

DATE: June 24, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Replacement School Selection

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

RESOURCE STAFF: Jon Paul Cooper, Josephine Duquette, Jenifer Elliott, Ken Erickson, Leanne Fedor, Kim Holowatuk, Constantine Kastrinos, Roland Labbe, Kyle McFarlane, Marco Melfi, John Nicoll, Jim Ray, Lil Rueck, Chris Wright

REFERENCE: Board Policies EA.BP - Infrastructure Planning Principles; AA.BP - Stakeholder Engagement

ISSUE

To present to the Board of Trustees the Superintendent's recommendation for consideration of school closure and the identified site for the replacement school.

In accordance with the *School Act: Closure of Schools Regulation*, the first step for the Board of Trustees (the Board) is to approve motions to consider the closure of each of the schools. Because of the need to identify a replacement school site as soon as possible, the Administration has identified a preferred site and recommends contingent approval of the Board for that site.

If the Board approves motions of closure then there would also be the potential for the Board to obtain Ministerial approval for exemption from sections 4 through 7 of the *Closure of Schools Regulation*. These sections include the requirement for consultation. Since an extensive consultation has already occurred (Attachment I), going through this process again would delay construction by up to a year, and is viewed as unnecessary given the overwhelming support for the project in all three of these school communities.

RECOMMENDATION

- 1. That the Board approve a motion to consider closure of R.J. Scott School.**
- 2. That the Board approve a motion to consider closure of Rundle School.**
- 3. That the Board approve a motion to consider closure of Lawton School.**
- 4. That the Board approve a motion approving the site set out in Attachment II for a replacement school, subject to Board approval of the closure of R.J. Scott, Rundle and Lawton Schools.**
- 5. That the Board approve a motion for the Board Chair to send a letter to the Minister of Education requesting exemption from sections 4 through 7 of the *Closure of Schools Regulation* in the *School Act*.**

BACKGROUND

On January 21, 2014, the Province announced funding for a mature neighbourhood replacement school involving the consolidation of three or more schools. Three clusters consisting of two elementary schools and a junior high school were selected for consideration after reviewing school enrolments, attendance area residency numbers, the schools' utilization and each building's Facility Condition Index (FCI).

In mature neighbourhoods, the combination of multiple schools in close proximity, the age of these school buildings, their deferred maintenance and the limited modernization funding available from the Province, is a challenge for the District. At 50 years, major building components such as mechanical and electrical systems reach the end of the expected life-cycle and require replacement. In 2012, according to the provincial Real Estate Capital Asset Priority Planning (RECAPP) database, the District had a current deferred maintenance total of \$216 million. This figure will increase to approximately \$710 million by 2017, as 40 additional schools will reach 50 years of age. By 2026, 130 schools will be 50 years old or older, and the value of deferred maintenance is on track to exceed \$1 billion, if all buildings are retained.

Priorities for new school construction are understandably highest for areas with high student numbers without a school in close proximity. The provincial announcement of funding for a new replacement school in a mature and established area of the City is the first of its kind for Edmonton Public Schools. A new school construction provides an opportunity to serve the educational needs of students in an up-to-date learning environment.

The replacement school allows the District to serve students living in a mature area with a new school facility and to better manage the District's infrastructure. The replacement school also achieves the objectives of equitable and high quality learning environments as described in the Board Policy EA.BP - Infrastructure Planning Principles.

On April 16, 2014, Edmonton Public Schools (EPSB) launched its Space for Our Students - Replacement School project. The three clusters under consideration were: the Greater Highlands Area, the Greater Lawton Area and the Greater Westmount Area. A process was developed for communication and public consultation which included: information about the project and process introduced and updated on the EPSB website; two public feedback surveys; three rounds of public meetings in each cluster community; and two consultation meetings with central staff and principals (Attachment I). Planning staff have also met with City of Edmonton Administration, various partners and agencies that support students and families in these areas in order to gather input on their needs and how we can continue to collaborate.

Value Management Studies for each site within the three clusters were completed (Appendix I-III; full report available on epsb.ca). These studies provided information regarding the current conditions of the school buildings as well as possibilities for new construction and modernizations/additions for each site. Cost estimates were also prepared for each option. For new construction, the Major General Griesbach School building design was used to illustrate a possible replacement school on each site.

RELATED FACTS

N/A

OPTIONS

The following options are selected for consideration as they are deemed the most admissible:

- 1) Approve recommendations 1-5.
- 2) Approve recommendations 1-5 with amendments.
- 3) Not approve recommendations.

CONSIDERATIONS & ANALYSIS

Rationale for the Superintendent's Recommendation Subject to Board Approval of Closure Motions

The feedback from the public meetings, the surveys, the Value Management Studies, educational programming considerations and input from principals was analyzed to determine the recommended replacement school location. Following extensive consultation with the three cluster communities, the Superintendent has identified the Lawton cluster, consisting of R.J. Scott, Rundle and Lawton schools, as the preferred cluster. The public expressed strong support for a new building and the Administration is recommending the Rundle School site for the new replacement school (Attachment II).

Criteria and Infrastructure Planning Principles

A new school on the Rundle site will **address the educational needs of students for the long term** and **provide quality learning environments for all students**. It will provide a state-of-the-art facility with improved Career and Technology Studies (CTS) spaces, a larger gym and up-to-date classrooms. A new school at the Rundle site **considers the values and needs of the community** since there is strong support for a new building. The Rundle site's **physical layout will accommodate a new school** due to the site's size and the space available between the existing school and the proposed new school. The **level of disruption to students and families** will be minimal as the existing schools will remain operational until the opening of the replacement school. Based on information currently available, it is believed a new school can be built on the site with Rundle School operating nearby. A new school at the Rundle School site also meets **the objectives of the Infrastructure Planning Principles** (Appendix VII).

Feedback from the Public

Strong support for a new school in the Greater Lawton Area was demonstrated through the web based surveys and public meetings (Appendix II). The community sees the possible replacement school as an investment in the students of the three schools and the community as a whole. A new facility is more desirable than a modernization to serve Kindergarten to Grade 9 students. The new school will provide improved junior high educational spaces and can contribute to retaining junior high students who are currently choosing to attend schools outside of the neighbourhood. The consolidation of three schools will allow supports and services that benefit families to be combined and centralized. The community also expressed a belief that the success of such a project in this area could lead to similar projects elsewhere.

Clusters Not Chosen

Feedback from each cluster gathered from the public meetings and online surveys was used to determine the level of support in each community. Of the three clusters identified for consideration, the Greater Lawton community demonstrated strong support for the project as it was presented. The recommendation for the replacement school, to be located at the Rundle

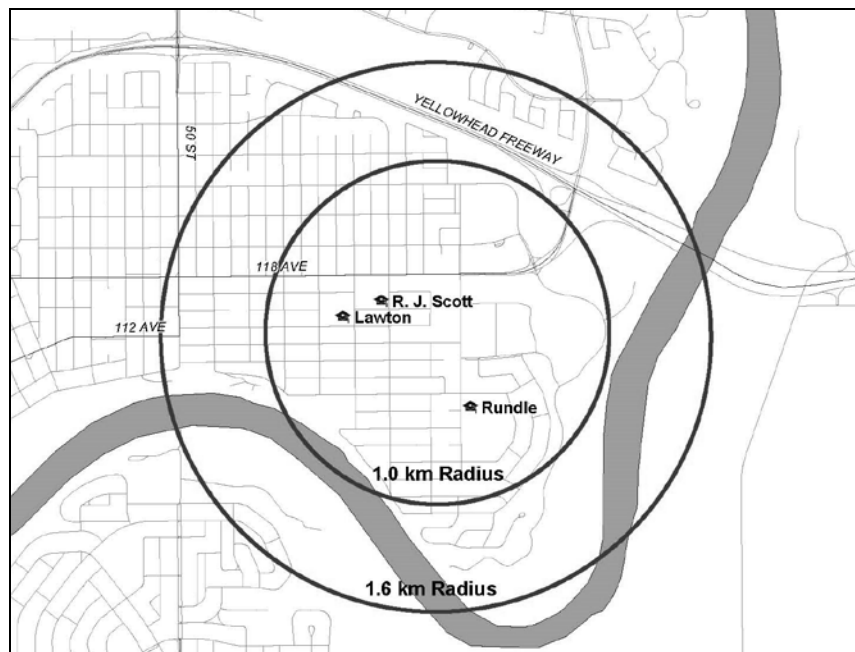
site, means the Greater Highlands Area and Greater Westmount Area communities will not have a new or modernized school for 2016.

The Greater Highlands Area expressed some interest and support for a Kindergarten to Grade 9 replacement school, however, the feedback indicates that the community believes the process was too fast. More specifically, the community requires more time to consider program enhancements such as Arts Core and special needs programming as well as the option to modernize an existing school rather than a new build. Further consultation and more definitive design plans and programming considerations are desired in order to confirm support. Next steps include returning to the community to continue the conversation that has begun and, together with parents and the community, develop a plan that better meets the needs and values of the community, to be considered in future Three-Year Capital Plans.

The schools identified in the Greater Westmount Area were viewed by the public as the wrong combination and there was very little interest in the project as presented. Next steps include continued conversations with the Greater Westmount Area to determine the best way to address underutilization and deferred maintenance as part of the larger District Infrastructure Strategy.

Rationale for the Proposed Site Location for New Construction

Of the three options that proposed a new school for the Greater Lawton Area, the Rundle School site is recommended. The Rundle School site is centrally located between the Beverly Heights and Rundle Heights neighbourhoods, it shifts the school away from the 118 Avenue corridor, and it has good access to Edmonton Transit System (ETS) service. The R.J. Scott School site is not recommended for new construction because of its smaller size. The size of the R.J. Scott School site would mean loss of the current sports field and playground until demolition of the old building was complete and students would need to be relocated during construction.



Rundle School Site

The proposed replacement school would be located to the east of the current school in the northeast corner of the school site (Option 2 as presented to the public). The site, on which the existing Rundle School and proposed replacement school are located, is owned by Edmonton Public Schools and has an area of approximately 5.65 hectares. The site's size and limited constraints are also favourable considerations for the replacement school. The construction of a new building on the Rundle School site will impact some green space but the site is large enough to allow students access to sportsfields and the playground. (Planning will work with the City of Edmonton's Parks and Community Services departments to realign the sportsfields and mitigate any impacts following the recommendation's approval).

Based on information currently available, it is believed the replacement school can be built on the site with Rundle School operating nearby. The District has simultaneously built a new school and operated the old Major General Griesbach School with less space available than the Rundle School site. There was minimal impact on school operations and work was done safely. Victoria School was a major modernization that occurred with students attending classes during construction. Coordination of the construction was completed with proper planning and engagement with school staff. Possible relocation of students will be confirmed once detailed designs are finalized following the recommendation's approval.

As mentioned, during the public consultation process, the site concepts, prepared by the architects as part of the Value Management Studies, showed the probable location on the site and any implications on the existing school building, the sports fields and the park. Detailed design work regarding the replacement school's siting, utility right-of-way requirements, site services, soil investigation, a traffic impact assessment and the interior spaces will follow once the recommendation is approved.

Deferred Maintenance and Costs to Modernize

The District recognizes the critical need to reinvest in our existing buildings but it is difficult to justify modernizations to each building with current enrolment and attendance area trends (Appendix 1). Both Lawton and Rundle schools' utilization rates fall below 50 per cent and R.J. Scott School is at 52 per cent. The three buildings are all 40 years old and the FCI rating for each school indicates each building as 'Fair'. The consideration to combine the three schools into one new replacement school would provide a significant reduction of the District's excess learning spaces and assist in reducing the deferred maintenance. The incorporation of the elementary and junior high programs means increased enrolment that allows for more programming continuity through ten grades, programming flexibility, greater learning supports, extra-curricular activities and teacher collaboration.

A replacement school is usually recommended by the Province when a modernization exceeds 75 per cent of the estimated replacement costs. The cost of a replacement school at the Rundle School site is estimated at \$18.84 million, based on costing provided by Alberta Infrastructure and included as part of the Value Management Studies. The estimated modernization costs of R.J. Scott School (\$17.57 million) and Rundle School (\$14.23 million) exceeds the 75 per cent criterion, therefore supporting new construction. Demolition of the existing Rundle School building is not necessary to facilitate construction of the replacement school.

Community Campus

Once the replacement school is completed and operational, the existing Rundle School building could be retained and leased to partner organizations. The concept of a ‘community campus’ using the former school building to house before/after school care, day cares and other student or family services was supported in the feedback. Further work is required with partner organizations, the Municipal and Provincial governments to determine what could be achieved.

Attendance Area

The replacement school is intended to provide local accommodation to students residing in the area. The replacement school’s attendance area may include or exclude neighbourhoods within the attendance areas that currently exist. Combining the current attendance areas or using the existing junior high attendance area as the new (elementary and junior high) attendance area may not be practical as the number of students currently residing could exceed the 650 student capacity of the new Kindergarten to Grade 9 school.

If the elementary and junior high attendance areas for the new school were to include different neighbourhoods (i.e. the junior high attendance area were to be larger), the sibling policy may have to be reviewed to ensure the new school’s capacity is not exceeded and any effect on the elementary enrolment of Beacon Heights and Abbott schools could be managed.

The current attendance areas include the following neighbourhoods and number of students:

| EPSB Neighbourhoods within Current Attendance Area (Lawton*, R.J. Scott**, Rundle): Number of Students by neighbourhood | | | | |
|--|---------------|------------------|-------------------------------|--------------------------------|
| EPSB Neighbourhoods | K to 6 | Gr 7 to 9 | Elementary Designation | Junior High Designation |
| Abbott | | 100 | Abbott | Lawton |
| Beacon Heights East | | 32 | Beacon Heights | |
| Beverly Heights East | 34 | 14 | R.J. Scott | |
| Canon Ridge | | 33 | Overlanders | |
| Homesteader | | 80 | Homesteader | |
| Overlanders | | 56 | Overlanders | |
| R.J. Scott | 177 | 58 | R. J. Scott | |
| Rundle | 189 | 43 | Rundle | |
| TOTAL | 400 | 416 | | |
| TOTAL K-9 | 816 | | | |

* Includes Kennedale and Industrial Heights neighbourhoods, however, no students reside

** Includes Rural Industrial (RI) R.J. Scott neighbourhood, however, no students reside

N.B. EPSB Neighbourhoods boundaries differ from City of Edmonton defined neighbourhoods.

A possible attendance area for the new school could include the neighbourhoods of Abbott, Beacon Heights, Beverly Heights, R.J. Scott and Rundle (Attachment III and IV).

| Possible neighbourhoods in a new elementary attendance area | |
|---|------------|
| Neighbourhood | K to 6 |
| Beverly Heights (East and West) | 49 |
| R.J. Scott | 177 |
| Rundle | 189 |
| Total K to 6 | 415 |

| Possible neighbourhoods in a new Junior high attendance area | |
|--|------------|
| Neighbourhood | Gr 7 to 9 |
| Abbott | 100 |
| Beacon Heights (East and West) | 42 |
| Beverly Heights (East and West) | 21 |
| R.J. Scott | 58 |
| Rundle | 43 |
| Total Gr 7 to 9 | 264 |
| TOTAL K-9 | 679 |

The current dual designation between Mount Royal and R.J. Scott schools could be removed and students could be designated to the new replacement school. There are only 49 students living in the dual designated portion. Currently, two students attend R.J. Scott School from the dual designated neighbourhood. Including this portion would make 50 Street the western boundary of the attendance area, keep the Beverly Heights neighbourhood together (currently it is split into east and west) and possibly allow elementary students residing here access to yellow bus service to the replacement school.

The neighbourhoods of Canon Ridge, Homesteader and Overlanders, currently designated to Lawton School for junior high, could also be re-designated. The enrolment data and discussions with the principal of Lawton School, indicate that students in these neighbourhoods are currently choosing John D. Bracco School over Lawton School. A re-designation to John D. Bracco School could be proposed as the school has extra capacity. Based on the 2013/14 ETS service, it is anticipated that transit service for these neighbourhoods would be better going north, rather than south (which requires crossing the Yellowhead).

| Students living in Canon Ridge, Homesteader and Overlanders that attend Lawton and John D. Bracco | | | |
|---|--------------------------|---------------|-----------------------|
| Neighbourhood | Total number of students | Lawton School | John D. Bracco School |
| Canon Ridge | 33 | 1 | 18 |
| Homesteader | 80 | 8 | 34 |
| Overlanders | 56 | 8 | 17 |

Recommendations on new attendance areas and re-designations will be reviewed and included as part of the next steps once the replacement school is approved.

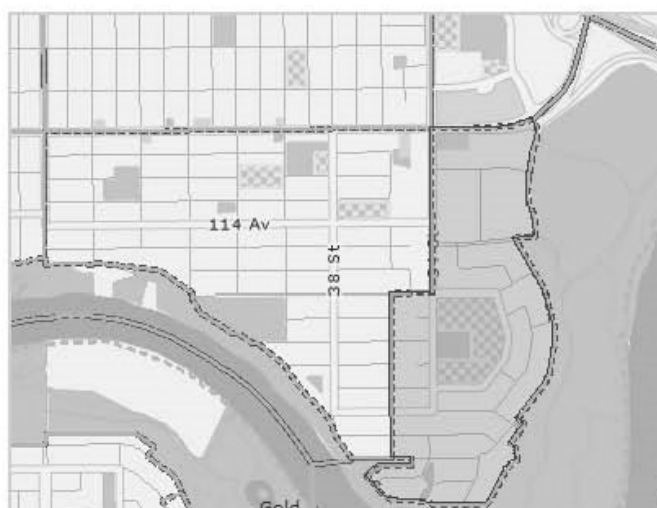
Programming

The new replacement school, based on the Major General Griesbach School building design, would have 23 instructional classrooms available plus additional spaces such as Career and Technology Studies (CTS) Spaces, Food/Fashion, gym and library. While programming decisions will be reviewed and made closer to it's opening, the replacement school would satisfy the current and projected programming needs which include three classrooms (one at each division) for Behaviour and Learning Assistance (BLA) and the anticipated number of attendance area students. Based on the needs of the community, full-day Kindergarten could be provided. The number of planned classrooms would be as follows:

| K (F.D) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | BLA | TOTAL |
|---------|---|---|---|---|---|---|---|---|---|-----|-------|
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 23 |

Transportation

Based on the proposed attendance area (Attachment III and Attachment IV), yellow busing service could be provided to students residing east of 50 Street, south of 118 Avenue, west of 34 Street (to 111 Ave) and 36 Street and north of the river valley. The walk boundary would be based on the City's Rundle Heights' neighbourhood (see below). Yellow bus will be provided to the proposed attendance area.



For junior high students there is acceptable ETS service along 114 Avenue, 118 Avenue, 121 Avenue, 50 Street and 38 Street with multiple stops all along these corridors. ETS bus routes #141, #142 and #8 provide an acceptable range of options for transportation to and from the Rundle School site. There are three ETS stops currently located at or near the Rundle School site: on 34 Street (just north of 111 Avenue), on 111 Avenue (just east of 34 Street in front of the school) and on 32 Street (just north of 110 Avenue) (Attachment IV) (Note: ETS service has been reviewed based on current operational hours for Rundle School and existing bus routes). Student Transportation will continue to review ETS service in the area to ensure it meets acceptable standards for students.

Residential Trends

In recent years, the strong residential growth the City of Edmonton has experienced has been in the suburban growth areas in the city. Some residential growth has occurred in the mature neighbourhoods of the city through infill development. However, family oriented residential development is not occurring - nor available - at the scale or pace observed in the suburban growth areas. Possible increases in the student age population will be accommodated in the new school.

The replacement school will complement other initiatives and projects occurring in this area. *Evolving Infill* is an initiative by the City of Edmonton to advance residential infill in the mature areas of the city. The District has participated in the project as a stakeholder and will continue to provide input as required. In addition, the City is replacing the Abbottsfield Recreation Centre with a new facility anticipated to open in 2014; Borden Park received a significant investment into the park facilities including a new pavilion; and Highlands Public Library Branch was reconstructed and is scheduled to open in the summer of 2014.

Traffic

Both 111 Avenue and 34 Street are residential roads and removed from commercial activity generated vehicular traffic (e.g. proximity to 118 Avenue of Lawton and R.J. Scott schools). The houses along 111 Avenue, across from the replacement school's proposed situation, do not have front garages which minimizes traffic issues during pick-up and drop-off periods. The on-site drop-off, included in the design, will also improve pick-up and drop-off activity. A traffic impact assessment will be completed and Administration will work with City Transportation to ensure good traffic flow, parking and safety for all.

School Closure

As part of the requirement to consolidate three schools into one replacement and the potential school closures, every effort has been made to follow the intent of the process outlined in the *Closure of Schools Regulation*. The consultation process aligned and exceeded the provisions to inform and gather input from parents and the public. A detailed account of the communication, information and invitations provided to parents and the public to participate in the process is provided in Attachment I.

Information regarding the potential closure of Lawton, R.J. Scott and Rundle schools is provided in Attachments VI-VIII. Lawton and R.J. Scott schools will remain operational until the construction is completed and the replacement school is open. Rundle School would likely remain operational as relocation of students is not likely; however possible relocation of students will be confirmed once detailed designs are finalized following approval of the recommendation.

Closed Buildings

If the Board ultimately approves closure of the three schools, next steps will include identifying possible future uses of the closed school buildings. Current uses of Edmonton Public Schools inventory of 17 closed schools include: other district purposes, leasing to other school jurisdictions, and leasing to community service agencies (Appendix II). Administration will work with partner organizations, the municipal and provincial governments to determine what can be achieved. Leases with external organizations for closed schools are intended to cover operating and maintenance costs, as district staff and operational resources are limited and are

required to focus on delivering services to school operations. Understanding the age, condition and deferred maintenance of the three buildings, retention of all three will be assessed. In addition to consultation with the Board and stakeholders, the *Disposition of Property Regulation*, the *Joint Use Agreement* and *ELEVATE* will inform next steps.

