

DATE: September 12, 2017

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Amendment to the Three-Year Capital Plan 2018-2021

ORIGINATOR: Dr. Lorne Parker, Executive Director

RESOURCE

STAFF: Brent Dragon, Josephine Duquette, Kim Holowatuk, Roshan Kastrinos, Roland Labbe, Jennifer Thompson, Christopher Wright

REFERENCE: [Three Year Capital Plan 2018–2021](#); [Space for Students in Mature Communities - Report to the Community June 2017](#); [Board Policy EA.BP - Infrastructure Planning Principles](#)

ISSUE

On April 25, 2017, the Board of Trustees approved the *Three-Year Capital Plan 2018–2021*. This plan included six placeholders for Space for Students in Mature Communities projects. The first three placeholders were for the Greater Britannia, Rosslyn and Westlawn communities or clusters. Prioritization of these clusters was deferred until the complete feedback from the consultations was obtained and the data was analyzed. Based on stakeholder feedback, level of engagement and proposed additional engagement, the recommendation for prioritizing the clusters through an amendment to the *Three-Year Capital Plan 2018–2021* (Attachment I) is:

1. Westlawn cluster
2. Britannia cluster
3. Rosslyn cluster

BACKGROUND

In March 2016, consultation was initiated with 15 school communities in mature areas on future plans for three clusters of schools. This series of public meetings focused on the need to provide high quality learning environments for all students regardless of where they live. The information presented also gave context to issues facing mature infrastructure that may not be the appropriate size or configuration for the current enrolment in these areas or the programming operating in the schools. In May 2016, additional public meetings were held in collaboration with the City of Edmonton to gather further input on some general options and themes regarding potential future plans for these clusters. In October 2016, working committees were established for each cluster to refine the input, analyze data and explore and develop further specific concepts. These concepts were presented at public meetings in March 2017 and feedback was collected. In addition, there was an online survey to collect feedback from those that could not attend and for those that did attend who wanted to provide additional feedback. There were 366 survey responses collected from the three cluster areas (183 from Westlawn, 103 from Britannia and 80 from Rosslyn). The summary of this feedback is included in the appendices (Appendix I – Westlawn, Appendix II – Britannia, Appendix III – Rosslyn). Further information regarding the stakeholder engagement process was also made available on the District website on June 28, 2017 ([Space for Students in Mature Communities – Report to the Community](#)).

The stakeholder input collected from the public meetings in March and May 2016 and in March 2017, was used to determine the recommended concepts and next steps for each cluster. Other factors considered in the decision were: past enrolment, projected enrolment, demographics, site constraints, geographic distribution, student migration patterns, program distribution, student retention, student safety, transportation, school proximity and City of Edmonton neighbourhood plans and initiatives.

RELATED FACTS

- March 2016, consultation was initiated with 15 school communities in mature areas on future plans for three clusters of schools.
- May 2016, additional public meetings were held in collaboration with the City of Edmonton to gather further input on some general options and themes regarding potential future plans for these clusters.
- October 2016 through February 2017, working committees were established for each cluster and meetings were held to refine the input, analyze data and explore and develop further specific concepts.
- March 2017, concepts were presented at public meetings for each cluster and feedback was collected through facilitated group discussions and online surveys.
- Stakeholder feedback and level of engagement was a crucial element in considering which concept to recommend for each cluster and in prioritization of the clusters.

RECOMMENDATION

That the proposed amendment to the *Three -Year Capital Plan 2018-2021* as follows, be approved: amend Priority 3 in Year 1 to read “Westlawn Cluster: Concept 2” and the cost to \$40 million; amend Priority 8 in Year 2 to read “Britannia Cluster” and the cost to range between \$34 million to \$37 million; and amend Priority 12 in Year 2 to read “Rosslyn Cluster” and the cost to range between \$62 million to \$73 million.

CONSIDERATIONS and ANALYSIS

Stakeholder feedback and level of engagement was a crucial element in considering which concept to recommend for each cluster and in prioritization of the clusters. The feedback process showed that there is a clear concept preference in the Britannia and Westlawn clusters. In the Rosslyn cluster there were three concepts that received high levels of support. The level of participation differed across the clusters. The highest level of participation in the survey was in the Westlawn cluster with 183 survey responses. In contrast, the Rosslyn cluster had 80 responses and there are almost twice as many students enrolled in that cluster.

In the Westlawn cluster (Attachment II), the survey feedback had a clear preference for Concept 2. The Westlawn cluster also had the highest level of engagement between the clusters with 183 total survey responses. The preferred concept honours the feedback themes heard in March and May 2016:

- an openness to exploring different grade configurations
- safe traffic corridors and safe traffic around the school
- minimize disruption by not displacing students
- proximity to other community amenities
- Westlawn site should be considered

The feedback (Appendix I) received showed a clear preference of the Westlawn cluster having the highest level of engagement, and the preferred concept honours the main feedback themes heard for

this cluster. Administration is recommending that the Westlawn cluster be prioritized as first and placed in Priority 3, Year 1 in the *Three-Year Capital Plan 2018–2021*.

In the Britannia cluster (Attachment III), the survey feedback showed preference for Concept 2. Concept 1 and Concept 4 had similar levels of support. In the context of level of engagement, only 50 per cent of respondents chose to provide a preferred option, and half the respondents skipped this question.

The preferred concept honours the following feedback themes heard in March and May 2016:

- proximity to community amenities
- smaller school size
- openness to new grade configurations

However, the preferred concept does not honour the theme of minimizing disruption to students and continuity of services/resources. In order to provide the highest quality learning environments possible, administration is awaiting a cost-benefit analysis of replacing Mayfield School versus modernizing the building. In either scenario, a portion of the students or all the students in Mayfield School will be displaced for a period of two years during construction. This disruption would include the Early Education/Pre-Kindergarten students at Mayfield School. These students are three and four years old and have additional needs that make transitions challenging.

The preferred concept for the Britannia cluster also does not honour the feedback theme of safe traffic corridors and accessibility. In Concept 2, all students in Pre-Kindergarten to Grade 3 would be located in a school on the Mayfield site. However, data shows that more students live south of 107 Avenue and the peak concentration is in the Youngstown School attendance area. This means that more students would be crossing busy streets (107 Avenue and 156 Street) to attend school at Mayfield than would if the location was on the Youngstown or Britannia sites. This concept does not provide equitable access for all students, especially the youngest aged students.

In the case of a modernization to Mayfield School, students may need to change classrooms multiple times to accommodate the phasing of the modernization plan. In the case of a replacement school on the Mayfield site, the only place to locate the replacement school would be where the current school sits, due to proximity of other community amenities, the Catholic school and limited frontage of the site. Since this concept would involve this disruption, administration is recommending further engagement weighing the positives and negatives of this option as compared to the second option. The third option would not be included as it was not preferred and it does not honour the feedback around small school size.

Since the feedback (Appendix II) received showed a clear preference, but may not honour some of the original feedback themes, administration recommends additional engagement for this cluster to explore the trade-off of temporarily displacing students versus the selection of a different concept that minimizes disruption, promotes safe traffic corridors and equitable access. The preferred option would disrupt all students at Mayfield School, especially the Early Education/Pre-Kindergarten program. The scope of this additional engagement effort is larger than is required for the Westlawn cluster, but will be smaller than the Rosslyn cluster; therefore, administration recommends that the Britannia cluster is prioritized second and is placed as Priority 8 in Year 2 in the *Three-Year Capital Plan 2018–2021*.

In the Rosslyn cluster (Attachment IV), with seven schools, the conversations were not able to reach the same level of specificity and consensus as with other clusters, due to the volume of data and input. The conversation around programming and grade groupings for specific sites was limited due to time and

volume of data and variations. The feedback (Appendix III) from the survey and the public meeting in March 2017 did not show a distinct preference for a particular concept; instead, the feedback showed a preference for three concepts: Concept 1, Concept 2 and Concept 5. In addition, this cluster had the lowest number of survey responses for all the clusters (80 responses), despite having the highest enrolment among the three clusters.

Together, these factors lead administration to recommend further consultation around programming for a reduced number of concepts with these seven school communities. Administration believes that this will give the Rosslyn cluster time for a more focused discussion and that additional engagement will encourage more people to participate. The scope of this further engagement effort is larger than is required for the other clusters; therefore, administration recommends that the Rosslyn cluster is prioritized third and is placed as Priority 12 in Year 2 in the *Three-Year Capital Plan 2018–2021*.

