

**DATE:** October 23, 2018

**TO:** Board of Trustees

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

**SUBJECT:** Westlawn Consolidation Project – Closure of Afton, Glendale, Sherwood and Westlawn Schools

**ORIGINATOR:** Dr. Lorne Parker, Assistant Superintendent

**RESOURCE STAFF:** Kim Holowatuk, Roshan Kastrinos, Roland Labbe, Jennifer Thompson, Christopher Wright

**REFERENCE:** [Board Policy EA.BP - Infrastructure Planning Principles](#)  
[School Act: Closure of Schools Regulation \(Alberta Regulation 238/1997\)](#)  
<http://www.epsb.ca/media/epsb/ourdistrict/boardoftrustees/boardmeetings/2016-17/september12/04-AmendmenttotheThree-YearCapitalPlan2018-2021.pdf>

---

## ISSUE

To present to the Board of Trustees (the Board) the Superintendent's recommendation for school closures in order to facilitate the Westlawn Area consolidation concept.

## BACKGROUND

In accordance with the *School Act: Closure of Schools Regulation (Alberta Regulation 238/1997)*, the first step for the Board is to approve motions to consider the closure of Afton, Glendale, Sherwood and Westlawn schools. These motions were approved at the June 5, 2018, public Board meeting <http://epsb.ca/media/epsb/ourdistrict/boardoftrustees/boardmeetings/2017-18/june052018/ApprovedBoardMinutes-June5,2018.pdf>

A motion was also approved for the Board to seek Ministerial approval for exemption from Sections 4 through 7 of the *Closure of Schools Regulation*. These sections include the requirement for consultation. Since extensive consultation has already occurred (Attachment I), going through this process again would delay the process now that funding has been approved and is viewed as unnecessary given the support for the project in the Greater Westlawn community. A letter was sent to the Minister of Education on July 11, 2018, requesting exemption from Sections 4 through 7 of the *Closure of Schools Regulation* (Attachment II).

On August 1, 2018, the Minister of Education granted exemption from Sections 4 through 7 of the *Closure of Schools Regulation* for the permanent closure of Afton, Glendale, Sherwood and Westlawn Schools (Attachment III). The Minister of Education granted the exemption, noting the extensive public consultation to date. The Board may now consider motions for the formal closure of these schools.

## RELATED FACTS

- An extensive consultation process took place in the Greater Westlawn area between March 2016 and April 2017 regarding consolidation of students from Afton, Glendale, Sherwood and Westlawn schools. Collaboration with the City of Edmonton allowed for the sharing of information with regards to community impact. This information was shared with the public through a Report to the Community (Attachment IV).
- Between March 2016 and April 2017, 549 stakeholders provided feedback and 1,063 accessed information on [spaceforstudents.epsb.ca](http://spaceforstudents.epsb.ca)
- Westlawn Cluster Concept 2 (Attachment V), supported by the community, was selected as the preferred design concept. The concept was included in the *Three-Year Capital Plan 2018-2021*.
- Funding for Westlawn Cluster Concept 2 was announced on March 22, 2018.
- A public meeting to inform and explain the closure process was held on May 28, 2018, at Westlawn School.
- Motions to consider closure of Afton, Glendale, Sherwood and Westlawn schools were approved June 5, 2018, and a letter was sent to the Minister requesting exemption from Sections 4 through 7 of the *Closure of Schools Regulation*.
- On August 1, 2018, the Minister of Education granted exemption from Sections 4 through 7 of the *Closure of Schools Regulation*.

## RECOMMENDATION

1. That the Board approve a motion to close Afton School, effective on the last operational day prior to the opening of the new schools.
2. That the Board approve a motion to close Glendale School, effective on the last operational day prior to the opening of the new schools.
3. That the Board approve a motion to close Sherwood School, effective on the last operational day prior to the opening of the new schools.
4. That the Board approve a motion to close Westlawn School, effective on the last operational day prior to the opening of the new schools.

## OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Support recommendations 1–4.
2. Not support recommendations 1–4 and advise on next steps.

