

**“That the minutes of Board Meeting #5 held January 21, 2014 be approved as printed.” (UNANIMOUSLY CARRIED)**

### **G. Comments from the Public and Staff Group Representatives**

The Board heard from the following speakers:

- Mr. Edson Cruz regarding the Logos Program at Winterburn School
- Mr. Paul Cornell regarding the Logos Program at Winterburn School
- Ms Frankie Harrogate and Ms Brenda Kerber regarding the Pregnancy Care Centre. Ms Harrogate and Ms Kerber also provided a list of secular organizations providing comprehensive sex education.

## **MINUTE BOOK**

- Mr. Lynden Dorval regarding the policy and regulation with respect to assessment

### **H. Reports**

2. Revised Board Chair Discretionary Expense Allowance

There were no comments or questions with respect to this report.

3. Student Population Projections  
(Response to Request for Information #006)

The report was discussed.

4. Bereavement

The Board Chair reported on the passing of Ms Myrtle Jacula, a member of the District's support staff.

### **I. Other Committee, Board Representative and Trustee Reports**

Trustee Martin advised he attended the parent engagement evening yesterday at Highlands School held by the First Nations, Métis and Inuit (FNMI) and Diversity Unit. The evening was spent providing feedback on the proposed handbook in development titled *First Nations, Métis, and Inuit Family Guide to Edmonton Public Schools*. Representatives from the City and other stakeholder groups were also in attendance.

### **J. Trustee and Board Requests for Information**

Trustee Chubb requested that information be provided regarding a process that could be used to identify possible locations for a replacement school and a timeline that would move this process forward in a timely manner for the Board's consideration.

Trustee Martin requested that information be provided on the research that led to the implementation of the Children and Youth Mental Health and Well-Being initiative announced by the Toronto District School Board on January 28, 2014.

### **K. Notices of Motion – None.**

### **L. Next Board Meeting Date: Tuesday, February 18, 2014 at 2:00 p.m.**

**MINUTE BOOK**

**M.     Adjournment (2:40 p.m.)**

**The Board Chair adjourned the meeting.**

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Sarah Hoffman, Board Chair

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Dr. Sandra Stoddard, Executive Director  
Governance and Strategic Support Services

**DATE:** February 18, 2014

**TO:** Board of Trustees

**FROM:** Trustee Michael Janz, Caucus Committee Chair

**SUBJECT:** Report #4 of the Caucus Committee (From the Meetings Held February 4 and 11, 2014)

**ORIGINATOR:** Dr. Sandra Stoddard, Executive Director Governance and Strategic Support Services

**REFERENCE:** [Trustees' Handbook – Caucus Committee](#) Section 5.4  
[School Act](#) Section 61

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**RECOMMENDATION**

- 1. That Report #4 of the Caucus Committee from the meetings held February 4 and 11, 2014 be received and considered.**
- 2. That a new Superintendent evaluation instrument be developed to align with the Strategic Plan. The evaluation process will occur once a year and will include a 360-degree process.**
- 3. That Conroy Ross assist the Board and Superintendent Evaluation Committee in the development of a new Superintendent evaluation instrument that could link to the Ideal Candidate Profile and include in a 360-degree feedback process.**
- 4. That the use of up to \$5,140,182 of Capital Reserve funds be used to purchase and install six freestanding (portable) modular classrooms at each of Bessie Nichols and Elizabeth Finch schools, be approved.**
- 5. That the use of up to \$760,366 of Capital Reserve funds be used to install ten modular classrooms provided by the Province, be approved. The ten modulars are comprised of two modulars attached to each of Bessie Nichols and Elizabeth Finch schools and two freestanding (portable) modular classrooms at each of Brander Gardens, Bisset, and Ellerslie schools.**

**RELATED FACTS**

The balance of the Capital Reserve is currently at \$6,928,006 and use of these funds requires approval of the Board of Trustees. The Board of Trustees can approve expenditures on a total of \$4,712,444 of the Capital Reserve and Ministerial consent and Board approval are required to approve expenditures on the remaining \$2,215,562.

If approved, the District will be in a position to provide necessary student capacity at Bessie Nichols, Elizabeth Finch, Brander Gardens, Bisset and Ellerslie schools in the 2014-2015 school year.

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**DATE:** February 18, 2014

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Managing Student Growth in New and Developing Neighbourhoods

**ORIGINATOR:** Lorne Parker, Managing Director, Planning and Programs, Property Management, Student Transportation, and Archives and Museum

**RESOURCE STAFF:** Mike Cherniwchan, Jon Paul Cooper, Josephine Duquette, Jon Dziadyk, Jenifer Elliot, Leanne Fedor, Tammy Gardner, Kelly Hehn, Geoff Holmes, Kim Holowatuk, Constantine Kastrinos, Roland Labbe, Marco Melfi, Fraser Methuen, Jim Ray, Michelle Tymchuk, Christopher Wright

**REFERENCE:** N/A

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#### ISSUE

Several district schools are experiencing enrolment pressures due to unprecedented growth in new and developing neighbourhoods. The pressures are creating organizational and program delivery challenges; consequently, a comprehensive plan to manage student growth has been developed to meet the demand for student learning space as a result of a projected increase in enrolment at these schools. The plan was developed in compliance with Sections 13(2) and 13(3) of the *School Act* (Attachment I) ensuring each student has a designated school and guided by the direction set out in the board approved Planning Principles.

Feedback received during the public consultation process – December 2, 2013-January 17, 2014 – was used to shape final decisions. The feedback represented a diversity of values and ideas; however, two major themes emerged from all of the consultation opportunities; maintain the K-9 configuration of schools and allow current students and siblings to remain at the affected schools (grandfathering).

#### BACKGROUND

##### *Planning for City Growth*

In recent years, the City of Edmonton has experienced strong residential growth that has affected our ability to provide local accommodation to students within the growth areas. According to municipal data, 817,494 people resided in Edmonton in 2012, which is a substantial increase from the 657,350 people living within Edmonton in 2001. Recent economic information released by the Chief Economist for the City of Edmonton illustrated continual development and construction activity growth in the Edmonton region since 2002, rising a total of 67 per cent. In terms of number and value of permits issued, 2013 represented the highest values in over 30 years. Forecasts are for continued growth over the next decade in Alberta and the capital region.

Residential development within the City is approved by City Council and implemented through applications to city administration. School districts are considered a stakeholder throughout the



process and, as such, have an opportunity for input at various stages of the development process.

The development process begins with a group of landowners and/or developers creating a vision for a combination of new neighbourhoods in an undeveloped part of the City. The area to be developed must conform to the City's Municipal Plan, adopted by City Council. The Municipal Plan is a high-level document that identifies areas of the City for residential, commercial or industrial growth. The landowners and/or developers submit plans for City Council approval that create neighbourhoods and refine plans for development. School districts work with city administration and the applicants to determine the number, size and approximate location of future school sites at this stage of the development process.

The next stage of the process includes the creation of individual lots for development, including home construction. School districts are notified when applications are in process at the City. However, we are not informed of when the applications are approved or when the homes will be constructed and occupied. The rate of city development varies greatly by neighbourhood. The various timelines for development can create challenges when projecting future student populations in a specific area of the City. Rapid development causes rapid increases in student residency, often accompanied by higher peak numbers.

### ***State of Growth***

In recent years, significant residential growth has occurred in the southwest (Terwillegar, Windermere, Heritage Valley), west (The Grange), and southeast (Ellerslie). Recent municipal planning documents suggest the northeast will experience new growth in the near future, as well as continued growth in the southwest and southeast. The rest of Edmonton will continue to grow at a steady pace until development reaches the corporate boundary.

### ***Capital Planning Methodology***

The proposed priorities for new construction and major additions are based on a review of all land development plans, policies and data for the City of Edmonton, and analysis of pre-school and student residency data in suburban areas, including:

- number of 0-4 year olds living in the new areas, based on the 2012 Municipal Census;
- number of EPSB students currently living in the new area;
- percentage of neighbourhood build out (future growth potential);
- available student capacity in the plan area;
- ability of nearby schools to accommodate current and projected growth in new areas; and
- average travel time by yellow bus to a designated receiving school.

These criteria take into consideration both current demand and projected future growth in the new suburban areas.

### ***Announcement of New School Construction***

The construction of new schools in new neighbourhoods that are under development is the optimal long-term solution to address growth.

Through the capital planning process, the District identifies and prioritizes schools that are considered essential to meet demand for educational programming in outlying areas of Edmonton where students live. The Province funds new school construction based on the

priorities listed in our most recent capital plan (Attachment II), balanced with the priorities expressed by all school districts across the Province.

Once funding is announced, district staff:

- determine the grade configuration, capacity and exact site location of the new school, based on demographic data;
- work with the City of Edmonton on site plan concepts (showing the building footprint on the school site), transportation limitations in terms of lay-by design, parent parking and busing requirements, status of site readiness, and potential rezoning of the sites (if required);
- work with Alberta Education, and Alberta Infrastructure as well as the architect hired by the Province (ASAP schools) to provide input on the final building design, site layout and transportation/traffic implications due to design;
- work with the community leagues, throughout the process, to explore potential partnership opportunities on the site and to hold public information sessions;
- name the new schools by collecting suggestions from the public, then compiling these suggestions for a recommendation to the Board of Trustees; and
- create attendance boundaries for the new schools by using the most recent demographic data. Given the rapid suburban growth rates in Edmonton, in combination with enrolment pressures, attendance areas must be sized appropriately so students can be accommodated safely within the new school building.

### ***Developing Options to Accommodate Growth***

The process for developing recommendations to accommodate the current growth is complex. Data must be drawn from a variety of district databases as well as City of Edmonton sources. In that regard, a review of current and historic methods of addressing student accommodation issues was undertaken. This review included consultation with a variety of departments within Alberta Education, including Legal Services, and an examination of the practices in other jurisdictions. The recommendations are rooted in current practice and are presented as newly developed strategies for managing growth.

### ***School Capacity***

On the final day of consultations for the District Accommodation Plan, Alberta Education and Alberta Infrastructure announced the adoption of new methodology for the calculation of school capacity. Calculation details were provided on January 28, 2014 (Appendix I). The new method is based on applying a capacity only to space that was intended for instruction. The current ACU (Area, Capacity and Utilization) method applied capacity to total building area, including non-instructional space. As a result, capacity assessments for many buildings will be lower than under the ACU approach, including provincial ASAP school buildings. ASAP school capacities in design reports and documentation were not achieved according to the ACU measure, and the new capacity method brings the capacities well lower yet. The table provided (Attachment III) illustrates a comparison of changes to interpretation of school capacities in relation to schools being addressed for overcapacity issues.

### ***Primary and Secondary Attendance Area Designations***

The idea for the application of primary and secondary attendance area designations (Attachment IV) arose out of the desire to allow schools that require the removal of neighbourhoods, to manage capacity issues, to continue to accept students from these removed neighbourhoods if space exists. Each student in the District has a primary attendance area designation. A

secondary attendance area would apply only to certain neighbourhoods outside of a school's primary attendance area. Students in these neighbourhoods would have first right of access once all primary attendance area students have been accommodated and space remains to accept more students. Students accepted from the secondary attendance area would be involved in a random selection process if necessary. Once students from the secondary attendance area were accommodated, the school could then accept students from anywhere, space permitting.

### ***Student Transportation***

Student Transportation is committed to supporting the primary designations identified for each community re-designated as a result of the Plan to Manage Student Growth. The costs associated with busing to the new primary school designations is expected to be similar to the costs currently in place for service to the existing school designations.

### ***Consultation***

Options for consideration were developed and shared with all stakeholders. The purpose was to present options that would address the space capacity issues and focus conversations around the development of new options. District principals and other leaders were invited to participate in a consultation process on November 20, 2013. Using feedback received, options were developed and/or modified for public feedback.

Public engagement around the issues and options began on December 2, 2013 with the launch of the Space for Our Students website and survey. Consultation meetings were held by the affected schools throughout December 2013. Five public engagement meetings were hosted by Planning in January 2014. Participants were invited to listen to a general presentation and take part in a breakout session to review and create options for their schools. Members of the public were also invited to provide feedback and propose new options through the online survey.

The public consultation period ended on January 17, 2014. All feedback received during this period was reviewed (Appendix II) in consultation with affected principals, members of Planning, Student Transportation, Trustees, District Support Team and other central leaders. Public feedback was used in the development of all recommendations.

All recommendations presented were evaluated using the following guiding questions:

- Will the option address the space capacity at the school for the long term (sustainability)?
- Will the option provide quality learning environments for all students?
- Can the option be put in place for September 2014?
- Is the option fiscally possible?
- What level of disruption for students and families will result?

## CURRENT SITUATION

The Superintendent has directed administration to implement the following decisions for September 2014. Supporting rationale for these decisions is included.

Decision – Dr. Donald Massey School									
<ul style="list-style-type: none"> <li>• Maintain the K-9 school configuration at Dr. Donald Massey School</li> <li>• Create a new attendance area for Dr. Donald Massey School to include the following neighbourhoods: <ul style="list-style-type: none"> <li>○ Matt Berry</li> <li>○ Hollick-Kenyon</li> </ul> </li> <li>• All current students and siblings may continue at the school (grandfathering)</li> <li>• The primary designation for the Brintnell neighbourhood will be: <ul style="list-style-type: none"> <li>○ Delwood School (K-6)</li> <li>○ Balwin School (7-9)</li> </ul> </li> <li>• The secondary designation for the Brintnell neighbourhood will be: <ul style="list-style-type: none"> <li>○ Dr. Donald Massey School (K-9)</li> </ul> </li> <li>• Transportation will support the primary designation only</li> <li>• Remove Out of District students from Dr. Donald Massey School</li> </ul>									

As there are 81 Grade 9 students expected to leave at the end of the school year, with grandfathering, the number of students remaining at Dr. Donald Massey School will be 827. It is expected that enrolment at the Kindergarten level will be approximately 55 students from the Hollick-Kenyon (40) and Matt Berry (15) neighbourhoods, bringing the total enrolment to 882, a reduction of 26 students. As it is difficult to anticipate the number of siblings of Brintnell students that will enrol, Kindergarten enrolment is expected to be slightly higher.

The number of planned classes for the 2013-2014 school year are as follows:

K	1	2	3	4	5	6	7	8	9
5	5	4	3	3	3	3	4	4	3

These planned classes require the use of 34 instructional spaces. Dr. Donald Massey School has 37 regular instructional spaces available.

Anticipated planned classes for the 2014-2015 school year:

K	1	2	3	4	5	6	7	8	9
3	5	5	4	3	3	3	3	4	4

The decision will require the use of 33 instructional spaces. One additional Kindergarten class may be necessary to accommodate siblings from the Brintnell neighbourhood. As Dr. Donald Massey School received two modular and six portable classrooms in 2013, it is expected that the school will be able to manage the anticipated planned classes.

Transportation will support the primary designation only. There are currently 68 students accessing transportation from the Brintnell neighbourhood. Students who are grandfathered from the Brintnell neighbourhood that are currently receiving transportation to Dr. Donald

Massey School will only receive transportation to the new primary designation, Delwood School.

Removal of Out of District students will result in a reduction of one student at Dr. Donald Massey School. Fifty-six students at Dr. Donald Massey School are currently registered as non-resident and will be redirected to their resident jurisdiction, the Edmonton Catholic School Board. It is important to note that these students may change their declaration and remain with EPSB. There are five students who have provided addresses that are unable to be geocoded, so it is unclear where they reside.

Delwood (K-6) and Balwin (7-9) schools have been selected as receiving schools for the Brintnell neighbourhood as they are deemed to have the necessary available space. Delwood School has a Provincial ACU (Area Capacity Utilization) of 644 students and enrolment of 282 students. There are six classrooms that are currently empty, an additional seven classrooms that can be re-configured into regular instructional spaces, and four rooms occupied by leases. Balwin School has an ACU capacity of 758 students with enrolment of 339 students. It has been recently modernized and follows the feeder pattern for Delwood School.

## Decision – Elizabeth Finch School

- Maintain the K-9 school configuration for Elizabeth Finch School
- Create a new attendance area for Elizabeth Finch School to include the following neighbourhoods:
  - Carlton
  - Oxford
- All current students and siblings may continue at the school (grandfathering)
- The addition of two modular and six portable classrooms is required
- The primary designation for the Albany neighbourhood will be:
  - Lorelei School (K-6)
  - Mary Butterworth School (7-9)
- The primary designation for the Cumberland neighbourhood will be:
  - Caernarvon School (K-6)
  - Rosslyn School (7-9)
- The primary designation for the Hudson neighbourhood will be:
  - McArthur School (K-6)
  - Rosslyn School (7-9)
- The secondary designation for the Albany, Cumberland and Hudson neighbourhoods will be:
  - Elizabeth Finch School (K-9)
- Transportation will support the primary designation only
- Remove Out of District students from Elizabeth Finch School

As there are 62 Grade 9 students expected to leave at the end of the school year, with grandfathering, the number of students remaining at Elizabeth Finch School will be 847. It is expected that enrolment at the Kindergarten level will be approximately 53 students from the Carlton (36) and Oxford (17) neighbourhoods, bringing the total enrolment to 900, a reduction of nine students. As it is difficult to anticipate the number of siblings of current students that will enrol from the removed neighbourhoods, Kindergarten enrolment is expected to be higher.

Modular and portable classrooms will be needed to accommodate the increase in total enrolment due to grandfathering of current students.

The number of planned classes for the 2013-2014 school year are as follows:

K	1	2	3	4	5	6	7	8	9
5	5	5	4	3	3	3	3	3	2

These planned classes require the use of 34 instructional spaces. Elizabeth Finch School has 29 regular instructional spaces available and is currently using ancillary and non-traditional instructional spaces.

Anticipated planned classes for the 2014-2015 school year:

K	1	2	3	4	5	6	7	8	9
4	5	5	5	4	3	3	3	3	3

The decision will require the use of 36 instructional spaces. As Elizabeth Finch School is currently using ancillary and non-traditional spaces for instruction, additional physical space in the form of modular or portable classrooms will be required. With the addition of two attached modular and six portable classrooms, all of the ancillary rooms and non-traditional spaces currently being used for instruction will be returned to their original purpose.

Transportation will support the primary designation only. There are currently five students accessing transportation from the Albany neighbourhood, 98 from the Cumberland neighbourhood and 30 from the Hudson neighbourhood to Elizabeth Finch School. Students and siblings who are grandfathered from the Albany, Cumberland and Hudson neighbourhoods, that are currently receiving transportation to Elizabeth Finch School, will only receive transportation to the new primary designations, Lorelei, Caernarvon and McArthur schools respectively.

Removal of Out of District students will result in a reduction of zero students at Elizabeth Finch School. Forty-five students at Elizabeth Finch School are currently registered as non-resident and will be redirected to their resident jurisdiction, the Edmonton Catholic School Board. It is important to note that these students may change their declaration and remain with EPSB. There are 37 students who have provided addresses that are unable to be geocoded, so it is unclear where they reside.

Lorelei (K-6) and Mary Butterworth (7-9) schools have been selected as receiving schools for the Albany neighbourhood as they are deemed to have the necessary available space. Lorelei School has an ACU capacity of 495 students and enrolment of 331 students. There are three classrooms that are currently empty, an additional three classrooms that can be re-configured into regular instructional spaces, and two rooms occupied by leases. Mary Butterworth School has an ACU capacity of 669 students with enrolment of 437 students. It is deemed to have adequate space and follows the feeder pattern for Lorelei School right through to senior high.

Caernarvon (K-6) and Rosslyn (7-9) schools have been selected as receiving schools for the Cumberland neighbourhood as they are deemed to have the necessary available space. Caernarvon School has an ACU capacity of 420 students and enrolment of 434 students.



Despite what appears to be overcapacity, there are three classrooms that are currently empty and class size average is currently 19 students. Caernarvon School also accommodates three Early Learning classes and one class per grade of the Chinese Bilingual program. In addition, Caernarvon School accommodates 132 students from outside of its attendance area, not including those enrolled in the Chinese Bilingual program (164). A carefully managed Optimal Enrolment Limit and grandfathering of Cumberland students at Elizabeth Finch School combined with the gradual removal (if necessary) of the Early Learning classes, will allow Caernarvon School to accommodate future Cumberland students. Closing the Caernarvon School attendance area may be necessary in the future. Rosslyn School has an ACU capacity of 773 students with enrolment of 390 students. It is deemed to have adequate space and follows the feeder pattern for Caernarvon School. Consideration will need to be given to changing the high school designation for the Cumberland neighbourhood from Ross Sheppard School to Queen Elizabeth School.

McArthur (K-6) and Rosslyn (7-9) schools have been selected as receiving schools for the Hudson neighbourhood as they are deemed to have the necessary available space. McArthur School has an ACU capacity of 329 students and enrolment of 180 students. There are three classrooms that are currently empty, an additional classroom that can be re-configured into regular instructional spaces, and two rooms occupied by a lease (one of which is used only as storage for the lease group).

## Decision – Bessie Nichols School

- Maintain the K-9 school configuration for Bessie Nichols School
- Create a new attendance area for Bessie Nichols School to include the following neighbourhood:
  - The Hamptons
- All current students and siblings may continue at the school (grandfathering)
- The addition of two modular and six portable classrooms is required
- The primary designation for the Granville neighbourhood will be:
  - Lymburn School (K-6)
  - Hillcrest School (7-9)
- The primary designation for the Glastonbury neighbourhood will be:
  - Ormsby School (K-6)
  - Hillcrest School (7-9)
- The secondary designation for the Granville and Glastonbury neighbourhoods will be:
  - Bessie Nichols School (K-9)
- Transportation will support the primary designation only
- Remove Out of District students from Bessie Nichols School

As there are 26 Grade 9 students expected to leave at the end of the school year, with grandfathering, the number of students remaining at Bessie Nichols School will be 804. It is projected that enrolment at the Kindergarten level will be approximately 90 students from the newly formed attendance area consisting only of the Hamptons, bringing the total enrolment to 894, an increase of 64 students. It is difficult to anticipate the number of siblings of Glastonbury and Granville students who will enrol, but with the re-designation of Glastonbury and Granville, Kindergarten enrolment is expected to be lower.

The number of planned classes for the 2013-2014 school year are as follows:

K	1	2	3	4	5	6	7	8	9
6	5	3	3	3	3	3	3	3	1

These planned classes require the use of 30 instructional spaces. Bessie Nichols School has 29 regular instructional spaces available.

Anticipated planned classes for the 2014-2015 school year:

K	1	2	3	4	5	6	7	8	9
4	5	5	3	3	3	3	3	3	3

It is anticipated that Kindergarten enrolment will be accommodated in four classes, two fewer than the current six. This will require the use of 33 instructional spaces. The addition of two attached modular and six portable classrooms is required.

Transportation will support the primary designation only. There are currently 65 students accessing transportation from the Glastonbury neighbourhood and 13 from the Granville neighbourhood to Bessie Nichols School. Students who are grandfathered from these neighbourhoods that are currently receiving transportation to Bessie Nichols School will only receive transportation to the new primary designations.

Removal of Out of District students will result in a reduction of zero students at Bessie Nichols School. Forty students are currently registered as non-resident and will be redirected to their resident jurisdiction, the Edmonton Catholic School Board. It is important to note that these students may change their declaration and remain with EPSB. There are three students who have provided addresses that are unable to be geocoded, so it is unclear where they reside.

Lymburn (K-6) and Hillcrest (7-9) schools have been selected as receiving schools for the Granville neighbourhood as they are deemed to have the necessary available space. Lymburn School has an ACU capacity of 493 students and enrolment of 232 students. There are currently two empty classrooms and four classrooms occupied by leases. Hillcrest School has an ACU capacity of 673 students and enrolment of 371 students. Five classrooms are currently available.