NEXT STEPS

Additional consultation for the Britannia and Rosslyn clusters is vital to successful outcomes, where final concepts are informed and supported by the communities. Administration will proceed with the additional engagement in the 2017–2018 school year:

- Next step for the Westlawn cluster is to inform the cluster communities of the approved concept and the rationale for selection. In addition, information regarding cluster prioritization and placement on the capital plan will be shared.
- Next step for the Britannia cluster is additional engagement around honouring the feedback by exploring the trade-off of temporarily displacing students versus the selection of a different concept that minimizes disruption, promotes safe traffic corridors and equitable access.
- Next step for the Rosslyn cluster is additional engagement around programming for a reduced number of concepts.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Amended Three–Year Capital Plan 2018-2021 Aggregated Priorities
ATTACHMENT II	Westlawn Concept Recommendation and Background
ATTACHMENT III	Britannia Concept Recommendation and Background
ATTACHMENT IV	Rosslyn Concept Recommendation and Background
APPENDIX I	Feedback Review – Westlawn Area (Public Meeting #3)
APPENDIX II	Feedback Review – Britannia Area (Public Meeting #3)
APPENDIX III	Feedback Review – Rosslyn Area (Public Meeting #3)

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Amended Three-Year Capital Plan 2018-2021 Aggregated Priorities

Priority 2018– 2021	Aggregated Priorities	Capacity	Sector	Cost (millions)
Year 1				
1	Heritage Valley 10–12 – Phase I	1800	HS	\$79
2	Chappelle East K–9	750	SW	\$28
3	Westlawn Cluster: Concept 2 Space for Students in Mature Communities	1150	W1	\$40
4	Keswick K–9	950	SW	\$31
5	Glenridding Heights 10–12 – Phase I	1600	HS	\$58
6	Delton Replacement K–6	650	C	\$17
Year 2				
7	Southeast High School 10–12 – Phase I	1800	HS	\$79
8	Britannia Cluster: Concept to be Determined Space for Students in Mature Communities	900 - 1150 New or Modernization	W1	\$34 - 37
9	Glenridding Heights K–6	650	SW	\$20
10	Spruce Avenue Replacement 7-9	450	C	\$15
11	Rosenthal K–6	650	W2	\$20
12	Rosslyn Cluster: Concept to be Determined Space for Students in Mature Communities	1800-2400 New or Modernization	C	\$62 - 73
13	McConachie 7–9	950	NC	\$33
14	Harry Ainlay Modernization	Modernization	HS	TBD
15	Queen Elizabeth Modernization/Replacement	Modernization or Replacement	HS	TBD
Year 3				
16	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD
17	Hawks Ridge K–6	650	W2	\$20
18	Edgemont K–9	950	W2	\$31

Priority 2018– 2021	Aggregated Priorities	Capacity	Sector	Cost (millions)
19	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD
20	Glenridding Heights 7–9 – Phase II	800	SW	\$28
21	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD
22	McNally Modernization/Replacement	Modernization or Replacement	HS	TBD
23	Heritage Valley and Southeast High School Additions – Phase II	600	HS	\$9
		600	HS	\$9

BACKGROUND

On March 15, 2016, community engagement was initiated with the Westlawn cluster which included the school communities of Afton, Glendale, Sherwood and Westlawn. The initial presentation communicated the purpose and intent of the Space for Students in Mature Communities initiative. The presentation shared the District's challenges with maintaining aging infrastructure in communities that no longer have the student population to support them. Administration was clear in their statement that status quo was not an option but that no plans had been put in place. The intent of the initiative was to walk with community through an engagement process to design a solution that fit their unique community needs. Following this initial meeting, break-out rooms were facilitated and an online survey was made available.

The second public engagement meeting was held on May 31, 2016, with the intent to take the feedback from initial engagement to formulate "conversation starters" for the community members. Based on the feedback themes obtained in the first consultation, administration drafted high level concepts. The purpose of these concepts was to generate conversation on alternative grade configurations, site selection, school size and number of active schools remaining in the cluster area. Again, the meeting started with a general presentation but participants were asked to join break-out rooms to give feedback on the high level concepts.

The feedback themes that were heard from these initial rounds of consultation were:

- open to new grade configurations
- safe traffic corridors
- displacement of students during construction
- proximity to other community amenities
- Westlawn site identified as best for a school

A working committee was created for this cluster and there were six meetings in which participants reviewed the feedback from the initial consultations, reviewed enrolment trends and demographic data, visited a modernized school and new school, created concepts for the cluster and reviewed architects site diagrams for each concept. The working committee was made up of community members, parents, and principals from each of the four schools in the cluster area. Once reviewed, the concepts created by the committee were presented at another public engagement meeting.

On March 15, 2017, the third public engagement meeting was held. The intent of this meeting was to review the Space for Students in Mature Communities initiative to date and to share the concepts created by the working committees. Break-out groups and a survey were tools used to gather feedback on the proposed concepts. In the survey, participants were asked to rank the concepts. The summary of this feedback can be found in Appendix I.

CONCEPT RECOMMENDATION and NEXT STEPS

The recommendation of a final concept and prioritization for the Westlawn cluster depended on a few key elements: stakeholder feedback, level of engagement and proposed additional engagement.

In the Westlawn cluster, the survey feedback had a clear preference for Concept 2. The Westlawn cluster also had the highest level of engagement between the clusters with 183 total survey responses. The preferred concept also honours the feedback themes heard in March and May 2016:

- an openness to exploring different grade configurations
- safe traffic corridors and safe traffic around the school
- minimize disruption by not displacing students
- proximity to other community amenities
- Westlawn site should be considered

Since the feedback received showed a clear preference with Westlawn cluster having the highest level of engagement and the preferred concept honours the main feedback themes heard for this cluster, administration is recommending that the Westlawn cluster be prioritized as first and placed in Priority 3, Year 1 in the *Three-Year Capital Plan 2018–2021*. Next steps for this cluster are to inform the cluster communities of the approved concept and the rationale for selection. In addition, information regarding cluster prioritization and placement on the capital plan can be shared.

BACKGROUND

On March 10, 2016, community engagement was initiated with the Britannia cluster which included the school communities of Britannia, Brightview, Mayfield and Youngstown. The initial presentation communicated the purpose and intent of the Space for Students in Mature Communities initiative. The presentation shared the District's challenges with maintaining aging infrastructure in communities that no longer have the student population to support them. Administration was clear in their statement that status quo was not an option but that no plans had been put in place. The intent of the initiative was to walk with community through an engagement process to design a solution that fit their unique community needs. Following this initial meeting, break-out rooms were facilitated and an online survey was made available.

The second public engagement meeting was held on May 16, 2016, with the intent to take the feedback from initial engagement to formulate "conversation starters" for the community members. Based on the feedback themes obtained in the first consultation, administration drafted high level concepts. The purpose of these concepts was to generate conversation on alternative grade configurations, site selection, school size and number of active schools remaining in the cluster area. Again, the meeting started with a general presentation but participants were asked to join break-out rooms to give feedback on the high level concepts.

The feedback themes that were heard from these initial rounds of consultation were:

- small class sizes
- alternative programs, specifically Logos
- community hub
- accessible
- safe traffic corridors
- open to alternative grade configurations (such as Pre-K–Grade 4 and Grades 5–9)
- not everybody will be happy
- importance of good busing
- importance of the Early Education program
- ability to influence the architecture
- continuity of services/resources
- Career and Technology Study options for Grades 5 and 6 students
- more options for the entire school

A working committee was created for this cluster and there were six meetings in which participants reviewed the feedback from the initial consultations, reviewed enrolment trends and demographic data, visited a modernized school and new school, created concepts for the cluster and reviewed architects site diagrams for each concept. The working committee was made up of community members, parents, and principals from each of the four schools in the cluster area. Once reviewed, the concepts created by the committee were presented at another public engagement meeting.

On March 8, 2017, the third public engagement meeting was held. The intent of this meeting was to review the Space for Students in Mature Communities initiative to date and to share the concepts created by the working committees. Break-out groups and a survey were tools used to gather feedback on the proposed concepts. In the survey, participants were asked to rank the concepts. The summary of this feedback can be found in Appendix II.

CONCEPT RECOMMENDATION and NEXT STEPS

The recommendation of a final concept and prioritization for the Britannia cluster depended on a few key elements: stakeholder feedback, level of engagement and proposed additional engagement.