## CONSIDERATIONS and ANALYSIS

The Board of Trustees has previously reviewed information related to Westlawn Cluster Concept 2 (Attachment IV). This concept involves a consolidation model with construction of new schools on the Afton and Westlawn sites. See

<http://www.epsb.ca/media/epsb/ourdistrict/boardoftrustees/boardmeetings/2017-18/june052018/03-ConsiderationofSchoolClosuretoFacilitatetheWestlawnConsolidationProject.pdf>

## NEXT STEPS

If approved, the Board Chair will communicate, in writing, to the Minister of Education, the Board Motion and the effective date of the closures.

## ATTACHMENTS and APPENDICES

ATTACHMENT I	Process of Public Consultation
ATTACHMENT II	Letter to Minister of Education
ATTACHMENT III	Response from the Minister of Education

ATTACHMENT IV    Space for Students in Mature Communities – Report to the Community  
ATTACHMENT V    Westlawn Consolidation Project – Concept 2

KH:kk

## Process of Public Consultation for Westlawn Cluster Area Consolidation Project and Consideration of School Closures

Date		Engagement/Consultation
<b>2016 – First Round of Meetings</b>		
<b>March 2, 2016</b>		Letters* to parents in the Westlawn cluster area outlining the project and notifying them of the dates for the first public meeting
<b>March 2, 2016</b>		Editorial Board/media engagement-advisory Information posted to “Space for Students” website Release of advertising posters*to schools and daycares SchoolZone update notifying parents about meeting and linking to web for information
<b>March 2-15, 2016</b>		Facebook advertising and ad graphics
<b>March 2, 2016</b>		Letters* to parent council and community leagues
<b>March 2, 2016</b>		Letters* to City of Edmonton, City Councilors and MLAs
<b>March 2, 2016</b>		Superintendent’s video message outlining the process, importance of community involvement and what we are looking to achieve.
<b>March 2 and 9 2016</b>		Advertisements ran in the Edmonton Examiner
<b>March 3-16, 2016</b>		Magnet signs outside schools and on major streets/access points in cluster advertising meeting
<b>March 15, 2016</b>		Public meeting at Westlawn School - livestreamed
<b>March 15, 2016</b>		Survey #1 launched to gather initial feedback on the project including concerns, questions, vision for a new K-9 and the use of closed buildings
<b>April 5, 2016</b>		Survey #1 closed and data collected
<b>2016 – Second Round of Meetings</b>		
<b>May 2, 2016</b>		Letters* to parents in the Westlawn cluster area notifying them of the dates for the second round public meeting
<b>May 2, 2016</b>		City of Edmonton send out a Public Service Announcement about the meeting “Insight” newsletter about each upcoming meeting – City of Edmonton Article for City Community Recreation Coordinators to share with community leagues and Business Revitalization Zones
<b>May 4, 2016</b>		SchoolZone notification regarding meeting date Update Space for Students website, Facebook and Twitter with information about the consultations
<b>May 4, 2016</b>		Letters* to EFCL president and community league presidents in the Westlawn cluster area Email to parent council notifying of meeting date Letters* to Government, Councilors, MLA’s, City, Province
<b>May 4-17, 2016</b>		Facebook advertising and ad graphics
<b>May 11 and 18, 2016</b>		Advertisements ran in the Edmonton Examiner
<b>May 19-June1, 2016</b>		Roadside signs/magnet signs outside schools and on major streets/access points in cluster advertising meeting
<b>May 30, 2016</b>		Media advisory posted
<b>May 31, 2016</b>		Public Meeting at Westlawn School - livestreamed