Ormsby (K-6) and Hillcrest (7-9) schools have been selected as receiving schools for the Glastonbury neighbourhood as they are deemed to have the necessary available space. Ormsby School has an ACU capacity of 496 students with enrolment of 212 students. There are currently four empty classrooms, an additional two classrooms that can be re-configured into regular instructional spaces, and three classrooms occupied by leases. Ormsby School will need to adhere to a carefully managed Optimal Enrolment Limit. Hillcrest School has an ACU capacity of 673 students and enrolment of 371 students. Five classrooms are currently available.



**Decision – Winterburn School**

- Maintain the K-9 school configuration for Winterburn School
- Create a new attendance area for Winterburn School to include the following neighbourhoods:
  - Webber Greens
  - Suder Greens
  - Potter Greens
  - Breckenridge Greens
  - Westview Village
- All current students and siblings may continue at the school (grandfathering)
- Redirect the elementary Logos program to the existing program at Youngstown School
- Close the junior high Logos program at Winterburn School and re-activate the junior high Logos program at Britannia School
- The primary designation for the Secord neighbourhood will be:
  - Youngstown School (K-6)
  - Britannia School (7-9)
- The secondary designation for the Secord neighbourhood will be:
  - Winterburn School (K-9)
- Transportation will support the primary designation only
- Remove Out of District students from Winterburn School

As there are 42 Grade 9 students expected to leave at the end of the school year, with grandfathering, the number of students remaining at Winterburn School will be 507. It is expected that enrolment at the Kindergarten level will be approximately 45 students from the newly formed attendance area consisting of Breckenridge Greens (three), Potter Greens (one), Suder Greens (16), Webber Greens (10), and Westview Village (15) bringing the total enrolment to 552, an increase of three students. It is difficult to anticipate the number of siblings of Secord students that will enrol, but with the re-designation of Secord, Kindergarten enrolment is expected to be lower. It is anticipated that Kindergarten enrolment will be accommodated in two classrooms, one less than the three that are currently utilized.

The number of planned classes for the 2013-2014 school year are as follows:

K	1	2	3	4	5	6	7	8	9
3	3	3	3	2	2	2	2	2	2

These planned classes require the use of 23 instructional spaces. Winterburn School has 24 regular instructional spaces available.

Planned classes for 2014-2015 are anticipated to be:

K	1	2	3	4	5	6	7	8	9
2	3	3	3	3	2	2	2	2	2

Anticipated planned classes will require the use of 23 instructional spaces.

The redirection of the elementary Logos program to Youngstown School and the deactivation of the junior high Logos program will create some space but it is possible that more students will remain at Winterburn School than follow the Logos designation to Youngstown and Britannia schools.

Transportation will support the primary designation only. The developed portion of Secord is within walking distance and it is expected that families who are currently attending Winterburn School will continue. There are 13 Secord students currently accessing district transportation.

Removal of Out of District students will result in a reduction of 12 students at Winterburn School. Fifty-seven students at Winterburn School are currently registered as non-resident and will be redirected to their resident jurisdiction, the Edmonton Catholic School Board. It is important to note that these students may change their declaration and remain with EPSB. There are 12 students who have provided addresses that are unable to be geocoded, so it is unclear where they reside.

Youngstown (K-6) and Britannia (7-9) schools have been selected as receiving schools for the Secord neighbourhood as they are deemed to have the necessary available space. Youngstown School has an ACU capacity of 596 students and enrolment of 293 students. There are currently seven empty classrooms, two classrooms that can be re-configured into regular instructional spaces, and three classrooms occupied by leases. The school provides both regular and Logos programming and has been recently modernized. Youngstown School will need to adhere to a carefully managed Optimal Enrolment Limit. Britannia School has an ACU capacity of 656 students with an enrolment of 128 students. It has been recently modernized and follows the feeder pattern for Youngstown School through to senior high.

## Decision – Brander Gardens School

- Brander Gardens school will accommodate two classes of French Immersion per grade
- Creation of a new attendance area for Brander Gardens School to include the following neighbourhoods:
  - Brander Gardens
  - Ramsey Heights
  - Magrath
  - MacTaggart
  - Hodgson
- All current students may continue at the school (grandfathering)
- The addition of two detached portables is required
- Administrative Regulation HC.AR.10 (sibling rule) will be suspended for all students residing outside of the Brander Gardens, Ramsey Heights, Magrath, MacTaggart and Hodgson neighbourhoods
- The primary designation for the Windermere North neighbourhood (north of Windermere Boulevard) will be:
  - McKee School (K-6)
- The primary designation for the Windermere South neighbourhood (south of Windermere Boulevard) will be:
  - McKee School (K-6)

- The primary designation for the Ambleside neighbourhood will be:
  - Brookside School (K-6)
- The secondary designation for the Windermere North, Windermere South and Ambleside neighbourhoods will be:
  - Brander Gardens School (K-6)
- Transportation will support the primary designation only
- Remove Out of District students from Brander Gardens School

There are currently 20 instructional spaces at Brander Gardens School not including the stage, library and music room.

The number of planned classes for the 2013-2014 school year is presented in the table below and requires the use of 20 of the 20 available instructional spaces.

2013-2014	K	Grade 1	Grade 1 & 2	Grade 2	Grade 2 & 3	Grade 3	Grade 3 & 4	Grade 4	Grade 5	Grade 5 & 6	Grade 6
Number of Regular Program Classes	2(1)	2	1	1	0	1	1	1	1	1	1
Number of French Program Classes	2(1)	2	0	1	1	1	0	1	1	0	1

A recommendation report was approved March 22, 2013 to set an Optimal Enrolment Limit for the French Immersion program of one class per grade starting in the 2014-2015 school year. This new decision will replace the original recommendation and allow the French Immersion program at Brander Gardens School to be maintained at two classes per grade.

Brander Gardens School has the capacity to support three classes per grade in 20 instructional spaces without the addition of portables. Two classes of French Immersion per grade will require 13 instructional spaces. This will leave seven instructional spaces to support the regular program.

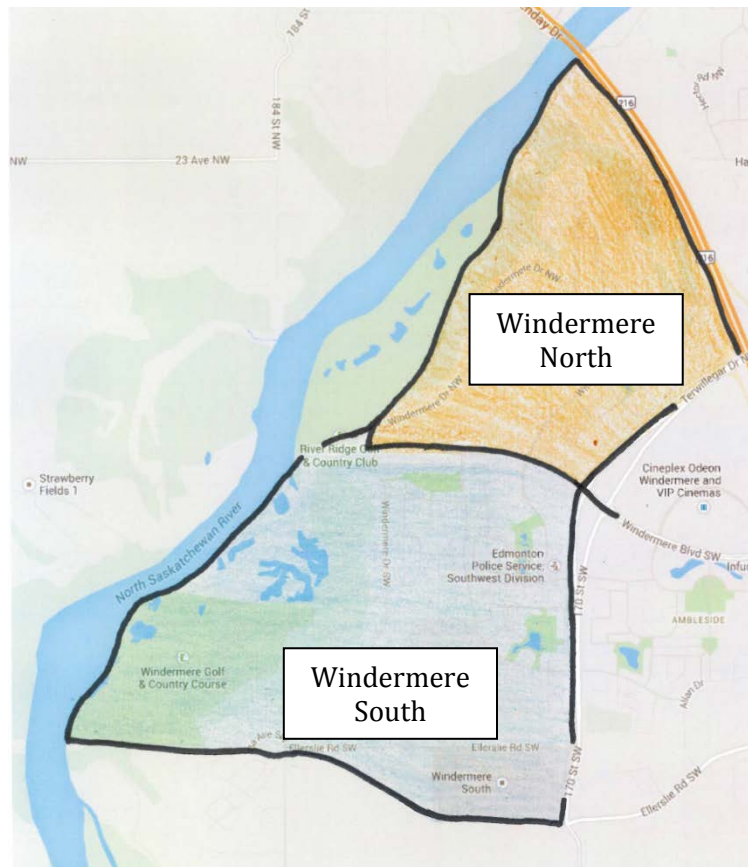
The number of children remaining in the newly created attendance area for Brander Gardens School may require that two regular program Kindergarten classes be maintained for the 2014-2015 school year. With the fluctuating demographic of the Brander Gardens and Ramsay Heights neighbourhoods, it is not possible to predict if enrolment in the regular Kindergarten program can be limited to one class.

The number of required instructional spaces for 2014-2015 is outlined below.

2014 -2015	K	Grade 1	Grade 2	Grade 3	Grade 3 & 4	Grade 4	Grade 4 & 5	Grade 5	Grade 6
Number of Regular Program Classes	2(1)	2	2	2	0	1	1	1	2
Number of French Program Classes	2(1)	2	2	1	1	1	0	1	1

The Brander Gardens School site currently accommodates four detached portables. Two additional portables will be required and can be accommodated on the Brander Gardens School site.

In order to accommodate the current and future growth of Windermere Estates the neighbourhood has been divided into north and south sections. The boundary for the division is Windermere Boulevard.



When the newly announced ASAP school opens in the MacTaggart neighbourhood in 2016, the potential exists for up to three neighbourhoods in the Brander Gardens School attendance area to be re-designated. Combined with the recommended removal of the Windermere North, Windermere South and Ambleside neighbourhoods, regular programming at Brander Gardens School may be reduced.

With the removal of the Windermere North, Windermere South and Ambleside neighbourhoods, the projected enrolment for Brander Gardens School is expected to include 30 regular Kindergarten students and 17 French Immersion students for a total of 47 students from the newly created attendance area.

Estimated Attendance Area  
Kindergarten Enrolment for 2014-2015

Neighbourhood	Program	Kindergarten
Brander Gardens	English Program	18
	French Program	3
Hodgson	English Program	3
	French Program	3
MacTaggart	English Program	2
	French Program	2
Magrath Heights	English Program	2
	French Program	2
Ramsay Heights	English Program	5
	French Program	7
<b>Total English</b>		<b>30</b>
<b>Total French</b>		<b>17</b>
<b>Grade Total</b>		<b>47</b>

Brander Gardens School cannot exceed three Grade 1 (one regular program and two French Immersion) for four consecutive years. This will be achieved by strict adherence to the Optimal Enrolment Limit. Attendance boundaries and Optimal Enrolment Limits are reviewed annually by the Planning department.

Families from the Ambleside, Windermere North and Windermere South neighbourhoods who wish to access French Immersion programming may do so at Laurier Heights, Rio Terrace, Greenfield, Richard Secord and Lendrum schools. Transportation may be available to one or more sites.

Removal of Out of District students will result in a reduction of zero students from Brander Gardens School. Nine students at Brander Gardens School are currently registered as non-resident and will be redirected to their resident jurisdiction, the Edmonton Catholic School Board. It is important to note that these students may change their declaration and remain with EPSB. There are 12 students who have provided addresses that are unable to be geocoded, so it is unclear where they reside.

Transportation will support the primary attendance area designation only. Currently, there are 79 students accessing transportation to Brander Gardens School from the Windermere North and South neighbourhoods and 40 students from the Ambleside neighbourhood. Students who are grandfathered from the Ambleside, Windermere North and Windermere South

neighbourhoods, that are currently receiving transportation to Brander Gardens School, will only receive transportation to the new primary designation, Brookside and McKee schools, respectively.

Brookside School (K-6) has been selected as the receiving school for the Ambleside neighbourhood. Brookside School has an ACU capacity of 351 students with enrolment of 245 students. There are two classrooms that are currently empty, one classroom that can be re-configured into a regular instructional space, and three rooms occupied by leases.

McKee School (K-6) has been selected as the receiving school for the Windermere North and Windermere South neighbourhoods. McKee School has an ACU capacity of 500 students with enrolment of 261 students. McKee School has one empty classroom, one classroom that can be re-configured into a regular instructional space, and eight classrooms occupied by leases.

Riverbend School (7-9) will continue to accommodate the Ambleside, Windermere North and Windermere South neighbourhoods.

Decision – Esther Starkman School
<ul style="list-style-type: none"> <li>• Phased restoration of the K-9 configuration at Esther Starkman School</li> <li>• Restoration of Grade 8 for September 2014</li> <li>• Restoration of Grade 9 for September 2015</li> <li>• Create a new attendance area for Esther Starkman School to include the following neighbourhood: <ul style="list-style-type: none"> <li>○ Terwillegar Towne</li> </ul> </li> <li>• All current students and siblings may continue at the school (grandfathering)</li> <li>• The primary designation for the Leger neighbourhood will be: <ul style="list-style-type: none"> <li>○ George H. Luck School (K-6)</li> <li>○ Riverbend School (7-9)</li> </ul> </li> <li>• The primary designation for the Terwillegar South neighbourhood will be: <ul style="list-style-type: none"> <li>○ Lansdowne School (K-6)</li> <li>○ Avalon School (7-9)</li> </ul> </li> <li>• The secondary designation for the Leger and Terwillegar South neighbourhoods will be: <ul style="list-style-type: none"> <li>○ Esther Starkman School (K-9)</li> </ul> </li> <li>• Transportation will support the primary attendance area designation only</li> <li>• Remove Out of District students from Esther Starkman School</li> </ul>

The phased restoration of Grades 8 and 9 will commence September 2014. All current students and siblings may continue at Esther Starkman School.

The following table indicates the number of planned classes for the 2013-2014 school year.

	K	1	2	3	4	5	6	7	8	9
Number of Classes	5(3)	5	5	4	3	3	3	2	0	0

These planned classes require the use of 28 instructional spaces. Esther Starkman School has 37 regular instructional spaces available.

Of the 104 Kindergarten students attending Esther Starkman School, 37 reside in Terwillegar Towne. It is expected that enrolment at the Kindergarten level will allow for the organization of three classes of Kindergarten while providing some space for siblings of current students and students residing in the secondary attendance area.

Esther Starkman School has 37 regular instructional spaces (not including CTS, and ancillary rooms). The following table indicates the possible number of planned classes for the next several years based on current enrolment data.

Year	K	1	2	3	4	5	6	7	8	9	Total Rooms
2014-2015	3(2)	5	5	5	4	3	3	3	2	0	32
2015-2016	3(2)	3	5	5	5	4	3	3	3	2	35
2016-2017	3(2)	3	3	5	5	5	4	3	3	3	36

An Optimal Enrolment Limit of three classes per grade will be put in place and will be carefully managed. This will allow for additional planned classes at the higher grade levels to reduce their average class sizes. It also allows space for future students who move into the primary attendance area or if students are accepted from the secondary attendance area. The following table indicates the average class size for the 2013-2014 school year.

	K	1	2	3	4	5	6	7	8	9
Average Class Size	21	23	24	27	32	34	29	32	0	0

There are currently no Out of District students enrolled at Esther Starkman School; however, two students have provided addresses that are unable to be geocoded, so it is unclear where they reside.

Transportation will support the primary attendance area designation. There are currently 17 students accessing transportation from the Leger neighbourhood and 60 students accessing transportation from the Terwillegar South neighbourhood. Students who are grandfathered from the Leger and Terwillegar South neighbourhoods that are currently receiving transportation to Esther Starkman School will only receive transportation to the new primary designations, George H. Luck and Lansdowne schools respectively. Additional transportation support may be provided to Avalon School.

George H. Luck (K-6) and Riverbend (7-9) schools have been selected as receiving schools for the Leger neighbourhood as they are deemed to have the necessary available space. George H. Luck School has an ACU capacity of 415 students and enrolment of 447 students. Currently,



214 of the 447 students enrolled at the school are from outside of the attendance area. Forty-two of the 76 current Kindergarten students reside outside of the attendance area. To accommodate the Leger students, the enrolment of out of attendance area students will be limited through a carefully managed Optimal Enrolment Limit.

Riverbend School (7-9) has an ACU capacity of 647 students and enrolment of 664 students. Currently, 555 students enrolled at the school are from inside the attendance area. Of the 229 current Grade 7 students, 195 reside inside the attendance area. To accommodate the 27 current Grade 6 students that reside in the Leger neighbourhood, Riverbend School will reduce the number of out-of-attendance area students accepted at the Grade 7 level.

Lansdowne (K-6) and Avalon (7-9) schools have been selected as receiving schools for the Terwillegar South neighbourhood as they are deemed to have the necessary available space. Lansdowne School has an ACU capacity of 330 students and enrolment of 194 students. There is one classroom that is currently empty, one classroom that can be re-configured into two regular instructional spaces, and one leased classroom. A large portion of the school is leased to Lansdowne Childcare and Family Centre. In the long term, significant modifications will be required to convert this space into appropriate classroom spaces.

Avalon School (7-9) has an ACU capacity of 652 students and enrolment of 464 students. In addition to one empty classroom, Avalon School has a number of classroom spaces that are not fully utilized. Currently, Avalon School accommodates the Grades 8 and 9 students from the Esther Starkman School attendance area.

Decision – Johnny Bright School
<ul style="list-style-type: none"> <li>• Phased restoration of the K-9 configuration at Johnny Bright School</li> <li>• Restoration of Grade 8 for 2014</li> <li>• Restoration of Grade 9 for 2015</li> <li>• Create a new attendance area for Johnny Bright School to include the following neighbourhood: <ul style="list-style-type: none"> <li>○ Rutherford</li> </ul> </li> <li>• All current students and siblings may continue at the school (grandfathering). When the new K-6 school opens in Blackmud Creek, the K-6 students from the Blackburne, Blackmud Creek, MacEwan and Richford neighbourhoods will be re-directed from Johnny Bright School</li> <li>• The primary designation for the MacEwan neighbourhood will be: <ul style="list-style-type: none"> <li>○ Steinhauer School (K-6)</li> <li>○ D.S. McKenzie School (7-9)</li> </ul> </li> <li>• The primary designation for the Blackburne, Blackmud Creek, and Richford neighbourhoods will be: <ul style="list-style-type: none"> <li>○ Duggan School (K-6)</li> <li>○ D.S. MacKenzie School (7-9)</li> </ul> </li> <li>• The Johnny Bright School attendance area will remain closed</li> <li>• Transportation will support the primary attendance area designation only</li> <li>• Remove Out of District students from Johnny Bright School</li> </ul>

The phased restoration of Grades 8 and 9 will commence September 2014.



A new attendance area will be created for Johnny Bright School that includes only the Rutherford neighbourhood. All current students and their siblings may remain at Johnny Bright School (grandfathering) and the attendance area will remain closed.

It is expected that enrolment at the Kindergarten level will be approximately 80 students from the Rutherford neighbourhood. As there are 71 Grade 7 students expected to stay for Grade 8, the number of students remaining at Johnny Bright School will be approximately 972. As it is difficult to anticipate the number of siblings of students from the Blackburne, Blackmud Creek, MacEwan and Richford neighbourhoods that will enrol, Kindergarten enrolment is expected to be higher.

The number of planned classes for the 2013-2014 school year are as follows:

K	1	2	3	4	5	6	7	8	9
6 (3)	6	5	5	4	4	3	3	0	0

These planned classes require the use of 33 instructional spaces. Johnny Bright School has 37 regular instructional spaces available. The use of ancillary teaching spaces (art, music, science, drama) and non-traditional instructional spaces (library, CTS) will be necessary until the opening of the new school in 2016.

The following table indicates the possible number of planned classes for the next several years based on current enrolment data.

Year	K	1	2	3	4	5	6	7	8	9	Total Rooms
2014-2015	4 (2)	6	6	5	5	4	4	3	3	0	38
2015-2016	4 (2)	4	6	6	5	5	4	4	3	3	42
*2016-2017	4 (2)	4	4	4	4	4	4	4	4	3	37

\*The new K-6 school in the Blackmud Creek neighbourhood opens

If the attendance area for the new K-6 school in the Blackmud Creek neighbourhood were to include the Blackburne, Blackmud Creek, MacEwan and Richford neighbourhoods, these students would be required to relocate to the new school when it opens in 2016. This would affect 218 current Johnny Bright School Kindergarten to Grade 3 students plus their younger siblings. This would reduce the larger cohorts to four classes per grade.

Steinhauer (K-6) and D.S. MacKenzie (7-9) schools have been selected as receiving schools for the MacEwan neighbourhood. These schools have been selected as they are deemed to have the necessary available space. Steinhauer School has an ACU capacity of 401 students and enrolment of 230 students. There are four classrooms that are currently empty, an additional two classrooms that can be re-configured into regular instructional spaces, and two rooms occupied by a lease. D.S. MacKenzie School has an ACU capacity of 720 students with enrolment of 609 students. It is the current receiving school for the Grades 8 and 9 students from Johnny Bright School and it follows the feeder pattern for Steinhauer School through to senior high.

Duggan (K-6) and D.S. MacKenzie (7-9) schools have been selected as receiving schools for the Blackburne, Blackmud Creek, and Richford neighbourhoods. These schools have been selected as they are deemed to have the necessary available space. Duggan School has an ACU capacity of 432 students and enrolment of 203 students. There is one classroom that is currently empty, three classrooms that can be re-configured into regular instructional spaces, and seven classrooms occupied by leases. Although Duggan School is the receiving school for several developing neighbourhoods south of Johnny Bright School, it has the capacity to accommodate students residing in the Blackburne, Blackmud Creek and Richford neighbourhoods until the new school in the Blackmud Creek neighbourhood opens in September 2016. D.S. MacKenzie School has an ACU capacity of 720 students with enrolment of 609 students. It is the current receiving school for the Grades 8 and 9 students from Johnny Bright School and it follows the feeder pattern for Duggan School through to senior high.

Transportation will support the primary designation only. Currently, there are 82 students accessing transportation from the MacEwan neighbourhood, 16 from the Blackburne neighbourhood, 37 from the Blackmud Creek neighbourhood and nine from the Richford neighbourhood. Students who are grandfathered from these neighbourhoods that are currently receiving transportation to Johnny Bright School will only receive transportation to the new primary designations.

Removal of Out of District students will result in a reduction of zero students at Johnny Bright School. Four students are currently registered as non-resident and will be redirected to their resident jurisdiction, the Edmonton Catholic School Board. It is important to note that these students may change their declaration and remain with EPSB. There are 22 students who have provided addresses that are unable to be geocoded, so it is unclear where they reside.

## Decision – A. Blair McPherson School

- Maintain the K-9 configuration for A. Blair McPherson School
- Create a new attendance area for A. Blair McPherson School to include the following neighbourhood:
  - Tamarack (not including Tamarack Common)
- All current students from the following neighbourhoods may remain at A. Blair McPherson School (grandfathering):
  - Maple
  - Tamarack
  - Tamarack Common
  - Wild Rose
- All current junior high students may finish their programming to the end of Grade 9 regardless of where they reside (grandfathering)
- All current elementary students residing outside of the neighbourhoods of Maple, Tamarack, Tamarack Common and Wild Rose will be re-directed from A. Blair McPherson School
- Administrative Regulation HC.AR.10 (sibling rule) will be suspended for all students residing outside of the Maple, Tamarack, Tamarack Common and Wild Rose neighbourhoods
- The primary designation for the Tamarack Common neighbourhood will be:
  - Jackson Heights School (K-6)

- Edith Rogers School (7-9)
- The primary designation for the Maple neighbourhood will be:
  - Julia Kiniski School (K-6)
  - Ottewell School (7-9)
- The primary designation for the Wild Rose neighbourhood will be:
  - Velma E. Baker School (K-6)
  - Ottewell School (7-9)
- The secondary designation for the Maple, Tamarack Common and Wild Rose neighbourhoods will be:
  - A. Blair McPherson School
- Transportation will support the primary designation only
- Remove Out of District Students from A. Blair McPherson School

As there are 100 Grade 9 students expected to leave at the end of the school year, with grandfathering, the number of students remaining at A. Blair McPherson School will be 980.

The number of planned classes for the 2013-2014 school year are as follows:

K	1	2	3	4	5	6	7	8	9
4	5	5	4	3	3	4	3	5	4

These planned classes require the use of 38 instructional spaces. A. Blair McPherson School has 37 regular instructional spaces available.