In the Britannia cluster, the survey feedback showed preference for Concept 2. Concept 1 and Concept 4 had similar levels of support. In the context of level of engagement, only 50 per cent of respondents chose to provide a preferred option, and half the respondents skipped this question.

The preferred concept honours the following feedback themes heard in March and May 2016:

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However, the preferred concept does not honour the theme of minimizing disruption to students and continuity of services/resources. In order to provide the highest quality learning environments possible, administration is awaiting a cost-benefit analysis of replacing Mayfield School versus modernizing the building. In either scenario, a portion of the students or all the students in Mayfield School will be displaced for a period of two years during construction. This disruption would include the Early Education students at Mayfield School. These students are three and four years old and have additional needs.

The preferred concept for the Britannia cluster also does not honour the feedback theme of safe traffic corridors and accessibility. In Concept 2, all students in Pre-Kindergarten to Grade 3 would be located in a school on the Mayfield site. However, data shows that more students live south of 107 Avenue and the peak concentration is in the Youngstown attendance area. This means that more students would be crossing busy streets (107 Avenue and 156 Street) to attend school at Mayfield than if the location was on the Youngstown or Britannia sites. This concept does not provide equitable access for all students, especially the youngest aged students.

In the case of a modernization to Mayfield School, students may need to change classrooms multiple times during the year to accommodate the phasing of the modernization plan. In the case of a replacement school on the Mayfield site, the only place to locate the replacement school would be where the current school sits. This is due to location of the existing building envelope, the proximity of other community amenities, the Catholic school, and frontage of the site. Since this concept would involve this disruption, administration is recommending further engagement weighing the positives and negatives of this option as compared to the second option. The third option would not be included as it was not the preferred option and it doesn't honour the feedback around small school size.

Since the feedback received showed a clear preference, but may not honour some of the original feedback themes, administration recommends additional engagement for this cluster to explore the trade-off of temporarily displacing students versus the selection of a different concept that minimizes disruption. The preferred option would be disruptive to all students at Mayfield School especially the Early Education/Pre-Kindergarten program. The scope of this additional engagement effort is larger than is required for the Westlawn cluster but will be smaller than the Rosslyn Cluster; therefore, administration recommends that the Britannia cluster is prioritized second and is placed as Priority 8 in Year 2 for the *Three-Year Capital Plan 2018–2021*.

BACKGROUND

On March 14, 2016, community engagement was initiated with the Rosslyn cluster which included the school communities of Athlone, Calder, Kensington, Lauderdale, McArthur, Rosslyn and Scott Robertson. The initial presentation communicated the purpose and intent of the Space for Students in Mature Communities initiative. The presentation shared the District's challenges with maintaining aging infrastructure in communities that no longer have the student population to support them.

Administration was clear in their statement that status quo was not an option but that no plans had been put in place. The intent of the initiative was to walk with community through an engagement process to design a solution that fit their unique community needs. Following this initial meeting, break-out rooms were facilitated and an online survey was made available.

The second public engagement meeting was held on May 24, 2016, with the intent to take the feedback from initial engagement to formulate "conversation starters" for the community members. Based on the feedback themes obtained in the first consultation, administration drafted high level concepts. The purpose of these concepts was to generate conversation on alternative grade configurations, site selection, school size and number of active schools remaining in the cluster area. Again, the meeting started with a general presentation but participants were asked to join break-out rooms to give feedback on the high level concepts.

The feedback themes that were heard from these initial rounds of consultation were:

- cannot please everyone
- safe traffic corridors (127 St, 132 Ave, 113A St, and future LRT)
- LRT timing approximately 25 years out
- expandable school footprint
- allow for fluctuations of neighbourhood populations
- infill strategies are slow
- partnerships
- programs, all current are important
- student transitions (K–Grade 6 and Grades 7 to 9)
- school size
- sense of community
- parking and drop off zones
- flexible learning spaces
- sibling/family cohesiveness considerations

A working committee was created for this cluster and there were six meetings in which participants reviewed the feedback from the initial consultations, reviewed enrolment trends and demographic data, visited a modernized school and new school, created concepts for the cluster and reviewed architects site diagrams for each concept. The working committee was made up of community members, parents, and principals from each of the seven schools in the cluster area. Once reviewed, the concepts created by the committee were presented at another public engagement meeting.

On March 22, 2017, the third public engagement meeting was held. The intent of this meeting was to review the Space for Students in Mature Communities initiative to date and to share the concepts created by the working committees. Break-out groups and a survey were tools used to gather feedback on the proposed concepts. In the survey, participants were asked to rank the concepts. The summary of this feedback can be found in Appendix III.

CONCEPT RECOMMENDATION and NEXT STEPS

The recommendation of a final concept and prioritization for the Rosslyn cluster depended on a few key elements: stakeholder feedback, level of engagement and proposed additional engagement.

In the Rosslyn cluster, with seven schools, the conversations were not able to reach the same level of specificity and consensus as with other clusters due to the volume of data and input. The conversation around programming and grade groupings for specific sites was limited due to time and volume of data and variations. The feedback from the survey and the public meeting in March 2017 did not show a distinct preference for a particular concept, instead the feedback showed a preference for three concepts: Concept 1, Concept 2 and Concept 5. In addition, this cluster had the lowest number of survey responses for all the clusters (80 responses), despite having the highest enrolment among the three clusters.

Together, these factors lead administration to recommend further consultation around programming for a reduced number of concepts with these seven school communities. Administration believes that this will give the Rosslyn cluster time for a more focused discussion and that additional engagement will encourage more people to participate. The scope of this further engagement effort is larger than is required for the other clusters; therefore, administration recommends that the Rosslyn cluster is prioritized third and is placed as Priority 12 in Year 2 for the *Three-Year Capital Plan 2018–2021*.

Space for Students in Mature Communities

Feedback Review – Westlawn Area (Public Meeting #3)

A public meeting was held on March 15, 2017, to continue conversations around the Space for Students in Mature Communities area of Westlawn. Thirty public attended and heard a general presentation to learn about the progress and development of school concepts for their area, and were provided the opportunity to give their feedback in small group discussions after the presentation. Discussions were facilitated by principals and other District leadership staff in three breakout rooms where a total of 35 public participated. Infrastructure staff members were also on hand to answer stakeholder questions. A survey was located on www.spaceforstudents.ca and was open from March 15 to April 5, 2017 to also collect feedback; there were 183 respondents.



Purpose

This document will serve to provide the reader with an overview of the proposed concepts, and public feedback from the survey and the breakout sessions that occurred at the March 15, 2017 public meeting. Themed feedback is tallied (by times mentioned).

Concept Questions

Each breakout room was asked to provide their feedback specifically pertaining to the developed concepts. The same questions were asked in the public survey:

1. *What are the STRENGTHS of Concept “x”?
2. *What are the CHALLENGES of Concept “x”?
3. **Additional comments?

*Each concept developed had the above questions applied.

**Additional comments will be captured at the end of the report.

Concept 1

K–9, 1,100 students at Westlawn site (new)



What are the STRENGTHS of Concept #1?

- **Location of school 27**
- **One building 20**
- **Culture (relationships/mentorship) 19**
- K–9 model 13
- Traffic access and routes 12
- Cost 11
- Green space 9
- School resources (library, gym) 5
- Esthetic (Modernity) 4
- Increased enrolment potential 4
- More curricular options/exposure 4
- Job flexibility 1
- School construction done at once 1

What are the CHALLENGES of Concept #1?

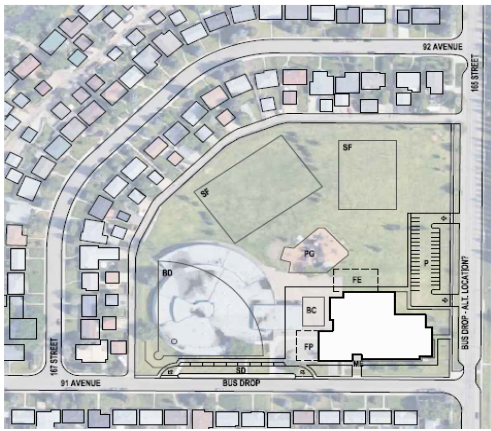
- **Traffic congestion (bus, parking, safety) 45**
- **K–9 model (student population, age diversity) 45**
- **Size of school 29**
- School closures 9
- K–9 bullying 6
- Student displacement 5
- Student needs not met 3
- School resource use (library, gym) 3
- Green space accessibility 5
- Loss of “community” 2
- Walkability issues 2
- Accessibility to amenities (playground) 2
- Community partnerships 2
- Property value 2
- Unused building space 1
- Student safety 1
- Addressing opposition campaigns 1
- School staffing 1
- COE development not meeting community vision 1
- Future LRT 1
- No cost benefit 1

Additional comments

- Confused by layout of concepts on survey 1
- Consider transportation changes from concept to concept
- Walking boundary considerations

Concept 2

K-3, 400-500 students at Afton site (new)



4-9, 500-650 students at Westlawn site (new)



What are the STRENGTHS of Concept #2?