School Name

If the Board ultimately approves closure of the three schools, consideration for a new name for the replacement school due to the consolidation of three schools into one will be reviewed and would follow Administrative Regulation EF.AR - Naming of Schools, which includes submissions from the public.

NEXT STEPS**Greater Lawton Area**

- The first step for the Board is to approve motions to consider the closure of each of the schools.
- Because of the need to identify a replacement school site as soon as possible, the Administration has identified a preferred site and recommends contingent approval of the Board for that site.
- At the public board meeting on June 24, 2014, the Superintendent will present five recommendations for the Board's consideration.
- If the Board approves motions to consider the closure of R.J. Scott, Rundle and Lawton schools then there would also be the potential for the Board to obtain Ministerial approval for exemption from sections 4 through 7 of the *Closure of Schools Regulation*. These sections impose the requirement of extensive consultation, which has already occurred. Going through this process again would delay construction by up to a year, and is viewed as unnecessary given the overwhelming support for the project in all three school communities. Therefore, it is recommended that the Board approve a motion for the Board Chair to send a letter requesting this exemption.
- If the Board ultimately approves closure of the three schools, Planning and Facilities Services will work with the Province to initiate more detailed design and site investigation.
- Planning will work with the City of Edmonton regarding park and field implications.
- A project plan will be prepared and forwarded to the Board as information.
- A review of attendance areas for the replacement school will be undertaken and discussions will begin to identify possible future uses of closed buildings.
- Further input and feedback with the school community, parents, staff, general public and relevant stakeholders will continue.

Greater Highlands Area

- Return to community to develop a plan for modernization of an existing school.
- The plan would consider appropriate spaces for the desired programming as expressed by the community.
- Once developed, the plan may be considered for future Three-Year Capital Plans.

Greater Westmount Area

- Continue conversations with the community to determine the best way to address underutilization and deferred maintenance as part of the District Infrastructure Strategy.

ATTACHMENTS & APPENDICES

| | |
|-----------------|---|
| ATTACHMENT I | Process of Public Consultation for the Replacement School Project |
| ATTACHMENT II | Replacement School Recommended Location – Rundle School site |
| ATTACHMENT III | Possible New Elementary Attendance Area |
| ATTACHMENT IV | Possible New Junior High Attendance Area |
| ATTACHMENT V | ETS Service Options To and From the Proposed Replacement School at the Rundle School site |
| ATTACHMENT VI | Information Regarding the Potential Closure of Rundle School Closure Summary |
| ATTACHMENT VII | Information Regarding the Potential Closure of R.J. Scott School Closure Summary |
| ATTACHMENT VIII | Information Regarding the Potential Closure of Lawton School Closure Summary |
| APPENDIX I | Greater Lawton Area Fact Sheet |
| APPENDIX II | Feedback Summary |
| APPENDIX III | Value Management Study Executive Summary – Lawton School |
| APPENDIX IV | Value Management Study Executive Summary – R. J. Scott School |
| APPENDIX V | Value Management Study Executive Summary - Rundle School |
| APPENDIX VI | Edmonton Public Schools Closed Schools and Uses |
| APPENDIX VII | Replacement School Criteria and Infrastructure Planning Principles |

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Process of Public Consultation for the Replacement School Project

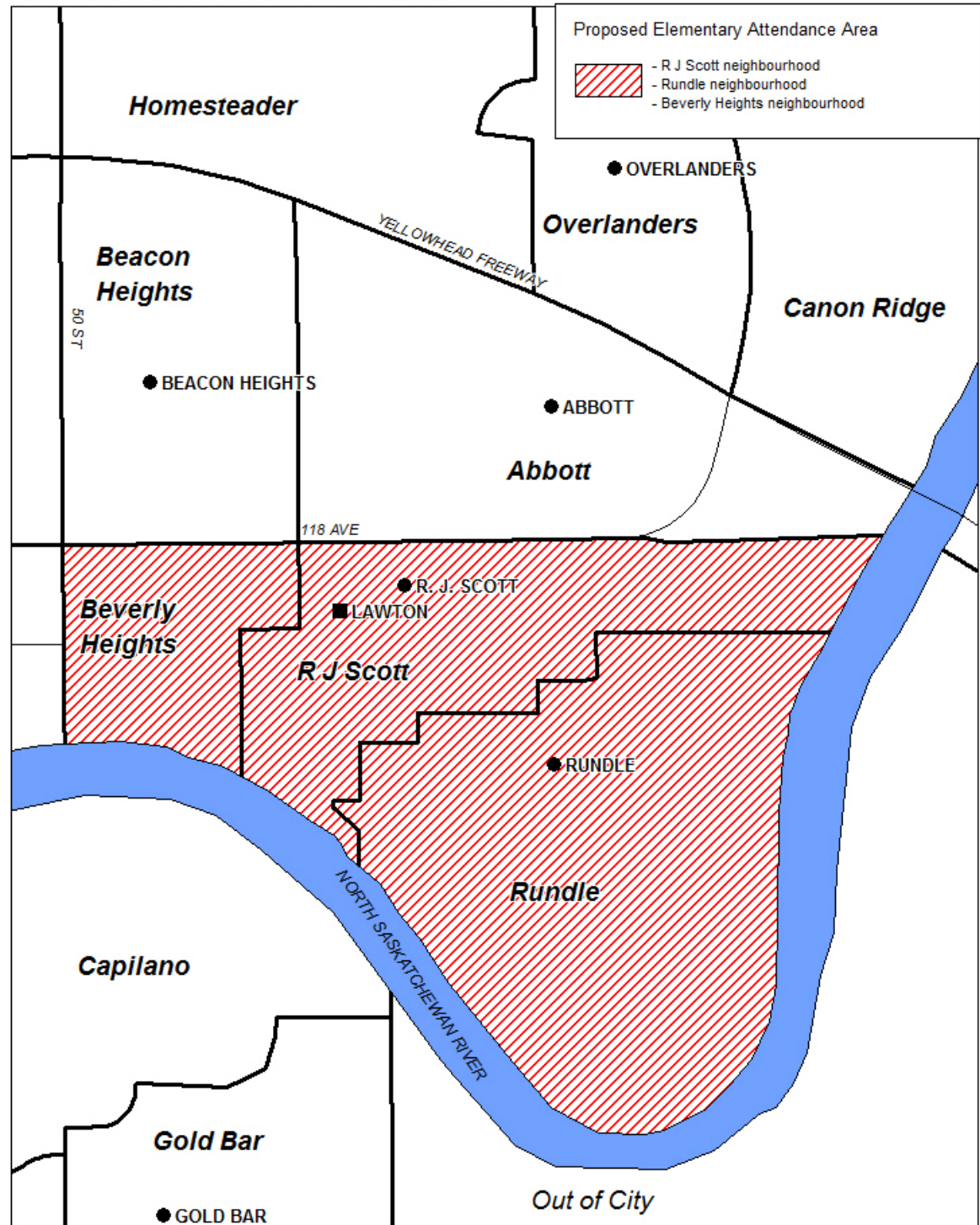
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| April 15 | Letters provided to parents of students in the schools named in each cluster outlining the project and notifying them of the dates and times of the first and second public meetings |
| April 15 | Editorial board meeting with The Edmonton Journal |
| April 16 | Media release and Technical Briefing – all major media outlets Launch of “Space for Our Students” website Release of advertising posters to schools |
| April 16-23 | Advertisements in the Edmonton Examiner – all zones |
| April 16-25 | Roadside signage – 2 in Highlands cluster, 2 in Lawton cluster, 3 in Westmount cluster |
| April 17 | Letters provided to parents of students in the schools surrounding each cluster that may be affected by the replacement school, outlining the project and notifying them of the dates and times of the first and second public meetings |
| April 17-25 | Facebook advertising and ad graphics posted to EPSB Facebook platform |
| April 22 | Letters sent to City of Edmonton Administration and Community Leagues |
| April 22-24 | 3 Public Meetings – Highlands, Lawton, Westmount Format: General presentation followed by small group discussion and feedback. Each breakout session consisted of a facilitator and a note taker. All notes were captured onscreen for participants to see. All comments were later collated and shared back on our website on May 5 |
| April 22 | Survey #1 launched to gather initial feedback on the project including concerns, questions, vision for a new K-9 facility and the use of closed buildings |
| May 5 | Notes from April meetings available online for public viewing |
| May 6 | Meeting with EPSB Community Partners |
| May 5-9 | Posters received by schools advertising upcoming public meetings May 20-22. Digital posters sent to community partner agencies |
| May 11 | Survey #1 closed, data collated |
| May 7-21 | Advertisements in the Edmonton Examiner – all zones Note: all advertisements clearly articulate that school closures will result |
| May | Advertisements to run in the North Glenora Community League Newspaper – by request |
| May 7-22 | Facebook advertising and ad graphics posted to EPSB Facebook platform |
| May 12 | Digital posters sent to community leagues |
| May 12-16 | Advertisements provided to schools for school newsletters and for posting on Schoolzone |
| May 13 | Survey #2 launched to gather feedback on developed options for each site within the cluster. Each option clearly articulates which schools would be recommended for closure as a result |

| | |
|-----------|---|
| May 15 | Letters provided to parents of all students in cluster schools and potentially affected surrounding area schools outlining the proposed options for each site and providing notification of the upcoming public meetings as well as directing them to the website and feedback survey. Provided for all students at Montrose, Highlands, Mount Royal, Virginia Park, R.J. Scott, Lawton, Rundle, Abbott, Beacon Heights, Overlanders, Homesteader, Westmount, Coronation, Inglewood, Westglen, Prince Charles and Dovercourt Schools. |
| May 16 | Meeting with City of Edmonton Managers |
| May 20-22 | 3 public meetings – Highlands, Lawton, Westmount Format: General presentation followed by small group discussion and feedback on presented options. Each breakout session had a facilitator and a note taker. All notes were captured onscreen for participants to see. All comments later collated and shared on our website May 30. |
| May 30 | Notes from May meetings available online for public viewing Survey #2 closed – data collated |
| June 17 | Technical Briefing – all major media outlets |
| June 17 | Letters provided to all parents of students in cluster schools notifying them of the site that will be recommended and the motions to consider closures that will be presented to the Board of Trustees on June 24. Media release and technical briefing Recommendation posted on district website |
| June 18 | Final Public Meetings Format – Share the feedback received and the details of the recommendation that will be put forward to the Board of Trustees and allow the public one more opportunity to provide feedback |
| June 24 | Public Board meeting |

Replacement School Recommended Location – Rundle School Site

Possible New Elementary Attendance Area

PROPOSED ELEMENTARY ATTENDANCE AREA AS OF SEPTEMBER 2016

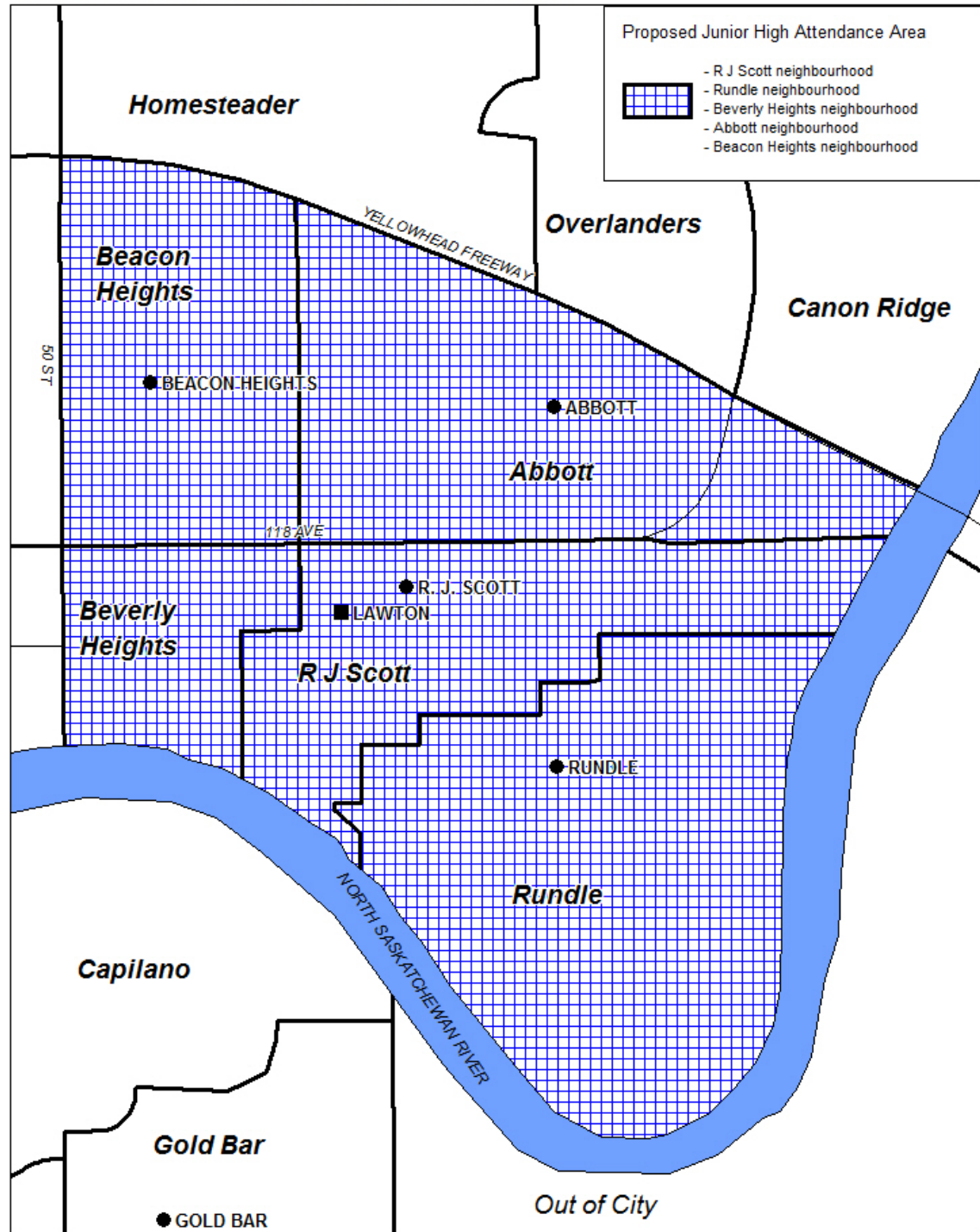


Prepared by Planning, Edmonton Public Schools

This map depicts neighbourhoods according to Edmonton Public Schools

Possible New Junior High Attendance Area

PROPOSED JUNIOR HIGH ATTENDANCE AREA AS OF SEPTEMBER 2016



Prepared by Planning, Edmonton Public Schools

This map depicts neighbourhoods according to Edmonton Public Schools

ETS Service Options to and from the proposed replacement school at the Rundle site

- Student Transportation has reviewed ETS service based 2013/2014 schedule and times to the Rundle School site.
- ETS service has been assessed based on current times for Rundle School (8:35am regular morning bell, 3:25pm regular dismissal, 2:15pm Thursday dismissal) from three locations within the proposed new junior high attendance area:
 - Assessment Location 1 (123 avenue/50 street NW)
 - Assessment Location 2 (114 avenue/50 street NW)
 - Assessment Location 3 (118 avenue/50 street NW)
- Student Transportation will continue to review ETS service in the area to ensure it meets acceptable standards for students.

Assessment Location 1 (123 avenue/50 street NW)

AM: Route 142: Depart 1177 @ 7:51am, Arrive 1522 @ 8:07am
Route 142: Depart 1177 @ 8:01am, Arrive 1522 @ 8:22am



PM: Route 141: Depart 1282 @ 3:40pm, Arrive 1340 @ 3:59pm
Route 141: Depart 1282 @ 3:55pm, Arrive 1340 @ 4:14pm



THURS: Route 141: Depart 1282 @ 2:29pm, Arrive 1340 @ 2:50pm
Route 141: Depart 1282 @ 3:55pm, Arrive 1340 @ 4:14pm



Assessment Location 2 (114 avenue/50 street NW)

AM: Route 141: Depart 1561 @ 8:04am, Arrive 1326 @ 8:12am

Route 142: Depart 1177 @ 8:19am, Arrive 1522 @ 8:27am



PM: Route 142: Depart 1459 @ 3:51pm, Arrive 1367 @ 4:02pm



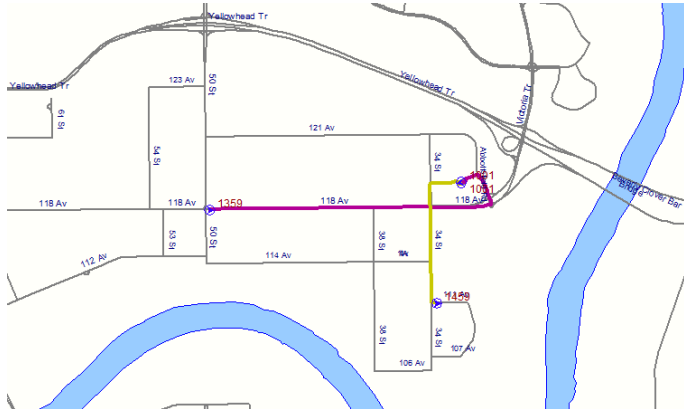
THURS: Route 142: Depart 1459 @ 2:55pm, Arrive 1367 @ 3:06pm

Route 142: Depart 1459 @ 2:25pm, Arrive 1367 @ 2:36pm



Assessment Location 3 (118 avenue/50 street NW)

AM: Route 8 to 141: Depart 1359 @ 8:03am, Arrive 1459 @ 8:21am
Route 8 to 141: Depart 1359 @ 7:48am, Arrive 1459 @ 8:06am



PM: Route 141 to 8: Depart 1326 @ 3:42pm, Arrive 1261 @ 4:02pm



THURS: Route 141 to 8: Depart 1326 @ 2:31pm, Arrive 1261 @ 2:47pm
Route 141 to 8: Depart 1326 @ 2:57pm, Arrive 1261 @ 3:17pm



INFORMATION REGARDING THE POTENTIAL CLOSURE OF RUNDLE SCHOOL

In January 2014, the Province announced Edmonton Public Schools would be receiving a new replacement or modernized school for a mature neighbourhood. In order to qualify for this investment, three schools must be consolidated into one. Depending on the decision to build new or to modernize one of the existing buildings, up to three schools will be closed.

Several mature communities were considered as potential sites for the new school. Three communities were identified to participate in the process.

Greater Highlands

- Highlands School
- Montrose School
- Mount Royal School

Greater Lawton

- Lawton School
- R.J. Scott School
- Rundle School

Greater Westmount

- Westmount School
- Coronation School
- Inglewood School

On April 22-24, the first series of public consultation meetings were held in each cluster community to share preliminary information and gather initial feedback. A meeting was held in May for each community cluster to continue the process of gathering input/feedback on the project and the resulting school closures.

The information provided in the next sections is in response to the Closure of Schools Regulation as set out in the School Act.

The schools recommended for closure will remain operational until the replacement opens for students.

1. How the school closure would affect the attendance area defined for Rundle School.

Rundle School, located at 11005- 34 Street NW, Edmonton, Alberta, offers a Kindergarten and Grades 1 to 6 regular program and Grades 1 to 6 Behaviour and Learning Assistance Program. The Board of Trustees is considering the closure of all programs accommodated at Rundle School within the context of the replacement school project.

The Rundle School attendance area consists of the Rundle Heights neighbourhood and a portion of the Beverly Heights city neighbourhood. **Students residing within the Rundle attendance area will be designated to the new replacement school proposed on the Rundle School site.**

A decision on the location of the replacement school will be made by the Board of Trustees at the June 24, 2014 public board meeting.

The Behaviour and Learning Assistance Program (BLA) is a Special Education District Centre program that accommodates students whose residences are broadly distributed throughout the northeast part of the City of Edmonton. Special Education District Centres do not have an attendance area. Should the replacement school be unable to accommodate the BLA program, the District will endeavour to place students at a school within the same transportation zone as they reside. Rundle School is located in Transportation Zone 6. A BLA program is being considered for the replacement school.

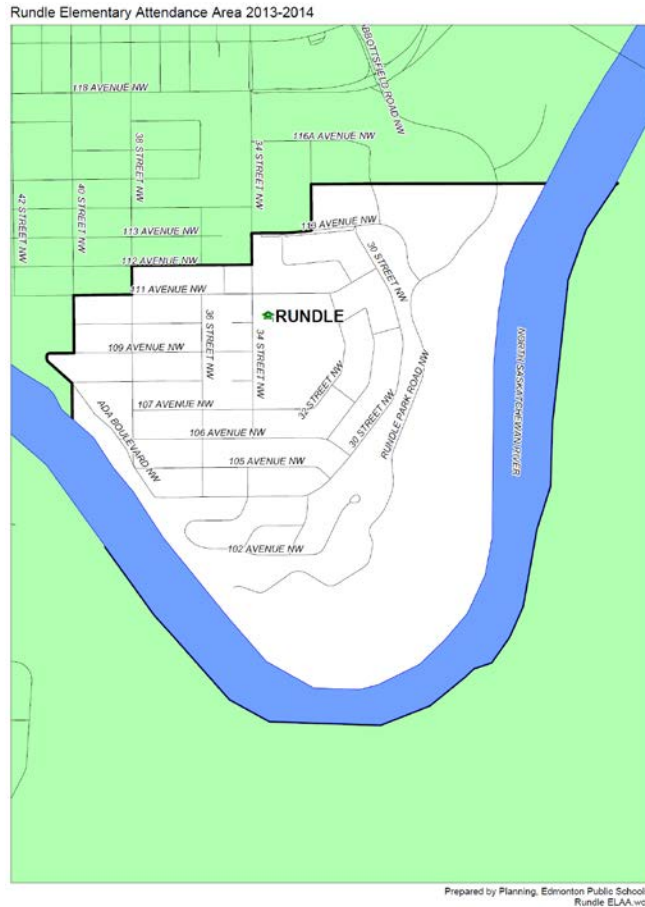
District Support Services will consult with parents and the principal to determine the best location for individual Special Education students in the event that the BLA program is not accommodated at the replacement school.