<b>May 31, 2016</b>	Survey #2 launched to gather feedback on the developed options for each site within the cluster.
<b>June 1, 2016</b>	Posted materials about the options presented, a copy of the PowerPoint presentation, and a link to the online survey the day after each meeting
<b>June 20, 2016</b>	Survey #2 closed and data collected
<b>October 25, 2016</b> <b>November 17, 2016</b> <b>November 30, 2016</b> <b>December 15, 2016</b> <b>January 25, 2017</b> <b>February 15, 2017</b>	Working committee meetings.  All meeting minutes and shared information posted to District website after each meeting.
<b>2017 – Third Round of Meetings</b>	
<b>February 21, 2017</b>	Letters* to parents in the Westlawn cluster area outlining the next steps and notifying them of the dates for the third public meeting
<b>February 22, 2017</b>	Space for Students website updated with information about the consultation
<b>February 22-March 8, 2017</b>	Advertisements ran in the Edmonton Examiner
<b>February 22-March 22, 2017</b>	Facebook, Twitter and epsb.ca (news and spaceforstudents) updates
<b>February 22, 2017</b>	Letter* to Government, Councilors, MLA's, City, Province about the meeting
<b>February 23-27, 2017</b>	City of Edmonton Public Service Announcement about the meeting to their media contacts Article insert to "Insight" newsletter – City of Edmonton Article to City Community Recreation Coordinators to share with community leagues and Business Revitalization Zones
<b>February 24, 2017</b>	Letter* to EFCL president and community league presidents
<b>March 1-15, 2017</b>	Facebook advertising and ad graphics
<b>March 1, 2017</b>	SchoolZone notification regarding meeting date
<b>March 10-23, 2017</b>	Roadside signs / magnet signs outside schools and on major streets/access points in cluster advertising meetings
<b>March 14, 2017</b>	Media advisory about the meeting
<b>March 15, 2017</b>	Public meeting at Westlawn School - livestreamed
<b>March 15, 2017</b>	Survey #3 launched to gather feedback on concepts
<b>March 16, 2017</b>	Posted materials about the options presented at the meeting, a copy of the PowerPoint presentation, and a link to the online survey
<b>April 5, 2017</b>	Survey #3 closed and data collected
<b>June 29, 2017</b>	Report* to the community posted to Space for Students website
<b>2018 – Fourth Round of Meetings</b>	
<b>May 14, 2018</b>	Letters* to parents in the Westlawn cluster area notifying them of the upcoming closure motions and notifying them of the date for the fourth public meeting
<b>May 14-28, 2018</b>	Roadside signs/magnet signs outside schools and on major streets/access points in cluster advertising meeting
<b>May 14-28, 2018</b>	Facebook advertising and ad graphics
<b>May 15, 2018</b>	Posters advertising meeting provided to community leagues
<b>May 15 &amp; 22</b>	Advertisements ran in the Edmonton Journal
<b>May 14-28, 2018</b>	Facebook, Twitter and epsb.ca (news and spaceforstudents) updates
<b>May 28, 2018</b>	Public Meeting at Westlawn School

\*Copies available upon request



## BOARD OF TRUSTEES

WARD A Cheryl Johner  
 WARD B Michelle Draper  
 WARD C Shelagh Dunn  
 WARD D Trisha Estabrooks  
 WARD E Ken Gibson  
 WARD F Michael Janz  
 WARD G Bridget Stirling  
 WARD H Nathan Ip  
 WARD I Sherry Adams

## SUPERINTENDENT OF SCHOOLS

Darrel Robertson  
  
 Centre for Education  
 1 Kingsway NW  
 Edmonton AB T5H 4G9  
 T 780-429-8000  
 F 780-429-8318  
 E info@epsb.ca

July 11, 2018

The Honourable David Eggen  
 Minister of Education  
 Office of the Minister  
 Education  
 228 Legislature Building  
 10800 – 97 Avenue  
 Edmonton, AB T5K 2B6

Dear Minister Eggen:

Re: Request for Exemption to the *School Act* ~ Closure of School Regulation (Alberta Regulation 238/97) and the Closure of Afton, Glendale, Sherwood and Westlawn schools

Beginning in March 2016, the Board of Trustees (the Board) for Edmonton Public Schools engaged in an extensive consultation process with the communities for Afton, Glendale, Sherwood and Westlawn schools regarding possible consolidation of the students from these schools. At the end of a 15-month consultation process, with the support of the community, Edmonton Public Schools administration approved a preferred consolidation concept that would see consolidation of students into a new Kindergarten to Grade 3 school on the Afton School site and a new Grade 4-9 school on the Westlawn School site. In September 2017, the Board approved its placement in the Three Year Capital Plan 2018-2021. The Board also committed \$15 million of capital reserve to this project, and we are pleased that this project has been approved for provincial funding.