- **Grade configuration 45**
- **Location of schools (includes placement on land) 28**
- **Green Space 22**
- Student population (includes classroom size) 16
- Smaller school community 16
- Traffic and transportation 15
- Community Partnerships 8
- Walkability 8
- Minimum construction student disruption 7
- Arts Core programming 4
- Enrolment 5
- Continue Afton school culture 3

- School resources (gym, library) 3
- Amenities (skating, hall, pool) 3
- Property value 2
- Attractive Afton neighbourhood 2
- New build 2
- Connection to Jasper Place 2
- Dedicated Early Years program 1
- Community Transition 1
- Engaged Afton Parent Advisory Council 1
- Active Afton Community League 1
- Good FACE program 1

What are the CHALLENGES of Concept #2?

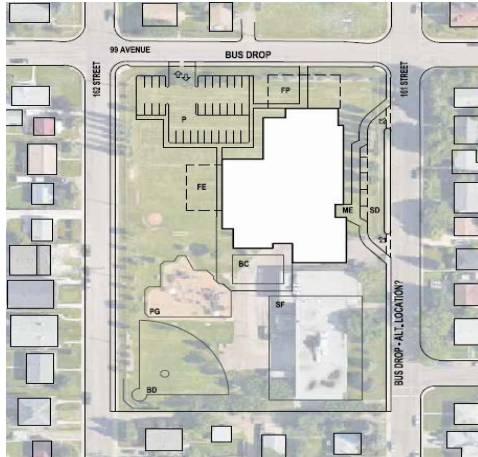
- **Grade configuration issues 24**
- **Traffic and Transportation issues 24**
- **Location of schools 23**
- Operation and Maintenance issues 6
- Walkability issues 3
- Green space concerns 3
- Enrolment issues 3
- School closure issues 3
- Student construction disruption 2
- Investment in outdoor classroom concerns 2
- Staffing issues 1
- Student needs not met 1
- School size issues 1
- School resource issues (gym, library) 1
- Access to amenities (playground) 1
- Outdoor classroom at Afton (funding commitment issue) 1
- Community partnership issues (concerned about losing) 2
- Alignment with the COE planning 1
- Alignment with Jasper Place realignment plan 1
- Student mentorship 1

Additional comments

- Prefer K-9 school 1
- Consider Full Day kindergarten / half day options

Concept 3

K–3, 400–500 students at Glendale site (new)



4–9, 500–650 students at Westlawn site (new)



What are the STRENGTHS of Concept #3?

- **Location of schools 15**
- **Traffic and transportation 13**
- **Grade configuration 12**
- Glendale community 5
- Glendale enrolment (more students there) 5
- Close proximity to LRT 4
- No disruption to students (construction) 4
- Infill families 4
- School community 3
- Balanced student population 2
- Accessible amenities (playground, pool, hall) 3

- Green space 2
- Community partnerships 1
- Student mentorship 1

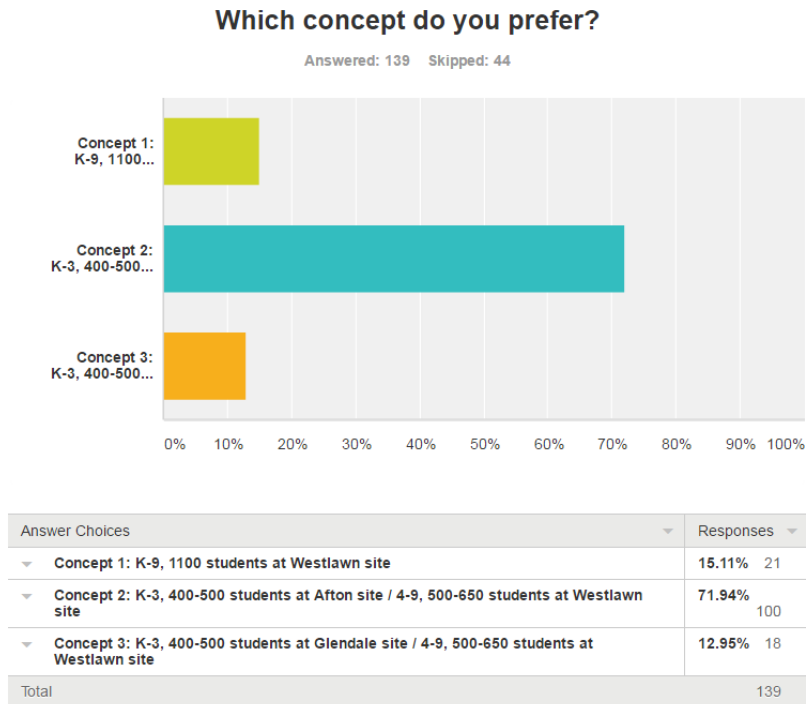
What are the CHALLENGES of Concept #3?

- **Location of schools (distance from each other, orientation on land) 32**
- **Traffic and transportation concerns 22**
- **Green space issues 11**
- Smaller school (Glendale) 6
- Walkability (safety) issues 4
- Grade configuration issues 2
- Programming issues (worried about Arts Core staying) 4
- Location of school on land 2
- LRT issues 3
- Storage concerns 1
- Division of resources (staff, gyms) 1
- Operations and Maintenance Cost 1
- Transitioning schools 1
- School closures 1
- Afton Community Garden not available 1
- More community partnerships 2
- Loss of student mentorship 1
- Far from amenities (pool, rink) 1
- Property values 1

Additional comments

- Consider Jasper Place School renovations 1
- Consider Glendale Revitalization campaign 1
- Consider combining Catholic and Public School systems 1
- Consider other affected communities 1

Preferred concept



Additional comments

- Consider continuing Arts Core programming 5
- Infill considerations in Sherwood 3
- Repurposing of school and land 3
- Sherwood student transportation issues 2
- Public meetings pre-determined decisions 1
- General information on closed school process 1
- Stakeholder comments considered 1
- Consider Grade configuration changes for Afton/Westlawn 1
- Low enrolment with proposed concepts 1
- All school distances for Sherwood Community too far 1
- Suggest Sherwood standalone Pre-K to 3 Aboriginal and ELL focus 1
- Increase partnership space 1
- Closing Sherwood school 1
- Traditional grade groupings 1
- Collaboration with COE on traffic, green space, etc. 1
- No to K–9 schools 1
- Prefer K–6 / 7–9 model 1
- Keep all schools open 1

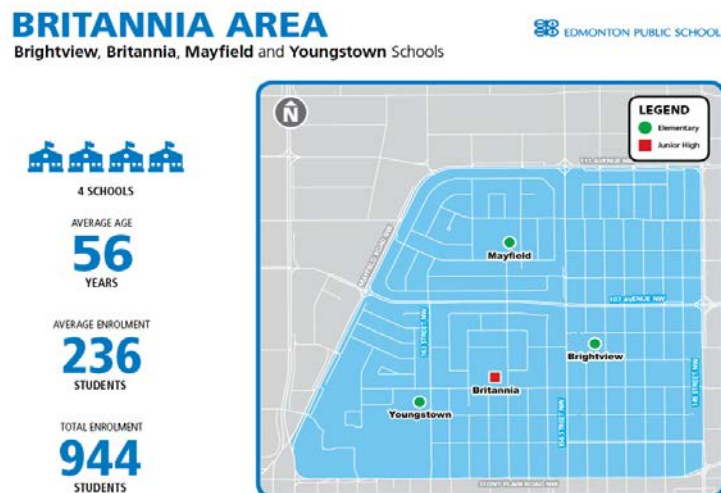
Next Steps

Stakeholder Engagement and Support ensures the process of stakeholder consultation adheres to its principals of practice. The information in this document will help inform a recommendation report for the mature community areas in the *Three-Year Capital Plan 2018-2021*.