Current Enrolment and Programs at Rundle School (September 30, 2013)

| Program | K | 1 | 2 | 3 | 4 | 5 | 6 | TOTAL |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|
| Regular | 21 | 24 | 15 | 18 | 13 | 16 | 22 | 129 |
| BLA | 0 | 1 | 3 | 6 | 6 | 5 | 6 | 27 |
| TOTAL | 21 | 25 | 18 | 24 | 19 | 21 | 28 | 156 |

Current enrolment at Rundle School includes students who reside inside and outside the Rundle attendance area.

The following map illustrates Rundle School's attendance area for 2013-2014:



2. *How the closure of Rundle School would affect the attendance at other schools.*

The replacement school is expected to have a capacity of 650 student spaces. The replacement school will be able to accommodate all current and future students enrolled in the regular program at Rundle School causing little or no impact on other schools.

As mentioned, District Support Services will consult with parents and the principal to determine the best district centre location for individual Special Education students.

3. *Information on the Board's long-range capital plan.*

Edmonton Public Schools has a plan to build new schools in growth areas, renew existing schools in areas where enrolments are sustainable and transform the way facilities are managed into a model of efficiency for the future.

The complete Edmonton Public Schools *Ten-Year Facilities Plan 2015-2024* and *Three-Year Capital Plan 2015-2018*, are available at:

- <http://www.e-psb.ca/ourdistrict/results/capitalplanning/>
- Rundle School general office

Rundle School is located in the North East Sector, which is made up of mature neighbourhoods.

The recommendation to close Rundle School, as part of the replacement school project, is part of a long term infrastructure strategy provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit and right-size district space to efficiently meet short-term and long-term needs.

4. The number of students who would need to be relocated as a result of the closure of Rundle School.

If Rundle School closes, regular program students will be designated to the replacement school for elementary and junior high programming. There will be space available in the replacement school to accommodate all regular program Rundle School students. The remaining Behaviour and Learning Assistance (BLA) students attending Rundle School and requesting an elementary BLA Program will be accommodated at the replacement school, or provided access to an existing Special Education District Centre closer to their resident address. Establishment of a district centre BLA program is being considered for the new school.

Students have direct access to their designated attendance area school as determined by their address. If Rundle School closes, some students may choose other district schools. Should parents of Rundle School request to register in a different school other than the designated replacement school, students will be able to register in that school as long as the school has space and provides the appropriate program and the student meets any required entrance criteria.

5. The need for, and the extent of, busing.

A Transportation Service Area (TSA) will be established for the replacement school and yellow bus service will be available for eligible elementary students. The transportation fee will be subsidized at the rate set for students who attend their designated school. ETS remains the preferred means of transportation for all junior high students in the District. For more information on eligibility and fees, please visit <http://www.epsb.ca/schools/gettoschool/>

6. Program implications for other schools and for the students when they are attending other schools.

If Rundle School closes, the regular program students designated to the replacement school could have access to single grade class groupings. There would be increased funds to consider purchasing resources, curriculum-related resources, library materials, physical education equipment, technology upgrades and mathematics and science manipulative materials. Students could also have access to a wider range of options and opportunities to be involved in a wide variety of clubs, and leadership opportunities.

Information gathered through the public consultation process will be used to shape programming options, facilities, support services and extra-curricular offerings.

7. The educational and financial impact of closing Rundle School, including the effect on operational costs and capital implications.

Educational Impact

If Rundle School closes, students in the regular program will become part of a larger peer group at the new school.

At the new school, the students will be exposed to a greater number of students at the same grade level and/or ability level and experience increased opportunities for peer group interactions and age-appropriate activities.

Financial Impact – Operational and Capital

The current school budget for Rundle School is \$1, 642,534.

Number of Full-time Equivalents to Staff Rundle School (2013-2014)

| Staff | Staff Full-time Equivalent |
|--------------|-----------------------------------|
| Custodial | 1.750 |
| Exempt | 0 |
| Support | 4.200 |
| Teacher | 11.443 |
| Total | 17.393 |

Allocations and Grants Required to Staff and Operate Rundle School (2013-2014)

| Description | Amount (\$) |
|---|--------------------|
| Regular Kindergarten (Full Day) | 106,890 |
| Regular Elementary (1-6) | 407,200 |
| E.L.L. (Division I) | 71,260 |
| E.L.L. (Division II) | 60,192 |
| ELL Foreign Born Refugee Background | 28,356 |
| G & T Challenge Elem. | 5,090 |
| Deafness | 18,833 |
| Learning Disability | 9,452 |
| Mild Cognitive Disability | 18,904 |
| Severe Emotional/Behavioural Disability | 376,660 |
| Severe Physical or Medical Disability | 37,666 |
| Alberta Small Class Size Initiative | 124,970 |
| Base Allocation | 249,525 |
| Community Use of Schools | 1,728 |
| FNMI | 26,131 |
| High Social Vulnerability | 72,516 |
| Plant Operations & Maintenance | 27,161 |
| Total Budget | \$1,642,534 |

If Rundle School is closed, the budgeted funds will be available for use in the new replacement school and possibly other schools. According to the 2014 Value Management Study, the basic building structure of Rundle School is sound but considerable work is required architecturally,

mechanically and electrically to meet the target life expectancy of another 40 years. The total cost of essential upgrades has been estimated at \$7,039,980. If Rundle School closes, the \$7,039,980 needed to modernize the school will not be required.

8. *The educational and financial impact if Rundle School were to remain open.*

Educational Impacts

The school would continue to offer regular programming for students in multi-grade class groupings. As well, Rundle School would continue to offer the Behaviour and Learning Assistance Program. The school will need to continue to combine grades into multi-grade groupings and it will be limited in programming options available for its students.

In addition, resources for the purchase of instructional materials and equipment will continue to be limited or further reduced.

The challenges for teachers working in the regular program in multiple subject areas or combined grade groupings could include:

- Limited flexibility when organizing for instruction related to student learning groups;
- Challenges in managing multiple curricular levels of instruction and assessment in a single subject area;
- Challenges in daily, unit and long range planning across numerous subject areas;
- Increased responsibility to meet varying individual needs of students across combined grades in a single classroom;
- Decreased ability to select adequate resources to reflect range of student interests, abilities and needs in a classroom;
- Limited opportunities to share ideas, strategies and resources with other teachers of similar course offerings at the same grade level or in the same subject area;
- Limited opportunities to attend or engage in professional development opportunities in or out of district.

Financial Impact – Operational and Capital

Based on staffing and operating costs, the total annual cost to operate Rundle School would be consistent with this year's budget of \$1,642,534. The school would continue to require \$7,039,980 in deferred maintenance costs.

9. *The capital needs of the schools that may have increased enrolment as a result of the closure of Rundle School.*

As most students would be expected to enrol at the replacement school, there would be minimal impact on other schools.

10. *What is the proposed use of the school building if it is closed?*

Part of the public consultation process involves identifying the needs of the community and potential services that may occupy space in the closed school. Should Rundle School be closed, the school will first be considered by the District for other District or educational purposes. Alternatively, the closed school could be leased to nonprofit organizations or sold.

11. What are the impacts on Lease Agreements if the school were to be closed?

Tenants in the building will be provided with four options.

- a) The tenant (or tenants) may remain in the building for the remainder of the term of the lease;
- b) The tenant (or tenants) may express an interest to remain in the building for future lease renewal term;
- c) The tenant (or tenants) may terminate the lease at any time without penalty; or
- d) The tenant (or tenants) may express an interest to relocate to another district school.

INFORMATION REGARDING THE POTENTIAL CLOSURE OF R.J. SCOTT SCHOOL

In January 2014, the Province announced Edmonton Public Schools would be receiving a new replacement or modernized school for a mature neighbourhood. In order to qualify for this investment, three schools must be consolidated into one. Depending on the decision to build new or to modernize one of the existing buildings, up to three schools will be closed.

Several mature communities were considered as potential sites for the new school. Three communities were identified to participate in the process.

Greater Highlands

- Highlands School
- Montrose School
- Mount Royal School

Greater Lawton

- Lawton School
- R.J. Scott School
- Rundle School

Greater Westmount

- Westmount School
- Coronation School
- Inglewood School

On April 22-24, the first series of public consultation meetings were held in each cluster community to share preliminary information and gather initial feedback. A meeting was held in May for each community cluster to continue the process of gathering input/feedback on the project and the resulting school closures.

The information provided in the next sections is in response to the Closure of Schools Regulation as set out in the School Act.

The schools recommended for closure will remain operational until the replacement school opens for students.

1. How the school closure would affect the attendance area defined for R.J. Scott School.

R.J. Scott School, located at 11610- 38 Street NW, Edmonton, Alberta, offers a full day Kindergarten and Grades 1 to 6 regular program. The Board of Trustees is considering the closure of all programs accommodated at R.J Scott School within the context of the replacement school project.

The R.J Scott School attendance area consists of the majority of the Beverly Heights city neighbourhoods. A portion of the Beverly Heights neighbourhood has a dual designation to R.J. Scott and Mount Royal schools. In the event of the closure of Rundle School, the attendance

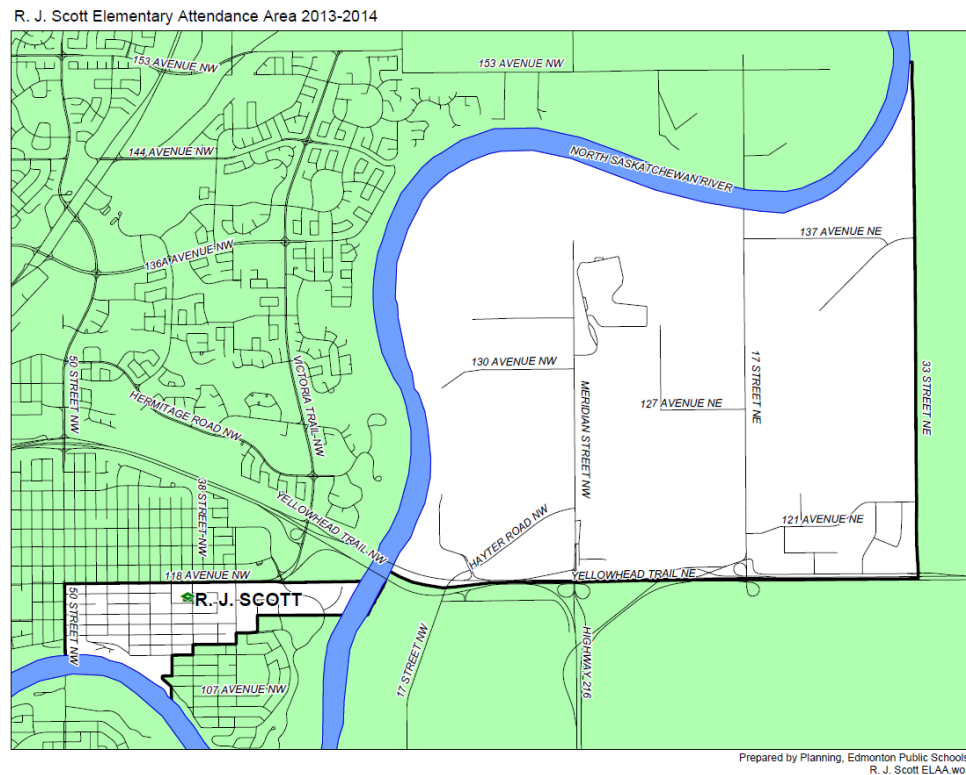
area for the new replacement school will be under review. **Students residing within the R.J. Scott attendance area will be designated to the new replacement school proposed on the Rundle School site.** Removal of the dual designation is under consideration which may mean students in the dual designated area will no longer be designated to Mount Royal School. A decision on the location of the replacement school will be made by the Board of Trustees at the June 24, 2014 public board meeting.

Current Enrolment and Programs at R.J. Scott School (September 30, 2013)

| Program | K | 1 | 2 | 3 | 4 | 5 | 6 | TOTAL |
|----------------|----------|----------|----------|----------|----------|----------|----------|--------------|
| Regular | 19 | 16 | 22 | 12 | 13 | 17 | 15 | 114 |

Current enrolment at R.J. Scott School includes students who reside inside and outside the R.J. Scott attendance area.

The following map illustrates R.J. Scott School's attendance area for 2013-2014:



2. How the closure of R.J. Scott School would affect the attendance at other schools.

The replacement school is expected to have a capacity of 650 student spaces. The replacement school will be able to accommodate all current and future students enrolled in the regular program at R.J. Scott School causing little or no impact on other schools.

3. *Information on the Board's long-range capital plan.*

Edmonton Public Schools has a plan to build new schools in growth areas, renew existing schools in mature areas where enrolments are sustainable and transform the way facilities are managed into a model of efficiency for the future.

The complete Edmonton Public Schools *Ten-Year Facilities Plan 2015-2024* and *Three-Year Capital Plan 2015-2018*, are available at:

- <http://www.epsb.ca/ourdistrict/results/capitalplanning/>
- R.J. Scott School general office

R.J. Scott School is located in the North East Sector, which is made up of mature neighbourhoods. The recommendation to close R.J. Scott School, as part of the replacement school project, is part of a long term infrastructure strategy to provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit and right-size district space to efficiently meet short-term and long-term needs.

4. *The number of students who would need to be relocated as a result of the closure of R.J. Scott School.*

If R.J. Scott School closes, regular program students will be designated to the replacement school for regular elementary and junior high programming. There will be space available in the replacement school to accommodate all regular program R.J. Scott School students. Establishment of a district centre BLA program is being considered for the new school.

Students have direct access to their designated attendance area school as determined by their address. If R.J. Scott School closes, some students may choose other district schools. Should parents of R.J. Scott School request to register in a different school other than the designated replacement school, students will be able to register in that school as long as the school has space and provides the appropriate program and the student meets any required entrance criteria.

5. *The need for, and the extent of, busing.*

A Transportation Service Area (TSA) will be established for the replacement school and yellow bus service will be available for eligible elementary students. The transportation fee will be subsidized at the rate set for students who attend their designated school. ETS remains the preferred means of transportation for all junior high students in the District. For more information on eligibility and fees, please visit <http://www.epsb.ca/schools/gettoschool/>

6. *Program implications for other schools and for the students when they are attending other schools.*

If R.J. Scott School closes, the regular program students designated to the replacement school could have access to single grade class groupings. There would be increased funds to consider

purchasing resources, curriculum-related resources, library materials, physical education equipment, technology upgrades and mathematics and science manipulative materials. Students could also have access to a wider range of options and opportunities to be involved in a wide variety of clubs, and leadership opportunities.

Information gathered through the public consultation process will be used to shape programming options, facilities, support services and extra-curricular offerings.

7. *The educational and financial impact of closing R.J. Scott School, including the effect on operational costs and capital implications.*

Educational Impact

If R.J. Scott School closes, students in the regular program will become part of a larger peer group at the new school.

At the new school, the students will be exposed to a greater number of students at the same grade level and/or ability level and experience increased opportunities for peer group interactions and age-appropriate activities.

Financial Impact – Operational and Capital

The current school budget for R.J. Scott School is \$1,317,687.

Number of Full-time Equivalents to Staff R.J. Scott School (2013-2014)

| Staff | Staff Full-time Equivalent |
|--------------|-----------------------------------|
| Custodial | 1.000 |
| Exempt | 0.150 |
| Support | 4.000 |
| Teacher | 7.814 |
| Total | 12.964 |

Allocations and Grants Required to Staff and Operate R.J. Scott School (2013-2014)

| Description | Amount (\$) |
|---|--------------------|
| Regular Kindergarten (Full Day) | 96,710 |
| Regular Elementary (1-6) | 305,400 |
| E.L.L. (Division I) | 55,990 |
| E.L.L. (Division II) | 21,888 |
| ELL Foreign Born Refugee Background | 37,808 |
| Learning Disability | 37,808 |
| Mild Cognitive Disability | 9,452 |
| Moderate Emotional/Behavioural Disability | 18,904 |
| Severe Emotional/Behavioural Disability | 112,998 |
| Severe Physical or Medical Disability (7) | 18,833 |
| Severe Physical or Medical Disability (8) | 52,936 |

| | |
|-------------------------------------|--------------------|
| Institutional Alternate Allocation | 129,373 |
| Alberta Small Class Size Initiative | 97,988 |
| Base Allocation | 238,380 |
| FNMI | 23,057 |
| High Social Vulnerability | 41,855 |
| Plant Operations & Maintenance | 18,307 |
| Total Budget | \$1,317,687 |

If R.J. Scott School is closed, the budgeted funds will be available for use in the new replacement school and possibly other schools. According to the 2014 Value Management Study, the basic building structure of R.J. Scott School is sound but considerable work is required architecturally, mechanically and electrically to meet the target life expectancy of another 40 years. The total cost of essential upgrades has been estimated at \$5,786,728. If R.J. Scott closes, the \$5,786,980 needed to modernize the school will not be required.

8. *The educational and financial impact if R.J. Scott School were to remain open.*

Educational Impacts

The school would continue to offer regular programming for students in multi-grade class groupings and would be limited in programming options available for its students.

In addition, resources for the purchase of instructional materials and equipment will continue to be limited or further reduced.

The challenges for teachers working in the regular program in multiple subject areas or combined grade groupings could include:

- Limited flexibility when organizing for instruction related to student learning groups;
- Challenges in managing multiple curricular levels of instruction and assessment in a single subject area;
- Challenges in daily, unit and long range planning across numerous subject areas;
- Increased responsibility to meet varying individual needs of students across combined grades in a single classroom;
- Decreased ability to select adequate resources to reflect range of student interests, abilities and needs in a classroom;
- Limited opportunities to share ideas, strategies and resources with other teachers of similar course offerings at the same grade level or in the same subject area;
- Limited opportunities to attend or engage in professional development opportunities in or out of district.

Financial Impact – Operational and Capital

Based on staffing and operating costs, the total annual cost to operate R.J. Scott School would be consistent with this year's budget of \$1,317,687. The school would continue to require \$5,786,980 in deferred maintenance costs.

9. The capital needs of the schools that may have increased enrolment as a result of the closure of R.J. Scott School.

As most students would be expected to enrol at the replacement school, there would be minimal impact on other schools.

10. What is the proposed use of the school building if it is closed?

Part of the public consultation process involves identifying the needs of the community and potential services that may occupy space in the closed school. Should Rundle School be closed, the school will first be considered by the District for other District or educational purposes. Alternatively, the closed school could be leased to non profit organizations or sold.

11. What are the impacts on Lease Agreements if the school were to be closed?

Tenants in the building will be provided with four options.

- a) The tenant (or tenants) may remain in the building for the remainder of the term of the lease;
- b) The tenant (or tenants) may express an interest to remain in the building for future lease renewal term;
- c) The tenant (or tenants) may terminate the lease at any time without penalty; or
- d) The tenant (or tenants) may express an interest to relocate to another district school.

INFORMATION REGARDING THE POTENTIAL CLOSURE OF LAWTON SCHOOL

In January 2014, the Province announced Edmonton Public Schools would be receiving a new replacement or modernized school for a mature neighbourhood. In order to qualify for this investment, three schools must be consolidated into one. Depending on the decision to build new or to modernize one of the existing buildings, up to three schools will be closed.

Several mature communities were considered as potential sites for the new school. Three communities were identified to participate in the process.

Greater Highlands

- Highlands School
- Montrose School
- Mount Royal School

Greater Lawton

- Lawton School
- R.J. Scott School
- Rundle School

Greater Westmount

- Westmount School
- Coronation School
- Inglewood School

On April 22-24, the first series of public consultation meetings were held in each cluster community to share preliminary information and gather initial feedback. A meeting was held in May for each community cluster to continue the process of gathering input/feedback on the project and the resulting school closures.

The information provided in the next sections is in response to the Closure of Schools Regulation as set out in the School Act.

The schools recommended for closure will remain operational until the replacement school opens for students.

1. How the school closure would affect the attendance area defined for Lawton School.

Lawton School, located at 11005- 34 Street NW, Edmonton, Alberta, offers a Grades 7 to 9 regular program, Grades 7 to 9 Literacy Program and Grades 7-9 Opportunity Program. The district centre Literacy program has been deactivated for the 2014-2015 school year. The Board of Trustees is considering the closure of all programs accommodated at Lawton School within the context of the replacement school project.

The Lawton School attendance area consists of the Beverly Heights, Rundle Heights, Beacon Heights, Abbottsfield, Bergman, Homesteader, Canon Ridge, and Overlanders city neighbourhoods. In the event of the closure of Lawton School, the attendance area for the new replacement school will be under review. **Students residing within the Beverly Heights and Rundle Heights neighbourhoods will be designated to the new replacement school proposed on the Rundle School site for Kindergarten through grade 9. Grades 7-9 students living in the Beacon Heights, Abbottsfield and Bergman city neighbourhoods will be designated to the replacement school.** Re-designation of the Homesteader, Overlanders and Canon Ridge city neighbourhoods for grades 7-9 is also being considered. A decision on the location of the replacement school and the resulting school closures will be made by the Board of Trustees at the June 24, 2014 public board meeting.