Now that it has been funded, we are taking the next step of formally closing Afton, Glendale, Sherwood and Westlawn schools, effective on the last operational day before the new K-3 school on the Afton School site and the Grade 4-9 school on the Westlawn School site are ready to accept students.

On June 5, 2018, the Board passed a motion to consider the closure of Afton, Glendale, Sherwood and Westlawn schools. The full report can be accessed on the District website at:  
<http://www.epsb.ca/ourdistrict/board/meetings/june52018/>

The process of consultation (Attachment I) has closely aligned with and exceeded the requirements outlined in sections 4 to 7 of the Closure of Schools Regulation (Alberta Regulation 238/97). As the motion to consider the closure of Afton, Glendale, Sherwood and Westlawn schools was initiated upon the conclusion of the consultation, we are respectfully requesting an exemption from sections 4 to 7 of the Closure of Schools Regulation (Alberta Regulation 238/97).

.../2



Should you grant the exemption, Edmonton Public Schools' administration will recommend that the Board close Afton, Glendale, Sherwood and Westlawn schools, effective on the last operational day before the new K-3 school on the Afton School site and the new Grade 4-9 school on the Westlawn School site are able to accept all students from these schools.

We are excited about the new learning opportunities that will be available to students at these new schools and look forward to your response.

Sincerely,

A handwritten signature in black ink that reads "Michelle Draper". The signature is written in a cursive style with a large, stylized "M" and "D".

Michelle Draper  
Board Chair

KH:kk

Attachment

## Process of Public Consultation for Westlawn Cluster Area Consolidation Project and Consideration of School Closures

Engagement/Consultation	
Date	
<b>2016 – First Round of Meetings</b>	
March 2, 2016	Letters* to parents in the Westlawn cluster area outlining the project and notifying them of the dates for the first public meeting
March 2, 2016	Editorial Board/media engagement-advisory Information posted to "Space for Students" website Release of advertising posters*to schools and daycares SchoolZone update notifying parents about meeting and linking to web for information
March 2-15, 2016	Facebook advertising and ad graphics
March 2, 2016	Letters* to parent council and community leagues
March 2, 2016	Letters* to City of Edmonton, City Councilors and MLAs
March 2, 2016	Superintendent's video message outlining the process, importance of community involvement and what we are looking to achieve.
March 2 and 9 2016	Advertisements ran in the Edmonton Examiner
March 3-16, 2016	Magnet signs outside schools and on major streets/access points in cluster advertising meeting
March 15, 2016	Public meeting at Westlawn School - livestreamed
March 15, 2016	Survey #1 launched to gather initial feedback on the project including concerns, questions, vision for a new K-9 and the use of closed buildings
April 5, 2016	Survey #1 closed and data collected
<b>2016 – Second Round of Meetings</b>	
May 2, 2016	Letters* to parents in the Westlawn cluster area notifying them of the dates for the second round public meeting
May 2, 2016	City of Edmonton send out a Public Service Announcement about the meeting "Insight" newsletter about each upcoming meeting – City of Edmonton Article for City Community Recreation Coordinators to share with community leagues and Business Revitalization Zones
May 4, 2016	SchoolZone notification regarding meeting date Update Space for Students website, Facebook and Twitter with information about the consultations
May 4, 2016	Letters* to EFCL president and community league presidents in the Westlawn cluster area Email to parent council notifying of meeting date Letters* to Government, Councilors, MLA's, City, Province
May 4-17, 2016	Facebook advertising and ad graphics
May 11 and 18, 2016	Advertisements ran in the Edmonton Examiner
May 19-June1, 2016	Roadside signs/magnet signs outside schools and on major streets/access points in cluster advertising meeting
May 30, 2016	Media advisory posted
May 31, 2016	Public Meeting at Westlawn School - livestreamed