Space for Students in Mature Communities

Feedback Review – Britannia Area (Public Meeting #3)

A public meeting was held on March 8, 2017, to continue conversations around the Space for Students in Mature Communities area of Britannia. Thirty public attended and heard a general presentation to learn about the progress and development of school concepts for their area, and were provided the opportunity to give their feedback in small group discussions after the presentation. Discussions were facilitated by principals and other District leadership staff in two breakout rooms where a total of 15 public participated. Infrastructure staff members were also on hand to answer stakeholder questions. A survey was located on www.spaceforstudents.ca and was open from March 8–April 5, 2017 to also collect feedback; there were 103 respondents.



Purpose

This document will serve to provide the reader with an overview of the proposed concepts, and public feedback themes from the survey and the breakout sessions that occurred at the March 8, 2017 public meeting for Britannia area. Themed feedback is also tallied (by times mentioned).

Concept Questions

Each breakout room was asked to provide their feedback specifically pertaining to the developed concepts. The same questions were asked in the public survey:

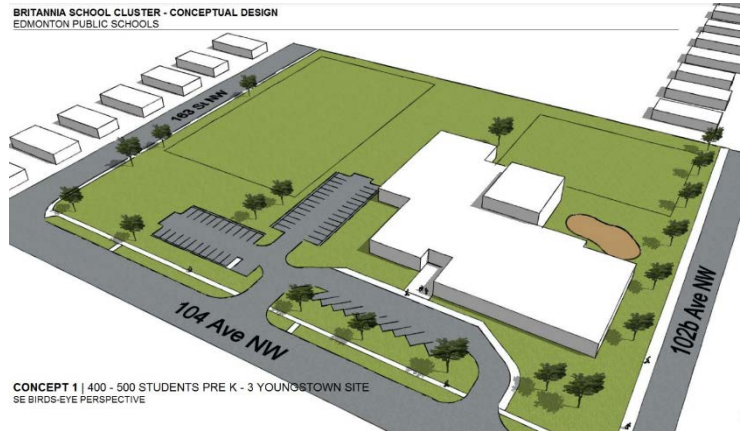
1. *What are the STRENGTHS of Concept “x”?
2. *What are the CHALLENGES of Concept “x”?
3. **Additional comments?

*Each concept developed had the above questions applied.

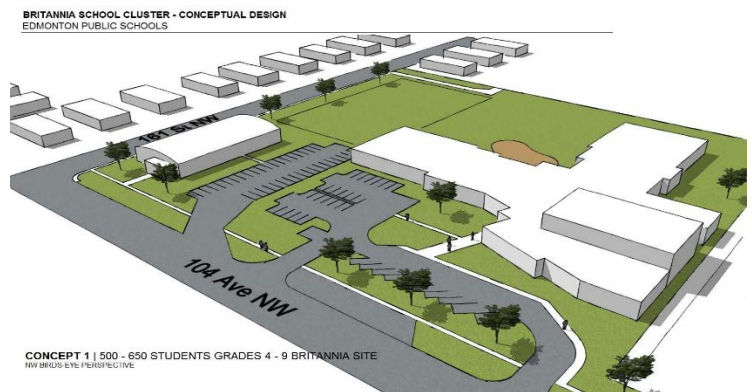
**Additional comments will be captured at the end of the report.

Concept 1

Pre-K to 3, 400–500 students on Youngstown site (new)



4–9, 500–650 students at Britannia site (new)



What are the STRENGTHS of Concept #1?

- **Traffic and transportation 8**
- **K–9 mentorship 7**
- **Close proximity of schools 7**
- Grade configurations 6
- Strong student population 5
- Two smaller schools 4
- Proximity to Boys and Girls Club 4

- New build 3
- Access to amenities (playgrounds) 2
- More instructional space 2
- School location 2
- Programming potential 2
- Walkability 2
- Green space 1
- K–9 model 1
- Grade configurations 1
- Consolidation 1
- Less construction disruption to students 2

What are the CHALLENGES of Concept #1?

- **Grade configurations 11**
- **Traffic and transportation issues 9**
- **Issues with location of schools 9**
- Lost community school feeling 4
- Green space issues 3
- Lack of student mentorship 2
- Enrolment issues 2
- School resources (library, gym) 2
- Lack of instructional space 2
- Walkability issues 2
- Loss of partnership spaces 2
- Construction displacement issues 1
- Building cost 1
- LRT 1
- Programming issues (logos retention) 1

Additional Comments

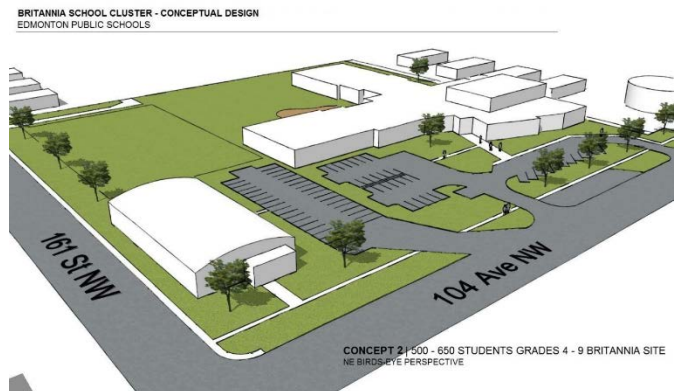
- Expand Logos/Pre-K options 1
- Intro of competitive programming (IB/Cogito) 1
- Consider city census data for future Pre-K students 1
- Infill considerations 1
- Recognition of unique architecture of Brightview 1

Concept 2

Pre-K to 3, 400–500 students at Mayfield site (modernization)



4–9, 500–650 students at Britannia site (new)



What are the STRENGTHS of Concept #2?

- **Location of schools 18**
- **Mayfield amenities (playground) 14**
- **Modernization cost benefit 11**
- Traffic and transportation 8
- Programming 5
- Mayfield neighbourhood 3
- Greenspace 3

- Partnerships 2
- Smaller school community 2
- Modernization (shorter construction time) 1
- Walkability 1
- Grade configurations 1
- Proximity to Boys and Girls Club 1
- Active Mayfield community league 1
- Consolidation 1
- Less construction disruption to students 1

What are the CHALLENGES of Concept #2?

- **Location between schools (too far) 12**
- **Traffic and transportation 8**
- **Grade configurations 7**
- Walkability issues 3
- Green space 2
- Construction disruption of students 2
- Costly modernization 1
- Prefer new schools 1
- Enrolment issues (not enough students) 1
- School playground issues 1
- Lack of student mentorship 1
- Mayfield still an old school 3
- Space issues 1

Concept 3

Pre-K to 9, 1100 students at Youngstown site (new)



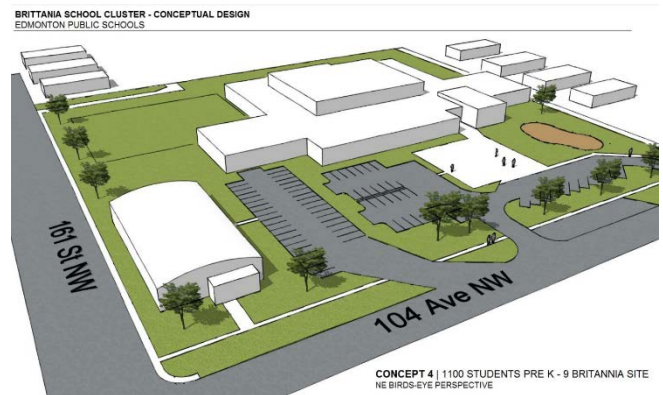
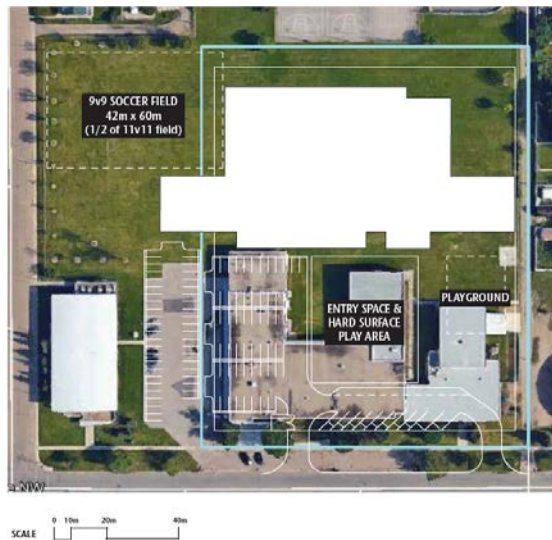
- **K–9 model 5**
- **Student mentorship 7**
- **School location 3**
- **Traffic and transportation 3**
- Green space 2
- Access to better technology / better learning spaces 2
- Increased programming options 1
- Access to better school resources (library, gym) 1
- Access to amenities (playground, pool) 1
- Increased school community feel 1
- Concept cost savings 1
- Grade configuration 1
- LRT 1
- Re-branding opportunities 1

What are the CHALLENGES of Concept #3?