The number of planned classes for 2014-2015 is anticipated to be:

K	1	2	3	4	5	6	7	8	9
3	4	5	4	3	3	3	4	3	5

The anticipated enrolment will require the use of 35 instructional spaces for the 2014-2015 school year.

All current junior high students will be able to remain at A. Blair McPherson School (grandfathering) for the remainder of their junior high program. The removal of the external junior high attendance area (Jackson Heights, Julia Kiniski, and Larkspur neighbourhoods) from A. Blair McPherson School in 2013 resulted in 73 junior high students remaining in the school who reside outside of the current attendance area. As these students were already subject to re-designation it is felt that they should be given the opportunity to remain in the school for the remainder of their programming. This cohort of students will have progressed through the school by the end of the 2015-2016 school year.

The removal of elementary students residing outside of the neighbourhoods of Maple, Tamarack, Tamarack Common and Wild Rose will create a total of 93 new spaces at A. Blair McPherson School. This will also ensure there are no new out of attendance area students entering at the Kindergarten level. For the 2013-2014 school year, there were 10 out of attendance area Kindergarten students. The net effect of removing all current and future out of

attendance area students will result in up to 103 additional spaces for the 2014-2015 school year.

Elementary students removed from A. Blair McPherson School will be re-directed to their designated school. They may also apply at any other district school with available space. Transportation will support the primary attendance area designation of these students.

In order to maintain control over the intake of students in the elementary program at A. Blair McPherson School, Administrative Regulation HC.AR.10 (sibling rule) will be suspended for all students who reside outside of the Maple, Tamarack, Tamarack Common and Wild Rose neighbourhoods.

Removal of Out of District students will result in a reduction of zero students at A. Blair McPherson School. Thirty-nine students are currently registered as non-resident and will be redirected to their resident jurisdiction, the Edmonton Catholic School Board. It is important to note that these students may change their declaration and remain with EPSB. There are nine students who have provided addresses that are unable to be geocoded, so it is unclear where they reside.

Jackson Heights School (K-6) has been selected as the receiving school for the Tamarack Common neighbourhood. Jackson Heights School has an ACU capacity of 395 students with enrolment of 268 students. Of the 268 students enrolled at Jackson Heights School, 96 reside outside of the attendance area. There are currently no empty classrooms in the school; however, the principal believes the school could accommodate up to 300 students in the building.

Julia Kiniski School (K-6) has been selected as the receiving school for elementary students residing in the Maple neighbourhood as it is deemed to have the necessary available space. Julia Kiniski School has an ACU capacity of 518 students with enrolment of 264 students. Of the 264 students enrolled at Julia Kiniski School, 97 reside outside of the attendance area. There are two classrooms currently empty and two rooms occupied by leases. The principal believes the school could accommodate an additional 100 students in the building.

Velma E. Baker School (K-6) has been selected as the receiving school for elementary students residing in the Wild Rose neighbourhood as it is deemed to have the necessary available space. Velma E. Baker School has an ACU capacity of 412 students and enrolment of 292 students. Of the 292 students enrolled at Velma E. Baker School, 103 reside outside of the attendance area. There are five classrooms currently empty and no rooms occupied by leases. In the event that portables would be required at Velma E. Baker School, the site is prepared and has housed portable classrooms in the past. The principal believes he could accommodate an additional 150 to 200 students in the building.

Edith Rogers School (7-9) has been selected as the receiving school for junior high students residing in the Tamarack Common neighbourhood as it is deemed to have the necessary available space. Edith Rogers School has an ACU capacity of 492 students and enrolment of 304 students. Of the 304 students enrolled at Edith Rogers School, 55 reside outside of the attendance area. There are two classrooms currently empty, an additional three classrooms that can be re-configured into regular instructional spaces, and no rooms occupied by leases. The principal believes the school could accommodate an additional 140 students in the building.

Ottewell School (7-9) has been selected as the receiving school for junior high students residing in the Maple and Wild Rose neighbourhoods as it is deemed to have the necessary available space. Ottewell School has an ACU capacity of 750 students with enrolment of 497 students. Of the 497 students enrolled at Ottewell School, 423 reside outside of the attendance area. There are two classrooms currently empty, an additional three classrooms that can be re-configured into regular instructional spaces, and three rooms that are only being used less than 40 per cent of the school day. The principal believes that the school could accommodate an additional 100 to 150 students.

Transportation will support the primary designation only. There are currently 112 students accessing transportation from the Wild Rose neighbourhood. There are currently five students accessing transportation from the Maple neighbourhood. Students who are grandfathered from the Wild Rose and Maple neighbourhoods, that are currently receiving transportation to A. Blair McPherson School, will only receive transportation to the new primary designation.

Decision – Bisset School
<ul style="list-style-type: none"> <li>• Create a new attendance area for Bisset School to include the following neighbourhoods: <ul style="list-style-type: none"> <li>○ Bisset (K-6)</li> <li>○ Silver Berry West (K-6)</li> </ul> </li> <li>• The addition of two portable classrooms is required</li> <li>• All current students may remain at Bisset School (grandfathering)</li> <li>• Administrative Regulation HC.AR.10 (sibling rule) will be suspended for all students residing outside of the Bisset, Silver Berry West and Silver Berry East neighbourhoods</li> <li>• The primary designation for Silver Berry East will be: <ul style="list-style-type: none"> <li>○ Minchau School (K-6)</li> </ul> </li> <li>• The secondary designation for Silver Berry East will be: <ul style="list-style-type: none"> <li>○ Bisset School (K-6)</li> </ul> </li> <li>• Transportation will support the primary designation only</li> <li>• Remove Out of District students from Bisset School</li> </ul>

As there are 64 Grade 6 students expected to leave at the end of the school year, with grandfathering, the number of students remaining at Bisset School will be 404. It is expected that enrolment at the Kindergarten level will be approximately 76 students from the Bisset and Silver Berry neighbourhoods, bringing the total enrolment to 480, an overall increase of 12 students. Kindergarten enrolment is expected to be slightly higher as it is difficult to anticipate the number of siblings of current students that may enrol.

The newly created attendance area for Bisset School will include the neighbourhoods of Bisset and Silver Berry West. Silver Berry West is bordered by 23 Avenue (south), 34 Street (west), the ravine (north) and the power line corridor (east). All current students will be able to continue at Bisset School. The addition of two portable classrooms is required. To control the number of Kindergarten students entering the school, Administrative Regulation HC.AR.10 (sibling rule) will be suspended for all students living outside of the Bisset, Silver Berry West and Silver Berry East neighbourhoods.

Silver Berry West currently has 321 students residing within its boundary. Of these 321 students, 124 attend Bisset School. Silver Berry East currently has 291 Edmonton Public

students residing within its boundary. Of these 291 students, 129 attend Bisset School. This division of the Silver Berry neighbourhood results in a relatively even distribution of students.

The number of planned classes for the 2013-2014 school year are as follows:

K	1	2	3	4	5	6
3	3	3	3	2	2	2

These planned classes require the use of 17 instructional spaces. Currently, Bisset School has a capacity of 400 students. A loft space and the staffroom at Bisset School have been converted into full time classrooms in order to accommodate enrolment growth.

The number of planned classes for 2014-2015 is anticipated to be:

K	1	2	3	4	5	6
2	3	3	3	3	2	2

This will require the use of 17 instructional spaces for the 2014-2015 school year. Bisset School has 15 regular instructional spaces available.

Two portables will be required in order to move the students out of the staff room and loft into more appropriate instructional spaces. This will also assist in accommodating the large cohorts of students moving through the school at the lower grade levels.

Removal of Out of District students will result in a reduction of two students at Bisset School. Nine students are currently registered as non-resident and will be redirected to their resident jurisdiction, the Edmonton Catholic School Board. It is important to note that these students may change their declaration and remain with EPSB. There are 12 students who have provided addresses that are unable to be geocoded, so it is unclear where they reside.

Minchau School (K-6) has been selected as the receiving school for Silver Berry East as it is deemed to have the necessary available space. Minchau School has an ACU capacity of 398 students and enrolment of 232 students. Of the 232 students enrolled at Minchau School, 107 reside outside of the attendance area. Twenty-three of the students currently attending Minchau School reside in the Bisset School attendance area. There are two classrooms that are currently empty, three classrooms that can be re-configured into regular instructional spaces, and no rooms occupied by a lease. The principal believes the school could accommodate an additional 120 students in the building.

The designated junior high school for the Bisset, Silver Berry West and Silver Berry East neighbourhoods will continue to be Kate Chegwin School.

Transportation will support the primary designation only. There are currently 194 students accessing transportation from the Silver Berry neighbourhood to Bisset School. Students who are grandfathered from the Silver Berry East neighbourhood, that are currently receiving transportation to Bisset School, will only receive transportation to the new primary designation, Minchau School.



## Decision – Ellerslie School

- Maintain the K-9 configuration at Ellerslie School
- Create a new attendance area for Ellerslie School to include the following neighbourhood:
  - Charlesworth
- All current students and siblings may remain at Ellerslie School (grandfathering)
- The addition of two portable classrooms is required
- The primary designation for the Walker neighbourhood will be:
  - Crawford Plains School (K-6)
  - Dan Knott School (7-9)
- The secondary designation for the Walker neighbourhood will be:
  - Ellerslie School (K-9)
- Transportation will support the primary designation only
- Gradual removal of lease groups from Ellerslie Campus South
- Remove Out of District students from Ellerslie School

As there are 44 Grade 9 students expected to leave at the end of the school year, with grandfathering, the number of students remaining will be 641. It is expected that enrolment at the Kindergarten level will be approximately 30 students from the Charlesworth neighbourhood bringing the total enrolment to 671, a reduction of 14 students. As it is difficult to anticipate the number of siblings of current students that will enrol, Kindergarten enrolment is expected to be higher.

The number of planned classes for the 2013-2014 school year are as follows:

K	1	2	3	4	5	6	7	8	9
4	4	3	2	3	2	3	2	2	2

These planned classes require the use of 25 instructional spaces. Ellerslie School has 22 regular instructional spaces.

The number of planned classes for 2014-2015 is anticipated to be:

K	1	2	3	4	5	6	7	8	9
2	4	4	3	2	3	2	3	2	2

This will require the use of 26 instructional spaces.

The gradual removal of the lease group from Ellerslie Campus South and the addition of two portable classrooms are required to accommodate current and future population growth. For September 2014, leases will be removed from two classrooms in Ellerslie Campus South. The remainder of the lease will be removed for September 2015.

Removal of Out of District students will result in a reduction of five students at Ellerslie School. Thirty-six students are currently registered as non-resident and will be redirected to their resident jurisdiction, the Edmonton Catholic School Board. It is important to note that these students may change their declaration and remain with EPSB. There are 31 students who have provided addresses that are unable to be geocoded, so it is unclear where they reside.

Crawford Plains (K-6) and Dan Knott (7-9) schools have been selected as the receiving schools for the Walker neighbourhood as they are deemed to have the necessary available space. Crawford Plains School has an ACU capacity of 433 students and enrolment of 346 students. Of the 346 students enrolled at Crawford Plains School, 136 reside outside of the attendance area. There is currently one empty classroom, one classroom used only for half a day, and one classroom that can be re-configured into a regular instructional space. Dan Knott School has an ACU capacity of 664 students and enrolment of 432 students. Of the 432 students enrolled, 184 reside outside of the Dan Knott School attendance area. There are currently five empty classrooms. The principal believes the school could accommodate a maximum of 580 students and keep the Safe Place program. If the Safe Place program was removed, 610 students could be accommodated.

The Optimal Enrolment Limits for these receiving schools will be carefully managed and consideration will be given to closing attendance boundaries where necessary.

Transportation will support the primary attendance area designation only. There are currently 148 students accessing transportation from the Walker neighbourhood to Ellerslie School.

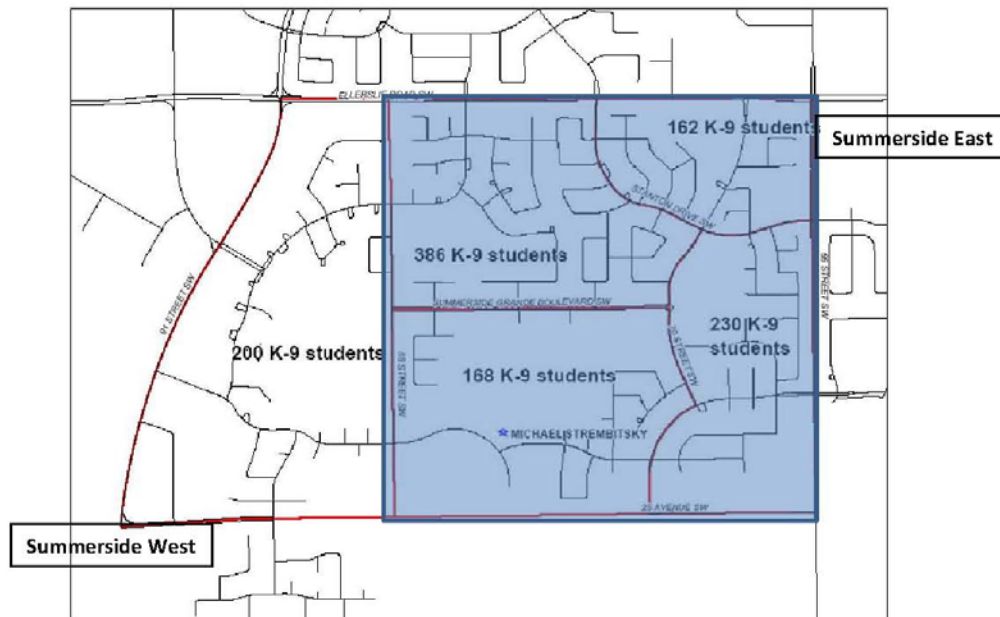
Decision – Michael Strembitsky School
<ul style="list-style-type: none"> <li>• Maintain the K-9 configuration at Michael Strembitsky School</li> <li>• Create a new attendance area for Michael Strembitsky School to include the following neighbourhood: <ul style="list-style-type: none"> <li>◦ Summerside East (bordered by Ellerslie Road, 66 Street, 25 Avenue SW, and 88 Street)</li> </ul> </li> <li>• All current students from Summerside West may continue at Michael Strembitsky School (grandfathering)</li> <li>• All students residing in Ellerslie (Crossing and Station) and the Orchards will be re-directed from Michael Strembitsky School</li> <li>• Administrative Regulation HC.AR.10 (sibling rule) will be suspended for all students residing outside of Summerside East (inclusion of Summerside West is under review)</li> <li>• The primary designation for Ellerslie (Crossing and Station) will be: <ul style="list-style-type: none"> <li>◦ Sakaw School (K-6)</li> <li>◦ Dan Knott School (7-9)</li> </ul> </li> <li>• The primary designation for Summerside West will be: <ul style="list-style-type: none"> <li>◦ Satoo School (K-6)</li> <li>◦ Dan Knott School (7-9)</li> </ul> </li> <li>• The primary designation for The Orchards will be: <ul style="list-style-type: none"> <li>◦ Menisa School (K-6)</li> <li>◦ Dan Knott School (7-9)</li> </ul> </li> <li>• The secondary designation for Ellerslie (Crossing and Station), The Orchards and Summerside West will be: <ul style="list-style-type: none"> <li>◦ Michael Strembitsky School (K-9)</li> </ul> </li> <li>• Transportation will support the primary designation only</li> <li>• Remove Out of District students from Michael Strembitsky School</li> </ul>

There are 47 Grade 9 students expected to leave at the end of this school year. From the newly created attendance area consisting of Summerside East only, it is expected that 115 Kindergarten students will enrol. With grandfathered students from Summerside West remaining at the school the total enrolment is expected to be 761 students.



The newly created attendance area for Michael Strembitsky School will include only the portion of Summerside bordered by Ellerslie Road, 66 Street, 25 Avenue SW, and 88 Street and will be referred to as Summerside East.

Proposed New Michael Strembitsky Attendance Area



The number of planned classes for the 2013-2014 school year are as follows:

K	1	2	3	4	5	6	7	8	9
8	6	6	4	4	4	3	2	2	2

These planned classes require the use of 37 instructional spaces. Michael Strembitsky School received two attached modular and six portable classrooms in 2013 bringing the ACU capacity to 1050 students. Non-traditional classroom spaces at Michael Strembitsky School have been converted into full time classrooms in order to accommodate all planned classes.

The number of planned classes for the 2014-2015 school year is anticipated to be:

K	1	2	3	4	5	6	7	8	9
5	5	5	4	3	4	2	2	2	2

These planned classes require the use of 32 instructional spaces. Michael Strembitsky School has 37 regular instructional spaces available.

All current students residing in the Summerside East and Summerside West neighbourhoods will be able to continue at Michael Strembitsky School. Students currently attending Michael Strembitsky School residing in Ellerslie (Station and Crossing) and The Orchards will be removed and re-designated. All current out of attendance area students and Out of District students will also be removed. The result will be the removal of 354 elementary and junior high students in addition to the graduation of 32 students currently in Grade 9.

Administrative Regulation HC.AR.10 (sibling rule) will be suspended for all students living outside of the Summerside East neighbourhood. Inclusion of siblings from Summerside West is currently under review. A school-based survey will be undertaken to determine the number of students involved and available space in the school. An amendment to the suspension of Administrative Regulation HC.AR.10 may be necessary.

Menisa (K-6) and Dan Knott (7-9) schools have been selected as receiving schools for the Orchards neighbourhood. Menisa School has an ACU capacity of 309 students and enrolment of 204 students. Of the 204 students enrolled at Menisa School, 115 reside outside of the attendance area. There are currently no empty classrooms but two classrooms that can be re-configured into regular instructional spaces for future use. Dan Knott School has an ACU capacity of 664 students and enrolment of 432 students. Of the 432 students enrolled, 184 reside outside of the Dan Knott School attendance area. The school has five classrooms not in use. The principal believes the school could accommodate a maximum of 580 students and keep the Safe Place program. If the Safe Place program was removed, 610 students could be accommodated.

Satoo (K-6) and Dan Knott (7-9) schools have been selected as receiving schools for the Summerside West neighbourhood as they are deemed to have the necessary available space. Satoo School has an ACU capacity of 352 students and enrolment of 166 students. Of the 166 students enrolled at Satoo School, 49 reside outside of the attendance area. There are currently seven empty classrooms at Satoo School.

Sakaw (K-6) and Dan Knott (7-9) schools have been selected as receiving schools for the Ellerslie (Crossing and Station) neighbourhood as they are deemed to have the necessary available space. Sakaw School has an ACU capacity of 493 students and enrolment of 177 students. Of the 177 students enrolled at Sakaw School, 53 reside outside of the attendance area. There are currently four empty classrooms and four classrooms occupied by leases. The principal believes the school could accommodate an additional 320 students without leases in the building.

The Optimal Enrolment Limits for these receiving schools will be carefully managed and consideration will be given to closing attendance boundaries where necessary.

Transportation will support the primary attendance area designation only. Currently, there are 172 students from Ellerslie (Station and Crossing) neighbourhood and 28 students from The Orchards neighbourhood accessing transportation to Michael Strembitsky School. These students will only receive transportation to their newly designated schools.

Removal of Out of District students will result in a reduction of two students at Michael Strembitsky School. Fifty-six students are currently registered as non-resident and will be redirected to their resident jurisdiction, the Edmonton Catholic School Board. It is important to note that these students may change their declaration and remain with EPSB. There are 22 students who have provided addresses that are unable to be geocoded, so it is unclear where they reside.

**KEY POINTS**

A communication plan has been developed (Attachment V) and is outlined below.

- The Superintendent shared all decisions with principals prior to the February 18, 2014 public board meeting. Principals were instructed not to share the information with staff or parents until after the presentation of this information report to the Board of Trustees at the public board meeting on February 18, 2014.
- The Board of Trustees were provided a briefing note with key messages on the student accommodation decisions on February 14, 2014.
- In addition to key messages for staff and parents, principals from the impacted schools were provided with information packages to give to their parents on February 18, 2014. The packages include a letter from the Superintendent outlining the specific decisions. It also contains a question and answer sheet for parents and a revised map of the school's new attendance area. A tip sheet was also developed for parents to help them support their children through change. These packages have been provided to schools in hard copy as well as electronically to be shared on SchoolZone or school websites.
- Supporting documents for receiving schools have also been prepared to assist principals helping with students transitioning to their new schools.
- A section has been created on the District website with information on the decisions and supporting documents. A media release and interviews have been coordinated through Communications.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I	<i>School Act</i> Excerpt
ATTACHMENT II	Capital Plan Requests
ATTACHMENT III	School Capacity Comparisons
ATTACHMENT IV	Primary and Secondary Attendance Area Designations
ATTACHMENT V	Communication Plan
APPENDIX I	School Capacity
APPENDIX II	Feedback Review

KH:gm

**(4)** A Regional authority shall provide to each student enrolled in a school operated by it an education program consistent with the requirements of this Act and the regulations.

RSA 2000 cS-3 s10;2001 c27 s4

#### **Other languages of instruction**

**11(1)** A board may authorize the use of French or any other language as a language of instruction.

**(2)** The Minister may make regulations governing the provision of instruction in any language authorized under subsection (1).

1988 cS-3.1 s6

#### **Students**

**12** A student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- (a) be diligent in pursuing the student's studies;
- (b) attend school regularly and punctually;
- (c) co-operate fully with everyone authorized by the board to provide education programs and other services;
- (d) comply with the rules of the school;
- (e) account to the student's teachers for the student's conduct;
- (f) respect the rights of others.

1988 cS-3.1 s7

#### **Compulsory education**

**13(1)** An individual who

- (a) is eligible to be enrolled in a school,
- (b) at September 1 in a year is 6 years of age or older, and
- (c) is younger than 16 years of age,

shall attend school.

**(2)** A board may establish an attendance area for a school.

**(3)** A resident student of a board who resides in the attendance area for a school

- (a) shall be enrolled in that school if a program offered in the school is suitable for the student in the opinion of the board, and
  - (b) shall be given priority over a student who does not reside in the attendance area if there are insufficient resources and facilities to accommodate both students in the opinion of the board.
- (4)** A board shall make all reasonable efforts to ensure that a student who is a resident student of the board or who is enrolled in a school operated by the board attends school.
- (5)** Notwithstanding subsection (1), a student is excused from attending school on a day on which the school is open if
- (a) the student is unable to attend by reason of sickness or other unavoidable cause,
  - (b) the day is recognized as a religious holiday by the religious denomination to which the student belongs,
  - (c) the principal of the school has suspended the student from school and the suspension is still in effect,
  - (d) the student has been expelled from a school and has not been given permission to enroll in another school, or
  - (e) the board or, if the student is enrolled in a private school or resides in an unorganized territory, the Minister
    - (i) determines that the parent of the student has shown sufficient cause as to why the student should not be required to attend school, and
    - (ii) excuses the student from attending school for a prescribed period of time.
- (6)** Where a student is excused from attendance at school under subsection (5)(e), that student is excused from attendance at school only during the period of time prescribed by the board or the Minister, as the case may be.