The Literacy and Opportunity programs are Special Education District Centre programs that accommodate students whose residences are broadly distributed throughout the northeast part of the City of Edmonton. Special Education District Centres do not have an attendance area. The district centre Literacy program will be deactivated for the 2014-2015 school year due to lack of demand. Should the replacement school be unable to accommodate the Opportunity program, the District will endeavour to place students at a school within the same transportation zone as they reside. Lawton School is located in Transportation Zone 6. A Behaviour and Learning Assistance (BLA) program is being considered for the replacement school.

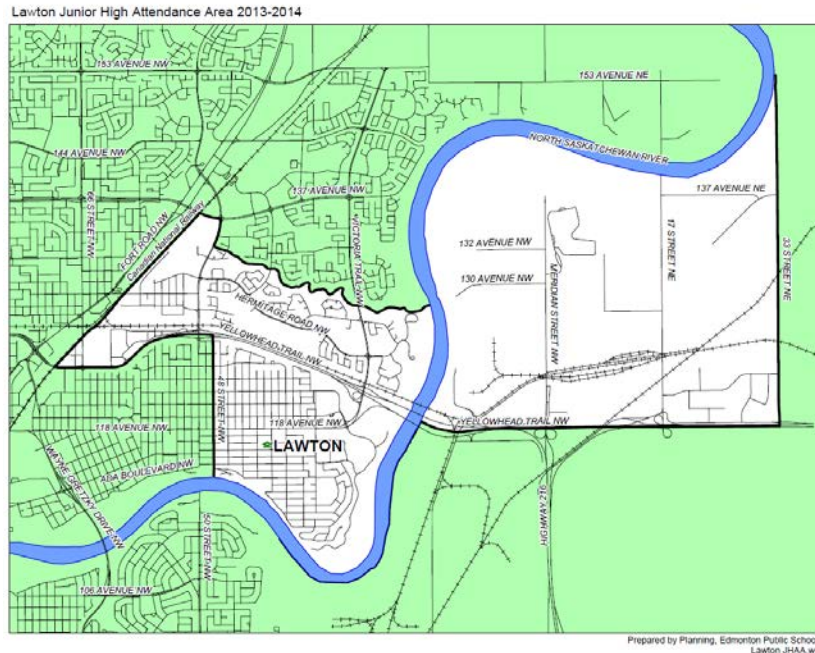
District Support Services will consult with parents and the principal to determine the best location for individual Special Education students in the event that the Opportunity program is not accommodated at the replacement school.

Current Enrolment and Programs at Lawton School (September 30, 2013)

| Program | 7 | 8 | 9 | TOTAL |
|--------------------|-----------|-----------|-----------|--------------|
| Regular | 46 | 35 | 51 | 132 |
| Literacy | 3 | 5 | 6 | 14 |
| Opportunity | 5 | 4 | 3 | 12 |
| TOTAL | 54 | 44 | 60 | 158 |

Current enrolment at Lawton School includes students who reside inside and outside the Lawton attendance area.

The following map illustrates Lawton School's attendance area for 2013-2014:



2. *How the closure of Lawton School would affect the attendance at other schools.*

The replacement school is expected to have a capacity of 650 student spaces. The replacement school will be able to accommodate all students currently enrolled in the regular program at Lawton School causing little or no impact on other schools. The possible re-designation of the Homesteader, Overlanders and Canon Ridge city neighbourhoods will have minimal impact on another school as there are only 17 students from these neighbourhoods currently attending Lawton School

As mentioned, District Support Services will consult with parents and the principal to determine the best district centre location for individual Special Education students.

3. *Information on the Board's long-range capital plan.*

Edmonton Public Schools has a plan to build new schools in growth areas, renew existing schools in areas where enrolments are sustainable and transform the way facilities are managed into a model of efficiency for the future.

The complete Edmonton Public Schools *Ten-Year Facilities Plan 2015-2024* and *Three-Year Capital Plan 2015-2018*, are available at:

- <http://www.e-psb.ca/ourdistrict/results/capitalplanning/>
- Rundle School general office

Lawton School is located in the North East Sector, which is made up of mature neighbourhoods. The recommendation to close Lawton School, as part of the replacement school project, is part of a long term infrastructure strategy to provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit and right-size district space to efficiently meet short-term and long-term needs.

4. *The number of students who would need to be relocated as a result of the closure of Lawton School.*

If Lawton School closes, regular program students will be designated to the replacement school for regular elementary and junior high programming. There will be space available in the replacement school to accommodate all regular program Lawton School students. The remaining Opportunity program students attending Lawton School and requesting junior high Opportunity Program will be provided access to an existing Special Education District Centre as close as possible to their resident address. Establishment of a district centre BLA program is being considered for the new school.

Students have direct access to their designated attendance area school as determined by their address. If Lawton School closes, some students may choose other district schools. Should parents of Lawton School request to register in a different school other than the designated replacement school, students will be able to register in that school as long as the school has space and provides the appropriate program and the student meets any required entrance criteria.

5. *The need for, and the extent of, busing.*

ETS remains the preferred means of transportation for all junior high students in the District. A Transportation Service Area (TSA) will be established for the replacement school and yellow bus service will be available for eligible elementary students. The transportation fee will be subsidized at the rate set for students who attend their designated school. For more information on eligibility and fees, please visit <http://www.epsb.ca/schools/gettoschool/>

6. *Program implications for other schools and for the students when they are attending other schools.*

If Lawton School closes, there would be increased funds to consider purchasing resources, curriculum-related resources, library materials, physical education equipment, technology upgrades and mathematics and science manipulative materials. Students could also have access to a wider range of options and opportunities to be involved in a wide variety of clubs, and leadership opportunities.

Information gathered through the public consultation process will be used to shape programming options, facilities, support services and extra-curricular offerings.

7. *The educational and financial impact of closing Lawton School, including the effect on operational costs and capital implications.*

Educational Impact

If Lawton School closes, students in the regular program will become part of a larger peer group at the new school.

At the new school, the students will be exposed to a greater number of students at the same grade level and/or ability level and experience increased opportunities for peer group interactions and age-appropriate activities.

Financial Impact – Operational and Capital

The current school budget for Lawton School is \$1,490,468.

Number of Full-time Equivalents to Staff Lawton School (2013-2014)

| Staff | Staff Full-time Equivalent |
|--------------|-----------------------------------|
| Custodial | 2.000 |
| Exempt | 0 |
| Support | 2.643 |
| Teacher | 10.000 |
| Total | 14.643 |

Allocations and Grants Required to Staff and Operate Lawton School (2013-2014)

| Description | Amount |
|---|--------------------|
| Regular Junior High | 524,270 |
| E.L.L. (Junior High) | 60,192 |
| ELL Foreign Born Refugee Background | 94,520 |
| Learning Disability | 66,164 |
| Literacy | 56,712 |
| Mild Cognitive Disability | 85,068 |
| Moderate Cognitive Disability | 10,556 |
| Moderate Emotional/Behavioural Disability | 9,452 |
| Non-Verbal Learning Disabled | 9,452 |
| 1 Pervasive Developmental Disorder | 10,556 |
| Severe Emotional/Behavioural Disability | 112,998 |
| Severe Physical or Medical Disability | 37,666 |
| Base Allocation | 177,349 |
| Community Use of Schools | 4,037 |
| FNMI | 43,040 |
| Guaranteed Enrolment | 9,452 |
| High Social Vulnerability | 66,189 |
| Hold Harmless Max Variance 7% | 70,808 |
| Plant Operations & Maintenance | 42,087 |
| Total Budget | \$1,490,568 |

If Lawton School is closed, the budgeted funds will be available for use in the new replacement school and possibly other schools. According to the 2014 Value Management Study, the basic building structure of Lawton School is sound but considerable work is required architecturally, mechanically, and electrically to meet the target life expectancy of another 40 years. The total cost of essential upgrades has been estimated at \$12,095,542. If Lawton School closes, the \$12,095,542 needed to modernize the school will not be required.

8. *The educational and financial impact if Lawton School were to remain open.*

Educational Impacts

The school would continue to offer regular programming and the Opportunity Program. The school will continue to be limited in programming options available for its students.

In addition, resources for the purchase of instructional materials and equipment will continue to be limited or further reduced.

The challenges for teachers working in the regular program in multiple subject areas or combined grade groupings could include:

- Limited flexibility when organizing for instruction related to student learning groups;
- Challenges in managing multiple curricular levels of instruction and assessment in a single subject area;
- Challenges in daily, unit and long range planning across numerous subject areas;
- Increased responsibility to meet varying individual needs of students across combined grades in a single classroom;
- Decreased ability to select adequate resources to reflect range of student interests, abilities and needs in a classroom;
- Limited opportunities to share ideas, strategies and resources with other teachers of similar course offerings at the same grade level or in the same subject area;
- Limited opportunities to attend or engage in professional development opportunities in or out of district.

Financial Impact – Operational and Capital

Based on staffing and operating costs, the total annual cost to operate Lawton School would be consistent with this year's budget of \$1,490,568.

9. *The capital needs of the schools that may have increased enrolment as a result of the closure of Lawton School.*

As most students would be expected to enrol at the replacement school, there would be minimal impact on other schools.

10. *What is the proposed use of the school building if it is closed?*

Part of the public consultation process involves identifying the needs of the community and potential services that may occupy space in the closed school. Should Lawton School be closed, the school first be considered by the District for other District or educational purposes. Alternatively, the closed school could be leased to non profit organizations or sold.

11. What are the impacts on Lease Agreements if the school were to be closed?

Tenants in the building will be provided with four options.

- a) The tenant (or tenants) may remain in the building for the remainder of the term of the lease;
- b) The tenant (or tenants) may express an interest to remain in the building for future lease renewal term;
- c) The tenant (or tenants) may terminate the lease at any time without penalty; or
- d) The tenant (or tenants) may express an interest to relocate to another district school.

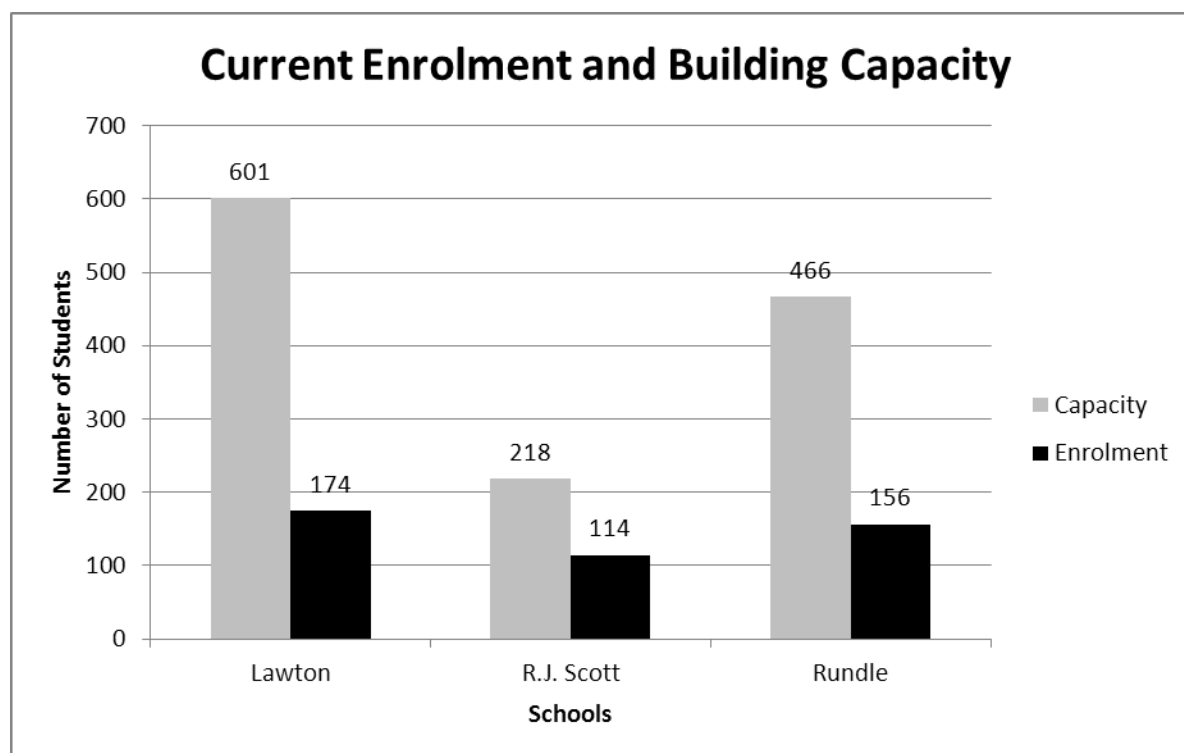
GREATER LAWTON FACT SHEET

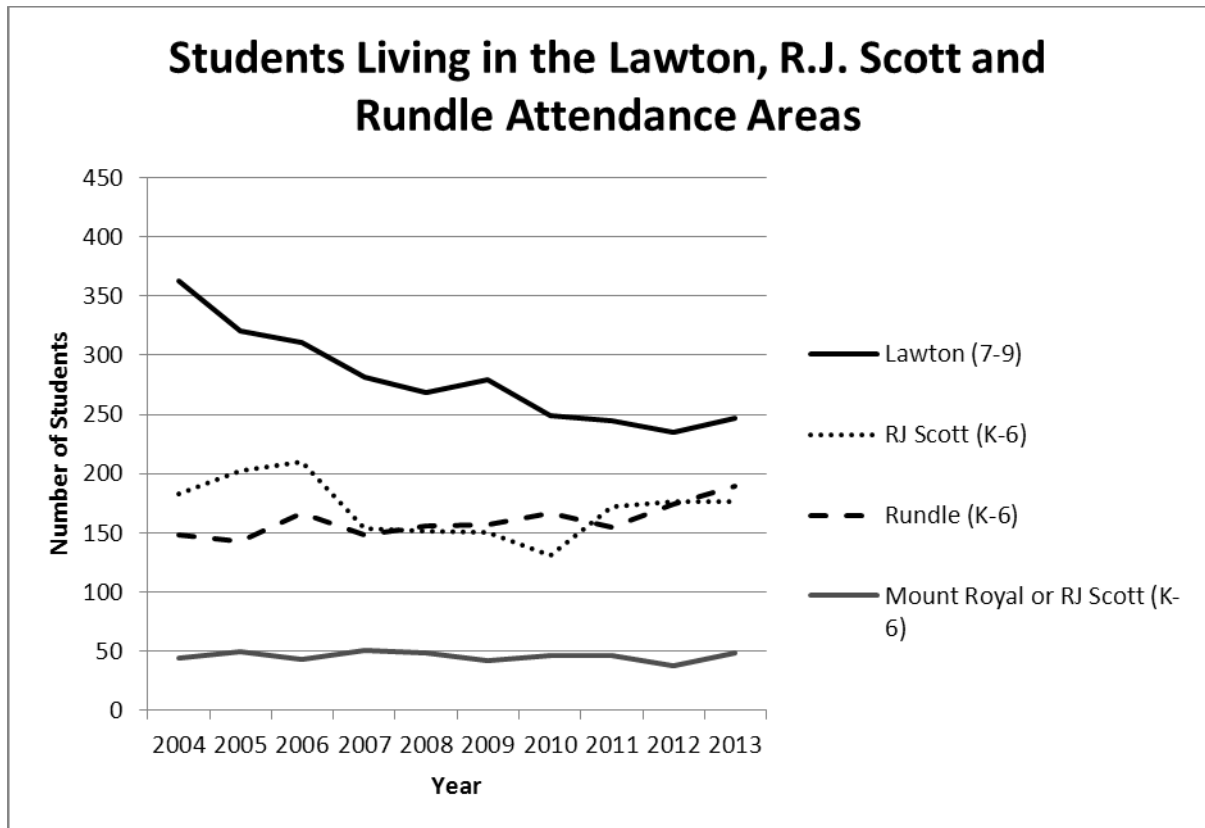
| School Building Facts | | | |
|-----------------------|------------|------------|----------------------|
| School Name | Year Built | Capacity * | Building Condition** |
| Lawton | 1956 | 601 | Fair (20.8%) |
| R. J. Scott | 1958 | 218 | Fair (35.71%) |
| Rundle | 1966 | 466 | Fair (20.27%) |

*Based on new Provincial Instructional Area Model (IAM) for calculating capacity.

** Building condition data is based on a revised provincial, five-year Facility Condition Index (FCI) for all buildings. The FCI is based on the deferred maintenance of the building divided by the replacement building cost. This reflects a change in condition categorization from five categories to three; good, fair and poor. Condition changes and ratings will be reassessed annually.

| Historical School Enrollments | | | | | | | | | | |
|-------------------------------|------|------|------|------|------|------|------|------|------|------|
| School Name | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
| Lawton | 251 | 209 | 209 | 208 | 183 | 171 | 151 | 156 | 164 | 158 |
| R. J. Scott | 115 | 106 | 99 | 82 | 88 | 100 | 102 | 118 | 115 | 114 |
| Rundle | 207 | 213 | 224 | 206 | 187 | 210 | 206 | 173 | 170 | 156 |





Greater Lawton Area Residential Trends

With respect to the Lawton cluster, significant increases to the student population in the mature neighbourhoods of the Greater Lawton Area are not expected. A review of Major Development, House, and Rezoning Applications made to the City of Edmonton from February 24, 2010 to March 6, 2014 uncovered one notable application in the neighbourhoods identified in the Greater Lawton Area cluster - a rezoning application approved in Beverly Heights (possible apartment building up to four stories). A Habitat for Humanity project in Beacon Heights, called Anderson Gardens, created 47 family homes on land that previously occupied a single family lot. Construction started in 2010 and was completed in December 2012.

FEEDBACK SUMMARY

**Greater Lawton Area
Replacement School Project Public Meeting #1
April 23, 2014
Feedback Review**

Cluster: Greater Lawton

Completed by: K.H.

| What concerns do you have about a new replacement school being built in your community? |
|---|
|---|

- | |
|--|
| <ul style="list-style-type: none"> • Maintaining a sense of community in a large school • Traffic congestion, parking, drop-off a concern • Design of a new school • Impacts on staff • Fear that a large school = institutionalization, larger class sizes, disconnect • Impact on enrolment in surrounding area schools • Maintaining green space • Effects on fundraising opportunities – casino revenue • Closed buildings – future uses, becoming derelict • Attendance area for new school • Impact on special needs programs provided in the cluster • If cluster not chosen, what next? • Capacity – future growth • New school culture – influence of older students on younger ones • Walkability • School access hours • Impact on taxes/real estate values • Incorporating/honouring the history of the Beverly community • Why not modernize all, retrofit vs. new • Continuation of E4C • Proximity to Tegler Centre • Naming of a new school • Playspace – both indoor and outdoor • Why consolidate elementary & junior high, why not junior & senior high • Including the community group voice • How to rally and show support for the project • Including feedback from students |
|--|

What additional Information do you need about the project that you currently do not have?

- Attendance area
- Cost of new vs. retrofit
- Consideration for heritage style schools
- Future of current district centre special needs programs – continued?
- Future growth in the communities
- Capacity of new building – how is capacity determined (formula) in all buildings
- Potential designs for new building and site (including parking, drop off areas)
- Transportation
- Benefits of a K-9 school – feedback from existing ASAP schools
- Criteria for decision
- Can other schools be included in the consolidation?
- Will community partnerships be maintained, will there be space within new building
- More awareness of upcoming meetings in May – encourage higher attendance

What would you like to see in a new Kindergarten to Grade 9 replacement school?

- Programming: many options, supports for special needs students, full day Kindergarten, BLA program, band, sports, leadership programs, extracurricular programming, ESL supports
- Building design: natural light, environmentally friendly, inner courtyard, rooftop garden, allows for the addition of modular, solar energy, LEED certification, parking/drop off areas, full accessibility for people with disabilities
- Green Space: soccer, baseball, garden, rubberized surface for playground, multiple play areas for the different divisions
- Facilities: large classrooms, 2 music rooms, 2 gyms, dance studio, drama room, art/science rooms, state of the art technology areas, separate spaces for elementary and junior high students, cafeteria/lunchroom, auditorium, appropriate storage, CTS spaces (construction, foods, drama, music, permaculture), wifi, EMF free zone, bus for field trips, computer labs, lockers for all students, speakers and FM systems in all classrooms, up-to-date library and study space, prayer room, fitness room, staff room, flex spaces, ergonomic desks and seats, Smartboards
- Family/Community Supports: breakfast, lunch and snack programs, permanent space for community partners, wrap around services, success coaches, out of school hours access
- Safety: security of building
- Reuse materials from closed schools (ex. playground equipment)
- Input into the naming of the school

What potential community supports would you like to see provided should your area be selected?

- Space for partner organizations within the school and in closed buildings
- Day care/afterschool care
- Access to gym
- Nurse/Counsellor on site full time
- Evening classes for adults -ESL
- Community gardens, multi-generational activities
- Health centre
- Big Brothers Big Sisters
- Roots and Wings
- Breakfast, lunch & snack programs
- Library
- Drop-in centre for students
- Healthy Living Coach
- Tegler Centre
- Family Centre (Outreach)
- Vineyard Christian Fellowship
- Wrap-around services
- ESL supports
- Homework club
- Library
- Addictions and Mental Health Centre
- Kids in Action
- Abbotsfield Youth project
- E4C
- Young Chefs program

**Greater Lawton Area
Replacement School Project Web Survey #1
Closed on: May 12, 2014
Feedback Review**

Cluster: Greater Lawton

Completed by: J.E.