- **Traffic and transportation issues 20**
- **School size 10**
- **Student population 10**
- Grade configuration issues 8
- Green space issues 7
- School location (too far) 6
- Access to amenities (playground, rink, hall) 5
- Lost community feel 4
- Student needs 4
- Increased cost to build 2
- Location of school on land 1
- Walkability 1
- LRT 1

Concept 4

Pre-K to 9, 1100 students at Britannia (new)



What are the *STRENGTHS* of Concept #4?

- **Traffic and transportation 6**
- **Pre-K to 9 model 5**
- **Proximity to Boys and Girls Club 5**
- **Student mentorship 5**
- Location of school 4
- Grade configurations 3
- Access to school resources (library, gym) 3
- Green space 2
- Size of school 1
- Walkability 1
- Less student disruption (construction) 1
- Strong Britannia community league 1
- Better learning spaces 1
- LRT 1
- Sense of community 1
- Re-brand school 1

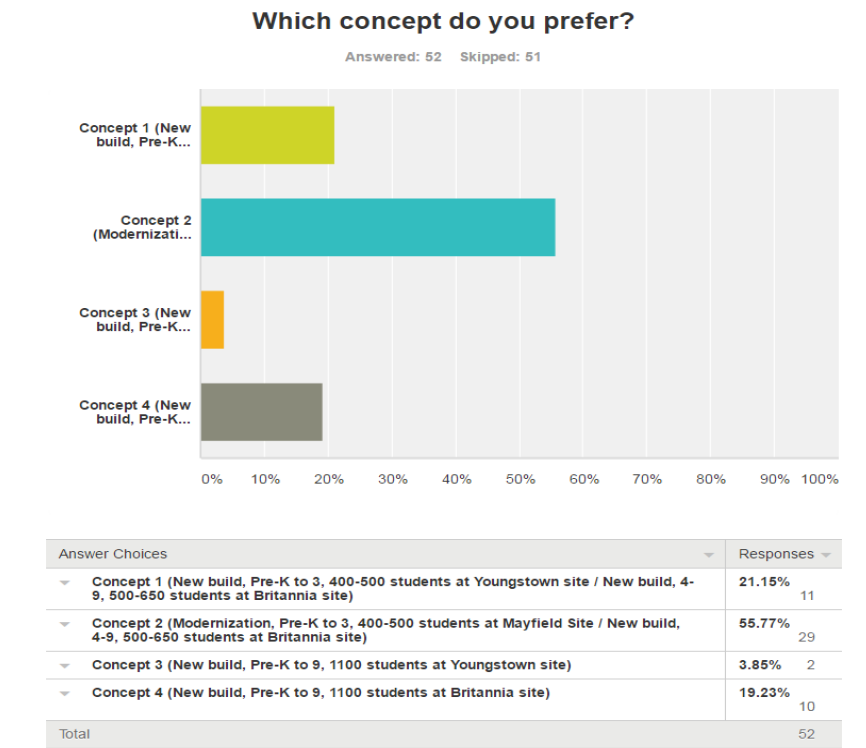
What are the CHALLENGES of Concept #4?

- **Traffic and transportation issues 12**
- **Lack of green space 10**
- **Student population 6**
- Far from amenities (playground) 5
- School size 5
- Grade configurations 4
- Lost community feel 4
- Pre-K to 9 model 3
- Cost benefit of concept 3
- Location of school (too far) 1
- Student needs (not met) 1
- Walkability 1
- Closed school issues (student transition) 1
- LRT 1
- Loss of partnerships 1

Additional comments

- Consider additional programming needs (IB/Cogito) 1

Preferred concept



Additional comments

- Consider alternate grade configurations/locations than presented 3
- Support furthering Logos program 1
- More optional subjects for younger grades 1
- Student needs not met 1
- Concerned closing schools 1
- In fill growth considerations 1

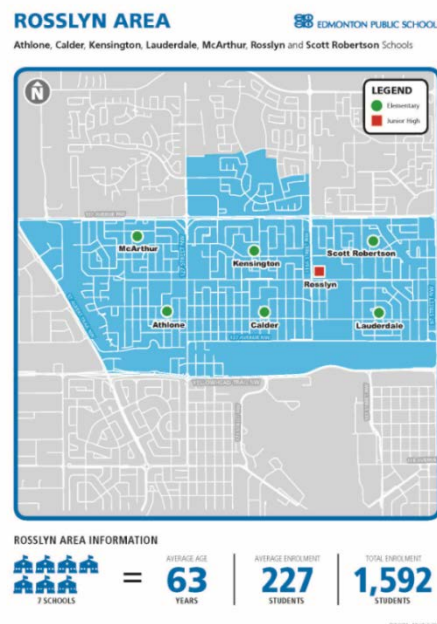
Next Steps

Stakeholder Engagement and Support ensures the process of stakeholder consultation adheres to its principals of practice. The information in this document will help inform a recommendation for the mature community areas in the *Three-Year Capital Plan 2018-2021*.

Space for Students in Mature Communities

Feedback Review – Rosslyn Area (Public Meeting #3)

A public meeting was held on March 22, 2017, to continue conversations around the Space for Students in Mature Community area of Rosslyn. Public attended and heard a general presentation to learn about the progress and development of school concepts for the Rosslyn area, and were provided the opportunity to give their feedback in small group discussions after the presentation. Discussions were facilitated by principals and other District leadership staff in four breakout rooms where a total of 42 public participated. Infrastructure staff members were also on hand to answer stakeholder questions. A survey was located on www.spaceforstudents.ca and was open from March 22–April 12, 2017 to collect feedback; there were 80 respondents.



Purpose

This document will serve to provide the reader with an overview of the proposed concepts, and public feedback themes from the survey and the breakout sessions that occurred at the March 22, 2017 public meeting for Rosslyn area. Themed feedback is tallied (by times mentioned).

Concept Questions

Each breakout room at the public meeting was asked to provide their feedback specifically pertaining to the developed concepts. The same questions were asked in the public survey:

1. *What are the **STRENGTHS** of Concept “x”?
2. *What are the **CHALLENGES** of Concept “x”?
3. **Additional comments?

*Each concept developed had the above questions applied.

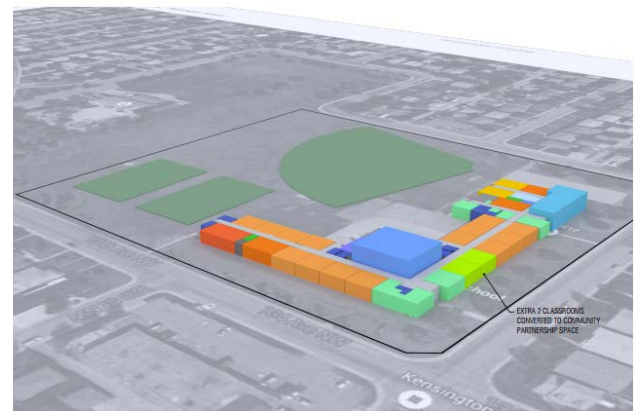
**Additional comments will be captured at the end of the report.