May 31, 2016	Survey #2 launched to gather feedback on the developed options for each site within the cluster.
June 1, 2016	Posted materials about the options presented, a copy of the PowerPoint presentation, and a link to the online survey the day after each meeting
June 20, 2016	Survey #2 closed and data collected
October 25, 2016 November 17, 2016 November 30, 2016 December 15, 2016 January 25, 2017 February 15, 2017	Working committee meetings.  All meeting minutes and shared information posted to District website after each meeting.
<b>2017 – Third Round of Meetings</b>	
February 21, 2017	Letters* to parents in the Westlawn cluster area outlining the next steps and notifying them of the dates for the third public meeting
February 22, 2017	Space for Students website updated with information about the consultation
February 22-March 8, 2017	Advertisements ran in the Edmonton Examiner
February 22-March 22, 2017	Facebook, Twitter and epsb.ca (news and spaceforstudents) updates
February 22, 2017	Letter* to Government, Councilors, MLA's, City, Province about the meeting
February 23-27, 2017	City of Edmonton Public Service Announcement about the meeting to their media contacts Article insert to "Insight" newsletter – City of Edmonton Article to City Community Recreation Coordinators to share with community leagues and Business Revitalization Zones
February 24, 2017	Letter* to EFCL president and community league presidents
March 1-15, 2017	Facebook advertising and ad graphics
March 1, 2017	SchoolZone notification regarding meeting date
March 10-23, 2017	Roadside signs / magnet signs outside schools and on major streets/access points in cluster advertising meetings
March 14, 2017	Media advisory about the meeting
March 15, 2017	Public meeting at Westlawn School - livestreamed
March 15, 2017	Survey #3 launched to gather feedback on concepts
March 16, 2017	Posted materials about the options presented at the meeting, a copy of the PowerPoint presentation, and a link to the online survey
April 5, 2017	Survey #3 closed and data collected
June 29, 2017	Report* to the community posted to Space for Students website
<b>2018 – Fourth Round of Meetings</b>	
May 14, 2018	Letters* to parents in the Westlawn cluster area notifying them of the upcoming closure motions and notifying them of the date for the fourth public meeting
May 14-28, 2018	Roadside signs/magnet signs outside schools and on major streets/access points in cluster advertising meeting

<b>May 14-28, 2018</b>	Facebook advertising and ad graphics
<b>May 15, 2018</b>	Posters advertising meeting provided to community leagues
<b>May 15 &amp; 22</b>	Advertisements ran in the Edmonton Journal
<b>May 14-28, 2018</b>	Facebook, Twitter and epsb.ca (news and spaceforstudents) updates
<b>May 28, 2018</b>	Public Meeting at Westlawn School



ALBERTA  
EDUCATION

*Office of the Minister*

AR103044

AUG 01 2018

Ms. Michelle Draper  
Board Chair  
Edmonton Public Schools  
Centre for Education  
1 Kingsway NW  
Edmonton AB T5H 4G9

Dear Ms. Draper:

Thank you for your July 11, 2018 letter requesting an exemption from the requirements of the *Alberta School Act Closure of Schools Regulation (238/97)* under Section 1.2(2) with respect to the closure of Afton, Glendale, Sherwood and Westlawn schools.

Based on the information provided in your letter, and in consideration of the evidence of public engagement and consultation undertaken by the board, I hereby grant the Edmonton School District an exemption from Section 4 through Section 7 of the *Closure of Schools Regulation* for the permanent closure of the specified schools.

Your board is now able to proceed with the formal closure according to your school authority policy. Please communicate the effective date of the closure by forwarding the board motion, in writing, to Paul Lamoureux, Executive Director, Field Services, Alberta Education.

Best wishes for the successful conclusion of this matter.

Sincerely,

*for* David Eggen  
Minister



# Space for Students in Mature Communities

## Report to the Community



## VISION

Transforming the learners of today into the leaders of tomorrow

## MISSION

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

## VALUES

Supporting the Vision, Mission and Priorities are the District's core values of accountability, collaboration, equity and integrity.

## DISTRICT PRIORITIES 2014 - 2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

# Table of Contents

Equitable School Access .....	4
Summary .....	5
Background .....	6
Impacts in Mature Communities .....	7
Message from the City of Edmonton.....	8
Process Overview .....	9
Stakeholder Consultation and Engagement.....	11
Thank You .....	18
About Edmonton Public Schools .....	19

The information in this report has been gathered to provide Edmonton Public Schools stakeholders insight into the engagement and consultation process that occurred for the mature communities of Britannia, Westlawn and Rosslyn between March 2016 and March 2017. Information in this document is the property of Edmonton Public Schools.