1988 cS-3.1 s8;1990 c36 s4;1994 c29 s6

**Enforcing school attendance****14(1)** In this section,

- (a) “attendance officer” means the superintendent or any other individual designated by the board as an attendance officer;

## Requested Capital Projects

School Name	Capital Plan Request		Potential Neighbourhood	Capacity	Notes
	Description	Priority			
Winterburn	7-9 Lewis Farms	Year 1: #3	Weber Greens	900	Based on Provincial grades 5-9 900 capacity model
Bessie Nichols	None				
Elizabeth Finch	K-6 Palisades	Year 2: #8	Hudson, Oxford	600	Based on Provincial grades K-9 600 capacity modified model
Dr. Donald Massey	K-9 pilot Sound	Year 2: #10	McConachie	900	Based on Provincial grades K-9 900 capacity model
A. Blair McPherson	K-9 Meadows	Year 2: #12	Laurel, Nbhd 5, Silverberry	900	Based on Provincial grades K-9 900 capacity model
Bisset	K-9 Meadows	Year 2: #12	Silverberry	900	Based on Provincial grades K-9 900 capacity model
Ellerslie	K-9 South East	Year 3: #13	Walker	900	Based on Provincial grades K-9 900 capacity model
Michael Strembitsky	K-9 Ellerslie Plan Area	Year 3: #18	Orchards	900	Based on Provincial grades K-9 900 capacity model
Esther Starkman	K-9 Terwillegar Heights	Announced Opens 2016	Mactaggart	900	Based on Provincial grades K-9 900 capacity model
Brander Gardens	K-9 Windermere	Year 1: #4	Ambleside, Windermere Heights	900	Based on Provincial grades K-9 900 capacity model
	K-9 Windermere	Year 2: #9	Ambleside, Windermere Heights	900	Based on Provincial grades K-9 900 capacity model
Johnny Bright	K-6 Heritage Valley	Announced opens 2016	Blackmud Creek	600	Based on Provincial grades K-9 600 capacity modified model
	K-9 Heritage Valley	Year 1: #6	Allard, Chapelle	900	Based on Provincial grades K-9 900 capacity model
	K-9 Heritage Valley	Year 3: #16	Allard, Chapelle	900	Based on Provincial grades K-9 900 capacity model

## Requested Capital Projects

Priority 2014-2017	New Construction Project Location	Capacity	Sector	Costs (millions)
<b>Year 1</b>				
<b>1</b>	K-6 Heritage Valley	600	SW	\$18.1
<b>2</b>	K-9 Terwillegar Heights	900	SW	\$21.9
<b>3</b>	7-9 Lewis Farms	900	W2	\$15.5
<b>4</b>	K-9 Windermere	900	SW	\$21.9
<b>5</b>	Lillian Osborne School (addition)	600	SW	\$19.1
<b>6</b>	K-9 Heritage Valley	900	SW	\$21.9
<b>7</b>	Mature Neighbourhood School as determined by Infrastructure Strategy	900	SC	TBD (up to \$21.9)
<b>Year 2</b>				
<b>8</b>	K-6 Palisades	600	NW	\$18.1
<b>9</b>	K-9 Windermere	900	SW	\$21.9
<b>10</b>	K-9 Pilot Sound	900	NC	\$21.9
<b>11</b>	Mature Neighbourhood School as determined by Infrastructure Strategy	900	NE	TBD (up to \$21.9)
<b>12</b>	K-9 Meadows	900	SE	\$21.9
<b>Year 3</b>				
<b>13</b>	K-9 South East	900	SE	\$21.9
<b>14</b>	K-9 Big Lake	900	NW	\$21.9
<b>15</b>	Mature Neighbourhood School as determined by Infrastructure Strategy	900	SC	TBD (up to \$21.9)
<b>16</b>	K-9 Heritage Valley	900	SW	\$21.9
<b>17</b>	K-9 Lake District	900	NC	\$21.9
<b>18</b>	K-9 Ellerslie Area Plan	900	SE	\$21.9

## School Capacity

SCHOOL	GRADES	Number of Core/Attached Classrooms	Number of Portables (Freestanding)	Classroom Total*	ACU Capacity	New Provincial Capacity Measure
A. Blair McPherson	K-9	33	6	39	951	909
Bessie Nichols	K-9	31	0	31	870	729
Bisset	K-6	17	0	17	400	394
**Brander Gardens	K-6	18	4	22	404	486
Dr. Donald Massey	K-9	33	6	39	951	909
Elizabeth Finch	K-9	31	0	31	870	729
**Ellerslie North	K-9	25	3	28	621	642
**Ellerslie South	K-6	8	0	8	166	206
Esther Starkman	K-7	33	6	39	951	909
Johnny Bright	K-7	33	6	39	951	909
Michael Strembitsky	K-9	33	6	39	951	909
**Winterburn	K-9	20	5	25	446	527

**Notes - As part of the new capacity measure calculations:**

\*Classroom Count Excludes CTS Rooms (Foods, Construction)

Classroom Count Includes: Ancillary Rooms (Music, Band, Art, Drama)

Science Labs

Stages

\*\*Schools with stages:

Brander Gardens

Ellerslie North and South

Winterburn

The assessment of capacity is best measured by desired class sizes by student count versus area/capacity measure, such as class size guidelines recommended through the Alberta Commission on Learning (ACOL). The new provincial capacity measure more closely aligns with ACOL class size recommendations.



### Utilization Rate – Summary Sheet

$$\text{Utilization Rate} = \frac{\text{Total Adjusted Enrolment}}{\text{Net Capacity}} \times 100$$

**Total Adjusted Enrolment**

$$= \text{ECS} \times 0.5 + (\text{grades 1 to 12} - \text{severe disabilities}) \\ + \text{severe disabilities} \times 3.0$$

$$\text{Net Capacity} = \frac{\text{Instructional Area}}{\text{Area per student}} + \text{Rated Capacities}$$

**Instructional Area** = total area (m<sup>2</sup>) of all instructional space

**Rated Capacities** = CTS + Gyms + PAR + Libraries

#### Determining Adjusted Enrolment

No changes have been made to how adjusted enrolment is determined.

	Adjustment factor
Grades 1-12	1.0
ECS	0.5
Severe Disability	3.0

#### Determining Capacity

Instructional Space	Capacity	Description
Classrooms, science labs, ancillary rooms, breakout rooms, computer and IT labs, stages, music, art and drama rooms	3.47 m <sup>2</sup> per student	K-3, K-4, K-6
	3.61 m <sup>2</sup> per student	K-9, 5-9
	3.69 m <sup>2</sup> per student	K-12, 7-9, 7-12
	3.65 m <sup>2</sup> per student	9-12, 10-12
Gymnasiums	0	instructional area capacity <= 300; or if the school includes any grades from K-6

	25	instructional area capacity > 300; and no grades K-6; and 0-640 m <sup>2</sup>
	50	instructional area capacity > 300; and no grades K-6; and 641 - 800 m <sup>2</sup>
	75	instructional area capacity > 300; and no grades K-6; and >801 m <sup>2</sup>
Physical Activity Rooms, e.g. weight rooms	20	Per room
Libraries	0	instructional area capacity ≤ 300; or if the school includes any grades from K-6
	25	instructional area capacity > 300; and no grades K-6;
CTS	20	Per lab

### Key Terms

**CTS lab.** A CTS lab is a room designed for a Career and Technology Studies class. When determining the distinction of one lab versus two connecting labs, consideration will be made to the size of the space and the number of doors to access the space.

**Exempted Space.** Exempted space includes: area leased to the public sector and non-profit groups, with the lease rate being at cost or for a nominal fee; area leased by private schools; area leased by charter schools; and decentralized administration space in schools. Area exemptions will not be granted for space leased to the private sector for non-private school use.

**Gymnasium and Physical Activity Room.** To distinguish between gymnasiums and physical activity rooms consider the designed usage of the space, the size, the ceiling height and the type of flooring and wall treatment.

**Instructional Area.** Instructional Area is defined as any room or area within a school primarily designated as a learning area. This can include areas that have a variety of uses during the day but does not include areas that are used sporadically as teaching spaces or for lectures. Instructional Area includes classrooms, science labs, ancillary rooms, breakout rooms, computer and IT labs, stages, music, art and drama rooms.

## Primary and Secondary Attendance Area Designations

Students residing in **Primary Attendance Area** would be provided with first right of access to this school.

The **Secondary Attendance Area** for a given school would be comprised of a neighbourhood or neighbourhoods that would be eligible to apply for any remaining spaces in the school once the primary attendance area students were enrolled. If the demand to enrol were greater than the available student spaces, then a random selection would occur. The random selection would be comprised of all Secondary Attendance Area students. Students who reside in these neighbourhoods would also have guaranteed access at their primary designated school.

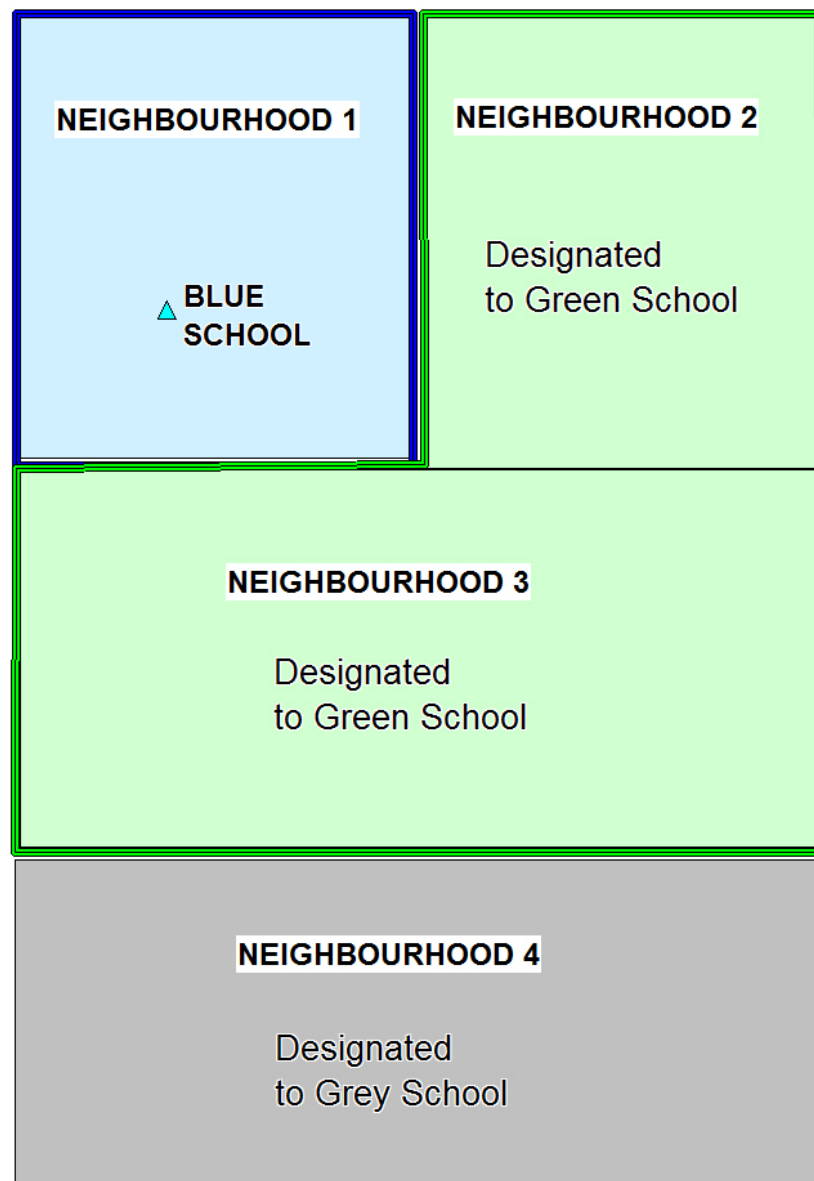
The use of Primary and Secondary Attendance Area designations will mimic the current use of Program Enrolment boundaries. A program enrolment boundary is a geographic area assigned to a school in an attempt to equitably distribute students among schools and maintain viability of our Alternative Programs. This process is often put into place to help schools maintain a workable number of students in terms of programming from both the oversubscribed and under subscribed perspectives. By itself, a program enrolment boundary does not limit enrolment to a school but determines which students gain access to a program. Optimal Enrolment Limits remain the mechanism by which a school's enrolment is limited. We have implemented program enrolment boundaries for a variety of our Alternative Programs throughout the city. In practice, the program enrolment boundary operates as follows:

- Schools accept students from their immediate attendance area and any siblings as required in the Student Accommodation Administrative Regulation.
- If space remains, schools then accept students from the Program Enrolment Boundary, either as a whole or by Random Selection depending on space
- If after accommodating students from the Attendance Area and Program Enrolment Boundary additional space remains, the school accepts applicants from outside the Program Enrolment Boundary.

Note: This enrolment strategy has transportation implications; therefore, the implementation of this strategy would require further consultation with Student Transportation.

The map that follows is intended to serve as an example of Primary and Secondary Attendance Areas.

- The Primary attendance for Blue School is Neighbourhood 1 (indicated by the blue shading). Students who reside in this neighbourhood have guaranteed access to Blue School.
- Neighbourhoods 2 and 3 are designated to Green School located outside these neighbourhoods (not shown) but are within the Secondary Attendance Area of Blue School (indicated by the green shading). If space permits after students from the Primary Attendance Area have been accepted, these students would have access to Blue School.
- Neighbourhood 4 is designated to Grey School (not shown). Students residing in this neighbourhood would have access to Blue School if there was space after students from the Primary and Secondary attendance area have been accommodated.



#

# Detailed Communications Plan

## DECISION ROLLOUT

### 2014-2015 District Accommodation Plan for Schools in New and Developing Neighbourhoods

Updated February 10, 2014

#### Background

Over the last few years, several district schools have been experiencing enrolment pressures due to unprecedented growth in new and developing neighbourhoods. Since 2005, 46 new neighbourhoods are being served by Edmonton Public Schools. Over 11,000 of the students who attend District schools live in these newer areas. The reality of rapidly growing student populations in outlying suburban communities has created organizational and program delivery challenges for the schools in these areas.

Many schools have been forced to take unusual measures to meet the needs of students, including increasing class sizes and using gyms, stages and libraries as learning space. Unfortunately, these measures are not realistic long-term solutions for healthy and quality learning. To address the issue, the District has looked at the limitations and opportunities those schools are facing, including current and future enrolment pressures, and prepared a plan with several options on how to address the issue for 11 schools.

This plan helped to identify:

- schools in the new communities experiencing enrolment pressures;
- schools that could potentially serve as receiving schools for the students from these new areas; and
- possible options to address the overcrowding issue.

In early January 2014, a public consultation process began. District staff, parents and community members were asked to provide feedback on the options for schools in the north, west, southwest and southeast and present new ideas on how to address the overcrowding issues. Stakeholders were encouraged to provide feedback through an online survey or by attending an in-person consultation meeting. These meetings were held with the 11 school communities experiencing enrolment pressures. At these consultations, sets of options were presented as conversation starters, with parents and community members being offered the opportunity to ask questions or to propose new solutions. These sessions were moderated and comments were recorded.

The public consultation phase ended on January 17. District staff and principals then undertook a review of the feedback gathered through the survey and public meetings, looking for important themes and narrowing the options to develop recommendations. Final recommendations will be presented to the Superintendent for approval by early

February. The Superintendent's decisions will be presented to the Board of Trustees in an Information Report at a public board meeting on February 18, 2014. These final decisions will be shared with all stakeholders at the same time. Parents with children enrolled in the affected schools will receive detailed information packages with the Superintendent's decisions in sealed packages on February 18. These packages will be sent home with students.

Full implementation of all decisions will take place in September 2014.

## **Goal**

- To ensure the communications related to the Superintendent's decisions leaves key stakeholders feeling informed, engaged, respected and satisfied with the District's approach to this significant challenge.

## **Objectives**

- To provide clear, consistent, helpful and empathetic communications to parents/families, so they have a good understanding of the decisions and how they impact their children. Parents and families should feel generally well-informed and supported during their child's transition to a new school.
- To ensure principals in sending and welcoming schools feel supported as decisions are rolled out and they are provided with clear and consistent messages when sharing the information with staff, parents/families and community partners.
- To ensure staff in sending and welcoming schools feel informed and well equipped to provide support to students and parents who will transition to a different school.
- To ensure the decisions are humanized by language that fosters understanding and conveys empathy towards parents/families.

## **Strategy**

- Using a variety of communication vehicles, we will seek to clearly and consistently communicate the details of the decisions for each of the four sectors and the schools involved.
- We will act in a timely and responsive fashion to stay ahead of any falsehoods that could become widespread.
- We will focus on informing students and parents about the supports available to them as their children transition into their new schools.
- The messaging will be humanized through strategic use of the Superintendent as an empathetic decision maker and use of possible parent/student testimonials. A tone of empathy, resilience and looking forward will be encouraged.
- Messaging will be anchored by the District's commitment to providing high quality learning environments for all students.
- Additionally, messaging will focus on keeping up staff morale at impacted schools, reinforcing the importance of 'sending school' staff to embrace their role in helping students/families move forward.
- In order to cultivate an atmosphere of trust and ambassadors for the District, principals will be encouraged to leverage existing positive relationships with parents and school council

members.

## Target Audiences

Audience Type	Group
Primary (Internal)	Trustees
	DU Administrators
	Principals and staff of impacted schools
	All other district staff
	Transportation
	Planning
	Inclusive Learning
Primary (External)	Parents
	Students
	Media
	Parent Councils
	Leasees/ Daycares/ Before and After School Care
	Community Leagues
	Transportation providers
	Government

## SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)

### Strengths

- There is foundational knowledge from experiences at Johnny Bright and Esther Starkman on what can be done better as we roll out the decisions this time.
- D.S Mackenzie, Avalon and Riverbend Schools have provided similar foundational knowledge.
- Several principals in sending schools have demonstrated their commitment to helping the District weather this issue well and are invested in seeing the District succeed.
- The Superintendent, who will be making the decisions, has clear expectations of his leadership staff to be supportive and reinforce messaging that we are all in this together, and that our challenge in managing space is a district-wide issue.
- Many parents understand the problem, know the status quo won't work and recognize change is necessary. They understand the politics and the other players involved (i.e., province, city, developers), and the District cannot alone make the situation change.
- We know we have a number of engaged parents who understand the District has been advocating for new schools and did foresee space issues.

### Weaknesses

- Parents/community members are upset with the District that this problem should have been planned for.

- Students, parents and staff will have anxieties about potential changes to their lives (personally and professionally).
- Staff at sending schools don't fully commit to helping parents and students through their transition.
- Staff do not engage positively in the issue and work to assist parents and students by cultivating positive feelings about change and moving forward.
- The District has not undergone something of this magnitude before, where decisions will impact so many students/staff/communities.
- Loss of students and/or staff to other school boards.
- Very tight timeline to implement the decisions for September 2014.

### **Opportunities**

- Through much discussion about our space challenges, we'll be able to educate parents and community members that as a District, we want a long term strategy to deal with space issues. We will also reinforce that regardless of where a student goes to school, they will receive a quality education.
- We have an opportunity to create trust and respect by communicating clearly, being transparent with information, acknowledging frustration with empathy and focusing on solutions to move forward.
- The District has an opportunity to set the precedent on how issues like this will be handled in the future.
- This is a long-term solution that should not have to be revisited in the near future.

### **Threats**

- Information is too complex to be communicated well and it leads to confusion and implementation problems. Making sense of the decisions will involve lots of collaboration with Planning.
- Social media can create a negative climate that could gain momentum - spreading rumours that could be perceived as "truth."
- The District could suffer reputation damage, loss of trust and respect from community.

### **Key Messages**

#### General District Messages:

- The Superintendent has made his decisions on the 11 schools facing space issues across our District. These decisions are all included in the District's Accommodation Plan for Schools in New and Developing Neighbourhoods.
- This entire process has always been about ensuring every student has access to a high quality learning environment and an excellent education -- these values were the driving force behind the decisions.
- Our job is to advocate for your children and ensure their journey is shaped by hope and opportunity. We're here to support their success and their right to have the best possible



educational experience.

- The Accommodation Plan is also rooted in the District's belief that public education is a partnership. It was vital for us to reach out to parents, community members and staff to understand their perspectives and concerns, and listen to new ideas for possible solutions.
- All of the feedback was carefully considered. The proposed solutions were looked at through the lens of whether they were financially responsible and could be sustained into the future.
- Taking a thoughtful approach to this work is the only way the District will be able to develop the long-term strategy we need to accommodate all the students we have now and in the future. That's our ultimate goal. This plan moves us in the right direction.
- Over the last few years, we've heard from parents they knew the enrolment pressures were a significant challenge, and they want to have some predictability in the years ahead. We're working to make that predictability a reality. That's what we want to achieve too.
- What we're focused on now is ensuring students and families are supported through the transition to their new school. We have a very solid, comprehensive transportation strategy to go along with these decisions to help accommodate families.
- As we move forward, it's important to remember that regardless of where students attend school in the District, they're guaranteed access to a quality education and a great teacher.

\*\*\*Key messages will also be developed for the following groups over the course of the decision roll out:

- Superintendent
- Trustees
- District Support Team
- District Support Services
- Principals of sending schools
- Principals of welcoming schools
- Frontline staff in sending/welcoming schools

## **Evaluation**

Communications will evaluate if the communications plan was successful through the following measures:

- Favorable response/feedback regarding transition communications from parents, students, principals and staff in schools.
- Media monitoring -- stories will be evaluated for their tone (positive, neutral, negative). Phone calls to District Support Services from parents with concerns will also be closely monitored, as will calls to front line staff in schools.