Concept 1

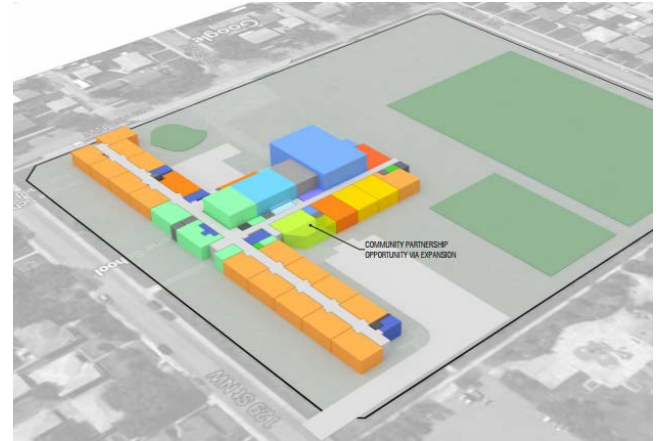
Pre-K to 6, 500–650 students, located at Scott Robertson (New)



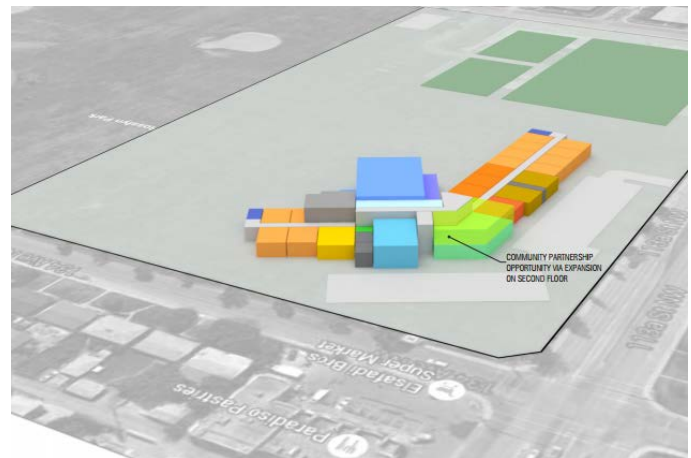
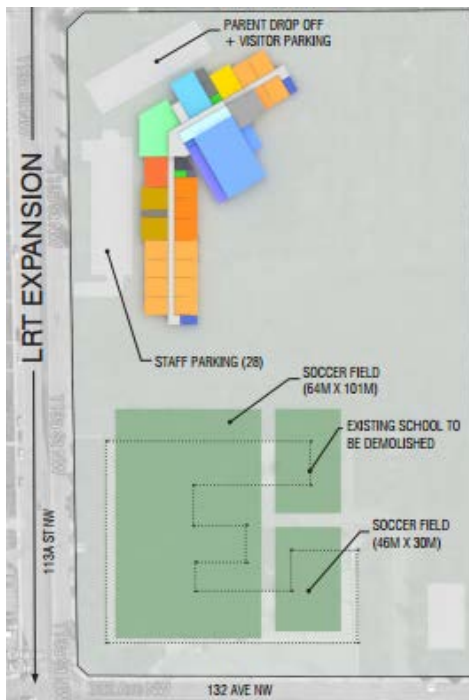
K–6, 400–500 students, located at Kensington (Modernization)



K-6, 400–500 students, located at Athlone (Modernization)



7–9, 500–650 students, located at Rosslyn (New)



What are the STRENGTHS of Concept #1?

- **New builds 12**
- **School locations 8**
- **Traditional grade groupings 8**
- Traffic and transportation 5
- No displacement of students (construction) 3
- Walkability 2
- Green space 2
- School size 2
- Programming 2
- Community partnerships 1
- Student population 1
- School resources (gym, library) 1
- Athlone site retains playground 1
- Keeps community leagues open 1
- Consolidation 1

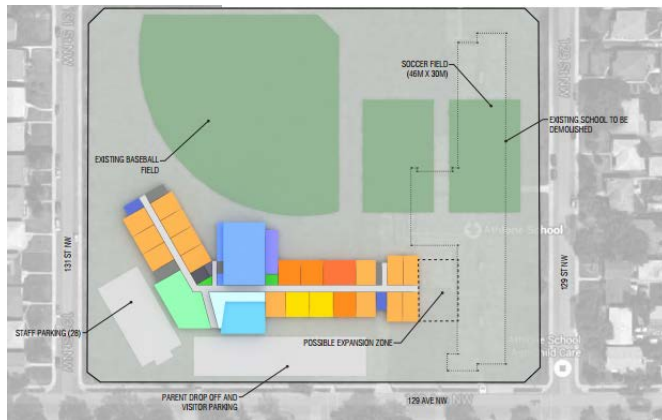
What are the CHALLENGES of Concept #1?

- **Student disruption (construction) 8**
- **Location of schools 6**
- **Traffic and transportation 6**
- School closure issues 3
- Cost of modernization high 3
- LRT line (too close) 3
- Catchment issues 3
- Student needs not met 2
- Student population issues 2
- Junior High enrolment issues 2
- Fewer resources 2
- Changes to schools 2
- Funding viability 1
- Modernization short term fix 1
- Walkability issues 1
- No cost benefit 1
- Size of schools 1
- Traditional grade groupings 1
- Lack of community 1
- K–9 model 1

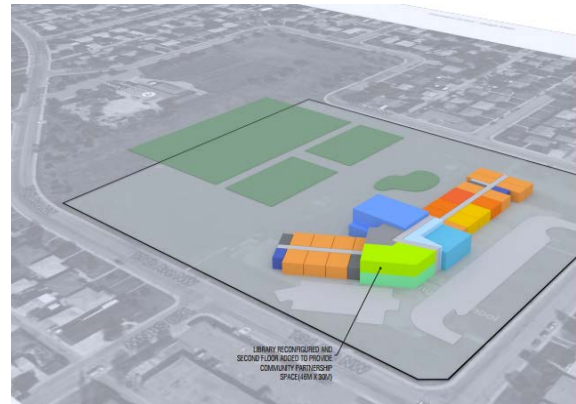
- New build issues 1
- Programming issues 2
- Modernization 1

Concept 2

Pre-K to 6, 500–650 students, located at Athlone (New)



K–6, 500–650 students, located at Kensington (New)



K–9, 1100 students, located at Rosslyn (New)



What are the STRENGTHS of Concept #2?

- **K–9 model 14**
- **Traffic and transportation 10**
- **School locations 8**
- New builds 6
- Greenspace 5
- Grade configurations 5
- School resources (gym, library) 3
- Student population 2
- Amenities (parks, pools, halls) 2
- Student collaboration 1
- Increased feeling of community 1
- Less displacement of students (construction) 1
- LRT 2
- Rosslyn “hub” of community 1
- Programming support 2
- Cost effective 2

What are the CHALLENGES of Concept #2?

- **K–9 model 7**
- **Traffic and transportation 7**
- **School size issues 6**
- LRT issues 5
- Schools locations 5
- School closures 4
- Student population 4
- Programming issues 4
- Displacement of students (construction) 4
- Grade configurations 3
- Student needs not met 2
- New build cost benefit issues 1
- Location of schools 1
- Partnership issues 1
- Green space issues 1
- Loss of community feel 1

Concept 3

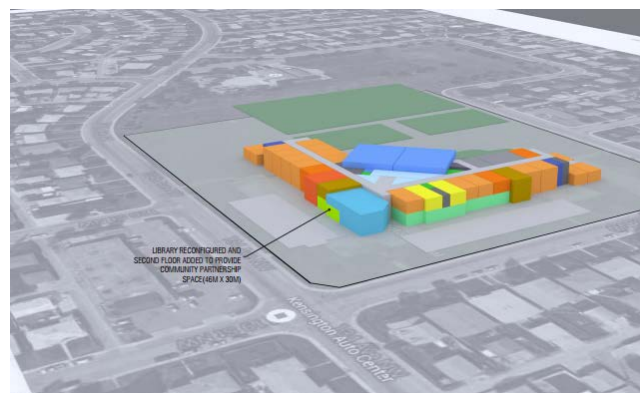
Pre-K to 6, 400–500 students, located at McArthur (New)



K–6, 400–500 students, located at Scott Robertson (New)



K–9, 1100 students, located at Kensington (New)



What are the STRENGTHS of Concept #3?

- **Location of schools 4**
- **Traffic and transportation 3**
- **New builds 2**
- No LRT worries 2
- K-9 model 2
- Programming 1
- School resources (gym, library) 1
- Consolidation 1
- Strong McArthur community league 1
- School closure 1
- Further away from LRT 1
- Grade configurations 1

What are the CHALLENGES of Concept #3?