# Equitable School Access

Edmonton Public Schools is helping to shape the future in every one of our classrooms. We're focused on ensuring each student learns to their full potential and develops the ability, passion and imagination to pursue their dreams and contribute to their community.

We recognize the importance of equitable, high-quality learning environments and the impact it has on student success in the 21<sup>st</sup> century and beyond. In partnership with our stakeholders, we strive to achieve this in a transparent and collaborative process in an effort to support our District Priorities and meet our goals.

As set out in our Strategic Plan, we make *Quality Infrastructure for All* a priority. This sees students and staff benefiting from high quality learning and working environments that facilitate program delivery through effective planning, management and investment in District infrastructure. This includes buildings and the systems that support those buildings (such as communication and transportation networks). High quality infrastructure allows staff to work more collaboratively and effectively to support students as they learn.

Our Infrastructure Planning Principles guide our actions when administering and creating places for safe, caring, healthy, respectful, diverse, inclusive and equitable learning; allocating financial resources; recommending priorities for capital funding; maintaining, building and re-purposing schools; acquiring and disposing of land and buildings; and all other infrastructure decisions.

The Board of Trustees guide the work of the District. The decisions we make impact the direction and quality of public education for over 95,000 students. Every day, we strive to ensure that students receive the best education possible, in Edmonton's more than 200 public schools.

*"As a Board of Trustees, we will continue to advocate for funding to support new and modernized schools in all areas of the city. Our kids deserve it!"*

— Michelle Draper, Board Chair, Edmonton Public Schools



# Summary

## Engagement Principles

Edmonton Public Schools believes that the greatest impact on improving student outcomes can be achieved by working collaboratively with stakeholders to identify areas where support is needed in the school and/or community to improve student outcomes. We are guided by principles of engagement and communication that strive to remove barriers for stakeholders to understand, participate, and provide input. Effective engagement allows for the exchange of information, ideas, perspectives and professional expertise. Edmonton Public Schools is committed to open and clear processes that respect the diversity within school communities.

## Space for Students in Mature Communities

The District believes that, wherever they live, students deserve a great education, great teachers and high-quality learning environments. Today, many of our older schools located in mature communities are reaching the point where they will soon need major repairs. Many of these schools have experienced a decline in enrolment over time due to changing demographics. The Space for Students in Mature Communities' initiative is designed to address these challenges.

## Consultation Process

As a District, we recognize the importance of providing meaningful opportunities for participation to our stakeholders. Consultation and engagement supported the development of school concepts for three mature areas: Britannia, Westlawn, and Rosslyn. The District worked with affected stakeholders from March 2016–March 2017, by receiving feedback through public meetings, facilitated conversations, surveys and representative working committees. Engaging stakeholders leads to better decisions, stronger support and positive impacts on students and their learning.

## Capital Planning

Each year, the District submits a Three-Year Capital Plan to the Government of Alberta outlining our needs for new and/or modernized schools. Realization of the projects are based on Provincial funding, which is influenced by economic trends and other projects being considered across the Province. The mature communities of Britannia, Westlawn, and Rosslyn have been included in the District's *Three Year Capital Plan 2018–2021*.





# Background

The Edmonton Public Schools' District Infrastructure Plan focuses on supporting all of our students, no matter where they live, to receive an excellent education in the best learning environment possible.

The plan also addresses the challenges our District is facing in terms of enrolment and aging buildings and the costs to not only fix or maintain them but to provide the best learning spaces for our leaders of tomorrow.

In 2016, we had almost 30,000 unused student spaces across the District. Unused equals unfunded space, yet the space must be maintained. We opened three new schools and in 2017, we will open 11 more. This will add another 10,000 student spaces. These new schools will provide local accommodations for students in some communities currently without a school. As students move out of their current schools into new spaces closer to home, the number of unused spaces in our mature communities will continue to grow.

On an annual basis, the District spends approximately 25 per cent more to operate and maintain space than is provided in funding. This money must come

from somewhere so is often re-directed away from the classroom and the instruction of students toward operational costs and general maintenance.