## Tactics and Timeline

### Phases:

- A. Next Steps After Consultation
- B. Communication of the Decisions
- C. Preparing for Transition
- D. School Start Up in September

Audience	Tactic	Details	Dates	Responsible Person(s)
<b>NEXT STEPS</b>				
All	Update Space for Students site with next steps	Thank you for participation and next steps outlined.	Jan 24	Communications
Principals Staff Parents	Key Messages and Letter for Parents of 11 schools impacted	Key messages for principals to communicate to staff  Letter to parents thanking them and indicating general next steps	Jan 23	Communications Planning
All	Facebook, Twitter, SchoolZone	Profile general next steps	Jan 27 - Feb 18	Communications
Superintendent DST Principals	Planning Data	Data reviewed and recommendations prepared	Jan 18 - Jan 28	Planning
Superintendent	DRAFT recommendations	DRAFT recommendations presented to Superintendent	Noon Jan 28	Planning
DST	DRAFT recommendations	DRAFT recommendations presented to DST	Jan 29	Superintendent
Superintendent DST Communications?	DRAFT recommendations	Modifications to the DRAFT recommendations	Jan 30 - Feb 3	Planning
Trustees	Caucus Meeting	DRAFT recommendations to inform trustees	Feb 4	Superintendent DST
Superintendent	Revisions to DRAFT recommendations	Modifications to the DRAFT recommendations	Feb 6 - Feb 11	Planning
Parents	Backback flyer Social Media Updated carousel image on district website	Flyer prepared and sent to schools to post on SchoolZone/newsletter Updates on Twitter/FB reminding parents of the upcoming Board	Feb 7	Communications

		Meeting/decisions and alerting packages will come home with them Feb 18.		
Trustees	DRAFT Information Report	Recommendation report to Caucus	Feb 11	Planning
<b>DECISIONS</b>				
Principals	Meeting Invitation	Sending and welcoming principals invited via email from Superintendent to attend Feb 14 presentation of decisions and information.	Feb 10	Superintendent
Parents	Information package  Paper packages + electronic for SchoolZone and school websites.	Prepare packages for each impacted school for distribution by principals on Feb 18.  <b>Packages to include:</b> - Letter from Superintendent, - Information Piece - Attendance area maps	Feb 12-14	Superintendent Assistant Superintendents Planning Communications  Schools: <b>NORTH</b> Dr. Donald Massey Elizabeth Finch  <b>WEST</b> Bessie Nichols Winterburn  <b>SOUTHWEST</b> Brander Gardens Esther Starkman Johnny Bright  <b>SOUTHEAST</b> A. Blair McPherson Bisset Ellerslie Michael Strembitsky
Internal/External	Video message	Taping of brief Superintendent video message to go with presentation segments on web.	Feb 13	Communications
AB Ed/MLAs	Information	Information to AB Ed, reminder of upcoming Board meeting/decisions	Feb 14	Superintendent

Trustees	Briefing note/key messages, info packages	Board will be provided with their own unique package.	Feb 14 a.m.	Communications
DST	Briefing note/key messages, info package.	DST will be provided package with briefing note/key messages, copy of student package information.	Feb 14 a.m.	Communications
District Support Services	Briefing note/key messages, info package.	DSS will be provided package with briefing note/key messages to assist with any parent call, copy of student packages they may receive.	Feb. 14 a.m.	Communications
Principals	Decisions communicated	Sending and welcoming school principals attend a presentation by Superintendent. Receive key messages/tip sheet, copies of student packages. Embargoed.	Feb 14 1:30 p.m. McCauley Chambers	Superintendent
Social Media	Twitter, Facebook	Social media will be monitored watching for any info shared prior to February 18. Misinformation will be corrected.	Feb 14- Feb 18	Communications
Media	Tech Meeting	Media will be invited to a tech meeting and provided information on the decisions. The information will be embargoed until the 2 p.m. Board meeting on February 18.	Feb 18 10 a.m.	Planning/ Communications
<b>FAMILY DAY</b>			<b>Feb 17</b>	
Impacted school staff	Key messages prior to Board Meeting at 2 p.m.	Decision information and key messages for principals to share with their staff. Advice on timing from Superintendent/Asst. Supt.	Feb 18 am	Principals
Impacted Schools	Student packages	Schools will receive packages for students to take home in sealed envelopes. One per student or per family as indicated by principals.	Feb 18 am	Communications
Impacted schools parents	Principals to share decision information with	Information packages sent home with students in sealed envelopes at	Feb 18 pm	Principals at: <b>NORTH</b> Dr. Donald Massey

School Councils	parents and school councils.	dismissal Feb 18 pm.  Decisions will be posted on SchoolZone/websites that day.		Elizabeth Finch  <b>WEST</b> Bessie Nichols Winterburn  <b>SOUTHWEST</b> Brander Gardens Esther Starkman Johnny Bright  <b>SOUTHEAST</b> A. Blair McPherson Bisset Ellerslie Michael Strembitsky
Internal and External	District Website (re-direct Space for Our Students)	Prepare sections on website with all package information for each of the 11 schools. To go live Feb 18.  Include information that would have been included in packages: - Letter from Superintendent - Info piece - Maps from Planning	Feb 12-18	Communications
Internal and external	Information Report	Information report presented at public board with final decisions on 11 schools at 2 pm in McCauley Chambers.  What should this presentation look like? Discuss with Jane/Lisa/Lorne/Supt.	Feb 18	Superintendent
Media	Board Meeting	Depending on a break during the board meeting, media will be allowed interviews with Board Chair and/or Superintendent	Feb. 18 2 p.m.	Board Chair Communications
All Staff	N2KN Flash	Information regarding decisions to all staff	Feb 18/19	
Internal and external	District Website Facebook Twitter	Main carousel image updated to direct to a section on district site to	Feb 18/after board	Communications

		aggregate all decisions and information for each of the 11 schools  Updates/response and monitoring social media.	meeting	
Media	Media Availability	Media will be invited to the Centre for Education to speak Lorne Parker. Superintendent will be away in Calgary, along with several impacted school principals on Feb. 19	Feb. 19 a.m.	Lorne Parker Communications
Media	Access to Schools	Impacted and receiving schools will be identified for media to go to. Principals will be supported with key messages prior to media arriving.	Feb. 19	Communications
Media	Monitoring	Media coverage on the decision will be monitored following the announcements. Misinformation will be corrected.	Ongoing	Communications
Internal and external	Superintendent's Notebook	Editorial can focus on decisions, acknowledge change is hard but speak strongly of moving forward and the District's commitment to quality learning environments.	Feb 26	Communications
Community	Examiner Ads/Community Newsletters	Notification of any attendance area changes, attendance area re-designations.	Feb 24-28	Planning Communications
<b>TRANSITION</b>				
		<b>Teacher's Convention</b>	<b>Feb 27/28</b>	

Parents and students		Welcoming schools to host Open Houses and/or Information Nights.	March 4 onwards	Welcoming schools
		Schools can begin to host Open Houses.	March 4	
		Passports to schools Pre-enrolment deadline for schools with entrance criteria	Mid Marh	
		Pre-enrolment return deadline. Random selections completed.	April 15	
<b>SPRING BREAK</b>			<b>March 31 - April 6</b>	
<b>SEPTEMBER</b>				
All	Video	Transition follow up.	June-Sept?	Communications

**District Accommodation Plan for Schools with New and Developing Neighbourhoods – School Enrolment and Capacity for Potentially Impacted Schools**

The attached information contains data on the 11 schools that are referenced in the draft District Accommodation Plan for Schools with New and Developing Neighbourhoods. The capacity calculation for these schools is based on 30 students per classroom space. Only "pure" classroom spaces are included in the calculation (including modular classrooms, portable classrooms and science labs). Gyms, libraries, CTS (Construction, Foods) and ancillary space (Drama, Art, Music) are excluded to provide some flexibility in programming for schools.

Thirty students per class is based on OH&S requirements associated with the air handling systems in schools. It is not to be considered an ideal class size; rather, it is to be used as a suggested upper limit for classroom capacity and a way to calculate school building capacity.

Also attached are schools in each geographic area of the City that could potentially be receiving schools for the redirection of grades or the re-designation of neighbourhoods from any one of the 11 school in the draft accommodation plan. For example, the "southwest" list includes schools that could receive students from Brander Gardens, Esther Starkman or Johnny Bright. Receiving schools will not be identified until the public consultative process is complete. Please note that the provincial ACU capacity was used in these tables until district administration can apply the classroom count method to all schools.

Many of the schools on these lists have leased space, alternative programs, and/or special education programs. Classroom spaces may have been modified to accommodate specific programs or groups. These would require further modification to accommodate redesignated students.



## Schools in the District Accommodation Plan

SCHOOL	Grades	# of Classrooms	Portables	*Total Capacity	September 30th Enrolment	Difference
A. Blair McPherson	K-9	30	6	1080	1080	0
Bessie Nichols	K-9	28	0	840	830	10
Bisset	K-9	16	0	480	468	12
Brander Gardens	K-6	16	4	600	566	34
Dr. Donald Massey	K-9	30	6	1080	908	172
Elizabeth Finch	K-9	28	0	840	909	-69
Ellerslie	K-9	20	3	690	685	5
Esther Starkman	K-7	30	6	1080	798	282
Johnny Bright	K-7	30	6	1080	892	188
Michael Strembitsky	K-9	30	6	1080	1047	33
Winterburn	K-9	18	5	690	549	141

**\* Note:** This should not be considered an ideal capacity. The 30 students per class is based on OH&S requirements associated with the air handling system in schools. Only "pure" classroom spaces are included in the calculation (including mods, portables and science labs). Gyms, libraries, CTS (Construction, Foods) and Ancillary space (Drama, Art, Music) were all excluded to provide some flexibility in programming for schools.

## North

School	Grades	ACU Total Capacity	September 30th Enrolment	Difference
Athlone	K-6	330	147	183
Balwin	K-9	758	326	432
Baturyn	K-6	457	322	135
Belvedere	K-6	303	180	123
Caernarvon	K-6	420	437	-17
Calder	K-6	528	131	397
Delwood	K-6	644	284	360
Dickinsfield	7-9	429	255	174
Dunluce	K-6	508	416	92
Edm. Christian Northeast	K-9	633	545	88
Evansdale	K-6	480	335	145
Florence Hallock	K-9	870	720	150
Glengarry	K-6	635	627	8
Horse Hill	K-6	610	111	499
J.A. Fife	K-6	533	345	188
John Barnett	K-6	274	170	104
Kensington	K-6	550	301	249
Kildare	K-6	571	508	63
Killarney	7-9	754	401	353
Lago Lindo	K-6	446	354	92
Lauderdale	K-6	305	155	150
Londonderry	7-9	700	678	22
Lorelei	K-6	495	329	166
Maj. Gen. Griesbach	K-9	639	413	226
Mary Butterworth	7-9	669	440	229
McArthur	K-6	329	149	180
McLeod	K-6	357	367	-10
Mee Yah Noh	K-6	332	237	95
Northmount	K-6	457	250	207
Princeton	K-6	449	110	339
Roslyn	7-9	773	390	383
Scott Robertson	K-6	411	228	183
Steele Heights	7-9	800	434	366
York	K-6	377	208	169

**Note:** Many of the schools on this list have leased space, alternative programs, and/or special education programs. Classroom spaces may have been modified to accommodate specific programs or groups. These would require further modification to accommodate redesignated students.

## West

School	Grades	ACU Total Capacity	September 30th Enrolment	Difference
Aldergrove	K-6	349	278	71
Belmead	K-6	411	169	242
Britannia	7-9	656	129	527
Callingwood	K-6	373	246	127
Hillcrest	7-9	673	372	301
James Gibbons	K-6	196	93	103
LaPerle	K-6	452	274	178
Lymburn	K-6	493	232	261
Michael A, Kostek	K-6	518	486	32
Ormsby	K-6	496	212	284
S. Bruce Smith	7-9	656	569	87
Thornccliffe	K-6	430	191	239
Westlawn	7-9	680	251	429
Youngstown	K-6	596	296	300

**Note: Many of the schools on this list have leased space, alternative programs, and/or special education programs. Classroom spaces may have been modified to accommodate specific programs or groups. These would require further modification to accommodate redesignated students.**

## Southwest

School	Grades	ACU Total Capacity	September 30th Enrolment	Difference
Allendale	7-9	686	391	295
Avalon	7-9	652	464	188
Belgravia	K-6	135	147	-12
Brookside	K-6	351	243	108
D.S. MacKenzie	7-9	720	609	111
Duggan	K-6	432	203	229
Earl Buxton	K-6	475	547	-72
Garneau	K-6	621	300	321
George H. Luck	K-6	415	447	-32
George P. Nicholson	K-6	607	443	164
Grandview Heights	1-9	275	324	-49
Greenfield	K-6	520	481	39
Keheewin	K-6	407	358	49
Lansdowne	K-6	330	194	136
Lendrum	K-6	300	197	103
Malmo	K-6	496	305	191
McKee	K-6	615	256	359
McKernan	K-9	939	648	291
Mount Pleasant	K-6	342	343	-1
Parkallen	K-6	501	209	292
Queen Alexandra	K-6	475	98	377
Richard Secord	K-6	641	596	45
Rideau Park	K-6	300	171	129
Riverbend	7-9	647	664	-17
Steinhauer	K-6	401	230	171
Sweet Grass	K-6	477	337	140
ASD/Tevie Miller Heritage School	K-12	N/A	296	
Vernon Barford	7-9	764	846	-82
Westbrook	K-6	477	490	-13
Winsor Park	K-6	225	185	40

**Note: Many of the schools on this list have leased space, alternative programs, and/or special education programs. Classroom spaces may have been modified to accommodate specific programs or groups. These would require further modification to accommodate redesignated students.**

## Southeast

School	Grades	ACU Total Capacity	September 30th Enrolment	Difference
Avonmore	K-9	633	258	375
Clara Tyner	K-6	205	159	46
Crawford Plains	K-6	433	346	87
Daly Grove	K-6	412	347	65
Dan Knott	7-9	664	432	232
Donnan	K-9	512	260	252
Edith Rogers	7-9	492	304	188
Ekota	K-6	252	213	39
Forest Heights	K-6	496	246	250
Grace Martin	K-6	432	347	85
Greenview	K-6	567	399	168
Hazeldean	K-6	545	244	301
Hillview	K-6	326	230	96
Holyrood	K-6	429	425	4
Jackson Heights	K-6	395	268	127
Julia Kiniski	K-6	518	264	254
Kameyosek	K-6	305	237	68
Kate Chegwin	7-9	628	646	-18
Kenilworth	K-6	541	306	235
Lee Ridge	K-6	348	283	65
Malcolm Tweddle	K-6	352	194	158
Menisa	K-6	309	204	105
Meyokumin.	K-6	508	513	-5
Meyonohk	K-6	416	424	-8
Minchau	K-6	398	232	166
Ottewell	7-9	750	497	253
Pollard Meadows	K-6	500	526	-26
Rutherford	K-6	376	185	191
Sakaw	K-6	493	177	316
Satoo	K-6	352	166	186
T.D. Baker	7-9	768	615	153
Tipaskan	K-6	455	230	225
Velma Baker	K-6	412	292	120
Waverley	K-6	614	212	402
Weinlos	K-6	449	287	162

**Note: Many of the schools on this list have leased space, alternative programs, and/or special education programs. Classroom spaces may have been modified to accommodate specific programs or groups. These would require further modification to accommodate redesignated students.**

# Accommodation Plan Public Feedback Review Form

<b>Area of the City:</b>	<b>Southeast</b>	<b>Reviewer(s):</b>	<b>Leanne Fedor/Marco Melfi</b>
<b>School:</b>	A.Blair McPherson		
Option:	<p><b>Option 1:</b></p> <ul style="list-style-type: none"> <li>• Maintain the K-9 school configuration</li> <li>• Re-designate the undeveloped south portion of the Tamarack neighbourhood to other district schools with available space</li> <li>• Re-designation of the Maple neighbourhood from A. Blair McPherson School</li> <li>• Primary and Secondary Attendance Area designations may be applied</li> <li>• Remove Out of District students</li> </ul> <p><b>Option 2:</b></p> <ul style="list-style-type: none"> <li>• Maintain the K-9 school configuration</li> <li>• Re-designate the undeveloped south portion of the Tamarack neighbourhood to other district schools with available space</li> <li>• Re-designate the Wild Rose neighbourhood to other district schools with available space</li> <li>• Students residing in the Wild Rose neighbourhood and currently attending A. Blair McPherson School would be allowed to continue at the school</li> <li>• Re-designation of the Maple neighbourhood from A. Blair McPherson School</li> <li>• Primary and Secondary Attendance Area designations may be applied</li> <li>• Remove Out of District students</li> </ul> <p><b>Option 3:</b></p> <ul style="list-style-type: none"> <li>• Re-direct Grades 8 and 9 from A. Blair McPherson School to another district junior high school</li> <li>• Re-designate the undeveloped south portion of the Tamarack neighbourhood to other district schools with available space</li> <li>• Re-designation of the Maple neighbourhood from A. Blair McPherson School</li> <li>• Primary and Secondary Attendance</li> </ul>		

Feedback on Proposed Ideas	
Strengths	Challenges
<ul style="list-style-type: none"> <li>• Support any option with grandfathering</li> <li>• Support any option that maintains the K-9 structure</li> <li>• Remove neighbourhoods and keep the K-9 structure</li> <li>• Remove areas where housing and students don't already exist</li> <li>• Reducing catchment area will help control the influx of students</li> <li>• Long term solutions are available, one of those should be chosen</li> <li>• Support Wild Rose being able to stay in the school</li> </ul>	<ul style="list-style-type: none"> <li>• Displacing students who already attend the school</li> <li>• Option doesn't address the long term problem, we will be back two years from now</li> <li>• Removing Grade 8 and Grade 9 is a temporary fix</li> <li>• Removing Grade 8 and Grade 9 will be very hard on students</li> <li>• There are transportation implications and costs</li> <li>• There are many people using fake addresses to get into the school. Remove those people</li> <li>• Challenges reconfiguring K-9 space into something else</li> <li>• Removing grades will split up families</li> <li>• You may live very close to the school and not be able to attend</li> </ul>

## New Ideas

What We Heard - Other Ideas or Contemplations	Considerations/Analysis
<ul style="list-style-type: none"> <li>• Grandfather students who currently attend A. Blair McPherson School</li> <li>• Maintain Kindergarten to Grade 9</li> <li>• Staggered removal of junior high grades. School would be Kindergarten to Grade 6</li> <li>• School should be changed to K-6 only</li> <li>• Buy a piece of land from Father Michael Troy catholic school and build a public school on it</li> <li>• Remove Kindergarten and/or Grade 1 and/or Grade 2 (Velma E. Baker School)</li> <li>• Take out Division I and relocate them to Velma E. Baker School. A. Blair McPherson School would be a Grade 4 to Grade 9 school</li> <li>• Make Jackson Heights School a junior high school</li> <li>• Shrink number of grades offered at the school, not the boundaries</li> <li>• Build a new school (different grade configurations were suggested)</li> <li>• Use space on the back of the site to expand the school building</li> </ul>	<ul style="list-style-type: none"> <li>• This will be considered depending on what option is chosen. Transportation would support the new designation only</li> <li>• This is currently part of Option #1 and Option #2</li> <li>• Partially supported in Option #3. However, strong support to maintain the K-9 structure in parent feedback</li> <li>• Strong support to maintain the K-9 structure</li> <li>• A public school site already exists in the Wild Rose neighbourhood adjacent to the catholic school. New school construction is outside of the control of the District</li> <li>• This can be considered</li> <li>• This can be considered</li> <li>• This cannot be achieved for the 2014 school year. The availability of CTS space would be an issue</li> <li>• This is being considered</li> <li>• New schools are requested annually through the Three-Year Capital Plan. Funding for new school construction is determined by the Province</li> <li>• The school site does not allow for further expansion. Expansion does not account for limitations on other core school amenities (e.g. gyms, bathrooms, library)</li> </ul>



<ul style="list-style-type: none"> <li>Options should include removing the out of attendance area students</li> <li>Sibling rule should not be deferred</li> <li>Stop making K-9 schools and return to traditional elementary and junior highs</li> <li>Close the elementary and leave junior high</li> <li>Grandfathering suspended, everyone who lives west of 17 Street should be designated to other district schools</li> <li>Add another French Immersion program in Mill Woods</li> <li>Only accept new students every second year</li> <li>Eliminate just Grade 7 for 2014</li> <li>Don't include any options that may include a lottery</li> <li>Have a lottery for Kindergarten students</li> </ul> <p>New Option #4</p> <ul style="list-style-type: none"> <li>Remove the Kindergarten students and designate to Velma E. Baker, Julia Kiniski and Jackson Heights schools</li> <li>Students can return to A. Blair McPherson School for Grade 1 if they reside in the attendance area or they can choose to stay at the school they went to for Kindergarten</li> </ul>	<ul style="list-style-type: none"> <li>This can be considered</li> <li>This can be considered</li> <li>Traditional elementary and junior high schools will be considered for future capital requests</li> <li>Partially supported in Option #3. However, strong support to maintain the K-9 structure in parent feedback</li> <li>The re-designation of Wild Rose is addressed in Option #2</li> <li>French Immersion is currently offered at Greenview School in Mill Woods</li> <li>Interesting concept, may be hard to implement. Sibling rule, precedence with attendance areas etc. Circumvention of district process to gain access to the school, i.e. only registering for Grade 1, skipping Kindergarten</li> <li>This can be considered but would need to be done in conjunction with Option #3 or as part of a phased closure. On its own, wouldn't address the issue</li> <li>Random selection is district practice when necessary to ensure fair and equal access to district schools</li> <li>Requires the elimination of the attendance area or it would be in violation of the <i>School Act</i></li> <li>This could be done if we also removed all current out of attendance area students. Keeping in mind the attendance area change from 2012-13. Would still require removal of Maple and South portion of Tamarack</li> </ul>
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<ul style="list-style-type: none"> <li>• Stagger start and end times</li> <li>• Sibling rule should not apply unless the siblings are going to be in the school together for more than three years</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation implications, impacts on families and extra-curricular activities. Impacts on staffing and collective agreements</li> <li>• Could be considered. Logistically challenging. May not have desired effect on reducing student enrolment</li> </ul>
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# Accommodation Plan Public Feedback Review Form

<b>Area of the City:</b>	<b>West</b>	<b>Reviewer(s):</b>	<b>Constantine Kastrinos</b>
<b>School:</b>	Bessie Nichols		
Option:	<p><b>Option 1:</b></p> <ul style="list-style-type: none"> <li>Re-designate the Glastonbury neighbourhood from Bessie Nichols School</li> <li>Re-designate the Granville neighbourhood from Bessie Nichols School</li> <li>Maintain the K-9 school configuration</li> <li>Implement Primary and Secondary Attendance Area designations</li> <li>Request funding for the relocation or purchase of up to six portable classrooms in addition to the two modular classrooms</li> <li>Remove Out of District students</li> </ul> <p><b>Option 2:</b></p> <ul style="list-style-type: none"> <li>Re-designate the Glastonbury neighbourhood from Bessie Nichols School</li> <li>Re-designate the Granville neighbourhood from Bessie Nichols School</li> <li>Primary and Secondary Attendance Area designations may be applied</li> <li>Re-direct Grades 8 and 9 from Bessie Nichols School</li> <li>Remove Out of District students</li> </ul> <p><b>Option 3:</b></p> <ul style="list-style-type: none"> <li>Re-designate the Granville neighbourhood from Bessie Nichols School</li> <li>Re-direct Grades 8 and 9 from Bessie Nichols School</li> <li>Request funding to relocate or purchase six portable classrooms</li> <li>Remove Out of District students</li> </ul>		

## Feedback on Proposed Ideas

Strengths	Challenges
<ul style="list-style-type: none"> <li>Options allow for the school to remain within capacity limits</li> <li>No strengths</li> <li>Removal of Grades 8 and 9 (Option 3)</li> <li>Re-designation of Glastonbury and Granville</li> <li>Shrinking the attendance area</li> <li>Keeping the junior high school (Option 1)</li> <li>Option 1 with grandfathering – maintaining K-9 structure</li> <li>The removal of out of district students</li> <li>The request for new portables and mods</li> <li>Removing Glastonbury and Granville</li> </ul>	<ul style="list-style-type: none"> <li>Uprooting of children</li> <li>Disruption of childcare services</li> <li>Long bus rides</li> <li>No nearby junior high school program with adequate space</li> <li>Getting portables and modular approved</li> <li>Getting funding from the government</li> <li>Transitioning to a new school – any age</li> <li>Granville and Glastonbury are targeted in all proposed options</li> <li>Options are short term fixes</li> <li>Newly named schools will be too far away</li> <li>Removing Grades 8 and 9 eliminates the need for the CTS facilities</li> <li>Removing Grades 8 and 9 means a poor level of programing for Grade 7 students</li> <li>Not allowing out of attendance area siblings to attend</li> <li>The control of future Kindergarten registration</li> </ul>

## New Ideas

What We Heard	Considerations/Analysis
<ul style="list-style-type: none"> <li>• Need for the school district to project enrolment based on demographic already available from city census</li> <li>• What does it require to change labs from K-9 schools to classrooms?</li> <li>• Get the Government involved; school districts need to sell the need for new schools</li> <li>• In every option, the option for grandfathering should be included</li> <li>• As a fourth option, grandfather existing students and close boundaries for Glastonbury and Granville, and if that is not enough, could we take out the junior high school? We would still like to request portables</li> <li>• To address early childhood, request for a K-1 facility in another leased space. A satellite location linked to the community school. (perhaps a K-2). Use an under- utilized school in the west end</li> <li>• Inform or poll parents about different program options/create programs to entice parents "away" from the community school - create another French Immersion site in the west end to open up options to parents: receiver school turn into an art or sports school</li> </ul>	<ul style="list-style-type: none"> <li>• Time and resources do not currently exist at EPSB to accomplish this.</li> <li>• Bessie Nichols School CTS lab: removal of duct work, new floor, classroom furniture, another entrance. Food's Lab: Removal of walls, equipment, establishing of classroom infrastructure</li> <li>• Yearly submission of capital plan. Involving public stakeholders gets the attention of the Government</li> <li>• Can be seriously considered in most situations. Would still have to shrink attendance areas</li> <li>• Would require 13 (or greater) classroom spaces in one location. Difficulty establishing a sense of "community". Alberta Education Competencies is modeled on K to 9</li> <li>• EPSB buses to 10 alternative programs from the Bessie Nichols School attendance area for a total of 127 riders. Magnet schools will attract students from non-target areas of the City. Need a funding model established to allow programs to grow. Guaranteed enrolment allocations. No guarantee for September 2014</li> </ul>