- **Location of schools 12**
- **Traffic and transportation issues 12**
- **Access to green space 10**
- Grade configurations issues 5
- K-9 model 4
- Student displacement (construction) 3
- Program issues 3
- LRT issues 3
- Walkability issues 2
- Partnership issues 1
- New builds cost benefit issues 1
- School closure issues 1
- Property value 1
- Access to amenities (pools, playgrounds, rec centers) 1
- Lack of community feel 1

Concept 4

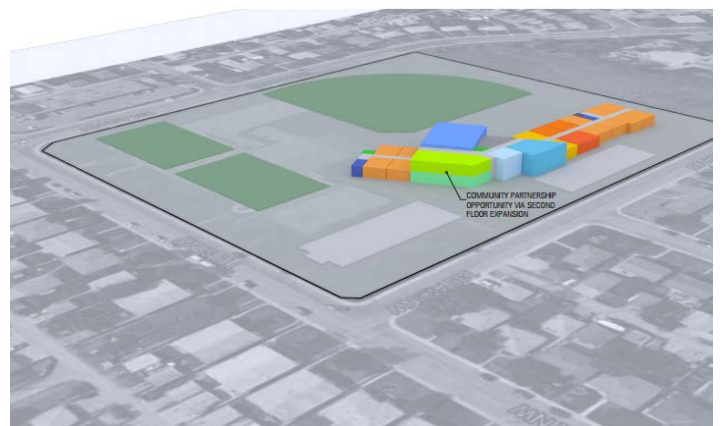
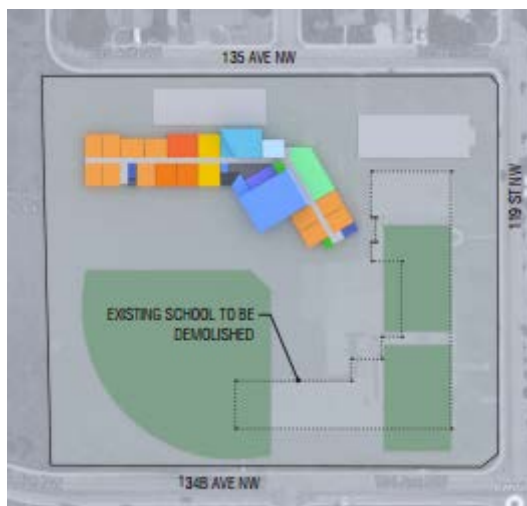
K-9, 800-950 students, located at Rosslyn (New)



Pre-K to 9, 800-950 students, located at Athlone (New)



K-6, 400-500 students, located at Kensington (New)



What are the STRENGTHS of Concept #4?

- **K–9 model 7**
- **School locations 6**
- **New builds 5**
- Student populations 3
- No student displacement (construction) 3
- Programming 2
- School resources (gym, library) 1
- Size of schools 1
- LRT 1
- School partnerships 1
- Consolidation 1
- Access to amenities (African Centre, Public library) 1
- Traffic and transportation 1
- Grade configurations 1
- Community partnerships 1

What are the CHALLENGES of Concept #4?

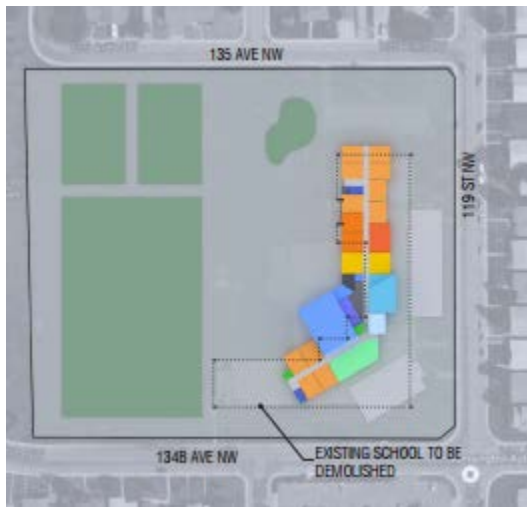
- **Jr. High enrolment issues (will there be enough students) 9**
- **Traffic and transportation issues 7**
- **School location issues 7**
- Limited programming 5
- K–9 model 3
- Grade configurations 3
- School closures 2
- LRT issues 2
- Size of school 2
- Number of schools 1
- School resources (gym, library) 1
- No sense of community 1
- K–9 enrolment issues (will there be enough students) 1

Concept 5

K-9, 500-650 students, located at McArthur (New)



K-6, 400-500 students, located at Kensington (New)



Pre-K to 3, 400-500 students, located at Scott Robertson (New)



Grades 4–9, 500–650 students, located at Rosslyn (New)



What are the STRENGTHS of Concept #5?

- **Grade configurations 19**
- **More school programming 8**
- **Location of schools 8**
- New builds 3
- Traffic and transportation 2
- K–9 model 2
- Consolidation of schools 2
- Partnerships 1
- Size of schools 1
- No student disruption (construction) 1
- Fewer schools closed 1
- Even distribution of students 1
- Walkability 1

What are the CHALLENGES of Concept #5?

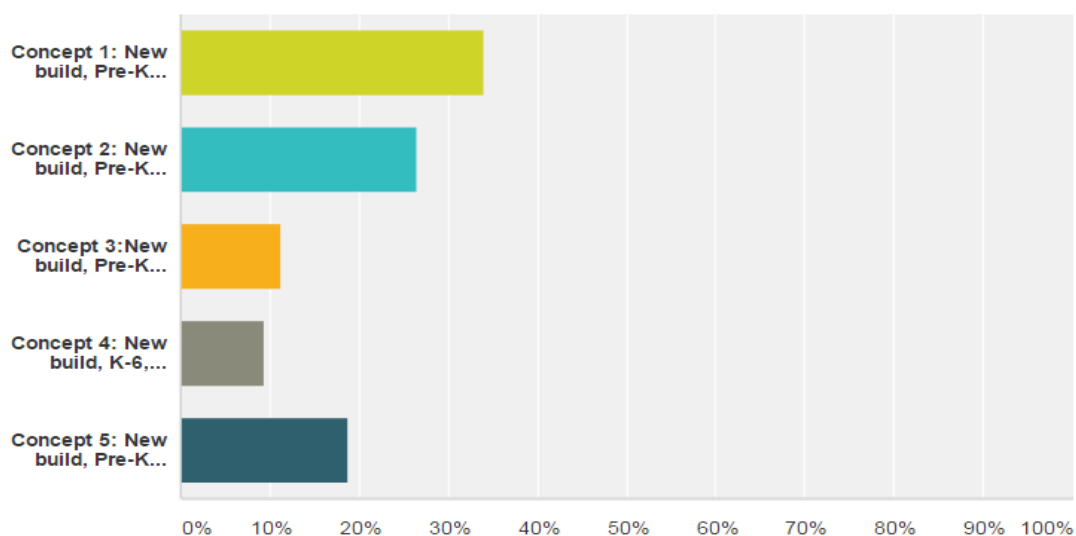
- **Grade configurations 14**
- **Jr. High enrolment issues (will there be enough students) 6**
- **Location of schools 5**
- No cost benefit to concept 3
- Number of schools 2
- Traffic and transportation 3
- New builds 2

- School closures 2
- Community abandonment 1
- Walkability issues 1
- Loss of programming 2
- Other affected communities 1
- Lack of student mentorship 1
- Change affecting other communities 1

Preferred concept

Which concept do you prefer?

Answered: 53 Skipped: 27



Answer Choices	Responses
▼ Concept 1: New build, Pre-K to 6, 400-500 students at Scott RobertsonModernization, K-6, 400-500 students at KensingtonModernization, K-6, 500-650 students at AthloneNew build, 7-9, 500-650 students at Rosslyn	33.96% 18
▼ Concept 2: New build, Pre-K to 6, 500-650 students at AthloneNew build, K-6, 500-650 students at KensingtonNew build, K-9, 1100 students at Rosslyn	26.42% 14
▼ Concept 3:New build, Pre-K to 6, 400-500 students at McArthurNew build, K-6, 400-500 students at Scott RobertsonNew build K-9, 1100 students at Kensington	11.32% 6
▼ Concept 4: New build, K-6, 400-500 students at KensingtonNew build, Pre-K to 9, 800-950 students at AthloneNew build, K-9, 800-950 students at Rosslyn	9.43% 5
▼ Concept 5: New build, Pre-K to 3, 400-500 students at Scott RobertsonNew build, 4-9, 500-650 students at RosslynNew build, K-6, 400-500 students at KensingtonNew build, K-9, 500-650 students at McArthur	18.87% 10
Total	53

Additional comments

- Re-consider keeping Lauderdale in a concept option 3
- Re-consider keeping Calder in a concept option 2
- Property value in Lauderdale community is compromised 1
- Consider keeping all the schools as they are 1
- Consider changing Concept 3 grade configurations 1
- Push for K–9 school 1

Next Steps

Stakeholder Engagement and Support ensures the process of stakeholder consultation adheres to its principals of practice. The information in this document will help inform a recommendation for the mature community areas in the *Three-Year Capital Plan 2018-2021*.