What concerns do you have about a new replacement school being built in your community?

No concerns (20)

- Exciting possibility for the area
- An updated school is needed

Bullying (12)

- Concerns about K-9 model (mixing older and younger kids)

Transportation (10)

- School needs to be within walking distance
- Heavy reliance on public transportation or walking in this area

Location (7)

- Needs to be central because of walking distances, proximity to services such as the Tegler Youth Centre
- Rundle site is perfect because of green space, distance from 118 Ave

Class sizes/capacity (6)

- Too many kids in the school leading to larger class sizes

Future of the existing buildings (2)

- Need to retain as much green space as possible

Process is too rushed (2)

- project timelines are unrealistic

What additional Information do you need about the project that you currently do not have?

Location (11)

Class sizes/capacity (8)

- Will students residing in these neighbourhoods currently choosing to attend elsewhere come back?

Selection criteria (5)

- How the decision will be made
- What specifics the District is looking at prior to making a recommendation
- Project timeline
- How the community will be informed/involved in the process

Transportation and distance (2)

Current operating and maintenance **costs** for Lawton, R.J. Scott and Rundle (2)

Future of the existing buildings (1)

Services/supports available for parents and students at new school (1)

Staffing implications (1)

What would you like to see in a new Kindergarten to Grade 9 replacement school?

Two gyms (**physical activity spaces**) with up-to-date sports equipment (25)

- Fitness centre
- Separate spaces for elementary and junior high
- Swimming pool

State of the art **technology** (iPads, Smart Boards, etc.) (17)

Cafeteria/kitchen area/food garden (17)

- Continue breakfast/hot lunch programs

Improved learning spaces (15):

- Bigger, better library, Music, Art, Drama, Science Labs
- Spaces for music, art, drama (i.e. auditorium)
- Science labs
- Bigger classrooms

New **playground** (11)

- Equipment for all ages

Small class sizes (9)

- Better spaces for improved learning environments/opportunities

Sensory rooms (6)

Supports for students and families (6)

- Mental health
- ELL
- Reading

Daycare & Before and After school care (6)

Space for **community groups** (5)

Alternative programming (3)

- French Immersion?
- Arts Core?

Security measures (3)

- Cameras
- School Resource Officer

What potential community supports would you like to see provided should your area be selected?

1. Child services
2. Daycare
3. Recreation Centre
4. Health Centre
5. Adult Learning Centre
6. Multi-Cultural Centre
7. Senior Drop In

**Greater Lawton Area
Replacement School Project Public Meeting #2
May 21, 2014
Feedback Review**

Cluster: Greater Lawton

Completed by: J.E.

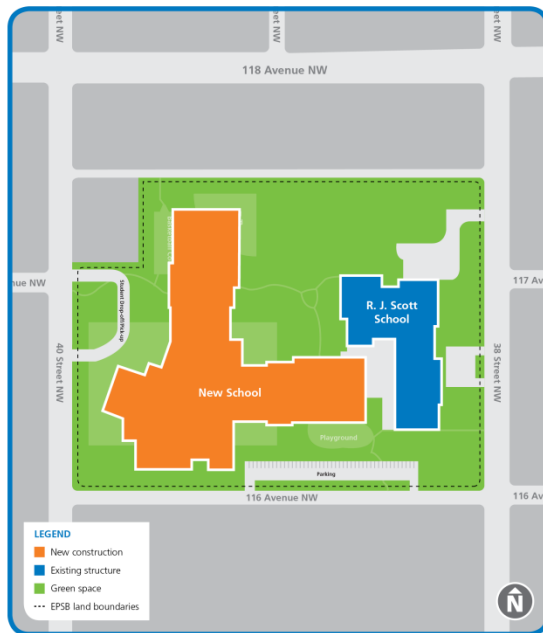
GREATER LAWTON AREA

OPTION 1

New School Construction at R.J. Scott School

- Create K-9 at R.J. Scott School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the new R.J. Scott K-9 School
- Close Lawton and Rundle schools
- Demolition of existing R.J. Scott School building

EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

Central location (5)

Minor transition for R.J. Scott and Lawton students (5)

Lawton could become a **hub for community services** (i.e. childcare) (5)

Proximity to Tegler Youth Centre (5)

- Mentoring program for students (learning opportunities)
- Centre won't be well utilized without students from Lawton, R.J. Scott

Access to ETS (4)

No disruption due to construction (4)

New building provides **curb appeal**, something to be proud of (3)

- Will attract families back to area

Site can accommodate traffic flow (2)

Better playground could be built (1)

More **economical** than mod/addition at R.J. Scott (1)

None (1)

What do you consider to be the challenges of this option?

Proximity to 118 Avenue (9)

- Safety concerns
- Close to bars, pawnshops, liquor stores
- Older students may take off and not return (close access to stores, fast food)
- Students walking in this area
- Reduces curb appeal

Loss of greenspace (8)

- Site is small even with existing building demolished
- No greenspace whatsoever until demolition is complete
- This option has the least amount of greenspace (not enough for 600 students)
- Minimal room to expand if necessary

Impact on existing playground (7)

- No access during construction
- Additional costs to replace it
- Health impacts on students and community by not having a playground

Location may not be able to accommodate **traffic/parking demand** (5)

Transportation from Rundle area (many parents do not drive)(3)

Uncertain **future of Lawton building** (2)

Current schools are in good condition(2)

Safety during construction (1)

New school will be **too large** (1)

New school is very **expensive** (1)

No challenges- a new school is desired no matter where it is located (1)

OPTION 2

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the new Rundle K-9 School
- Close Lawton and R.J. Scott schools



What do you consider to be the challenges of this option?

Transportation from R.J. Scott area (10)

- Costs
- An increase in driving behaviour

Not central within cluster (8)

- Not visible/isolated
- Not accessible
- Far from community supports like the Tegler Youth Centre
- Not desirable because of distance away from communities north of 118

Further from playground (2)

Loss of some well-used sportsfields (2)

Difficulty in finding appropriate user group for existing school (1)

Close to refineries (1)

Drop-off area is too small (1)

None (1)

GREATER LAWTON AREA

OPTION 3

New School Construction at Rundle School

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the new Rundle K-9 School
- Close Lawton and R.J. Scott schools

EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

Plenty of **green space** (11)

- Less disruption to green space than Option 2
- Fields are already in place
- Opportunity to separate the different age groups

Traffic (6)

- Safe (low traffic volumes)
- 32 St. is less busy than 111 Ave.
- Site is large enough to handle increased school traffic, parking

Closer to playground than Option 2 (4)

Proximity to amenities (Rundle Park, the River Valley and ACT) for learning opportunities, activities (4)

Existing Rundle School could become **a hub for community services** (3)

Minimal disruption to students compared to modernization (2)

Removed from 118 Avenue (negative influences) (2)

Directly on an **ETS route** (2)

Brand new building (2)

None (1)

What do you consider to be the challenges of this option?

Not central (10)

- Not visible/accessible
- Isolated
- Far from community supports (i.e. Tegler Youth Centre)
- Too far from communities north of 118 Ave (enrolment impacts)

Future of closed school buildings (7)

- No vacant buildings (must be proactive in finding groups to use these spaces)

Closer to St. Jerome (5)

- Tension between students
- Traffic congestion
- Playground is too small for students from both schools

Traffic congestion (4)

- Road is narrow for buses, parking
- Less street parking

Transportation from R.J. Scott area (3)

Close to refineries (2)

Close to Rundle Park (2)

- students could wander off

Loss of well-used sportsfields (2)

GREATER LAWTON AREA

OPTION 4

Modernization and addition at R.J. Scott School

- Create K-9 at R.J. Scott School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the modernized R.J. Scott K-9 School
- Close Lawton and Rundle schools



EDMONTON PUBLIC SCHOOLS

What do you consider to be the strengths of this option?

Existing R.J. Scott school remains operational (6)

- Sense of community, familiarity continued
- Recognizes historical value (first school in Beverly)

Central location (4)

- More practical for transportation
- Proximity to Tegler Youth Centre

Cost effective (3)

Addition allows for **separation of K-6, 7-9** (2)

Good drop-off area (quiet street) (2)

Allows for continued **green space** (1)

Larger parent group to draw **volunteers** from (1)

What do you consider to be the challenges of this option?

Demolition of playground (4)

- Would it be replaced or is fundraising necessary?

Traffic congestion (3)

- Not ideal for drop-off demands of a 600 capacity school
- Narrow roads

Transportation costs from Rundle area (3)

Proximity to 118 Avenue (3)

Reduction in green space (2)

Existing part of **R.J. Scott** is still aging (1)

Casino money will have to be combined (1)

GREATER LAWTON AREA

OPTION 5

Modernization and addition at Rundle School

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the modernized Rundle K-9 School
- Close Lawton and R.J. Scott schools



What do you consider to be the strengths of this option?

Retains the greatest amount of **green space** (10)

- Room to expand in the future if needed

Most **cost effective** (5)

Least disruptive to the site, the community (3)

- Curb appeal
- Keeps traffic in same spot

Proximity to amenities (Rundle Park, the River Valley and ACT) for learning opportunities, activities (3)

Smaller addition required than Option 4 (3)

- Construction time may be shorter

Rundle is the **newest building** (2)

Existing Rundle School remains operational (2)

Removed from 118 Avenue (negative influences) (1)

No impact on playground (1)

What do you consider to be the challenges of this option?

Disruption to students during modernization (6)

- Safety issue

No ‘community campus’ concept (4)

- No extra space left for community supports

Traffic challenges (3)

- Small drop-off area

New building is preferred (3)

- Rundle School is aging

Transportation (2)

- Costs
- Distance

Less access to ETS (1)

Close to **refinery** (1)

Proximity to **St. Jerome** (1)

No basketball court (1)

Additional Comments

Proposed locations are good

If this is successful with Lawton, R.J. Scott and Rundle, similar projects may happen elsewhere

Support for consolidation- strengthens the supports in one location as opposed to spreading them out amongst several buildings

Supportive of the 'community campus' idea where the existing school stays to serve the community in other ways (*applicable in Option 1 between R.J. Scott and Lawton and in Options 2 & 3 between new Rundle and existing Rundle*)

A new school will draw families back (revitalization)/keep current students in the neighbourhood

Community desperately needs a new school

We want a new K-9 in our area

Needs to be large enough to accommodate future growth

Strong parent support for this project

Concerns re: bullying in a K-9 setting

- Could be an opportunity for a buddy/mentoring system; leadership opportunities for older students

Could lead to large class sizes

New school should continue current community programming (i.e. hot lunch programs)

Serious concerns that older students will leave the community

Questions:

Will a playground be replaced as part of the project (no fundraising needed)?

Attendance area?

Future of closed buildings?

- What upgrades will be required in these schools for them to operate as community hubs?

How will transportation work?

Will the old dump and coal mines effect project costs?

What supports will be in place for refugee children arriving at a later age?

If the Greater Lawton Area is not recommended at this time, what would you like us to consider in future replacement school consultations?

We need this school now!

REALLY REALLY want the NEW school!!!

WE WANT THE NEW BIG SCHOOL!

Increase maintenance funding and the number of modernization projects

Upgrade all three schools to a reasonable standard

Schools and community services need to work as a team when occupying space to save money (i.e. Clareview Rec Centre- school doesn't need to provide community amenities on their own)

Appreciation for consultation process

- Good timelines (not drawn out)
- Plenty of opportunity to share voices and be heard

Consider the Greater Lawton Cluster at the top of the list next round

- Go back to the Province and get us a new school ASAP
- Continued advocacy for this community

Greater consultation with community groups already active in the schools to create synergies

Future consultation should prioritize the needs of the students

Wider range of translation services in consultation process (surveys, meetings, website)

Earlier meeting times

Provide computer access at meetings for those who do not have one at home (for survey access)

If Lawton Cluster is not selected, how will it affect my kids?

If Highlands Cluster is selected, where does this leave us?

- Students may leave Lawton area for new school in Highlands
- Are school closures possible? Would a consolidation of just elementary schools in this area be possible?

K-9 is beneficial because it keeps students in the same school for a longer period of time (easier for families)

Bigger school will provide more programs, community resources

Easier for community support when consolidated in one building

A community liason is needed to communicate with parents

This process has been too rushed to make a decision by June (unfair)

A comprehensive plan is preferred to closing individual schools

**Greater Lawton Area
Replacement School Project Web Survey #2
Closed on: June 6, 2014
Feedback Review**

Cluster: Greater Lawton

Completed by: J.E.

GREATER LAWTON AREA

OPTION 1

New School Construction at R.J. Scott School

- Create K-9 at R.J. Scott School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the new R.J. Scott K-9 School
- Close Lawton and Rundle schools
- Demolition of existing R.J. Scott School building

 EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

Central location (15)

- Minor transition for R.J. Scott and Lawton students

Accessible for pedestrians, ETS service (6)

Proximity to Tegler Youth Centre (5)

- Mentoring program for students (learning opportunities)
- Centre won't be well utilized without students from Lawton, R.J. Scott

New building supports revitalization efforts in the area (5)

- Will attract families back to area

No disruption due to construction (4)

Existing R.J. Scott will be demolished (4)

Site can accommodate traffic flow (2)

None (1)

What do you consider to be the challenges of this option?

Loss of greenspace (12)

- Site is small even with existing building demolished
- No greenspace whatsoever until demolition is complete
- Impacts on well used playground, basketball court

Proximity to 118 Avenue, The Drake (9)

- Safety concerns
- Close to bars, pawnshops, liquor stores
- Older students may take off and not return (close access to stores, fast food)
- Students walking in this area
- Reduces curb appeal

No challenges (6)

Location may not be able to accommodate **traffic/parking demand (5)**

New school will be **too large (3)**

Distance from Rundle area (1)

Uncertain **future of Lawton building (1)**

GREATER LAWTON AREA

OPTION 2

New School Construction at Rundle School

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the new Rundle K-9 School
- Close Lawton and R.J. Scott schools

 EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

Plenty of **green space** (17)

- Minimal disruption to the overall site
- Fields are already in place

Brand new building (5)

None (4)

Proximity to amenities (Rundle Park, the River Valley and ACT) for learning opportunities, activities (3)

Traffic: (3)

- A safe area (low traffic volumes)
- Site is large enough to handle increased school traffic, parking

Accessible for pedestrians, ETS service (3)

Existing Rundle School could become **a hub for community services** (2)

Removed from 118 Avenue (negative influences) (2)

Distance between new school and **St. Jerome** (1)

What do you consider to be the challenges of this option?

Transportation from R.J. Scott area (10)

- Costs
- Not within walking distance
- Poor ETS access

Increased traffic will disrupt quiet neighbourhood (7)

Not central within cluster (6)

- Not visible/isolated
- Not accessible
- Far from community supports like the Tegler Youth Centre
- Not desirable because of distance away from communities north of 118

Loss of greenspace (well-used sportsfields) (4)

None (3)

Further from playground (2)

New school will be **too large** (2)

Difficulty in finding appropriate user group for existing school (1)

OPTION 3

New School Construction at Rundle School

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the new Rundle K-9 School
- Close Lawton and R.J. Scott schools



What do you consider to be the strengths of this option?

- Plenty of **green space** (12)
- None** (7)
- Site is large enough to handle increased school **traffic, parking** (4)
- Proximity to amenities** (Rundle Park, the River Valley and ACT) for learning opportunities, activities (2)
- Directly on an **ETS route** (2)
- Brand new building** (2)
- Better **curb appeal** compared to Option 2 (2)

What do you consider to be the challenges of this option?

Closer to St. Jerome (7)

- Traffic congestion
- Playground is too small for students from both schools

Traffic congestion (6)

Loss of well-used sportsfields (6)

Poor ETS access (3)

Not central (4)

Distance from existing building & the community services (2)

New school will be **too large (2)**

Further from playground (2)

Close to refineries (1)

None (1)

GREATER LAWTON AREA

OPTION 4

Modernization and addition at R.J. Scott School

- Create K-9 at R.J. Scott School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the modernized R.J. Scott K-9 School
- Close Lawton and Rundle schools



EDMONTON PUBLIC SCHOOLS

What do you consider to be the strengths of this option?

Central location (8)

- More practical for transportation
- Close to existing community supports

Existing R.J. Scott school remains operational (7)

- Sense of community, familiarity continued

Allows for continued **green space** (6)

None (3)

Cost effective (2)

What do you consider to be the challenges of this option?

Existing **R.J. Scott is still aging** (12)

- Previous additions at other schools aren't appealing (piecemeal construction)
- May not be cost-effective
- Not a new school

Proximity to 118 Avenue (4)

None (4)

Construction will be disruptive for students (4)

Reduction in green space (3)

Demolition of playground (3)

Too many students (2)

GREATER LAWTON AREA

OPTION 5

Modernization and addition at Rundle School

- Create K-9 at Rundle School site
- Combine students from Lawton, R.J. Scott and Rundle schools at the modernized Rundle K-9 School
- Close Lawton and R.J. Scott schools



What do you consider to be the strengths of this option?

- Maximizes **green space** (10)
 - Minimal disruption to the overall site
 - Fields are already in place
- Least disruptive** for students, the neighbourhood (5)
- None** (4)
- Existing Rundle school remains operational** (3)
- Accessible** for pedestrians, ETS service (1)
- Cost effective** (1)

What do you consider to be the challenges of this option?

- Existing **Rundle is still aging** (7)
 - Previous additions at other schools aren't appealing (piecemeal construction)
 - May not be cost-effective
 - Not a new school
- Not central** (6)
- None** (4)
- Reduction in green space** (3)
- Looks **too small** (2)
- Construction will be disruptive** for students (2)
- Traffic disruption** in quiet neighbourhood (1)
- Poor ETS access** (1)

Additional Comments

- RJ Scott site is the best option because it is central and within walking distance
- Rename the school Beverly Heights School
- What is the process for dispersing the vacant buildings?
- New build creates more of a community feeling, positive vibes than a retrofit
- Central location and public transportation are important issues
- Best option is the addition onto RJ Scott because it is central (close to community resources), has green space left for students
- School would be best located at Rundle because of greenspace
- New school is preferred over dealing with ongoing maintenance issues at old schools
- Build school larger than planned capacity to allow for extra spaces for community, options (music, art, etc.)
- Hope this area is chosen because of strong community support
- Not all families are low-income... Need to see advanced programming available for all students
- A new addition onto an old building doesn't address the fact that the existing building is old and will require ongoing maintenance (not as cost effective as people would think... not a longterm solution)
- Going to be expensive no matter what, let's build this project properly
- Rundle site offers the least amount of disruption for all students
- Rundle site will allow for an emphasis on physical activity, health and the environment
- Amalgamating schools makes sense... Putting all the money into one building will improve programming
- This is a great opportunity
- Supports revitalization (curb appeal)

If the Greater Lawton Area is not recommended at this time, what would you like us to consider in future replacement school consultations?

- We actually want this school- It would be foolish to build the school in a community where it is unwanted
- New school is needed desperately to support revitalization
- Area needs to be considered in the future to provide equity (students deserve to have same opportunities as others)
- If not selected this time, then must be next time
- Early learning needs to be offered in every new building
- District needs to be upfront with the options, the future of surplus buildings and the future of underutilized schools
- It would be nice to modernize existing schools rather than build big new ones
- Are large schools the best way to help high-needs students?
- More consultation with City of Edmonton regarding potential partnerships prior to site selection
- A vote should be held (give the power of choice to tax payers)
- Get public input for how to utilize the old buildings... Must connect with community (partners are essential to smooth operation)

**Greater Highlands Area
Replacement School Project Public Meeting #1
April 22, 2014
Feedback Review**

Cluster: Greater Highlands

Completed by: K.H.

What concerns do you have about a new replacement school being built in your community?

- Maintaining a sense of community in a large school – losing benefits of a small school
- Traffic congestion, parking, drop-off a concern
- Community input into design of new school and the future of closed buildings, architecture to compliment that of the community
- Impacts on staff
- Fear that a large school = kids ‘falling through the cracks’, larger class sizes, split classes
- Retrofit – what happens to students while it is taking place?
- Maintaining Arts Core Programming
- Historical value of the Highlands School building
- Impact on enrolment in surrounding area schools (Virginia Park)
- Maintaining green space
- Questions around educational outcomes in large vs. small schools
- Accuracy and understanding of data used to determine building capacity and identify clusters
- Charter schools moving into closed buildings
- Effects on fundraising opportunities
- Closed buildings – usage agreements, ownership of land/buildings, what are other closed building used for?
- Attendance area for new school
- Impact on special needs programs provided in the cluster
- If cluster not chosen, what next?
- Capacity – concerns about overcrowding, future growth
- New school culture – defined areas for different Divisions, play spaces, bullying, leadership opportunities, influence of older students on younger ones
- What exactly is a retrofit?
- Walkability, safety crossing 118th Ave
- Cluster communities pitted against each other

What additional Information do you need about the project that you currently do not have?

- Green school – sustainability
- Attendance area
- Future growth in the communities
- Programming options
- Capacity of new building
- Potential designs for new building
- Will every cluster eventually be chosen
- Funding model for new school – P3?
- Transportation
- Will there be grandfathering of students who do not live in the current attendance areas?
- Feedback from other clusters
- Existing supports for “socially vulnerable” families in the community
- Culture of a K-9 school
- Data showing the number of students enrolled in each school from outside of the current attendance areas
- Criteria for decision

What would you like to see in a new Kindergarten to Grade 9 replacement school?