<ul style="list-style-type: none"> <li>• Look at an alternate calendar; make a dual track school</li> <li>• When P3 schools were introduced they were designed for future growth by adding modular classrooms. Why haven't we added other modulars?</li> <li>• Limit Kindergarten registrations to ensure children that already attend the school can stay at their "neighbourhood" school</li> <li>• Keep sibling rule that is currently in place</li> <li>• Let Grades 8 and 9 students finish at the school and change to K-7 in two years (phase it out)</li> <li>• Have more than one school designated so parents have a choice of where they want to move</li> </ul>	<ul style="list-style-type: none"> <li>• Collective agreement implications. Effect on community programs, extra-curricular, staffing, childcare, custodial, transportation. Unknown benefits/challenges to student. Who gets to attend what shift? Transportation capacity would increase. Increase wear and tear to facilities. Other facilities are under-utilized</li> <li>• We have and continue to</li> <li>• Bound by the <i>School Act</i> and EPSB board policy and regulations. Would have to remove all attendance areas from a school (grandfathering in place, random selection for attendance areas)</li> <li>• Okay</li> <li>• Staffing implications, quality of programming, Does not fix the problem</li> <li>• Already a district of choice. Reduce transportation loads, increases ride times and costs</li> </ul>
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# Accommodation Plan Public Feedback Review Form

<b>Area of the City:</b>	<b>Southeast</b>	<b>Reviewer(s):</b>	<b>Leanne Fedor/Marco Melfi</b>
<b>School:</b>	Bisset		
Option:	<p><b>Option1:</b></p> <ul style="list-style-type: none"> <li>• Relocate portable classrooms to Bisset School for the 2014-2015 school year at a cost to the District</li> <li>• Remove Out of District students</li> </ul> <p><b>Option 2:</b></p> <ul style="list-style-type: none"> <li>• Re-designate the Silver Berry neighbourhood to another district school with available space</li> <li>• Implement Primary and Secondary Attendance Area designation</li> <li>• Remove Out of District students</li> </ul>		

Feedback on Proposed Ideas	
Strengths	Challenges
<ul style="list-style-type: none"> <li>• Keeps the Silver Berry neighbourhood together</li> <li>• Grandfathering current students</li> <li>• Portables would be the least disruptive for current students</li> <li>• Primary and Secondary would allow Bisset School to stay at their optimum enrolment</li> </ul>	<ul style="list-style-type: none"> <li>• Uprooting children is traumatic</li> <li>• Removing students would be transferring the problem to someone else</li> <li>• Do not divide the community or students</li> <li>• Splits the Silver Berry neighbourhood</li> <li>• Portables are only a temporary solution</li> <li>• One school won't be able to accommodate all of the students coming out of Silver Berry</li> <li>• Many of the resources in the school have too many students trying to use them (gym, computer lab, library)</li> <li>• Portables segregate students from the rest of the school, safety issues, inconvenient</li> <li>• The cost involved in moving/buying portables</li> <li>• Portables don't address the overuse of core school space</li> </ul>



## New Ideas

What We Heard- Other Ideas or Contemplations	Considerations/Analysis
<ul style="list-style-type: none"> <li>• Provide a secondary school choice with transportation included</li> <li>• Build a school in Silver Berry</li> <li>• Put a pod on Bisset School instead of adding portables</li> <li>• Grandfather students already in Bisset School</li> <li>• Split Silver Berry neighbourhood</li> <li>• Stop new registrations at the school</li> <li>• Remove all out of attendance area students from Bisset School</li> <li>• Approach Alberta Infrastructure for a permanent addition</li> <li>• Set a maximum capacity and only accept students to that point</li> </ul>	<ul style="list-style-type: none"> <li>• Dual designations do not ensure that students will leave Bisset School. Transportation would support one designation only</li> <li>• New schools requested annually through the Three-Year Capital Plan. Funding is at the discretion of the Province</li> <li>• Funding would be an issue as pods cost considerably more to construct than adding freestanding portables</li> <li>• Can be considered. Transportation would support the new designations</li> <li>• District practice is to follow city defined neighbourhoods when creating attendance areas</li> <li>• Requires the elimination of the attendance area or it would be in violation of the <i>School Act</i></li> <li>• Will be considered - suspension of sibling rule for out of attendance area students and/or remove out of attendance area students</li> <li>• Can be considered as part of a future capital request</li> <li>• Requires the elimination of the attendance area or it would be in violation of the <i>School Act</i></li> </ul>

# Accommodation Plan Public Feedback Review Form

<b>Area of the City:</b>	<b>Southwest</b>	<b>Reviewer(s):</b>	<b>Jim Ray/Jon Paul Cooper</b>
<b>School:</b>	Brander Gardens		
Option:	<p><b>Option 1:</b></p> <ul style="list-style-type: none"> <li>• Reclaim the gym stage from the existing lease for additional classroom space</li> <li>• Re-designate the Hodgson neighbourhood to a school with available space</li> <li>• Re-direct the Kindergarten and Grade 1 French Immersion classes to Brookside School – eventually housing K-3 at Brookside School and 4-6 at Brander Gardens School</li> <li>• The Windermere and Ambleside neighbourhoods would remain part of the Brander Gardens School attendance area</li> <li>• Remove Out of District students</li> </ul> <p><b>Option 2:</b></p> <ul style="list-style-type: none"> <li>• Twin Brander Gardens and Brookside schools and allow the principals, with the support of the Planning department and the District Support Team, to distribute French Immersion and regular programming between the two sites</li> <li>• The Brander Gardens and Brookside school's attendance areas would be consolidated</li> <li>• The Windermere and Ambleside neighbourhoods would remain part of the attendance area</li> <li>• Remove Out of District students</li> </ul> <p><b>Option 3:</b></p> <ul style="list-style-type: none"> <li>• Re-designate the Windermere and Ambleside neighbourhoods to a school with available space outside of southwest Edmonton</li> <li>• The French Immersion program would be able to accommodate two classes per grade</li> <li>• Primary and Secondary Attendance Area designations may be applied</li> <li>• Remove Out of District students</li> </ul> <p><b>Option 4:</b></p> <ul style="list-style-type: none"> <li>• Relocation of the entire French Immersion program to a school with available space outside the Riverbend/Terwillegar area of the City</li> <li>• The Windermere and Ambleside neighbourhoods would remain part of the Brander Gardens School attendance area</li> </ul>		

- Remove Out of District students

**Option 5:**

- Relocate or purchase portable classrooms for Brander Gardens School
- Remove Out of District students

**Option 6:**

- Re-designate the Windermere neighbourhood to a school with available space within southwest Edmonton
- Primary and Secondary Attendance Area designations may be applied
- Remove Out of District students

Feedback on Proposed Ideas		
	Strengths	Challenges
Reclaiming gym stage/leased spaces for an instructional space	<ul style="list-style-type: none"> <li>No strengths</li> </ul>	<ul style="list-style-type: none"> <li>Gym stage is not a high quality educational environment</li> <li>Out of school care is an important and highly regarded community asset that serves the students that go to the school</li> </ul>
Possible re-designation of Ambleside, Hodgson and/or Windermere	<ul style="list-style-type: none"> <li>Would stem the flow of students</li> <li>Correct a past mistake made by the District</li> <li>Brander Gardens School was an inappropriate designation for all three neighbourhoods to begin with</li> </ul>	<ul style="list-style-type: none"> <li>One neighbourhood by itself may not be enough to solve overcrowding problem</li> <li>Where would the students go</li> <li>Transportation times</li> <li>Keeping these neighbourhoods would create an artificial student population until the new schools come online</li> </ul>
Twinning of Brander Garden and Brookside schools	<ul style="list-style-type: none"> <li>Create a stronger sense of community</li> <li>Some buses already travel to both schools</li> <li>Two schools in one attendance area gives parents options</li> </ul>	<ul style="list-style-type: none"> <li>Depending on model families may be split up</li> <li>Splitting of the French Immersion program would require the purchasing of resources and damage the continuity of the program</li> <li>Difficult for students that walk to either school</li> </ul>
Changes to the French Immersion Program	<ul style="list-style-type: none"> <li>Keeping “two” French Immersion classes at each grade level ensures school viability after the new schools open.</li> <li>Keeping the French Immersion program helps create an inclusive community</li> </ul>	<ul style="list-style-type: none"> <li>Unfair to maintain an alternative program at the expense of students that are looking for a mainstream program</li> <li>Unfair to sacrifice a program the community has supported because of development elsewhere</li> <li>Removing French Immersion program by itself will not solve over crowding issues</li> <li>French Immersion program serves out of attendance area students from high income families</li> </ul>
Removing out of district students		<ul style="list-style-type: none"> <li>The school has a moral obligation to keep the students they decided to accept</li> </ul>
Addition of portables	<ul style="list-style-type: none"> <li>Eases overcrowding issues immediately</li> </ul>	<ul style="list-style-type: none"> <li>Not a long term solution</li> <li>Portable not a quality learning environment</li> </ul>

## New Ideas

What We Heard	Considerations/Analysis
<ul style="list-style-type: none"> <li>• Students should be grandfathered and the sibling rule should be in effect.</li> <li>• Removing the leases and using Lendrum School as a receiving school</li> <li>• Re-designate Windermere to Brookside School and remove the English instruction students that are from Windermere and send them to Brookside School</li> <li>• People should have the option to attend private school and opt out of paying school taxes.</li> <li>• Send Windermere to one receiving school and Ambleside to another receiving school.</li> <li>• Move the entire French Immersion program to Brookside School</li> <li>• Leasing space in or near Ambleside or Windermere (Taylor College) as a temporary learning space until new schools go online</li> <li>• Create “portable” schools on sites that are designated for new schools or green spaces</li> <li>• Remove out of attendance area students of the regular programs of Brookside and Brander Gardens schools and combine the attendance areas.</li> <li>• Fast track building of new schools</li> <li>• Allow yellow buses to travel to more than one school</li> <li>• Make Hodgson, Windermere and Ambleside the secondary</li> </ul>	<ul style="list-style-type: none"> <li>• Under consideration</li> <li>• Under consideration is Lendrum School needed as a receiving school</li> <li>• Under consideration</li> <li>• Does not apply to situation at hand</li> <li>• Under consideration</li> <li>• Capacity challenges at Brookside School to absorb entire program. Possible phase in</li> <li>• Currently there is capacity in school within the area</li> <li>• Currently there is capacity in school within the area</li> <li>• Under consideration</li> <li>• Not within abilities of the school board</li> <li>• Does not address issues</li> <li>• Under consideration</li> </ul>

<p>attendance area for Brander Gardens School.</p> <ul style="list-style-type: none"> <li>• Create a dedicated busing system to a school that is slated to close as a temporary setting for the Windermere and Ambleside students</li> <li>• Put portables at all area schools and split up the catchments of developing areas evenly</li> <li>• Utilize George Luck and Earl Buxton schools</li> <li>• Create a school that is just French immersion in the south west</li> <li>• Utilize Laurier Heights School as a potential receiving school for English program or French Immersion</li> <li>• Turn Brander Garden School into a French immersion site and Brookside School into all English program</li> </ul>	<ul style="list-style-type: none"> <li>• Busing provided to the designated attendance area school</li> <li>• Currently there is capacity in school within the area. Not financially viable</li> <li>• Schools are already at or near capacity</li> <li>• Currently no single site that does not have an English program</li> <li>• Under consideration</li> <li>• Not enough capacity at Brookside School for all of Brander Garden's English students</li> </ul>
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# Accommodation Plan Public Feedback Review Form

<b>Area of the City:</b>	<b>North</b>	<b>Reviewer(s):</b>	<b>Kim Holowatuk</b>
<b>School:</b>	Dr. Donald Massey		
Option:	<p><b>Option 1:</b></p> <ul style="list-style-type: none"> <li>• Re-designate the Brintnell neighbourhood from Dr. Donald Massey School</li> <li>• Maintain the K-9 school configuration</li> <li>• Primary and Secondary Attendance Area designations may be applied</li> <li>• Remove Out of District students</li> </ul>		

## Feedback on Proposed Ideas

Strengths	Challenges
<ol style="list-style-type: none"> <li>1. Long-term solution – sustainable</li> <li>2. Improved Learning Environments: <ul style="list-style-type: none"> <li>• May bring down class sizes</li> <li>• Less crowded hallways</li> <li>• No more use of non-classroom spaces for instruction</li> <li>• Less congestion</li> <li>• Reduce pressure on teaching staff</li> <li>• Easing of traffic congestion around the school</li> </ul> </li> <li>3. Keeping the K-9 school configuration <ul style="list-style-type: none"> <li>• K-9 creates community</li> <li>• Appropriate use of resources – facilities are specialized for junior high – will be able to continue to use classrooms for the purpose they were intended for (CTS)</li> <li>• Junior high is an awkward period – supports older students during a difficult time socially and emotionally</li> <li>• Provides longer-term stability for students – not having to change schools until high school</li> <li>• Older students act as role models for younger students</li> <li>• Older students are provided with many leadership opportunities working with younger students</li> </ul> </li> <li>4. Childcare – many older students provide childcare for younger siblings.</li> <li>5. Funding – no additional funds would be required to re-fit junior high spaces for elementary instructions</li> <li>6. Transportation – many Brintnell students already take the bus to Dr. Donald Massey School or are driven to school, not such a big change to bus or drive somewhere else</li> <li>7. 50 Street is a natural boundary for Dr. Donald Massey School</li> <li>8. Younger children are able to attend closer to home</li> </ol>	<ol style="list-style-type: none"> <li>1. Transportation: <ul style="list-style-type: none"> <li>• Concerns about students who currently walk having to take a bus – active vs. inactive</li> <li>• Impact on environment</li> <li>• Receiving school may be a long distance away – ride times, especially for younger children</li> <li>• Cost for parents and district</li> <li>• Logistics</li> </ul> </li> <li>2. Impact on students: <ul style="list-style-type: none"> <li>• Social impact on students who have to change schools</li> <li>• Impact on teachers</li> <li>• Relationships with peers and teachers</li> </ul> </li> <li>3. Impact on community: <ul style="list-style-type: none"> <li>• Fracturing of the Brintnell community</li> <li>• A lot of fundraising was done by community that may be removed</li> <li>• Losing parents that have been very active in the school community</li> </ul> </li> <li>4. Impact on parents: <ul style="list-style-type: none"> <li>• Childcare challenges</li> <li>• Challenges placed on parents work schedules</li> </ul> </li> <li>5. Quality of receiving school – technology and equipment may not measure up</li> </ol>



<b>Area of the City:</b>	<b>North</b>	<b>Reviewer(s):</b>	<b>Kim Holowatuk</b>
<b>School:</b>	Dr. Donald Massey		
Option:	<p><b>Option 2:</b></p> <ul style="list-style-type: none"> <li>• Re-direct Grades 8 and 9 from Dr. Donald Massey School</li> <li>• Maintain the current attendance boundaries</li> <li>• Remove Out of District students</li> </ul>		

## Feedback on Proposed Ideas

Strengths	Challenges
<ol style="list-style-type: none"> <li>1. Transportation: <ul style="list-style-type: none"> <li>• Older students are able to use bus service more easily</li> <li>• Reduce the risks and liabilities associated with busing younger children</li> </ul> </li> <li>2. Younger children: <ul style="list-style-type: none"> <li>• Maintains a sense of community</li> <li>• Younger grades will still be receiving a strong foundation at their community school</li> <li>• Older students are more mature and better equipped to deal with change</li> </ul> </li> <li>3. Boundaries remain the same: <ul style="list-style-type: none"> <li>• Reduce pressure on teaching staff</li> <li>• Will affect fewer students</li> </ul> </li> <li>4. Removing older children: <ul style="list-style-type: none"> <li>• Educational needs of elementary and junior high students are very different</li> <li>• Opportunity for junior high students to meet new people in a new school</li> <li>• A junior high is located nearby (Steele Heights School)</li> <li>• Age span between students will not be as great</li> <li>• Junior high students are a bad influence on younger students</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Not sustainable long term – will not have the desired impact on enrolment - failed at south west schools (Johnny Bright &amp; Esther Starkman schools)</li> <li>2. Impact on remaining Grade 7 program: <ul style="list-style-type: none"> <li>• Removing Grades 8 and 9 will impact the Grade 7 experience (sports, social activities)</li> <li>• Grade 7 program will suffer because parents will choose to move their children after Grade 6</li> <li>• If Grade 7 is not also removed, the bulge in K-3 enrolment is not sustainable</li> </ul> </li> <li>3. Impact on Grades 8 and 9 students: <ul style="list-style-type: none"> <li>• Anxiety over change</li> <li>• Moving to junior high in Grade 8 does not follow the pattern of the rest of the District – students will be joining a new school at an awkward time</li> <li>• Double transition for junior high students moving to high school the next year</li> <li>• Junior high is difficult enough without facing transition</li> </ul> </li> <li>4. Transportation: <ul style="list-style-type: none"> <li>• Cost</li> <li>• Concerns with safety (ETS)</li> </ul> </li> <li>5. Re-configuring junior high spaces for elementary instruction may be costly</li> <li>6. Loss of K-9 configuration: <ul style="list-style-type: none"> <li>• Loss of cross-grade leadership opportunities</li> <li>• Childcare concerns – many older students provide out of school care for younger children</li> <li>• Families will be in two different schools</li> <li>• A K-9 school has more parental presence, therefore, deterring negative behaviours</li> </ul> </li> <li>7. Parents of older students have contributed to many fundraising efforts</li> </ol>

## New Ideas

What We Heard	Considerations/Analysis
<ul style="list-style-type: none"> <li>• Grandfather all current students and siblings</li> <li>• Move out Grades 8 and 9 for 2014-2015 and begin school closure process for Grade 7</li> <li>• Refunds on school taxes for Brintnell families affected</li> <li>• Remove Matt Berry</li> <li>• Remove Hollick-Kenyon</li> <li>• Add more portables, expand physical size of school</li> <li>• Circular (walkable) attendance boundaries</li> <li>• Remove Kindergarten</li> <li>• Alternate timetable – a.m./p.m shifts</li> <li>• Table discussion for another year</li> <li>• Create K-4 or K-5</li> <li>• Make Steele Heights School 6-9, M.E. LaZerte School 9-12</li> <li>• Remove K-2</li> </ul>	<ul style="list-style-type: none"> <li>• Can be considered. Transportation would support the new designation only</li> <li>• Strong support to maintain K-9. junior high instructional space would be lost. Won't have enough impact because enrolment growth is at early grades</li> <li>• Beyond our control</li> <li>• Will be considered.</li> <li>• School is in this neighbourhood</li> <li>• Site is built out. Doesn't address core spaces</li> <li>• Attendance areas made up of city defined neighbourhoods</li> <li>• Won't have enough impact</li> <li>• Transportation implications. Impacts on families and out of school activities. Impacts on collective agreements</li> <li>• Status quo not option</li> <li>• Split Divisions. No continuity in programming. Increase transitions students have to make</li> <li>• Split Divisions. Unclear how would help situation at Dr. Donald Massey School</li> <li>• Shifts problem to other schools; would need to find 13+ classrooms in schools with available space. Split families</li> </ul>

<ul style="list-style-type: none"> <li>• Make Dr. Donald Massey School just 7-9</li> <li>• Lottery for all students entering Kindergarten</li> <li>• Fundraise for more portables</li> <li>• Close entire junior high</li> <li>• Open closed schools</li> <li>• Turn an underutilized building into a new 7-9</li> <li>• Build more schools</li> <li>• Proposed Option 4: <ul style="list-style-type: none"> <li>○ Provide incentives for parents to move their children to other schools (special programs, childcare)</li> <li>○ Better communication about alternative programs (French Immersion, Chinese Bilingual)</li> </ul> </li> <li>• Proposed Option 5: <ul style="list-style-type: none"> <li>○ Remove Grades 8 &amp; 9 (year 1)</li> <li>○ Remove K – send to Horse Hill School (year 1)</li> <li>○ Remove Grade 7 (year 2)</li> </ul> </li> <li>• Move all of junior high to M.E. Lazerte School</li> <li>• After-school/weekend programs to help families and children to deal with added stress</li> </ul>	<ul style="list-style-type: none"> <li>• Would bring school enrolment down too low i.e. programming implications. Overload elementary schools in surrounding neighbourhoods</li> <li>• Requires elimination of attendance area otherwise in violation of <i>School Act</i> and Board Policy</li> <li>• Site is built out</li> <li>• Wouldn't have enough impact long term. Strong support for K-9 model. Involves School Closure process</li> <li>• No need have excessive capacity</li> <li>• Not immediate need because of existing space. Possible future consideration</li> <li>• New schools requested annually in Three-Year Capital Plan. Funding provided at discretion of Province. Timelines for construction</li> <li>• Number of Alternative Programs available. Busing available to seven alternative programs</li> <li>• Educational programming considerations? Strong support for maintaining K-9, keeping siblings together and continuity of programming. Facility modifications would be required at Horse Hill School. Out of Attendance Area could not be grandfathered.</li> <li>• Moving junior high to M.E LaZerte School would not address issue; available junior high space available</li> <li>• Transition supports will be considered</li> </ul>
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<ul style="list-style-type: none"> <li>• Move Grade 9 only to a high school</li> <li>• Add stackable modular</li> <li>• Waive lunch fees if re-designated</li> <li>• Have students share physical space – upper grades work from home part of the time – remote access/online teaching</li> <li>• Shared campus with another school</li> <li>• Trimesters: every four months</li> <li>• Change cut-off age for Kindergarten</li> <li>• Satellite campus – use existing community facilities</li> <li>• Partnerships with Separate Schools</li> <li>• Extend the public engagement process once new options are developed to provide another opportunity to provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Would not address issue</li> <li>• Site built out; structure not built to stack</li> <li>• Administrative Regulations address this</li> <li>• Remote access, online and distance education already available by district</li> <li>• Suggestion unclear</li> <li>• Not achievable for start of 2014-2015. Transportation implications. Impacts on families and out of school activities. Impacts on collective agreements</li> <li>• Does not change number of students who eventually enter school.</li> <li>• Existing space available in under-utilized schools</li> <li>• Certain partnerships currently exist (e.g. Joint Use Agreement)</li> <li>• Decisions must be made and communicated prior to March 3, 2014</li> </ul>
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# Accommodation Plan Public Feedback Review Form

<b>Area of the City:</b>	<b>North</b>	<b>Reviewer(s):</b>	<b>Kim Holowatuk</b>
<b>School:</b>	Elizabeth Finch		
Option:	<p><b>Option 1:</b></p> <ul style="list-style-type: none"> <li>• Re-designate the Albany neighbourhood from Elizabeth Finch School</li> <li>• Re-designate the Cumberland and Hudson neighbourhoods from Elizabeth Finch School</li> <li>• Maintain the K-9 configuration</li> <li>• Primary and Secondary Attendance Area designations may be applied</li> <li>• Remove out of district students</li> </ul>		