Adding to the underutilization is the issue of aging buildings. Today, the District has over 100 schools that have reached the end of their expected life cycle and our deferred maintenance deficit continues to grow. This means that needed repairs and improvements are not getting done. In 2017, independent detailed building assessments will be completed on 153 of our buildings. This will give us a clear idea of the amount of our deferred maintenance deficit, which we expect to be close to or exceed \$1 billion dollars. It is important to note that District Maintenance does an excellent job at maintaining the safety of our buildings for our students. In other words, resources continue to be allocated for necessary repairs and upgrades.



# Impacts in Mature Communities

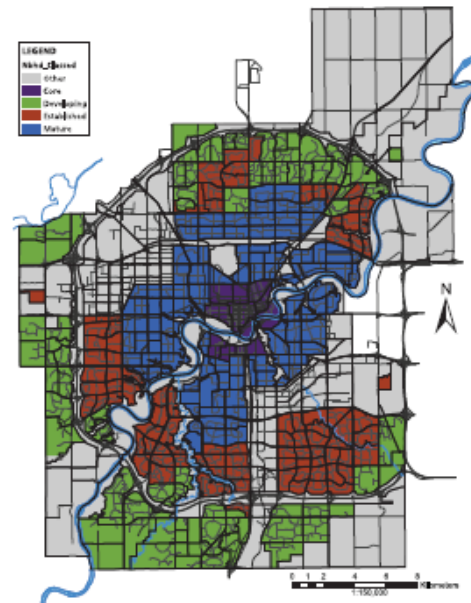
In 2015, the District engaged an independent consulting firm to prepare a report on school-age population projections across the City of Edmonton. This report examined past and projected student growth to the year 2029. Neighbourhoods are classified as core, mature, established, and developing. Key findings showed that in both core and mature area neighbourhoods, the total school aged population declined considerably between 2006 and 2011 and has remained stable since; in established area neighbourhoods, the school aged population has declined but less than in mature neighbourhoods. In developing neighbourhoods, the total school aged population has been increasing by 10 per cent per year.

Between 2014 and 2029, core areas are expected to remain relatively unchanged in terms of school age population. Mature areas are expected to show a slight increase of 9.6 per cent or around 3,500 students over 15 years across all neighbourhoods.

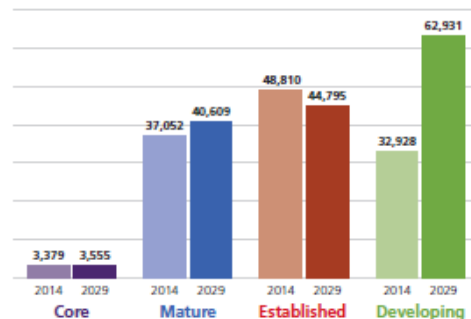
Within mature areas, the District currently has more student space than is required. The funding to maintain, repair, and operate school buildings is based on the number of students enrolled. When we operate older, inefficient buildings with fewer students in them, it impacts funding available for classrooms. The Space for Students initiative will ensure that all students receive the same standard of access to high quality teaching and learning environments by right-sizing, improving and/or replacing existing infrastructure.

The District recognizes that schools are important hubs for the community. Where a school building is no longer required to provide educational programming, the District will work with the Province, the City of Edmonton and other partners to determine future plans.

## Neighbourhood Classification



## Neighbourhood Classification 2014 to 2029 Population Comparison



# Message from the City of Edmonton

As Edmonton grows, the City encourages individuals and community stakeholders from diverse backgrounds and perspectives to share their views on challenges related to demographic changes in their neighbourhoods. Neighbourhoods may experience changes in areas such as population, density, and numbers of schools.

ELEVATE is an initiative that envisions Edmonton as a city in which engaged and informed citizens work together to create strong and sustainable neighbourhoods. The City of Edmonton, the Government of Alberta, Edmonton Public Schools, Edmonton Catholic and Francophone and Conseil Scolaire Centre-Nord have developed a Memorandum of Understanding to guide the ELEVATE initiative.

The Memorandum of Understanding signals the willingness of all five jurisdictions to begin the process of collaborative planning to meet the needs of Edmontonians and the communities in which they live.