- Programming: Arts Core, Regular programming, Literacy Intervention support, Special Needs District Centre programs, French (or other language) Immersion, TRIBES, leadership programs and opportunities, Aboriginal liaison and studies
- Building design: reflects community character, retrofit of Highlands, parking and drop-off, LEEDS (Silver), Smart Technology
- Green Space: playground completed upon opening, garden
- Facilities: state of the art technology, art and dance rooms, theatre space, sinks in classrooms, 2 large gymnasiums, CTS (Construction, foods, fashion, photography), swimming pool, cafeteria, meeting room for parents, music room with recording space, common areas, climbing wall, accessibility and inclusion for people with disabilities, charging stations, culturally responsive areas, separate spaces for elementary and junior high students
- Family/Community Supports: day care/afterschool care within building or close by, wrap around services, pre-school, fitness room, community centre, community access after school hours
- Safety: crossing lights

What potential community supports would you like to see provided should your area be selected?

- Day care/afterschool care
- Access to gym
- Culinary arts program
- Artist in residence
- Aboriginal supports
- Mentoring programs
- Seniors housing/drop-in
- Evening classes for adults
- Community league
- Health centre
- Public arts centre
- Recreation centre
- Big Brothers Big Sisters
- Roots and Wings
- Breakfast and lunch programs
- Community resource officer
- Success coaches
- Edmonton Public Library
- Child support services
- Teen Centre for after school activities
- PFK
- Pet therapy

Greater Highlands Area
Replacement School Project Web Survey #1
Closed on: May 12, 2014
Feedback Review

Cluster: Greater Highlands

Completed by: L.F./M.M

What concerns do you have about a new replacement school being built in your community?

Themes mentioned more than once:

- Concerns about the “**large**” school model, impersonal, loss of small community feel (12)
- Losing **arts core** (9)
- Preservation of the **heritage and historic character** (e.g. Highlands building) (8)
- Walkability, traffic and safety (6)
- Location of new school, distance, **accessible** (wheelchair), safety (5)
- **Closed schools being left empty** too long “eye sore” (5)
- The “**K-9**” model (4)
- Environmental, sustainability, architectural, modernization vs new construction (4)
- Green space and playground (2)
- Impact on students (2)
- Impact of this consolidation on **Virginia Park School** (2)
- Wifi (2)

Other concerns:

- New construction doesn’t reflect community values; enrolment, school closure; **socioeconomic** mix; **disruptions** during construction; overcrowding; bullying; special needs programming; cafeteria/kitchen; permaculture considerations; more time for project

What additional information do you need about the project that you currently do not have?

Themes mentioned more than once:

- **Location** (12)
- **Design** to consideration - environmental, sustainability, architectural, interior, modernization vs new construction (9)
- **Size** – school, enrolment, class (7)
- What will happen to the **old buildings and land**? (7)
- Will new school have **arts core**? (5)
- Costs (4)
- **Separating** elementary and junior high students (3)
- Will current **staff** be assigned to the new school? (3)
- Maintaining **existing supports** for students, **daycares** (2)
- Green space and playground (2)

Other information:

- **Who** was consulted, modernizing Highlands, **K-9** benefits, **funds** to operate new school, displacing students, quality of education, selection of neighbourhoods, what happens to the cluster **not chosen** this round, how decisions will be made, special needs programming, neighbourhood demographics

What would you like to see in a new Kindergarten to Grade 9 replacement school?

Themes mentioned more than once:

- **Arts core** (14)
- Specialized **spaces** for arts, sports (e.g. up-to-date, technology, natural light, common area classrooms) (12)
- Modernize Highlands – use/incorporate existing building; keep in mind historical (10)
- **Separate** elementary and junior high students (8)
- Excellent teachers (5)
- **Services and supports** e.g. out of school care, before/after school care, hot lunch program (5)
- Small class sizes (5)
- **Design** to consideration: environmental, sustainability, energy efficiency, e.g. LEED (4)
- Outdoor play areas, playground (4)
- Walkability and safety; drop-off for parents (3)
- Special needs supports (e.g. sensory room, specialized aids) (2)
- Improved cafeteria, lunchroom (2)
- Community league partnership (2)
- Full day kindergarten (2)
- Accessibility (2)

Other desires:

- No/low fees; focus on academics; more programming options; school as physical learning tool, interactive building; adult/continuing education; location

What potential community supports would you like to see provided should your area be selected?

Themes mentioned more than once:

(listed by category mentioned most)

1. Daycare
2. Child services
3. Recreation Centre
4. Senior Drop In
5. Multi-Cultural Centre
6. Adult Learning Centre
7. Health Centre

Other supports:

- Artist spaces, art supports for broad community use; supports deemed appropriate by Board to serve school and Highlands community; before/after school care; full day kindergarten; community league hall space, meeting space etc; gathering space for community, police station; permaculture/urban agriculture

**Greater Highlands Area
Replacement School Project Public Meeting #2
May 20, 2014
Feedback Review**

Cluster: Greater Highlands

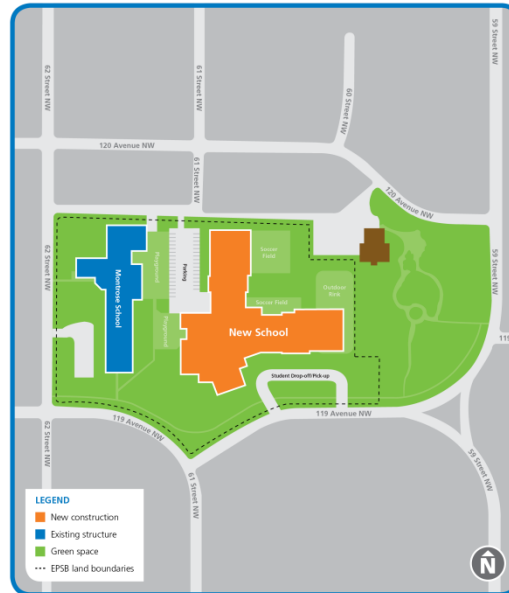
Completed by: L.F/M.M.

GREATER HIGHLANDS AREA
OPTION 1

New School Construction at
Montrose School

- Create K-9 at Montrose School site
- Combine students from Highlands, Montrose and Mount Royal schools at the new Montrose K-9 School
- Close Highlands and Mount Royal schools
- Demolition of existing Montrose School building

 EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

Themes mentioned more than once:

- New/modern playground, spray/water park; spray park existing playground (5)
- New school (3)
- Quiet street, community (2)
- Students won't be displaced, little disruption (2)
- New development/rejuvenation in neighbourhood (2)
- Programming – special needs (2)
- Community centre availability, access to community facilities

Others strengths:

- Keeping community building; Aesthetic of new not a concern; new construction easier than retrofit, and to customize for arts programming; no strengths; K-9 remaining with cluster boundaries; daycare in community

What do you consider to be the challenges of this option?

Themes mentioned more than once:

- Traffic, flow, congestion, pick up/drop-off, walkability, safety (7)
- Impact/loss to community league facilities e.g. rink, spray park (5)
- Crossing 118 Ave (4)
- Not central (3)
- Concerns about neighbourhood e.g. transients, vandalism, rough, crime rates, socioeconomic, change in school population (3)
- Effective use/lack of green space? (3)
- Parents not wanting to wait for renewal; look at alternatives (2)

Others challenges:

- Back alley, home; more families in mount royal; permission forms to park; what happens to empty buildings?; parking beside playground; support for school in Montrose? Enrolment numbers?; Arts core – will students chose Victoria?; template building – no customization e.g. arts); possibility to expand?

GREATER HIGHLANDS AREA OPTION 2

New School Construction at Mount Royal School

- Create K-9 at Mount Royal School site
- Combine students from Highlands, Montrose and Mount Royal schools at the new Mount Royal K-9 School
- Close Highlands and Montrose schools
- Demolition of existing Mount Royal School building



What do you consider to be the strengths of this option?

Themes mentioned more than once:

- Lots of sportsfields, play area, existing playground (6)
- Parking, drop-off/pick up (5)
- ETS, bus route by school, proximity to LRT and streets cleared more (5)
- Construction won't affect students (3)
- Community success and momentum, stability, new homeownership/growth (3)
- lots of land, room for growth (3)
- Maintain arts core (2)
- Walkable, minimum impact on community (2)
- new school, brand new building (2)

Other strengths:

- New infrastructure transportation; location – e.g. away from commercial properties where kids hang out; no spray park near; K-9 positive; new building and space for arts

What do you consider to be the challenges of this option?

Themes mentioned more than once:

- Drop-off size, traffic, parking congestions (7)
- Alley – narrow, speed (4)
- Loss of green space (3)
- Not central (2)
- Balance of special needs versus arts core programming; ability to accommodate all different programming needs? (2)
- Aesthetic of new building; sentimental attachment to historical (2)
- Portables/modular – small, no sinks/plumbing, no/small/windows (2)

Other challenges:

- Getting (Montrose) students to come to new school; demolishing small gym and stage – replace for arts core? Inside artwork; ETS; what happens to empty buildings?; messaging being sent o kids (i.e.) template building – no customization e.g. arts);designated busing and drop-off; adjustment for community; elementary-junior high together – playground, lunch

GREATER HIGHLANDS AREA

OPTION 3

Modernization and addition at Mount Royal School

- Create K-9 at Mount Royal School site
- Combine students from Highlands, Montrose and Mount Royal schools at the modernized Mount Royal K-9 School
- Close Highlands and Montrose schools



What do you consider to be the strengths of this option?

Themes mentioned more than once:

- Character (building) – maintain, familiar, not intrusive, emotional attachment, addition fits older (6)
- Drop-off - on quieter street, better parking (5)
- Not demolishing building (3)
- Community success and momentum, stability, new homeownership, for growing population (3)
- Maintain arts core (2)
- Maintain inside décor/finishing e.g. mural, artwork (3)

Other strengths:

- Location, kids in school during construction, fiscally responsible option, ETS –great existing service; city and school work to provide more drop-off

What do you consider to be the challenges of this option?

Themes mentioned more than once:

- Schooling during modernization, temporary displacement, uprooting (6)
- Loss of green space (5)
- 55 Street - not wide enough, crowded, busy, expand? (4)
- Drop-off – site placement, busy (4)
- Keep existing; matching older building with new; upgrades needed to old? (3)
- 113 Avenue – problematic, 3-way stop people don't adhere to (2)

Other challenges:

- Forced playground space for K-9; limited bus access for junior high; lack of wheel chair accessibility, alley – safety, traffic; modernization money will draw away from funding other elements; distance; 53 Street – speed and safety; what happens to empty buildings?

GREATER HIGHLANDS AREA OPTION 4

Modernization and addition at Highlands School

- Create K-9 at Highlands School site
- Combine students from Highlands, Montrose and Mount Royal schools at the modernized Highlands K-9 School
- Close Mount Royal and Montrose schools
- Demolition of existing annex building

EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

Themes mentioned more than once:

- Location – central, proximity from other schools (5)
- Big enough, lots of space, no need to attach modular (5)
- More drop-off options, less congestion, lots of parking, quieter street (4)
- Highlands – historical, character, old beautiful, character (4)
- Green space – lots, preservation of existing (3)
- Strong community culture, connected, next to league (3)
- Major bus route, existing ETS, access to LRT (3)
- Attract students and families, neighbourhood change, lots of retrofitting in neighbourhood (3)
- Access to local businesses, amenities; site borders community league – garden, hall green space and playground (2)
- Arts core important for Junior high (2)

Other strengths:

- Less disruptive; existing CTS area; strong school leadership; removing annex students don't have to go outside; traffic best, good crosswalk; more extracurricular; harder to lease because of building age

What do you consider to be the challenges of this option?

Themes mentioned more than once:

- 118 Avenue – busy, crime, pollution, noise, exhaust, play area too close (6)
- No playground – fundraising required, funds available, relocate from one of other closed schools (4)
- Drop-off – confusion, close to 114 Ave, residents (3)
- Empty buildings - What happens to them? demolished in future due to lack of \$? What if new tenants not desirable ? (3)
- Matching older building with new; 100 years old; keep 1914(3)
- Project – Too expansive to modernize, renovation with budget, timeline (3)
- Accessibility e.g. stairs (2)
- If another cluster chosen, what happens to Highlands – closed, demoed? (2)

Other challenges

- FMNI concerns i.e. Highlands looks like residential schools; loss of annex; what if more kids move into neighbourhood; students during renovation

Additional Comments

Themes mentioned more than once:

- Consultation process (7) e.g.
 - Online survey and meeting similar; other opportunities (outside EPSB) to provide feedback?
 - a "yes" or "no" question re: community wanting a new school, or a K-9 school, with space to provide comments as to why?
 - not enough info, more info, to make informed decisions
 - should have provided parents/community members with opportunities to tour larger / K-9 schools early in the process
 - additional reach out to give – Montrose, ESL and other populations voice
 - answers/responses to previous questions would be great to have
- School size and education impacts (7) e.g.
 - misconception re: quality of existing small schools?
 - large school setting on staff satisfaction, student success and community?
 - benefit to k-9 vs k-6 schools?
 - no junior high specific site if schools amalgamated; size causes fear in parents
 - Expansion - which options allow for growth and expansion
 - use of modular classrooms or portables? Avoid these if possible.
- Enrolment/demographics (6) e.g.
 - how projected?
 - increase in birth rates historically & city planning (denser housing) - how will affect enrollment
 - more families moving into mature nbhds;
 - where was EPSB prior to families choosing to send their to schools outside of community, or moving, which resulted in today's issue
 - What if the population of the area outgrows the capacity?
 - Where are the students designated for the Highland?
- Arts Core – guarantee/new building needs to be, facilities to support, will help enrolment (4)
- Aesthetic (i.e. design) - Concern for new; new building or the retrofit needs to match that of neighborhood; concerns with what plans will actually look like; community input on interior plans (4)
- Special needs - loss of supports and programming for students; look at allocation of so families don't have to go elsewhere; what programs will be designated to the new site (3)
- Parking lot, Staff parking on streets take away from parents (2)
- Capacity and utilization – space calculations not reflective of arts school, and enrollment percentage on paper is not fair (2)

- Closed buildings - input community has for leasing or selling closed building; how long empty (2)
- Is this evitable; parents feeling forced into the decision; Virginia Park should not be forced to join the amalgamation (3)

Other comments:

- Loss of casino revenue
- On-going under funding (e.g. maintenance)
- FMNI concerns i.e. Highlands looks like residential schools
- Where did 3-1 ratio come from
- Concern about the 75% rule - does the 75% include the addition?
- Differential in costs, use extra funds for e.g to upgrade playground or facilities, Arts core facilities such as a dance studio
- Can playground equipment be moved from site to site? (ie: from Montrose to a new site)
- Land swap with community league
- Informal vote within community
- Programming important for cluster
- Neighbourhoods with school important
- Leaving all elementary campuses as is, and revitalizing Highlands as a junior high school only
- Yellow busing for junior high

If the Greater Highlands Area is not recommended at this time, what would you like us to consider in future replacement school consultations?

Themes mentioned more than once:

- Consultation Process (7) e.g.
 - another public consultation
 - too fast, timeline rushed
 - additional reach out to give – Montrose, ESL and other populations voice?
 - info on cost analysis figures of long term sustainability of schools in a status quo arrangement
 - does not seem like a conversation- no response to the original questions posed, no supporting evidence (e.g. cost effective measure, educational implications considered);
 - evidence we are heard through this process?
 - would like a commitment from EPSB to have consultations and public meetings to come up with alternative ideas to closures in mature nbhds - achieve the highest level of IAP2 consultation
- Board/Province work together (4) e.g.
 - to ensure all mature areas receive replacement school, revitalization;
 - Wants the board to push through as many revitalizations as possible within the current fiscal year and with the existing provincial government;
 - be next on the list
 - something being given back to the community through this process - not just a school closure(s)
- Arts Core – maintain, priority, focus on these needs (3)
- Fear - of not having the same budget later, closure of Highlands if cluster not chosen or nothing will be fixed (2)
- School size - Large school implications on achievement of our most vulnerable, bigger school provide a better education compared to small community schools (2)
- Closed sites (2) e.g.
 - long term considerations, changes to community assets uncertain (e.g. Rexall)- what becomes important to the community- backwards decision making- asked to commit to a replacement school without full understanding of the what ifs- there is no way to know that now
 - it's bigger than just schools- it's a broader discussion involving communities

Other considerations for future consultations:

- Support for special needs programming
- Doing best for students
- Do community members WANT a new school?
What happens to our community schools in this situation?
- Concern if public/private partnership
- Status of Highlands as an official historical site or not? Who takes responsibility for building?
- 40 years doesn't seem like a very long time for \$20 million
- how long will EPSB maintain a 50 year school prior to it needing to be closed / demolished?
- If Highlands Junior High is chosen to be renovated, and the province disagrees, what is the backup plan for the greater Highlands area?
- EPSB needs to take care of sites so that communities can keep schools longer
- Will students outside of Montrose/Mt Royal nbhds move to new school
- What happens to teachers? will they move to new schools?
- junior high in this area will still require revitalization even if it is not chosen as part of this replacement project

**Greater Highlands Area
Replacement School Project Web Survey #2
Closed on: June 6, 2014
Feedback Review**

Cluster: Greater Highlands

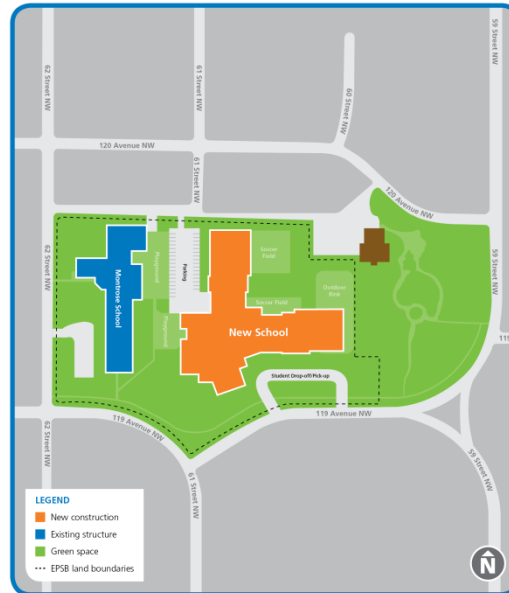
Completed by: J.R.

**GREATER HIGHLANDS AREA
OPTION 1**

**New School Construction at
Montrose School**

- Create K-9 at Montrose School site
- Combine students from Highlands, Montrose and Mount Royal schools at the new Montrose K-9 School
- Close Highlands and Mount Royal schools
- Demolition of existing Montrose School building

 EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

Themes mentioned more than once:

- New/modern playground, retain spraypark, good use of green space (10)
- New school (6)
- Quiet street, community (5)
- New development/rejuvenation in Montrose neighbourhood (5)
- Good access for drop-off (4)
- Ability to keep school open during construction, little disruption (2)

Others strengths:

Keeping community building; new technology from onset; K-9 remaining with cluster boundaries; nearby space for daycare in community; option doesn't leave an empty school site

What do you consider to be the challenges of this option?

Themes mentioned more than once:

- Not central (13)
- Effects on the quiet neighbourhood (5)
- Traffic, flow, congestion, pick up/drop-off (4)
- Impact/loss to community league facilities e.g. rink, spray park (6)
- Crossing 118 Ave (10)
- Effective use/lack of green space (6)
- Location of the parking lot relative to playground (3)
- Concerns about neighbourhood e.g. transients, vandalism, rough, crime rates, socioeconomic, change in school population (2)
- Highlands closing/lack of support to preserve heritage buildings (2)

Others challenges:

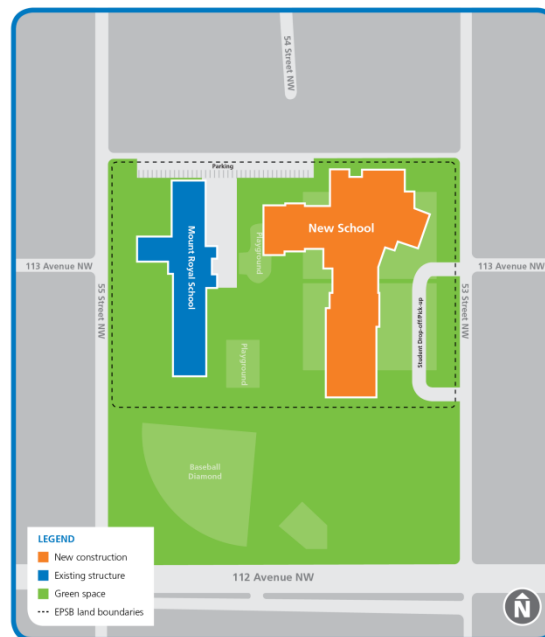
No room for extra modular if needed; what happens to empty buildings?; Montrose is not Arts core – what will happen?; demolition of existing Montrose building

GREATER HIGHLANDS AREA

OPTION 2

New School Construction at Mount Royal School

- Create K-9 at Mount Royal School site
- Combine students from Highlands, Montrose and Mount Royal schools at the new Mount Royal K-9 School
- Close Highlands and Montrose schools
- Demolition of existing Mount Royal School building



EDMONTON PUBLIC SCHOOLS

What do you consider to be the strengths of this option?

Themes mentioned more than once:

- Central Location/South of 118 ave (15)
- Lots of sports fields, play area, existing playground (8)
- Parking, drop-off/pick up (9)
- A lot of land, room for growth (6)
- New school, brand new building (5)
- ETS, bus route by school, proximity to LRT and streets cleared more (4)
- Construction won't affect students (4)
- Nothing (3)
- Community success and momentum, stability, new homeownership/growth (2)
- Walkable, minimum impact on community (2)

Other strengths:

Away from commercial properties; close to Highlands community hall and gardens, demolition of Mount Royal

What do you consider to be the challenges of this option?