## Feedback on Proposed Ideas

Strengths	Challenges
<ol style="list-style-type: none"> <li>1. Maintain K-9 school configuration: <ul style="list-style-type: none"> <li>• Provides junior high students with leadership opportunities</li> <li>• Uses classrooms for the purpose they were designed (CTS) – waste of facility to get rid of K-9</li> <li>• Maintain strong staff-student relationships</li> <li>• Relationships between older and younger students contribute positively to emotional and social well-being of all students</li> <li>• “buddy bonding” is important</li> <li>• Classes will be taught in the appropriate environment for instruction</li> <li>• Property values nearby will be maintained if school remains K-9</li> <li>• Keeps families together longer</li> </ul> </li> <li>2. Long-term solution: <ul style="list-style-type: none"> <li>• Removes capacity pressures immediately</li> <li>• Will result in a significant drop in enrolment and will leave room for future growth</li> <li>• Future enrolment will continue to decrease</li> <li>• A very clear plan that addresses the issues</li> <li>• Allows for flexibility to re-open the boundaries to other areas in the future</li> </ul> </li> <li>3. Improved learning environments: <ul style="list-style-type: none"> <li>• Reduction in traffic</li> <li>• Reduces over-all size of the school (an elementary school should not be the size of a high school) – will benefit remaining students</li> <li>• Better learning environment with less students – easier to meet diverse needs of students</li> <li>• Provide a balance with schools not facing growth issues – better use of underutilized schools</li> </ul> </li> <li>4. Financially responsible – will not require the addition of portables (\$)</li> <li>5. Good for Carlton and Oxford</li> <li>6. Removing Albany before it develops further</li> </ol>	<ol style="list-style-type: none"> <li>1. Transportation: <ul style="list-style-type: none"> <li>• Long ride times for young students</li> <li>• Costs for parents – hardship</li> </ul> </li> <li>2. Impact on students: <ul style="list-style-type: none"> <li>• Re-designated students no longer have access to K-9 programming/experience</li> <li>• No one school will be able to accommodate all affected students – breaking friendships</li> <li>• Concerns about supports for students facing transition</li> </ul> </li> <li>3. Impact on community: <ul style="list-style-type: none"> <li>• Fracturing of community</li> <li>• Cumberland families have contributed much to the school</li> <li>• Students play on the same community sports teams</li> <li>• Splits a community and possibly neighbourhoods – does not address relationships</li> </ul> </li> <li>4. Impact on parents – financial issues related to childcare and transportation</li> <li>5. Quality of receiving school: <ul style="list-style-type: none"> <li>• The “desired” schools do not have space</li> <li>• Receiving schools may not be equivalent in opportunities</li> <li>• Smaller choice of options for junior high students</li> </ul> </li> <li>6. Solution does not involve the addition of portables</li> <li>7. School will be under capacity</li> <li>8. School Board will need to change its School of Choice policy</li> <li>9. Impact on teachers – will need to find a new placement</li> </ol>

<b>Area of the City:</b>	<b>North</b>	<b>Reviewer(s):</b>	<b>Kim Holowatuk</b>
<b>School:</b>	Elizabeth Finch		
Option:	<p><b>Option 2:</b></p> <ul style="list-style-type: none"> <li>• Re-designate the Albany neighbourhood from Elizabeth Finch School</li> <li>• Re-designate the Hudson neighbourhood from Elizabeth Finch School</li> <li>• Re-direct Grades 8 and 9 from Elizabeth Finch School</li> <li>• Request funding to relocate or purchase six portable classrooms</li> <li>• Remove out of district students</li> </ul>		



## Feedback on Proposed Ideas

Strengths	Challenges
<ol style="list-style-type: none"> <li>1. Transportation – older students are better able to manage transportation</li> <li>2. Younger children: <ul style="list-style-type: none"> <li>• Keeps them together – maintain a strong sense of community</li> <li>• Older students are more mature and can better manage change</li> <li>• Less impact on childcare arrangements</li> </ul> </li> <li>3. Boundaries remain the same: <ul style="list-style-type: none"> <li>• Less negative feelings – fewer students displaced, therefore, less disruption for families</li> <li>• Fair to Cumberland because the school was supposed to be built in that neighbourhood</li> <li>• Cumberland is the largest neighbourhood in the attendance area</li> </ul> </li> <li>4. Removing older children: <ul style="list-style-type: none"> <li>• All re-directed students would move together</li> <li>• More electives are offered at other junior high schools</li> <li>• Easier to phase Grades 8 &amp; 9 back in at a later date – neighbourhoods would be more difficult</li> <li>• Older students are a bad influence on younger students</li> <li>• Moving to a new school for junior high is natural for most Edmonton students</li> <li>• Junior high students not dependent on out-of-school care</li> <li>• Many of the junior high students use ETS already</li> </ul> </li> <li>5. Balance operational needs with fairness to families</li> <li>6. There is excess capacity in junior/senior high schools</li> <li>7. Addition of portables – school is designed to grow – add as many as possible</li> </ol>	<ol style="list-style-type: none"> <li>1. Not a long term solution – will only impact the short-term</li> <li>2. Impact on remaining Grade 7 program – weakening of program – parents will choose to move their children to another junior high in Grade 7</li> <li>3. Impact on Grades 8 &amp; 9 students: <ul style="list-style-type: none"> <li>• Not enough space at Mary Butterworth School</li> <li>• Transition will be difficult - socially</li> <li>• No “reasonable” junior high schools outside of Elizabeth Finch School</li> <li>• Concerns about high school feeder patterns – neighbourhood designation for high school may be different from the senior high feeder pattern of the designated junior high</li> <li>• Double transition for junior high students moving to high school the next year</li> <li>• Difficulty for students with special needs</li> <li>• Change may be detrimental at a very vulnerable time in an adolescents life</li> <li>• May affect academic development</li> </ul> </li> <li>4. Portables: <ul style="list-style-type: none"> <li>• No guarantees for funding</li> <li>• Create problems of logistics and security/safety</li> <li>• Does not reduce stress on common areas (library, gymnasiums, bathrooms)</li> </ul> </li> <li>5. Loss of K-9 configuration: <ul style="list-style-type: none"> <li>• Will cause hardship to the schools mentoring program</li> <li>• Will place pressures on neighbouring junior high schools</li> <li>• Elizabeth Finch School was designed for Div. III options</li> <li>• Receiving schools may not be of the same standard – technology, equipment</li> </ul> </li> <li>6. Transportation – costs and ride times</li> </ol>

New Ideas	
What We Heard	Considerations/Analysis
<ul style="list-style-type: none"> <li>• Grandfather all current students and siblings</li> <li>• Split Cumberland into two areas</li> <li>• Alternate timetable – a.m./pm. Shifts</li> <li>• Remove entire junior high</li> <li>• Make 7-9 part of high school</li> <li>• Create a middle school from Grades 5-8</li> <li>• Add modular and portable classrooms to Option 1</li> <li>• Lottery system for Kindergarten (in addition to removing Albany and Hudson)</li> <li>• Re-open Wellington as a K-9</li> <li>• Consultation/cooperation with surrounding districts</li> <li>• Consider childcare within the school</li> <li>• Proposed Option 3: <ul style="list-style-type: none"> <li>○ Re-designate Albany, Hudson and out of district students</li> </ul> </li> <li>• Div. I classes to be capped at 25, junior high at 30</li> <li>• Free busing to go to other schools</li> <li>• Open closed schools</li> </ul>	<ul style="list-style-type: none"> <li>• Can be considered</li> <li>• Not preferable but can be considered</li> <li>• Not possible for September 2014, too many variables</li> <li>• School closure. Does not address problem at lower grades</li> <li>• Not necessary. Space exists in junior high schools in the area</li> <li>• Split Divisions. No continuity in programming. Increase transitions students have to make</li> <li>• Will be considered</li> <li>• As necessary, as grandfathering occurs there might be a need over time</li> <li>• <i>School Act</i>, District Policies and Regulation</li> <li>• Not possible for 2014</li> <li>• Some is done already. Unclear as to intent</li> <li>• Considered</li> <li>• Not enough impact</li> <li>• Have to accept all attendance area students</li> <li>• Not fiscally responsible</li> <li>• Not necessary, we have enough capacity</li> </ul>

<ul style="list-style-type: none"> <li>• All re-designated students should go to one school, not split up by neighbourhood</li> <li>• New school request for Cumberland</li> <li>• Let in only as many K's as students leaving</li> <li>• Close all new enrolments for next year except siblings</li> <li>• Some of the equipment and teachers should follow the students to the receiving school</li> <li>• Move K-1</li> <li>• Allow those using childcare in the area to stay</li> <li>• Random lottery for all</li> <li>• Re-designate Carlton</li> <li>• Proposed Option 4: <ul style="list-style-type: none"> <li>○ Remove Out of District and out of attendance area students</li> <li>○ Remove Albany</li> <li>○ Remove any undeveloped portions of Palisades</li> <li>○ Push for approval of modular and portables (new or relocated)</li> <li>○ Grandfather existing Hudson families</li> <li>○ Remove 7-9 (Grade 7 next year if necessary due to school closure process)</li> </ul> </li> <li>• Remove Oxford instead of Cumberland</li> <li>• No grandfathering – space issues will continue</li> <li>• Community fundraising for portables</li> </ul>	<ul style="list-style-type: none"> <li>• No one school has enough capacity</li> <li>• Capital planning processes are in place</li> <li>• Have to accept all attendance area students</li> <li>• Have to accept all attendance area students</li> <li>• Funding allocations are per student. Staffing procedures are in place</li> <li>• Attendance area kids are based on the definition of residency found in the <i>School Act</i></li> <li>• Would require that there is no attendance area</li> <li>• School is located in Carlton</li> <li>• Maybe able to consider portions of this in other options</li> <li>• Develop an option</li> <li>• Considered</li> <li>• Does not fit criteria for September 2014</li> </ul>
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<ul style="list-style-type: none"> <li>• Weighted lottery for all enrolments – the closer you live to the school, the more entries you would have – lottery per family, not per child</li> <li>• New K-5 school</li> <li>• Proposed Option 5: <ul style="list-style-type: none"> <li>○ Reorganize classroom furniture to accommodate more students</li> <li>○ Distance learning for students with parents at home</li> <li>○ Host Kindergarten at community facilities (North Pointe Community Church)</li> <li>○ Hold P.E. classes at nearby recreation centres to free up auxiliary gym for classrooms</li> <li>○ Busing to public library so it can be used for a classroom</li> <li>○ Keep Albany</li> </ul> </li> <li>• No new enrolments or siblings from removed neighbourhoods</li> <li>• Re-furbish older schools nearby</li> <li>• Combine proposed options</li> <li>• Proposed Option 6: <ul style="list-style-type: none"> <li>○ Remove out of boundary students</li> <li>○ Get portables</li> <li>○ 2014-2015 accept only Oxford Carlton</li> </ul> </li> <li>• Cap school at three classes per grade, cap class sizes – once reached, close enrolment</li> <li>• Provide free busing/childcare to families who agree to enrol in another school</li> <li>• Provide transportation to new designation only</li> </ul>	<ul style="list-style-type: none"> <li>• Would require that there is no attendance area. Inconsistent with board regulations. Does not fit criteria for September 2014</li> <li>• Cannot be accomplished by September 2014</li> <li>• Does not adequately meet the space capacity of the school. Distance learning is available</li> <li>• Considered. Would require suspension of the sibling rule</li> <li>• Does not meet timeline and capacity issues</li> <li>• Under consideration</li> <li>• <i>School Act</i> and Board Policy and Regulations</li> <li>• Not financially sustainable. Outside our sphere of influence</li> <li>• Under consideration</li> </ul>
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# Accommodation Plan Public Feedback Review Form

<b>Area of the City:</b>	<b>Southeast</b>	<b>Reviewer(s):</b>	<b>Leanne Fedor/Marco Melfi</b>
<b>School:</b>	Ellerslie/Michael Strembitsky		
Option:	<p><b>Option 1 (Kindergarten to Grade 9 at Michael Strembitsky School):</b></p> <ul style="list-style-type: none"> <li>Maintain the K-9 school configuration</li> <li>Re-designate the Ellerslie Station neighbourhood from Michael Strembitsky School</li> <li>Re-designate the Orchards neighbourhood from Michael Strembitsky School</li> <li>Re-designate a portion of the Summerside neighbourhood from Michael Strembitsky School</li> <li>Re-designate the Walker neighbourhood from Ellerslie School</li> <li>Primary and Secondary Attendance Area designations may be applied</li> <li>Remove Out of District students</li> </ul> <p><b>Option 2 (Grade 2 to Grade 9 at Michael Strembitsky School):</b></p> <ul style="list-style-type: none"> <li>Michael Strembitsky School would become a Grades 2-9 school configuration</li> <li>Remove the lease groups from Ellerslie Campus South and relocate Kindergarten and Grade 1 students from Michael Strembitsky School into Ellerslie North and South (approximately 344 students combined). Portable classrooms could be added to either the north campus or the south campus, if required, through the annual request to the Province for modular and portable classrooms or at a cost to the District</li> <li>Re-designate the Ellerslie Station neighbourhood from Michael Strembitsky School</li> <li>Re-designate the Orchards neighbourhood from Michael Strembitsky School</li> <li>Re-designate the Walker neighbourhood from Ellerslie School</li> <li>Primary and Secondary Attendance Area designations may be applied</li> <li>Remove Out of District students</li> </ul> <p><b>Option 3 (Grade 2 to Grade 7 at Michael Strembitsky School):</b></p> <ul style="list-style-type: none"> <li>Re-direct Grades 8 and 9 from Michael Strembitsky School to another district junior high school</li> <li>Remove the lease groups from Ellerslie Campus South and relocate Kindergarten and Grade 1 students from Michael Strembitsky School into Ellerslie North and South (approximately 344 students combined). Portable classrooms could be added to either the north campus or the south campus, if required, through the annual request to the Province for modular and portable classrooms or at a cost to the District</li> <li>Re-designate the Orchards neighbourhood from Michael Strembitsky School</li> <li>The Ellerslie Station neighbourhood would remain in the Michael Strembitsky School attendance area</li> </ul>		

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|  | <ul style="list-style-type: none"> <li>• Re-designate the Walker neighbourhood from Ellerslie School</li> <li>• Primary and Secondary Attendance Area designations may be applied</li> <li>• Remove Out of District students</li> </ul> <p><b>Option 4 (Kindergarten to Grade 7 at Michael Strembitsky School):</b></p> <ul style="list-style-type: none"> <li>• Re-direct Grades 8 and 9 from Michael Strembitsky School to another district junior high school</li> <li>• In addition to the re-designation of the Orchards neighbourhood from Michael Strembitsky School, redesignate the Walker neighbourhood from Ellerslie School</li> <li>• Primary and Secondary Attendance Area designations may be applied</li> <li>• Remove Out of District Students</li> </ul> |
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Feedback on Proposed Ideas	
Strengths	Challenges
<b>Option 1:</b> <ul style="list-style-type: none"> <li>• Keeping K-9 configuration</li> <li>• School designed as a K-9; facilities meet students needs</li> <li>• Students live, grow up and attend community school</li> <li>• No separation of families</li> <li>• Removing out of district students</li> <li>• Keeping students together, friends, support network</li> <li>• Kids can walk to school</li> <li>• Not splitting junior students</li> <li>• Retain, less transition of staff</li> <li>• Families have a consistent schedule</li> <li>• Primary and secondary designations give you option of going to school</li> <li>• Students don't have to move for nine years</li> <li>• Junior high kids asset for elementary students</li> <li>• Less traffic</li> <li>• Not accepting new students would be best option because does not disrupt existing students</li> <li>• Maintain K-9</li> </ul>	<ul style="list-style-type: none"> <li>• Moving junior high students just moving issue to another school</li> <li>• Stability piece important for all students; is there a solution that gets us through many years so there is not more change</li> <li>• Important not to divide communities if re-designating</li> <li>• Removing lease from Ellerslie South will deprive community of child care opportunities</li> </ul>

## New Ideas

What We Heard - Other Ideas or Contemplations	Considerations/Analysis
<ul style="list-style-type: none"> <li>• Grades 9 – 12 high school, move Grade 9 to J. Percy Page School</li> <li>• Build another/more schools</li> <li>• Relocate Grades 4, 5 and 6</li> <li>• Chose Option #4 but remove all junior high from Michael Strembitsky School</li> <li>• Get rid of Kindergarten program</li> <li>• Regardless of Options, Ellerslie South should be re-opened</li> <li>• Grandfathering; new students should not push out existing students</li> <li>• Child care issues if removing child care out of Ellerslie South</li> <li>• Can do this in stages, can re-designations of neighbourhood occur at a later date</li> <li>• Provide incentives for families to consider schools in the core</li> <li>• Recommend existing staff move with students to new school designation</li> <li>• Developers need to be involved in planning and funding of new schools (educational encumbrance)</li> </ul>	<ul style="list-style-type: none"> <li>• This can be considered with parts from other options. By itself will not address issues</li> <li>• New schools are requested annually through the Three-Year Capital Plan. Funding for new school construction is determined by the Province</li> <li>• Need to be done in conjunction with limiting earlier grades</li> <li>• Need to be done in conjunction with other methods of limiting enrolment</li> <li>• Need to be done in conjunction with other methods of limiting enrolment</li> <li>• Considered in Options 2 and 3; could be added to 1 and 4</li> <li>• Can be considered depending on which option chosen. Transportation supports primary attendance area designation school only</li> <li>• Providing educational spaces is priority</li> <li>• Due to enrolment at both schools immediate and significant changes need to occur for the 2014-2015 school year</li> <li>• Incentives would be costly to the District and do not guarantee space can be managed</li> <li>• Defined staffing procedures will be followed once decisions are made</li> <li>• District provides input but neighbourhood development and pace of development beyond our control. Funding for new school construction is determined by the Province</li> </ul>



<ul style="list-style-type: none"> <li>• Coordinate new start and end at schools for families who have children in different schools</li> <li>• New Option: <ul style="list-style-type: none"> <li>○ Grandfather current student population in conjunction with Option #1 or</li> <li>○ Grandfather just Grades 7 and 8 with Option #1 so junior highs can finish</li> </ul> </li> <li>• Close entire junior high program</li> <li>• Junior high students should be in junior high schools with appropriate junior high educational spaces (Ellerslie School can't offer all electives, proper junior high program)</li> <li>• Close boundaries at Ellerslie</li> <li>• New admissions should be stopped at both schools</li> <li>• Before drastic measures evict kids from Ellerslie that are from Mill Woods</li> <li>• Add portables to Ellerslie North and/or South</li> <li>• Lottery for new students from inside attendance</li> <li>• Year round use of facilities so facilities do not sit empty</li> <li>• Proximity and ability to walk should be taken into consideration</li> <li>• Radius boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Can be considered in consultation with Student Transportation and school principals</li> <li>• Doesn't address issue. School is already at over capacity</li> <li>• Can be considered for Ellerslie Campus but for Michael Strembitsky School would have to be in conjunction with other options</li> <li>• Can be considered. May have to be a phased implementation; school closure is required and may not be achieved before September 2014</li> <li>• Can be considered in conjunction with other options</li> <li>• Requires the elimination of the attendance area or it would be in violation of the <i>School Act</i></li> <li>• Can be considered. Financial implications. Need approval</li> <li>• Requires the elimination of the attendance area or it would be in violation of the <i>School Act</i></li> <li>• Staffing and collective agreements issue. Difficulty to determine who would go to school at what time of the year</li> <li>• District already considers proximity and walkability i.e. Transportation. No guarantees parents/students choose to walk</li> <li>• Attendance areas made up of city defined neighbourhoods</li> </ul>
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<ul style="list-style-type: none"> <li>• Stringent about where people live; people providing fake address to gain access to school</li> <li>• Removing Ellerslie (Station) from Michael Strembitsky School and keeping Orchards</li> <li>• Keep school as is and do not accept any more kids</li> <li>• Staggered start for elementary and junior high</li> <li>• Kids who once lived within Michael Strembitsky School attendance area but have since moved out should be removed from Michael Strembitsky School</li> </ul>	<ul style="list-style-type: none"> <li>• Could be added to an existing option. Orchards neighbourhood enrolment is expected to grow. Michael Strembitsky School would not have the capacity to accommodate that growth</li> <li>• Doesn't address issue. School is already at over capacity</li> <li>• Staffing and collective agreements issue. Implications for families and after school activities. Transportation implications</li> <li>• Removal of out of attendance area students can be considered</li> </ul>
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<ul style="list-style-type: none"> <li>• Rethink notion schools must be K-9 model, out of the box solutions</li> <li>• Make Ellerslie K-3 and Michael Strembitsky School 4-9</li> <li>• Change cohorts K-5 or 6-9</li> <li>• Remove Kindergarten and make school Grades 1-9</li> <li>• K- 4 at Ellerslie and Grades 5-9 at Michael Strembitsky School</li> <li>• New Option: <ul style="list-style-type: none"> <li>○ Gr. K-2 Ellerslie South</li> <li>○ 3-5 Ellerslie North</li> <li>○ 6-9 Michael Strembitsky School</li> <li>○ Would accommodate everyone and best use of space. Provide close/community access</li> </ul> </li> <li>• New Option: <ul style="list-style-type: none"> <li>○ Implement Primary and Secondary</li> <li>○ All students currently riding buses designated to schools in south Mill Woods with space</li> <li>○ Allow grandfathering clause for anyone in K-6</li> <li>○ No new student from out of area</li> <li>○ Close junior high program at Michael Strembitsky School and move to Ellerslie North</li> <li>○ Michael Strembitsky School K-6</li> <li>○ Ellerslie South K-2</li> <li>○ Ellerslie North 3-9 adopting Michael Strembitsky School junior highs</li> </ul> </li> <li>• New Option: <ul style="list-style-type: none"> <li>○ All Kindergarten go to Ellerslie Campus</li> <li>○ Reduction of enrolment through re-designation of neighbourhoods</li> <li>○ Kindergarten kids at Ellerslie only return to Michael Strembitsky School when space available. Everyone else is grandfathered</li> </ul> </li> <li>• Make Michael Strembitsky School junior high and Ellerslie North K-6</li> <li>• Ellerslie North and South elementary for everyone and Michael Strembitsky School would be junior high for everyone. Younger kids fit better in Ellerslie. Michael Strembitsky School has newer technology better for career minded junior high.</li> </ul>	<p>For consideration and further discussion with school principals</p>
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# Accommodation Plan Public Feedback Review Form

<b>Area of the City:</b>	<b>Southwest</b>	<b>Reviewer(s):</b>	<b>Jim Ray/Jon Paul Cooper</b>
<b>School:</b>	Esther Starkman		
Option:	<p><b>Option 1:</b></p> <ul style="list-style-type: none"> <li>• Re-designate the Leger and Terwillegar South neighbourhoods to other district schools with available space</li> <li>• Students residing in the Leger and Terwillegar South neighbourhoods and currently attending Esther Starkman School would be allowed to continue at the school</li> <li>• Primary and Secondary Attendance Area designations may be applied</li> </ul> <p><b>Option 2:</b></p> <ul style="list-style-type: none"> <li>• Re-designate the Leger and Terwillegar South neighbourhoods to other district schools with available space</li> <li>• Students residing in the Leger and Terwillegar South neighbourhoods and currently attending Esther Starkman School would be allowed to continue at the school</li> <li>• Phased in restoration of the K-9 school configuration</li> <li>• Primary and Secondary Attendance Area designations may be applied</li> </ul>		