Themes mentioned more than once:

- Drop-off size, traffic, narrow alley, parking congestions (18)
- Loss of green space, playground concerns (11)
- Not central (3)
- Aesthetic of new building; sentimental attachment to historical Highlands (3)
- Portables/modular – small, no sinks/plumbing, no/small/windows (11)
- Concerns about Arts programming – loss of and new to Montrose (2)
- Demolition of Mount Royal wasteful (3)

Other challenges:

- Loss of sense of community; effect on property values; lack of ETS, walkability; template building – no customization for arts

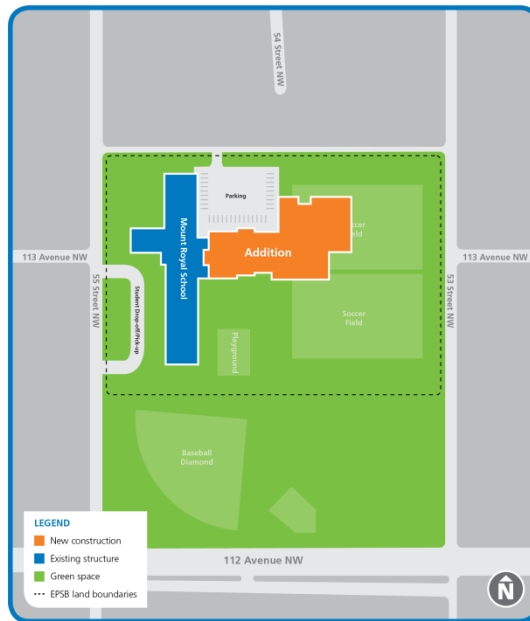
GREATER HIGHLANDS AREA

OPTION 3

Modernization and addition at Mount Royal School

- Create K-9 at Mount Royal School site
- Combine students from Highlands, Montrose and Mount Royal schools at the modernized Mount Royal K-9 School
- Close Highlands and Montrose schools

EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

Themes mentioned more than once:

- Character (building) – maintain, familiar, not intrusive, emotional attachment, addition fits older (9)
- Drop-off - on quieter street, better parking (4)
- Not demolishing building/less waste (10)
- Less expensive option (6)
- Location (2)
- Green space/sports fields/playgrounds (10)
- Access to ETS and for yellow bus (3)
- Classrooms with sinks (2)
- Additions allows for personalization for Arts (2)

Other strengths:

Kids in school during construction, maintains community success and momentum; Maintain arts core; none

What do you consider to be the challenges of this option?

Themes mentioned more than once:

- Drop-off, parking, site placement – busy (12)
- May be more expensive/hidden costs with modernization (7)
- Schooling during modernization, temporary displacement, uprooting (7)
- Loss of green space/concerns about playground (4)
- 55 Street - not wide enough, crowded, busy (3)
- Highlands closed/general school closure (3)
- Keep existing; matching older building with new (2)
- Building too small for population/growth (2)
- Location too far for some (2)
- Keeping existing old building (2)

Other challenges:

Difficulties for families to get to school, combining schools; concerns about families who don't want Arts Core; what will be done with closed schools?; big enough gym?

GREATER HIGHLANDS AREA

OPTION 4

Modernization and addition at Highlands School

- Create K-9 at Highlands School site
- Combine students from Highlands, Montrose and Mount Royal schools at the modernized Highlands K-9 School
- Close Mount Royal and Montrose schools
- Demolition of existing annex building

 EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

Themes mentioned more than once:

- Highlands – historical, character, old beautiful, character (29)
- Location – central, proximity from other schools (10)
- Lots of green space/room for playground - preservation of existing (7)
- More drop-off options, less congestion, lots of parking, quieter street (5)
- Major bus route, existing ETS, access to LRT, room for school buses (5)
- Big enough, lots of space, 2 gyms (4)
- Access to local businesses, amenities; site borders community league and garden (3)
- Arts core important (3)
- Attract students and families, neighbourhood change, lots of retrofitting in neighbourhood (2)
- Less disruptive to neighbourhood (2)
- No demolition (Highlands, Montrose, Mount Royal (2)
- None (2)

Other strengths:

Annex is removed; customization for Arts core possible; Arts Core junior high for Virginia Park

What do you consider to be the challenges of this option?

Themes mentioned more than once:

- 118 Avenue – busy, crime, pollution, noise, exhaust, play area too close (4)
- No playground – fundraising required, funds available, relocate from one of other closed schools (8)
- Drop-off, traffic, parking (9)
- Matching older building with new; 100 years old; keep 1914 (2)
- May be more expensive/hidden costs with modernization (12)
- Accessibility e.g. stairs (4)
- Impact on students during renovation (2)
- None (2)
- The building isn't large enough (2)
- Loss of green space (2)
- May have a negative impact on programming (2)

Other challenges

What happens to the empty buildings?; will there be specialized spaces for programming (Arts); K-9 configuration; Loss of artists currently using space at school; room for school busses?

Additional Comments

- All options are good except the Montrose option, due to its lack of central location.
- Highlands needs this school. There is positive change happening in the community and this new school will support and contribute to the community growth.
- Arts Core needs to be maintained at a new school.
- Concerns that a vocal group of parents who advocate for arts core programming are overrepresented in the comments and the other communities are not.
- Do we really have to close any schools?
- Concerns one big school will not enhance community cohesion.
- Lack of provision for after school care and concerns that there are few commercial areas that would work.
- Concerns that children should be able to walk to school.
- Concerns about the speed and delivery of the public consultation process – lack of communication
- Surveys were too guided and don't allow for real dialogue or discussion.
- Questions from the first round of meetings and surveys were not addressed.
- Questions about the EPSB plan for long term space management and maintenance.
- Virginia Park should have been included.
- Where does Beacon Heights fit into the scheme of things?
- A new school in the Highlands area will help revitalize the community.
- The perceived and real socioeconomic differences across these schools and communities will be the most difficult challenge in combining these schools.
- There are many young families with very small children in Highlands.
- Support for a new school in Montrose, especially if French immersion.
- Concerns about the future use of closed school buildings.
- We need parent involvement for our indigenous population because our heritage buildings strongly resemble a residential school house.
- Support for the K-9 configuration.
- Concern about the K-9 configuration.
- Concern about special needs programming.
- Land swap – New Highlands School could take over the current adjoining community league land to the south. The Community league could take over (and upgrade) the current Mount Royal building as a new community league building. This would give the new Highlands School more green space and would make certain the future use of one of the abandoned school sites in the area.
- Concern for the loss of choice to send children to a small school. Concern about anonymous nature of large schools.
- Concern the school won't be large enough to include rooms for arts programming.

If the Greater Highlands Area is not recommended at this time, what would you like us to consider in future replacement school consultations?

- Desire to be considered in the next round if not selected.
- Accessibility/partnering with in-place community sports and recreation centres to promote pairing and expansion in these areas. Similar to the Eastglen High School/Eastglen Pool partnership.
- Thoughtful location of a replacement school in the full context of other neighbourhood renewal and community development projects.
- Desire for more time for public consultation. Get the public involved from the beginning.
- Ensure to better engage the socially vulnerable populations who didn't participate.
- Desire for Arts Core K-9 school would be an amazing alternative for families who don't IB like at Victoria School.
- If a new school was built on the Mount Royal site ensure that the Highlands School can be used by community groups or non-profits.
- Lack of French immersion in northeast.
- Concerns that Highlands area schools may be closed without replacements leading to long distances for children.
- "What would you like use to consider in future replacement school consultations" doesn't make sense.

**Greater Westmount Area
Replacement School Project Public Meeting #1
April 24, 2014
Feedback Review**

Cluster: Greater Westmount

Completed by: K.H.

What concerns do you have about a new replacement school being built in your community?

- Location – concerns over crossing Groat Road or 111th st.
- Future of Norwood Chinese Education Assoc.
- Outcome has been pre-determined
- Having to wait for answers to questions
- Unable to express concerns without further information
- Traffic congestion and risks to student safety
- Information is vague and process is too short
- Loss of community field space
- Safety concerns due to the age range in K-9
- Coronation enrolment is high and increasing
- Will a new school be able to accommodate future growth?
- Not enough long term planning, coordination with City of Edmonton
- Inglewood numbers are increasing
- Walkability, safety of students on their way to school
- Westglen is full and has to turn students away
- Closing a school and maintaining it for other uses – logical?
- Coronation day care supports enrolment
- Fundraising opportunities (casinos) limited
- A small community school provides a better learning environment
- Closing schools is not investing in communities
- We are not one community, we are 3 separate communities
- Capacity of new school – need research supporting large schools, future growth
- Transportation
- Continuation of programming (IB) branded into current schools, concern about having 2 levels of teaching, wrong students may end up in IB,
- K-9: inappropriate influence of older students on younger ones, age difference, benefits (research), too big, quality of education, bullying, class sizes
- Parking and drop-off areas, traffic congestion
- Timeline of 2016 is unattainable, political year
- “School in a can” design does not meet community wants/needs/concerns
- Concern over attendance areas – too large, students being left out
- Schools chosen for cluster don’t make sense
- On-site day care and after school care?
- Closed buildings – what becomes of them?
- Modernization – where will kids go in the interim?
- Having community supports in the school may present safety concerns
- Historical value of Westmount School

- Attendance area
- Information from Sector review not available
- What does modernization mean?
- Will have a negative impact on community not built in (i.e. North Glenora)
- Impact on other schools in the area (Westglen)
- Concerned with maintaining community feeling within school
- Impact on staff
- What happens to current technology/resources?
- Impact of Blatchford development
- Favouritism based on the income levels of communities
- Supports for low income families
- Loss of community hub
- Suspicion around data presented
- Pitting communities against one another
- Why was Westglen not included?
- Favouritism to other communities receiving modernizations
- IB K-12 pattern (Coronation-Westminster-Ross Sheppard)

What additional Information do you need about the project that you currently do not have?

- Site selection
- Number of students affected
- Capacity of new school
- Greenspace
- Why Coronation included?
- Future of IB
- Historical status of Westmount School
- Cost: Modernization vs. new build
- Research supporting large schools
- Define “state of the art”
- Transportation
- Closed buildings – can they reopen? Why do they stay as EPSB assets?
- Can money be put toward something other than a replacement school?
- Schools as hubs (services?)
- Why Westglen left out?
- Potential design of new building
- Lobbying (for or against). How?
- Cost-benefit analysis
- What happens to clusters not chosen?
- Continuation of programming and supports
- Formula for determining capacity (inconsistency)
- Services (ex. Daycare)
- Funding model – P3?
- Playgrounds
- Impact on property taxes/property values
- Impact of staff
- Political implications of saying no, can we opt out?
- How to create a smaller community within a larger school – examples
- Can IB accreditation be moved?
- Will students be grandfathered?
- Modernization – where will students go?
- Data from Sector Review

What would you like to see in a new Kindergarten to Grade 9 replacement school?

- Programming: supports to ensure various age groups work well together, class sizes within provincial guidelines, IB programming, bully-proof programs, Strategies program, sports programs, CTS programs that align with Ross Sheppard, lighthouse programming, aboriginal studies, multicultural programming, French Immersion, counselling
- Building design: complete separation between elementary and junior high spaces, incorporation of community history, drop-off areas, full accessibility for people with disabilities, LEEDs standards, natural lighting, swimming pool, track
- Green Space: maintain adequate space for learning, playgrounds (separate for each division and ready when school opens), sports fields, gardens
- Facilities: flex spaces for differentiated instruction, theatre/drama room, dance, music, bathrooms, facilities that meet the needs of special needs students (ex. Sensory room), space for religious/cultural needs, cafeteria, assistive technology, 2 gyms, large library, atrium, school store, gathering space vs. cafeteria
- Family/Community Supports: breakfast and lunch programs, options for community service providers to support families, childcare
- Safety: controlled crosswalks, crossing guards
- Opposition to K-9 configuration
- Question assumes that a new school is desired and supported by the community
- No portables
- No more feedback on this until questions answered

What potential community supports would you like to see provided should your area be selected?

- Day care/after school care
- Leasing opportunities for community groups
- Space for kids only
- EPSB should not provide housing for other social services
- Community league space
- Partnerships with Universities
- Social workers
- Special needs
- NET
- Resource officer
- FNMI supports
- ESL supports
- High School relationships
- IB relationships
- YOUCAN
- Safe and Caring
- This is a leading question to use us to build a case
- Closed building – rec centre, food bank, collection sites, community options, joint use with community
- Aboriginal support
- Senior centre
- Until we get answers to the first two questions, not prepared to answer
- Space should be for our kids, not community groups
- If there were demand for community groups in schools now, they would already be there
- Community groups should use the surplus schools

**Greater Westmount Area
Replacement School Project Web Survey #1
Closed on: May 12, 2014
Feedback Review**

Cluster: Greater Westmount

Completed by: J.D.

What concerns do you have about a new replacement school being built in your community?

- Safety
 - Concerns relating to walking to schools that are located outside of the neighbourhood and across busy roads
- Historical significance
 - Concern regarding the historical significance of Westmount school and the future use of the historic building
- Large School
 - Bullying
 - Less interaction between students of varying ages/grades
 - Student performance
 - Loss of small learning cohort
- Inclusion
 - Concerns regarding the attendance boundary and who is able to attend the school
 - Concern regarding the ability of the new school to meet the variety of needs for all students
 - Ability to retain the IB PYP programming
- Future
 - Students
 - Growth
 - Of existing buildings
 - Fundraising opportunities
 - Playground redevelopment
 - Location of daycare
- Length of consultation too short
- That a sense of community bridge more than one community

What additional Information do you need about the project that you currently do not have?

- Data
 - Criteria for choosing these three schools and deciding on the replacement school cluster and location
 - Explanation as to why some schools are chosen for modernization and others for closure
 - Information that a larger school provides better educational outcomes
 - Benefits of a new school
 - The Sector Review data
 - Growth projections and development
 - Where the school would be placed
 - Operational costs and capital costs
 - Maximum capacity based on historic data
 - Impacts of new construction, off-gassing
 - How is the decision being made
 - Architectural details
- Future
 - Will things change
 - For the school and neighbourhood, if the school or community is not chosen
 - Enrollment trends / growth
 - Daycare program
 - Out of school care
 - Potential future replacement schools
- Transportation
 - Yellow bus transportation for students in adjoining neighbourhoods to the new school
 - Drop-off areas
- Programming
 - IB programming continuation
 - Early learning
 - Autism
 - Late entry French immersion
 - Arts
- Why consolidation
- Who is involved in the consultation participation
- Timeline for construction
- Name of the new school
- Pro's and Con's for the options made public
- The process and feedback

What would you like to see in a new Kindergarten to Grade 9 replacement school?

- I don't want a replacement School
- Programming
 - No split grades
 - Small classes
 - Anti-bullying prevention
 - Special needs programs
 - Better/modern technology
 - Well-resourced library
 - Music
 - French
 - IB PYP continue
 - Cree program
 - Leader In Me model continue
 - Spaces that foster creativity
 - Full day kindergarten
- Services
 - After school programming, music, homework, sports
 - Child care, preschool, and Before and after school care
 - Hot lunch program – better kitchen
 - Services for youth and seniors
 - Strong student community together
 - Safe, age appropriate spaces
 - Playground space for Div 1 & 2
 - Increased supervision
 - Community Options programming
 - Adult crossing guards on busy roads
 - Ability to walk/bike to school
 - Connections between school and community
 - Field trips
- Architectural
 - Everything needed to meet the programs and services
 - All that is in the ASAP schools
 - Large central gathering spaces
 - Aesthetically pleasing
 - Green building integrating alternative energy sources
 - Increased windows and natural light
 - Outdoor spaces for all grade levels
 - Large gymnasium
 - Nurse's office
 - Swimming pool

What potential community supports would you like to see provided should your area be selected?

- Sensory room
- Preschool, daycare and before & after school care
- Arts, music, theatre
- Access for local community
- 124 club
- Aboriginal Resource Centre
- FNMI supports
- Norwood Chinese School
- OSC Services
- Youth leadership
- Teen centre
- Commercial kitchen
- Multicultural supports
- Public health nurse
- Residential development

**Greater Westmount Area
Replacement School Project Public Meeting #2
May 22, 2014
Feedback Review**

Cluster: Greater Westmount

Completed by: K.H.

GREATER WESTMOUNT AREA
OPTION 1

New School Construction at
Coronation School

- Create K-9 at Coronation School site
- Combine students from Coronation, Inglewood and Westmount schools at the new Coronation K-9 School
- Close Inglewood and Westmount schools
- Demolition of existing Coronation School building

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What do you consider to be the strengths of this option?

- A strength does not imply agreement or support for the project
- Brand new building: accessibility, sustainability, little/no disruption to students during construction, low maintenance costs, efficiency and latest technology, infrastructure for growth,
- Location: stays in North Glenora, large site, community growing, enrolment increasing, green space maintained, low traffic area, access to public transit, drop off/pick-up zones
- Larger school: can have community feel, more options, friends, clubs
- K-9: diversity of grades, leadership opportunities, continuity of programming, I.B. go to Gr. 9
- Community benefits: revitalize area, draw new families to area, increase property values, no more worries about school closure

What do you consider to be the challenges of this option?

- Not in favour of K-9 or consolidation on any site
- Location: not centrally located in cluster, long distance for Inglewood students, loss of green space, area cannot handle increased traffic, Inglewood would have 2 more vacant buildings/sites (may affect revitalization), proximity to another junior high, students would need to cross busy streets
- Brand new building: most costly option, safety concerns during construction, architecture of current school lost if demolished, quality of construction under tight time frame, demolishing an old building is not environmental stewardship – re-use, playground(s)
- Larger school: effect on the quality of education, overcrowding, loss of community feel, larger class sizes, poor supervision, anonymity, increased violence,
- Programming: what happens to full day Kindergarten and I.B.?
- Combining students from different demographic backgrounds: bullying, absenteeism, food insecurity of Inglewood students
- Transportation: dependence on transportation, loss of walkability, subsidized bussing
- Loss of services: child care, after school care
- Community losses: other areas lose community hub, effect on property values, vacant buildings may affect revitalization efforts
- General Comments: stand up to the government that imposed this on us, timeline too short, antagonism, skepticism, pre-determined outcome, concern over responsible planning re: growth – school will be over capacity before it opens

GREATER WESTMOUNT AREA

OPTION 2

Modernization and addition at Coronation School

- Create K-9 at Coronation School site
- Combine students from Coronation, Inglewood and Westmount schools at the modernized Coronation K-9 School
- Close Inglewood and Westmount schools



What do you consider to be the strengths of this option?

- A strength does not imply agreement
- Any community would like a new school but not at the expense of another community
- Modernization: preserves the architecture of original building, building is old, feels like less of a change, keeps existing school open, no need to tear down and rebuild green space, removal of asbestos, larger gym, will accommodate future growth, design options available in the addition, designated drop off /pick up, allow for separate spaces for elem. and jr. high
- Location: maintains green space, closer to high school (partnering opportunities), community is growing, low traffic area
- Larger school: can have community feel, more options, friends, clubs, less bullying
- K-9: meets trend of increasing school aged children in neighbourhood, diversity of grades, leadership opportunities
- Programming: already has I.B., continuity K-9
- Community benefits: revitalize area, draw for new residents, increase property values
- Services: day care and afterschool care may be available

What do you consider to be the challenges of this option?

- This option supports a cluster that does not make sense
- A criticism does not imply agreement with another option
- Not in favour of K-9 or consolidation on any site
- Not as sustainable as option 1
- Modernization: disruption to students during renovation, cost almost the same as new, parking, capacity – not big enough (need for portables), asbestos, loss of play space during construction, safety of students during construction
- Location: not centrally located in cluster, long distance for Inglewood students, loss of green space, traffic concerns, proximity to another junior high, students would need to cross busy streets
- Larger school: effect on elementary students, the quality of education, playground issues, bullying, larger class sizes, poor supervision, increased violence,
- K-9: impact on Westminster, age gap
- Programming: what happens to I.B.?
- Transportation: dependence on transportation, loss of walkability, subsidized bussing, need assurances of availability
- Loss of services: child care, after school care
- Community losses: closure of schools in other neighbourhoods, Inglewood parents raised money for a new playground, effect on property taxes, plan for vacant buildings
- General Comments: need more financial information on modernization costs, Province should have asked us if we want bigger schools – small school reason for living there (deviant of our values), policy disconnect between EPSB and City of Edmonton, concern over responsible planning re: growth – school will be over capacity before it opens

GREATER WESTMOUNT AREA

OPTION 3

Modernization and addition at Westmount School

- Create K-9 at Westmount School site
- Combine students from Coronation, Inglewood and Westmount schools at the modernized Westmount K-9 School
- Close Coronation and Inglewood schools

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What do you consider to be the strengths of this option?

- A strength does not imply agreement
- Modernization: least expensive option, building has unique architectural value, building already in good condition and has already received some upgrades, already has capacity for the projected enrolment, less disruption for students, will become accessible for people of all abilities, green option – no demolition = less in landfill
- Location: most centrally located, maintains all green space, closer to high school, ETS accessible (on a major transit route)
- Larger school: more options, friends, less bullying
- K-9: families stay together longer, leadership opportunities
- Community benefits: will attract people to the community

What do you consider to be the challenges of this option?

- The clusters model may not be suited for the chosen schools – maybe other schools should be considered
- A criticism does not imply agreement with another option
- Not as sustainable as option 1
- This option means closing 2 schools that have increasing enrolment
- Modernization: term modernization instead of restoration, can it really be modernized given its age?, benefits of a renovated school do not outweigh the loss of a community school, no playgrounds on site, less opportunity to separate elementary and junior high, disruption to students during renovation, safety of students during construction, noise and congestion during construction
- Location: Parking and access to drop-off, currently decreasing enrolment at Westmount, long distance for students outside of Inglewood, walking or biking to school may not be safe due to busy roads, traffic congestion and safety, students would need to cross busy streets, closure of schools in North Glenora, Coronation students will no longer be able to choose Westminster, college consumes most of the available street parking during the day, no room for future expansion
- Larger school: loss of small school community, effect on elementary students, the quality of education, too many students, bullying, increased violence, parents who drive their children may simply drive them to another small school instead of attending a large one
- K-9: age gap
- Programming: what happens to I.B.?, destroys relationship with Westminster, social impact on school system if students go to other I.B. sites
- Transportation: central location will make students too close to access bussing but will need to cross very busy streets, dependence on transportation may be an additional barrier to children who already have barriers, Loss of services: what happens to YouCan? Multicultural and aboriginal supports in Inglewood, Coronation dependent on day care and after school care
- Community losses: closure of schools in other neighbourhoods – lose central hub, effect on property values and property taxes, developers in North Glenora may change plans for new housing if there is no school, plan for vacant buildings, loss of social capital
- General Comments: concern over responsible planning re: growth – school will be over capacity before it opens, repetition of mistakes of the past in planning new schools,

Do you have any other comments to share about these options for the Greater Westmount Area?

- I.B. programming is very important
- A better cluster of schools could have been chosen
- EPSB, City of Edmonton and the Province should communicate better
- Would rather see money invested in all 3 schools – no consolidation
- More information needed about transportation
- Westglen should have been included
- Process is difficult and challenging because it pits neighbourhoods against each other
- Status quo should remain
- Process too quick/short
- EPSB should pursue a historical designation for Westmount School
- Research needed on the benefits of K-9 schools
- Maintenance cost for closed buildings
- Provide parents with information on how they can protect and grow their schools
- Schools over 400 students have increases in vandalism, behavior challenges, and school shootings
- \$20 million poorly spent is better not spent
- Current unused space could support the communities by adding service groups, seniors and support services
- Larger K-9 schools have worked in the past and are feasible
- People here and the City want to keep the schools open, only the Trustees and the Province want a new school
- Small schools (under 300) foster a cohesive sense of community, higher academic achievement, character development, safer, better environment for teachers
- Leave Coronation out – combine the other 2
- This plan is building centered, not people centered
- EPSB planners need to consider the development projects currently proposed for these neighbourhoods, instead of rejecting them
- None of these options talk about the learning environment of kids
- Big school does not equal revitalization
- Casino revenue generated by 3 schools will be limited to 1, with the same number of students

If the Greater Westmount Area is not recommended at this time, what would you like us to consider in future replacement school consultations?

- Invest money into all 3 schools
- Collaboration with other groups in the community to preserve schools
- Longer time frame for consultation, more engagement opportunities
- More investigation into selecting clusters
- More accurate data used and presented
- Less generic criteria for selection
- Consult with individual school communities before clusters
- EPSB to pursue historical designation and protection for Westmount School
- Future processes need to focus more on students than on buildings
- Assurance in the process of programming continuity and staff continuity
- Decisions on clusters should involve consultation
- A better forum to address questions – questions recognized but not answered
- Choose to build small schools, recognize small schools as a legitimate choice – as part of a District of Choice
- Include non-selected clusters in future discussions
- We are fine with change but need more time, more thought, more flexibility
- Use Town Hall format, not breakout sessions
- More open to the process if the schools in the cluster were different – would like to be considered again
- Appreciate the forward thinking in the process and the focus on the definition of what a community is
- Conversation has been dominated by one community – will there be further consultations with communities woefully underrepresented here?
- Consider K-4, 5-9
- Process provided positive discussions – process will change as we learn from this
- The answer is clear, the cluster in the east wants this and we don't
- Don't close schools
- Look at Westmount, Inglewood and Westglen

**Greater Westmount Area
Replacement School Project Web Survey #2
Closed on: June 6, 2014
Feedback Review**

Cluster: Greater Westmount

Completed by: J.D.

GREATER WESTMOUNT AREA
OPTION 1

New School Construction at
Coronation School

- Create K-9 at Coronation School site
- Combine students from Coronation, Inglewood and Westmount schools at the new Coronation K-9 School
- Close Inglewood and Westmount schools
- Demolition of existing Coronation School building

 EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

- Brand new building: accessibility, sustainability, little/no disruption to students during construction, low maintenance costs, efficiency and latest technology, infrastructure for growth,
- Location: stays in North Glenora, large site, community growing, enrolment increasing, green space maintained, low traffic area, access to public transit, drop off/pick-up zones, close to residence
- Larger school: can have community feel, more options, friends, clubs
- K-9: diversity of grades, leadership opportunities, continuity of programming, I.B. go to Gr. 9
- Community benefits: revitalize area, draw new families to area, increase property values
- No Strengths

What do you consider to be the challenges of this option?

- Not in favour of K-9 or consolidation on any site
- Location: not centrally located in cluster, long distance for Inglewood students, loss of green space, area cannot handle increased traffic, proximity to another junior high, students would need to cross busy streets
- Brand new building: most costly option, architecture of current school lost if demolished, demolishing an old building is not environmental stewardship – re-use, playground(s), architectural design
- Larger school: effect on the quality of education, overcrowding, loss of community feel, poor supervision, anonymity
- Programming: what happens to I.B.?
- Combining students from different demographic backgrounds: bullying, food insecurity of Inglewood students
- Transportation: dependence on transportation, loss of walkability, bussing fees
- Loss of services: lunch fees/access
- Community losses: other areas lose community hub
- General Comments: concern over responsible planning re: growth – school will be over capacity before it opens
- No challenges

GREATER WESTMOUNT AREA

OPTION 2

Modernization and addition at Coronation School

- Create K-9 at Coronation School site
- Combine students from Coronation, Inglewood and Westmount schools at the modernized Coronation K-9 School
- Close Inglewood and Westmount schools



What do you consider to be the strengths of this option?

- Modernization: preserves the architecture of original building, feels like less of a change, keeps existing school open, no need to tear down and rebuild green space, cost effective
- Location: maintains green space, community is growing, low traffic area, easy access
- Larger school: more options, clubs,
- Programming: already has I.B.,
- Community benefits: revitalize area, draw for new residents,
- No Strengths

What do you consider to be the challenges of this option?

- The clusters model may not be suited for the chosen schools – maybe other schools should be considered
- Not in favour of K-9 or consolidation on any site
- Not as sustainable as option 1
- Modernization: disruption to students during renovation, parking, capacity – not big enough (need for portables), loss of play space during construction, safety of students during construction
- Location: not centrally located in cluster, long distance for Inglewood students, loss of green space, traffic concerns, proximity to another junior high, students would need to cross busy streets
- Larger school: too many children in one school, poor supervision, increased student anonymity
- Programming: what happens to I.B.?
- Transportation: dependence on transportation, loss of walkability, bussing fees
- Community losses: plan for vacant buildings, lunch fees/access, food insecurity of Inglewood students
- No challenges

GREATER WESTMOUNT AREA

OPTION 3

Modernization and addition at Westmount School

- Create K-9 at Westmount School site
- Combine students from Coronation, Inglewood and Westmount schools at the modernized Westmount K-9 School
- Close Coronation and Inglewood schools

 EDMONTON PUBLIC SCHOOLS



What do you consider to be the strengths of this option?

- Modernization: least expensive option, building has unique architectural value, building already in good condition and has already received some upgrades, already has capacity for the projected enrolment, less disruption for students, green option – no demolition
- Location: most centrally located, walking distance, maintains all green space, close to high school, ETS accessible (on a major transit route), not safe for young children
- Community benefits: will attract people to the community
- No Strengths

What do you consider to be the challenges of this option?

- The clusters model may not be suited for the chosen schools – maybe other schools should be considered
- This option means closing 2 schools
- Modernization: term modernization instead of restoration, can it really be modernized given its age?, costly, no playgrounds on site, disruption to students during renovation
- Location: Parking and access to drop-off, long distance for students outside of Inglewood, walking or biking to school may not be safe due to busy roads, traffic congestion and safety, students would need to cross busy streets, closure of schools in North Glenora,
- Larger school: loss of small school community, too many students, parents who drive their children may simply drive them to another small school instead of attending a large one
- K-9: age gap
- Programming: what happens to I.B.?,
- Transportation: not easily accessed
- Community losses: closure of schools in other neighbourhoods – lose central hub, negative impact on families moving to North Glenora, school closure will effect 3 major developments happening in the very near future, plan for vacant buildings, loss of community cohesion,
- General Comments: concern over responsible planning re: growth – school will be over capacity before it opens,
- No challenges

Do you have any other comments to share about these options for the Greater Westmount Area?

- I.B. programming is very important
- A better cluster of schools could have been chosen
- Traffic concerns and ensure safe routes to school
- Would rather see money invested in all 3 schools – no consolidation
- More information needed about transportation
- Westglen should have been included
- Westmount is becoming a popular area of the City attracting young families with children
- Process is difficult and challenging because it pits neighbourhoods against each other
- Status quo should remain
- Loss of a critical community hub
- Support for a new or modernized school
- Process too quick/short
- Research needed on the benefits of K-9 schools
- Support the communities by maintaining daycares
- Larger K-9 schools have worked in the past and are feasible
- People here and the City want to keep the schools open
- Leave Coronation out
- EPSB planners need to consider the development projects currently proposed for these neighbourhoods, instead of rejecting them
- Big school does not equal revitalization

If the Greater Westmount Area is not recommended at this time, what would you like us to consider in future replacement school consultations?

- No stipulation from province relating to funding
- Importance of building community
- Consider new developments and growth in the community
- New school in North Glenora
- A better cluster of schools could have been chosen, perhaps not Coronation School
- Greater Westmount the best option
- Better communication between school community and EPSB
- Concerns about I. B. programming
- Invest money into all 3 schools
- Support schools and the community
- Longer time frame for consultation, more engagement opportunities, information provided earlier
- Consult with individual school communities before clusters
- Future processes need to focus more on students than on buildings
- A better forum to address questions – questions recognized but not answered
- Choose to build small schools, recognize small schools as a legitimate choice – as part of a District of Choice
- Conversation has been dominated by one community – will there be further consultations with communities woefully underrepresented here?
- Don't close schools
- Look at Westmount, Inglewood and Westglen

Value Management Study Executive Summary – Lawton School

Executive Summary

1. BUILDING ASSESSMENT AND UPGRADES

The evaluation teams were requested to identify the upgrades required to bring the school to “as new or modern condition” with an expected life of 40 years. Lawton Junior High School in its present state is made up of an original building constructed in 1957 and additions in 1960 and 1967. Although the basic structure is sound, considerable work is required Architecturally, Mechanically and Electrically to meet the target life expectancy.

The total cost of essential upgrades has been estimated at \$12,095,542.00*

2. RIGHT FIT TO K-9 (600)

Although there are area shortfalls within individual program components when compared with the ACU Design Standards for a K-9 School, overall there is an area surplus at Lawton Junior High School (5648.6m² Lawton vs. 5221 m² ACU)

The Right Fit to K-9 costs associated with Lawton Junior High School have been estimated at \$14,635,729.00.*

2. SITE SELECTION

The evaluation team was requested to investigate and assess the Lawton Junior High School site as a candidate for a new K-9 facility – to be constructed on the site while the existing school remains open. With an existing building occupying almost half the site, combined with a relatively narrow site, a new K-9 facility could not be built without significant demolition of sections of the existing school. As there is another site within the area that can accommodate construction of a new K-9 school, Lawton Junior High School site does not seem to be a suitable candidate for a new school.

* Note: this is not a Total Project Cost

Value Management Study Executive Summary –R.J. Scott School

Executive Summary

1. BUILDING ASSESSMENT AND UPGRADES

The evaluation teams were requested to identify the upgrades required to bring the school to “as new or modern condition” with an expected life of 40 years. R.J. Scott Elementary School in its present state is made up of an original building constructed in 1958 and an addition in 1974. Although the basic structure is sound, considerable work is required Architecturally, Mechanically and Electrically to meet the target life expectancy.

The total cost of essential upgrades has been estimated at \$5,786,728.00

2. RIGHT FIT TO K-9 (600)

There are significant area shortfalls in almost every program category when R.J. Scott Elementary is compared with current ACU Design Standards. The analysis of existing program areas by function suggests that the size of the addition required is in the order of magnitude of 3111m².

The Right Fit to K-9 costs associated with R.J. Scott Elementary School have been estimated at \$19,242,015.00*

2. SITE SELECTION

The evaluation team was requested to investigate and assess the R.J. Scott Elementary School site as a candidate for a new K-9 facility – to be constructed on the site while the existing school remains open. Two options were developed – one with the main school entrance off 40th Street and the other with the main school entrance off 111th Avenue. Construction of a new K-9 School would have considerable impact on existing school operations and if/when the existing school was demolished playing field/playground area is restricted. R.J. Scott is not the best fit site in the area for a new facility.

* Note this is not a Total Project Cost – includes building construction, site development, and an allowance for some equipment

Value Management Study Executive Summary –Rundle School

Executive Summary

1. BUILDING ASSESSMENT AND UPGRADES

The evaluation teams were requested to identify the upgrades required to bring the school to “as new or modern condition” with an expected life of 40 years. Rundle Elementary School in it’s present state is made up of an original building constructed in 1966 and an addition in 1972. Although the basic structure is sound, considerable work is required Architecturally, Mechanically and Electrically to meet the target life expectancy.

The total cost of essential upgrades has been estimated at \$7,039,980.00

2. RIGHT FIT TO K-9 (600)

There are area shortfalls in almost every program category when Rundle Elementary is compared with current ACU Design Standards. The most significant area shortfalls are however, those associated with the Gymnasium, Science Classrooms and Administration and Staff Areas. The analysis of existing program areas by function suggests that the size of the addition required is in the order of magnitude of 2000m². The addition would contain a new Gymnasium and classroom space.

The Right Fit to K-9 costs associated with Rundle Elementary School has been estimated at \$15,363,308.00*

2. SITE SELECTION

The evaluation team was requested to investigate and assess the Rundle Elementary School site as a candidate for a new K-9 facility – to be constructed on the site while the existing school remains open. Two options were developed – one with the main school entrance off 111 Avenue and the other with the main school entrance off 32nd Street. Given the size of the Rundle school site it appears as if a new K-9 facility could be constructed with minimal impact on existing school operations.

* Note this is not a Total Project Cost – includes building construction, site development, and an allowance for some equipment

Edmonton Public School Closed Schools and Uses

Edmonton Public Schools - Closed Schools and Uses

Edmonton Public Schools has an inventory of 17 closed schools. Current uses of closed schools include: other district purposes, and leasing to other school jurisdictions, community service agencies and other agencies as tenants. The list below provides a list of closed schools, the year it was closed in brackets and a brief description of past and current uses.

Closed Schools Sold by EPSB **(Year Closed) [Year Sold]**

Central School (1973)

- Sold to Grant MacEwan College for Jasper Place Campus development.

Canora School (1973)

- Sold to Turkish Canadian Cultural Society [1999]; used as a cultural centre and child care (Playground dedicated to the City of Edmonton).

Cromdale School (1980)

- Sold to Capital Health Authority [2005]; Incorporated into the Eastwood Health Centre.

McQueen School (1984)

- Sold to Edmonton Christian Schools [1999]; Continues to be used to accommodate students.

H. A. Gray School (1984)

- Partially acquired by the City of Edmonton as parkland (playground dedicated); building and some land sold to Vanguard College [2005] for use as a bible college, college residence, child care centre and the development of a Shepherd's Care senior's aging-in-place care building.

Westview Village School (2000)

- Sold to Millwoods Christian School Society [2001]; Continues to be used to accommodate students at Millwoods Christian School.

Strathearn (Junior High) School (2005)

- Sold to the Greater North Central Francophone School District [2006]; Houses École Gabrielle Roy (Grades K-12).

Bellevue School (2003)

- Sold to the Distinctive Employment Counseling Services of Alberta (DECSA), a community based nonprofit organization that operates a centre that supports people with barriers to employment, by successfully training and placing them in workplace [2013].

North Edmonton School (2005)

- Partially acquired by the City of Edmonton as parkland, and the building and some land sold to Excel Society, who renovated and expanded the building into Balwin Village, an enhanced Designated Living site designed specifically for clients with early onset dementia, mental illness or brain injury.

Closed School Acquired by the City of Edmonton
(Year Closed) [Year Sold]**Beverly Heights School (1981)**

- Acquired by the City of Edmonton [1999]; Building demolished for open space.

Argyll School (1983)

- Acquired by the City of Edmonton [2007]; Building demolished for open space.

Strathearn Elementary School (1983)

- Acquired by the City of Edmonton [1999]; Building demolished for open space.

Prince Rupert School (1995)

- Acquired by the City of Edmonton [2012]; Building scheduled for demolition to facilitate development of a new community league facility.

Closed Schools Retained by EPSB
(Year Closed)**Donald Ross School (1974)**

- Since 2009, the facility is used by an Aboriginal artists group. The building previously served as the 1978 Commonwealth Games planning committee offices, the 2001 World Track and Field Games planning committee, and the City of Edmonton - River Valley Outdoor Centre.

Alex Taylor School (2001)

- Has served as the centre for Edmonton City Centre Church Corporation (E4C) since September 2001. The E4C delivers multiple programs including adult literacy, hot lunch programs, family counseling services, and services to schools in mature areas of the city.

Sherbrooke School (2003)

- Leased to Aurora Charter School Society since 2007; previously housed Metro Continuing Education as well as multiple tenants, including the Shumka Dancers.

Wellington School (2005)

- Leased to the City of Edmonton, who lease it to the Council of African Canadians for the delivery of a wide range of services to Edmonton families who are originally from Africa, and to the Winnifred Stewart Association to provide services to adults with developmental disabilities.

Ritchie School (2008)

- Leased to Greater North-Central Francophone School District (Ecole Joseph-Moreau for Grades 7 to 9).

Capilano School (2010)

- Leased to Suzuki Charter School Society since September 2010.

Eastwood School (2010)

- The building has been used by Alberta Justice and Solicitor General as a training centre.

Fulton Place School (2010)

- Serves as a community services hub with a variety of tenants that include the Victorian Order of Nurses, The Alberta Caregivers, The Learning Disabilities Association of Alberta - Edmonton Chapter, South Side Dance Experience, and L'Arche Association of Edmonton.

Fulton Place Annex (unknown)

- Leased to the Fulton Child Care Association/Fulton Out - of - School Association.

McCauley School (2010)

- Used as the Multicultural Health Brokers and The Intercultural Daycare, serving immigrant and refugee families.

Parkdale School (2010)

- Leased to Bent Arrow Traditional Healing Society providing support to Aboriginal children, youth, and their families.

Closed Schools Retained for Other EPSB Uses**(Year Closed)****Bennett School (1973)**

- Serves since 1981 as the Bennett Centre, an educational field trip destination for Alberta schools offering day programs, overnight school programs, environmental lessons, and outdoor activities.

McKay Avenue School (1983)

- Serves as the District's Archives and Museum, providing archival records services, and interactive educational programming for students on early Edmonton history and early Canadian and provincial government history, in an authentically restored historical setting.

Queen Mary Park School (2001)

- Houses several different central services groups, including Human Resources and ancillary space for Bennett Centre.

Idylwyld School (2002)

- Serves as a Metro Continuing Education site used predominantly for adult English Language Learning programming.

Terrace Heights School (2005)

- Serves as the Argyll Home Education Centre, providing support and services to families and students enrolled in distance learning and home educated programs.

Newton School (2007)

- Since September 2008, houses School Service Teams providing support to District schools and schools in the Edmonton region, in relation extra supports and services for students with individualized needs.

Woodcroft School (2008)

- Houses the Institute for Innovation in Second Languages Education, a language centre housing teacher resources and supports for the numerous languages taught in the District.

Replacement School Criteria and Infrastructure Planning Principles

Replacement School Criteria

In addition to the provincial requirement of consolidating three schools into one, the following criteria were developed to review and evaluate the possible options for each site in a given cluster:

- Will the option address the educational needs of students for the long term?
- Will the option provide quality learning environments for all students?
- Does the option consider the values and needs of the community?
- Will the school site's physical layout accommodate a new school or modernization/addition?
- What level of disruption for students and families will result?
- Does the option meet the objectives of the Infrastructure Planning Principles:
 - Accountability
 - Centres for Educational Excellence
 - Environmental Stewardship
 - Equitable Access
 - Fiscal Responsibility
 - Service to Community
 - Supports for the Whole Child

EA.BP - Infrastructure Planning Principles

- **Accountability:** Infrastructure decisions shall be transparent, evidence based and reflect meaningful engagement with stakeholders.
- **Centres for Educational Excellence:** Infrastructure assets shall serve as centres for educational excellence that meet the needs of district students, as well as their families and staff, where appropriate.
- **Environmental Stewardship:** All decisions relating to infrastructure management shall demonstrate a commitment to environmental conservation and conform to best practices in minimizing environmental impacts.
- **Equitable Access:** All students and staff shall have fair access to safe, welcoming, high quality learning and working environments that will increase their opportunities and decrease their vulnerabilities.
- **Fiscal Responsibility:** Decisions on infrastructure shall consider long-term needs and current realities, and reflect effective management of district resources.
- **Service to Community:** District infrastructure assets are public buildings intended to serve district students, families, and staff as well as the broader community where appropriate. Capital investment shall consider the demographics, long-term plans, and needs of the community.
- **Supports for the Whole Child:** Space shall be available to enable partnerships with shared responsibilities to provide integrated services that support district students.