## Feedback on Proposed Ideas

Strengths	Challenges
<ul style="list-style-type: none"> <li>• Return the school to a K-9 school. The school was designed to accommodate children from K-9 grades</li> <li>• K-9 is what EPSB promised the neighbourhood</li> <li>• Grade 7 students won't have to be moved again to make room for those who don't yet attend the school</li> <li>• Current students are grandfathered</li> <li>• Eliminate the students from Leger as they are not within walking distance to the school</li> <li>• Nothing good about any of these options</li> <li>• Controls number of Division 1 classes</li> <li>• These options address the space requirements of the school</li> <li>• Option 2 saves in the cost to retrofit the school for elementary classes</li> <li>• The school attendance area boundaries are reduced in these options</li> <li>• Minimizes transportation costs as junior high students can walk to this community school</li> <li>• South Terwillegar students of the future will have the MacTaggart school as an option in the very near future</li> <li>• Keeps the schools momentum and spirit together</li> <li>• The primary and secondary designations: ensures the school remains a community school and allows flexibility and sustainability of the school population with the gradual aging of the neighborhood</li> <li>• Allows the students to be in less crowded classrooms and improve the quality of their education</li> <li>• Fairness: It took many years for this area to get a school and many students were bussed until the school was built. It should be the same wait for people living in newer areas. They should have to make the same sacrifices that Terwillegar Towne did for their school</li> <li>• Less transitions with reinstatement of the junior high</li> <li>• Perception that technology is better at Esther Starkman School</li> <li>• Individuals who have chosen to live in neighbourhoods without school need to recognize that there are consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Sibling rule isn't mentioned</li> <li>• Unclear division between Terwillegar Towne and Terwillegar South. Confusion over neighbourhood boundaries: City vs. Home Owners Association boundaries</li> <li>• Esther Starkman School will not be the designated school for children that can see it from their front door</li> <li>• South Terwillegar has the largest population of children</li> <li>• Doesn't address families with fake addresses</li> <li>• Grades 8 and 9 students are not good role models for younger kids</li> <li>• The challenge is accommodating all the students and making everyone happy</li> <li>• Travel by bus for young children</li> <li>• Children will not make local neighbourhood friends</li> <li>• Will increase traffic in this area as parents will have to travel further distances to get to their school</li> <li>• Bringing up K-9 restoration is a smokescreen to the issue at hand</li> <li>• Doesn't mention the names of the designated schools</li> <li>• Creates child care challenges – before &amp; after school care difficult when bussed. Have to make new arrangements</li> <li>• Doesn't solve the overall problem of the number of children in all of SW Edmonton</li> <li>• Esther Starkman School only displays one option</li> <li>• Doesn't address transportation &amp; costs to new school designation</li> <li>• Negative impact on housing prices in South Terwillegar</li> <li>• Concern about qualified junior high teachers &amp; quality of learning</li> <li>• It will create animosity within the community</li> <li>• Growing number of housing will probably eliminate any possibility of reintroducing grade 8/9 back into the school</li> <li>• NO discussion or open forum when Grade 8s and 9s removed – lost the trust of the community</li> <li>• Uncertainty for future years as the rules keep changing. Whatever decision is made needs to last longer than a year</li> </ul>

New Ideas	
What We Heard	Considerations/Analysis
<ul style="list-style-type: none"> <li>Make boundaries based on distance to school and not City of Edmonton neighbourhoods</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to define boundaries. Borders would not follow natural boundaries</li> </ul>
<ul style="list-style-type: none"> <li>Consider a radius approach to boundaries</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to define boundaries. Borders would not follow natural boundaries</li> </ul>
<ul style="list-style-type: none"> <li>Radius approach to boundaries of school vs. community. Keep it K-6. Allow siblings to be grandfathered in</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to define boundaries. Borders would not follow natural boundaries</li> <li>Would need to be done as part of a phased closure. Wouldn't address the large number of Kindergarten students</li> </ul>
<ul style="list-style-type: none"> <li>Split up South Terwillegar so that the closest communities, especially those in walking distance, can attend that school. Move the Leger kids to Brookside School</li> </ul>	<ul style="list-style-type: none"> <li>New boundary could be considered but would need to follow a physical division (i.e. major roadway, utility corridor, natural boundary)</li> <li>May be implications for Brander Gardens School for considering Brookside School</li> </ul>
<ul style="list-style-type: none"> <li>Divide Terwillegar Towne and South Terwillegar along the walking trail that goes between dry ponds and an open field (soon to be the splash park) and cuts across South Terwillegar Drive</li> </ul>	<ul style="list-style-type: none"> <li>May be considered</li> </ul>
<ul style="list-style-type: none"> <li>Remove Grade 7 from the school</li> </ul>	<ul style="list-style-type: none"> <li>Would need to be done as part of a phased closure. Wouldn't address the large number of Kindergarten students</li> </ul>
<ul style="list-style-type: none"> <li>Overcapacity results in less teacher student interaction. We feel that now because teachers are not willing to do more. The school is already principal and vice principal heavy. Give us more teachers and less vice principals</li> </ul>	<ul style="list-style-type: none"> <li>Changes in staffing would not address the space issue</li> </ul>
<ul style="list-style-type: none"> <li>You must resolve is what is not being addressed: the need for a high school to serve this population</li> </ul>	<ul style="list-style-type: none"> <li>An expansion to Lillian Osborne School is in the current capital plan</li> </ul>
<ul style="list-style-type: none"> <li>Status Quo: leave the school as K-7</li> </ul>	<ul style="list-style-type: none"> <li>Doesn't address the issue</li> </ul>
<ul style="list-style-type: none"> <li>Provide incentive for parents to drive children (i.e. provide guaranteed out of school care at a cost to the parents)</li> </ul>	<ul style="list-style-type: none"> <li>Child care is not part of the mandate of EPSB</li> </ul>
<ul style="list-style-type: none"> <li>Allow those kids in daycares that are within a school boundary to attend the school in that area regardless of their home address</li> </ul>	<ul style="list-style-type: none"> <li>Designation is based on residency</li> </ul>
<ul style="list-style-type: none"> <li>Move Grades 7-9 to Lillian Osborne School as there is space for additional portables</li> </ul>	<ul style="list-style-type: none"> <li>Implications for current enrolment at Lillian Osborne School (i.e. gym, CTS, bathrooms). Space may be needed for high school expansion as per the capital plan</li> </ul>

<ul style="list-style-type: none"> <li>• Take within Terwillegar boundary only and reinstate full junior high</li> </ul>	<ul style="list-style-type: none"> <li>• This is Option 2 if Terwillegar is defined as Terwillegar Towne. Will not have enough effect if it includes both Terwillegar Towne and Terwillegar South</li> </ul>
<ul style="list-style-type: none"> <li>• Siblings of students currently enrolled at Esther Starkman School (in the secondary attendance boundary) need to be guaranteed a spot at Esther Starkman School</li> </ul>	<ul style="list-style-type: none"> <li>• Sibling rule is currently in place</li> </ul>
<ul style="list-style-type: none"> <li>• We should be closing under-utilized schools to help improve our utilization number with the Province. We need more schools and we need funding to do that</li> </ul>	<ul style="list-style-type: none"> <li>• Closing schools will not have an immediate effect on Esther Starkman School</li> </ul>
<ul style="list-style-type: none"> <li>• Make Esther Starkman School just a K- 3 school. Allow the younger kids to be closer to home and as they get older, have them bus to other schools. If future numbers allow, phase in the Grades 4, 5, and 6s</li> </ul>	<ul style="list-style-type: none"> <li>• Would require school closer process</li> <li>• Additional transitions for students</li> <li>• Available space in other schools may be a challenge</li> </ul>
<ul style="list-style-type: none"> <li>• Build more schools</li> </ul>	<ul style="list-style-type: none"> <li>• Approval of the Provincial Government. Cannot be in place for September 2014</li> </ul>
<ul style="list-style-type: none"> <li>• Look at renting/leasing Taylor collage space to address the space concerns for all the SW children immediately</li> </ul>	<ul style="list-style-type: none"> <li>• May be considered</li> </ul>
<ul style="list-style-type: none"> <li>• Attendance should be determined by seniority in the area and other attending the school</li> </ul>	<ul style="list-style-type: none"> <li>• Currently administrative regulations and the <i>School Act</i> may not allow for this</li> </ul>
<ul style="list-style-type: none"> <li>• Add the maximum portables to those schools who have few or none</li> <li>• Consider renting space from another organization</li> </ul>	<ul style="list-style-type: none"> <li>• May be considered</li> </ul>
<ul style="list-style-type: none"> <li>• Work with Catholic schools to reduce costs</li> </ul>	<ul style="list-style-type: none"> <li>• Catholic District is currently experiencing similar issues in southwest Edmonton. Could be considered but would not be possible for September 2014</li> </ul>
<ul style="list-style-type: none"> <li>• Having Ester Starkman School become a K-6 school</li> </ul>	<ul style="list-style-type: none"> <li>• Would require school closure. Implication for CTS space in the school</li> </ul>
<ul style="list-style-type: none"> <li>• Move Kindergarten</li> </ul>	<ul style="list-style-type: none"> <li>• Doesn't address the larger number of students entering the school. Not a long-term solution</li> </ul>
<ul style="list-style-type: none"> <li>• Require pre-registration for preschool students entering Kindergarten to determine the number of students will be attending</li> </ul>	<ul style="list-style-type: none"> <li>• How far in advance? Does not align with current pre-enrolment processes</li> </ul>
<ul style="list-style-type: none"> <li>• Only remove the Leger neighbourhood</li> </ul>	<ul style="list-style-type: none"> <li>• Will not have enough effect on enrolment</li> </ul>
<ul style="list-style-type: none"> <li>• Allow the developers in the newer communities to build schools and then turn them over to the school board</li> </ul>	<ul style="list-style-type: none"> <li>• May be explored but cannot be in effect for September 2014</li> </ul>
<ul style="list-style-type: none"> <li>• Focus on Grades K-6, as older kids can bus to junior high schools, until the MacTaggart school opens and then re-evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• Does not address the long term issue of capacity</li> </ul>

<ul style="list-style-type: none"> <li>• Add a wing or two to this school</li> </ul>	<ul style="list-style-type: none"> <li>• Available space on the site does not allow for this. Cannot be in place for September 2014</li> </ul>
<ul style="list-style-type: none"> <li>• Open a junior high School</li> </ul>	<ul style="list-style-type: none"> <li>• The Provincial Government approves and funds new school construction. Cannot be in place for September 2014</li> </ul>
<ul style="list-style-type: none"> <li>• An option that should be considered is making the school K-8. Move the portables so that a hallway can be built to them. The gymnasium could've used a Stage area/Music room added onto it. Save money by not having the Artist in Residence come next year. The fundamentals of Art can be taught by most teachers. Consider having more volunteers come to enhance the learning experience. Reduce the technology being used in the classrooms. More money should be put into infrastructure and less into accessories</li> </ul>	<ul style="list-style-type: none"> <li>• Does not address the space issue adequately</li> </ul>



# Accommodation Plan Public Feedback Review Form

<b>Area of the City:</b>	<b>Southwest</b>	<b>Reviewer(s):</b>	<b>Jim Ray/Jon Paul Cooper</b>
<b>School:</b>	Johnny Bright		
Option:	<p><b>Option 1:</b></p> <ul style="list-style-type: none"> <li>• Re-designate the MacEwan neighbourhood to other district schools with available space</li> <li>• Re-designate the Blackburne, Blackmud Creek and Richford neighbourhoods to other district schools with available space</li> <li>• Phased in restoration of the K-9 school configuration</li> <li>• Primary and Secondary Attendance Area designations may be applied</li> </ul> <p><b>Option 2:</b></p> <ul style="list-style-type: none"> <li>• Re-designate the MacEwan neighbourhood to other district schools with available space</li> <li>• Blackmud Creek neighbourhood remains in the Johnny Bright School attendance area</li> <li>• Re-designate the Blackburne and Richford neighbourhoods to other district schools with available space</li> <li>• Phased in restoration of the K-9 school configuration</li> <li>• Primary and Secondary Attendance Area designations may be applied</li> </ul>		

## Feedback on Proposed Ideas

Strengths	Challenges
<ul style="list-style-type: none"> <li>• Cutting back attendance areas rather than grades</li> <li>• <b>Return of the K-9 format</b></li> <li>• Re-designation of neighbourhoods right-sizes the school quickly</li> <li>• Reduction of traffic</li> <li>• Less pressure on the school and its resources</li> <li>• <b>Lower student population</b></li> <li>• Control over the enrolment numbers</li> <li>• I consider the strength to be that EPSB is actually involving the stakeholders in this discussion. Thank you for not springing decisions on us ...again</li> <li>• It does utilize the intended space of the junior high portion of the school as intended</li> <li>• Children are more resilient than their parents. The children will adapt, make new friends and relationships with new teachers</li> </ul>	<ul style="list-style-type: none"> <li>• No options for MacEwan parents</li> <li>• MacEwan is so close. Doesn't seem right to push them away</li> <li>• Impacting students a second time</li> <li>• Grandfathering isn't mentioned</li> <li>• Don't change the boundaries again</li> <li>• To make an easier transition for the children who will be designated to the new school in Southbrook</li> <li>• <b>Cause disruption in the current school populous – breaking up relationships, transferring some students to different school</b></li> <li>• Families residing in the areas north of Ellerslie Road having to find new schools for their children</li> <li>• Transportation issues</li> <li>• The two options are almost identical, so not really true "options"</li> <li>• The "slow" bringing back of Grades 8 and 9. Bring them back right away</li> <li>• Dealing with childcare</li> <li>• The ripping apart of many bonds and friendships created at Johnny Bright School over the past 3.5 years</li> <li>• Don't want a K-9 option</li> <li>• Will children displaced out of Johnny Bright School be able to go back for Grades 7-9?</li> <li>• Unless they announce another school, there will be challenges no matter what is decided</li> </ul>

New Ideas	
What We Heard	Considerations/Analysis
<ul style="list-style-type: none"> <li>Grandfather current students</li> </ul>	<ul style="list-style-type: none"> <li>Can be added to options</li> </ul>
<ul style="list-style-type: none"> <li>Leave the school as is until new Southbrook (Blackmud Creek) school is built</li> </ul>	<ul style="list-style-type: none"> <li>School may not have the capacity to accommodate for the next two years. The attendance area for the new school has not yet been determined</li> </ul>
<ul style="list-style-type: none"> <li>Make the school K-6</li> </ul>	<ul style="list-style-type: none"> <li>Would need to be done as part of a phased closure. Wouldn't address the large number of Kindergarten students</li> </ul>
<ul style="list-style-type: none"> <li>Add more portables</li> </ul>	<ul style="list-style-type: none"> <li>Site cannot accommodate more portables (i.e. bathrooms, gym space, physical site limitations)</li> </ul>
<ul style="list-style-type: none"> <li>Keeping Richford and Blackmud children together going to Johnny Bright School and then move them to the new school in 2016. Move out the 2 Northern communities MacEwan and Blackburne to other school</li> </ul>	<ul style="list-style-type: none"> <li>May be considered</li> </ul>
<ul style="list-style-type: none"> <li>Keep the junior high. Bring back Grades 8 and 9</li> </ul>	<ul style="list-style-type: none"> <li>Will compound the space problem without re-designating neighbourhoods</li> </ul>
<ul style="list-style-type: none"> <li>Redefine the primary catchment areas. Allow our community to define it with a) Radius area, not zone, and Social concern (grandfathering, sibling rule) not zone</li> </ul>	<ul style="list-style-type: none"> <li>Radius makes it difficult to define boundaries. Borders would not follow physical boundaries (i.e. major roadway, utility corridor, natural boundary)</li> <li>Grandfathering and sibling rule may be considered</li> </ul>
<ul style="list-style-type: none"> <li>Reduce boundaries for 2014. Make Rutherford primary attendance MacEwan secondary for all new registrations</li> </ul>	<ul style="list-style-type: none"> <li>Similar to current options but doesn't indicate designation for Blackburne, Blackmud Creek and Richford neighbourhoods</li> </ul>
<ul style="list-style-type: none"> <li>Reduce your Kindergarten enrolment. It can be a lottery</li> </ul>	<ul style="list-style-type: none"> <li>Attendance area students have right of access to designated school</li> </ul>
<ul style="list-style-type: none"> <li>Build a larger K-9 school</li> </ul>	<ul style="list-style-type: none"> <li>Cannot be put in place for September 2014</li> </ul>
<ul style="list-style-type: none"> <li>Have Kindergarten located in a different location</li> </ul>	<ul style="list-style-type: none"> <li>May have immediate impact but large cohorts of students will eventually attend Johnny Bright School. Not a long-term solution.</li> </ul>
<ul style="list-style-type: none"> <li>Close off the boundaries for new to the district students from the surrounding communities like MacEwan, Blackburne or Richmond</li> </ul>	<ul style="list-style-type: none"> <li>Grandfather current students may be considered</li> </ul>
<ul style="list-style-type: none"> <li>Build a new junior high</li> </ul>	<ul style="list-style-type: none"> <li>Cannot be put in place for September 2014</li> </ul>
<ul style="list-style-type: none"> <li>I think the new school in Blackmud/Southbrook should include junior high</li> </ul>	<ul style="list-style-type: none"> <li>Will not address issues for September 2014</li> </ul>

<ul style="list-style-type: none"> <li>• Hire more staff. Dismiss school board staff who did not adequately foresee the problem and make demands of the government in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>• Does not address immediate space concerns</li> </ul>
<ul style="list-style-type: none"> <li>• Providing shift options for school delivery</li> </ul>	<ul style="list-style-type: none"> <li>• May be explored. Implications for collective agreements. Implications for families, after school programming, etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Build a Johnny Bright campus by linking with the new school, putting in all the K-3s in the new school, and bring back junior high to Johnny Bright School</li> </ul>	<ul style="list-style-type: none"> <li>• May be considered but cannot be put in place for September 2014</li> </ul>
<ul style="list-style-type: none"> <li>• Renovate houses and play grounds and build recreational facilities in older areas to make the older areas more attractive for young families</li> </ul>	<ul style="list-style-type: none"> <li>• Housing and playgrounds are not part of EPSB mandate</li> </ul>
<ul style="list-style-type: none"> <li>• Offer courses such as Chinese, French Immersion or other specialized classes at some of the older schools with low enrolment to try and entice increased enrolment at these schools</li> </ul>	<ul style="list-style-type: none"> <li>• EPSB offers a number of alternative programs in south Edmonton. Transportation from the Johnny Bright School attendance area services XX programs</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to embrace a provincial wide, but standard/universal multi-level module classrooms. As communities mature and the student population decreases the un-needed sections can be retrofitted and moved to new locations province wide</li> </ul>	<ul style="list-style-type: none"> <li>• Current ASAP model</li> </ul>
<ul style="list-style-type: none"> <li>• What if you eliminate the busing options to Johnny Bright School? This would eliminate many students, as parents bus because it is convenient</li> </ul>	<ul style="list-style-type: none"> <li>• Re-designation of neighbourhoods may achieve this as transportation service follows the primary designated school</li> </ul>
<ul style="list-style-type: none"> <li>• Create a K-1 campus in a different building</li> <li>• Divide MacEwan in half</li> <li>• Keep Blackmud until K-6 school is built</li> <li>• Bring in Grades 8 and 9</li> </ul>	<ul style="list-style-type: none"> <li>• May be explored</li> </ul>
<ul style="list-style-type: none"> <li>• Is it possible to add some special program to Johnny Bright School? like AC or IC program?</li> </ul>	<ul style="list-style-type: none"> <li>• Many students who reside in the current Johnny Bright School attendance area choose an alternative program at another school. The addition of an alternative program at Johnny Bright School would increase enrolment</li> </ul>
<ul style="list-style-type: none"> <li>• You need a lot more parent consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Additional consultation cannot be achieved prior to the beginning of pre-enrolment in March</li> </ul>

# Accommodation Plan Public Feedback Review Form

<b>Area of the City:</b>	<b>West</b>	<b>Reviewer(s):</b>	<b>Constantine Kastrinos</b>
<b>School:</b>	Winterburn		
Option:	<p><b><u>Option 1:</u></b></p> <ul style="list-style-type: none"> <li>Close the Winterburn School attendance area boundaries</li> <li>Re-designate the Secord neighbourhood. Primary and Secondary Attendance Area designations may be applied</li> <li>Redirect the elementary Logos program to the existing program at Youngstown School and deactivate the junior high Logos program. A new junior high Logos program may be established if demand warrants (location to be determined). Remove Out of District students</li> </ul> <p><b><u>Option 2:</u></b></p> <ul style="list-style-type: none"> <li>Close the Winterburn School attendance area boundaries</li> <li>Re-designate the Secord neighbourhood. Primary and Secondary Attendance Area designations maybe applied</li> <li>Remove Out of District students</li> </ul> <p><b><u>Option 3:</u></b></p> <ul style="list-style-type: none"> <li>Close the Winterburn School attendance area boundaries</li> <li>Redirect the elementary Logos program to the existing program at Youngstown School and deactivate the junior high Logos program. A new junior high Logos program may be established if demand warrants (location to be determined)</li> <li>Redirect Grades 8 and 9 (regular program)</li> <li>Remove Out of District students</li> </ul>		

Feedback on Proposed Ideas	
Strengths	Challenges
<ul style="list-style-type: none"> <li>• Removal of junior high school</li> <li>• Eliminating the Logos program</li> <li>• Removal of Secord</li> <li>• Options are all focused on creating space for students</li> <li>• Closing school boundaries</li> <li>• Removing the Out of District students</li> <li>• Keeping the Logos program</li> <li>• All options are terrible</li> <li>• Primary/Secondary attendance area model</li> <li>• Keeping the junior high classes at the school</li> </ul>	<ul style="list-style-type: none"> <li>• Re-designating Secord</li> <li>• Redirecting the junior high program</li> <li>• Logos to Youngstown School is a punishment</li> <li>• Removing out of attendance area students is not fair – been there a while</li> <li>• Stress it will cause on parents and students</li> <li>• Longer bus rides; students who are currently walking to school</li> <li>• The Logos program is the heart of the school</li> <li>• We must close inner city schools</li> <li>• Removing just Grades 8 and 9 is short sighted</li> <li>• The cost of busing overall will be high versus walking to school</li> </ul>

## New Ideas

What We Heard	Considerations/Analysis
<ul style="list-style-type: none"> <li>Remove out of district students is a strength</li> <li>Keep siblings together and students who already go to school there "grandfathering"</li> <li>Limiting the younger grades "capping classes" with the idea to make room for Grades 8 and 9</li> <li>Keeping Grade 7 does not make sense in long term</li> <li>Are there any incentives for parents to voluntarily move children out of their designated school to others?</li> <li>Consider the fact that parents may need kindercare especially if their child is being bused to school in another neighborhood</li> <li>Could an elementary school turn into a junior high school to improve the utilization rates in the west?</li> <li>When School Board meets to address school closures, needs to be revisited: schools that are not being used need to be closed</li> <li>Registration should be a more central - not site-based – process. Centrally, registrations could be done because they have more ideas of what numbers are like in the school. Centrally, families can find out what 1st, 2nd, 3rd choices would be.</li> </ul>	<ul style="list-style-type: none"> <li>Can be considered</li> <li>Can be considered</li> <li><i>School Act</i>, Board Policies and Regulations. Need to reduce to attend area.</li> <li>Could move into the school closure procedure for 2015. Special closure consideration. No specialized spaces for junior high program</li> <li>EPSB buses to six alternative programs from the Winterburn School attendance area for a total of 75 riders. Busing is subsidized already. Who will pay for services in the end? Some incentives suggested are outside the realm of what EPSB offers</li> <li>Cannot be included in an option but can be considered with developing options. Do kindercare requirements change because you are being bused out of a community?</li> <li>Not feasible for 2014. Lots of junior high space in the west</li> <li>We can only table these options. Does not address current space problems</li> <li>Principals have access to all the needed information</li> </ul>

<ul style="list-style-type: none"> <li>• Keep phases 1 through 4b in the Winterburn attendance area</li> <li>• Direct entire junior high school</li> <li>• Deactivate junior high Logos program</li> <li>• Keep the elementary Logos program</li> <li>• Close attendance area boundaries</li> <li>• Remove out of district students</li> </ul>	<ul style="list-style-type: none"> <li>• Arbitrary assignments lead to inequalities. Attendance areas are based on city defined neighbourhoods</li> <li>• Under consideration</li> <li>• Included in discussion to deactivate junior high program</li> <li>• If Logos stays, boundaries close</li> </ul>
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