During the Edmonton Public Schools' May 2016 engagement on potential future plans for the Britannia, Westlawn, and Rosslyn cluster areas, the City of Edmonton was able to provide a broader community context for these conversations and were represented on each of the working committees that followed.





# Process Overview

## Selection of Schools

The District began the selection of schools with an analysis of each of our planning sectors across the city, with a focus on enrolment and space utilization. This led us to the West and North Central areas as they have the lowest numbers of resident students and the highest number of unused student spaces. Our Infrastructure Plan will address these issues in all mature areas of our city over the next few years.

We grouped schools according to junior high catchment area so as to not disrupt feeder patterns and to keep families and communities whole. High schools were not included as they are being addressed through our High School Accommodation Plan; another branch of the larger Infrastructure Plan.

For each cluster of schools, we looked at several things:

- The enrolment in each of the schools, the programs offered and who is attending and where they reside;
- The general facility condition of each school building - independent detailed assessments were done on each of the cluster schools in April of 2016;
- We examined the current capacity of each of the schools according to the Provincial model for measuring capacity (known as Instructional Area Model, or IAM) and the number of unused student spaces in each school.

Funding for a school is determined by the number of students enrolled. When we have fewer students, the money available to run and maintain the space is reduced.

Through this selection process, the following areas were identified as priority for review in the Space for Students in Mature Communities initiatives: Britannia, Westlawn and Rosslyn.

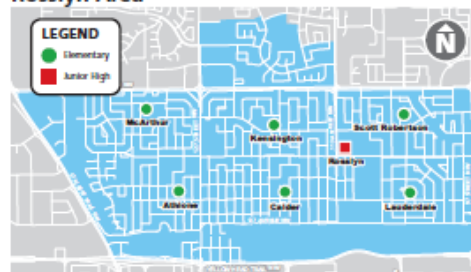
## School Profiles

The mature communities identified, and the schools included are below.

### Britannia Area



### Rosslyn Area



### Westlawn Area



Many things were considered when choosing the cluster areas like utilization of the schools, deferred maintenance, operating costs, and total enrolment.

**Adjusted enrolment** is the measure used by the Province to evaluate space in our schools. Enrolment is adjusted by weighting Kindergarten and Pre-Kindergarten students at 0.5 and all "severe" special needs students at 3. A school with a high number of special needs students will have a higher adjusted enrolment than number of actual students.

**Net Capacity** is the total number of student spaces in the building less any exempt uses. Exempt uses are administrative uses or not-for-profit leases. The total number of student spaces is based on the instructional areas of a building. Other areas such as staff rooms, gathering areas, mechanical rooms or corridors are not included. There are other factors considered in the complex formula such as grades taught in the building and rating of CTS, gymnasium and library spaces.

**School utilization** is a measure of how "full" a school is. This is based on the Provincial formula (Instructional Area Model) that considers the instructional areas (areas used by students for instruction) of a school building and the adjusted enrolment of the school. School Utilization (%) = Adjusted Enrolment/Net Capacity.

This information was used to identify the 15 schools in the three cluster areas as high priority (compared to other mature communities).

## BRITANNIA AREA

Schools	Total Enrolment	Adjusted Enrolment	Net Capacity	School Utilization
Brightview	214	253	480	53%
Britannia	141	174	551	32%
Mayfield	254	466	383	122%
Youngstown	348	299	556	54%
<b>Cluster</b>	<b>957</b>	<b>1,192</b>	<b>1,970</b>	<b>61%</b>

*\*Provincial utilization reports are received every spring by Edmonton Public Schools (March 2016)*

## ROSSLYN AREA

Schools	Total Enrolment	Adjusted Enrolment	Net Capacity	School Utilization
Athlone	145	189	290	65%
Calder	229	249.5	392	64%
Kensington	300	309	492	63%
Lauderdale	184	190.5	294	65%
McArthur	213	202.5	455	45%
Rosslyn	342	420	687	61%
Scott Robertson	281	538.5	519	104%
<b>Cluster</b>	<b>1,694</b>	<b>2,099</b>	<b>3,129</b>	<b>67%</b>

*\*Provincial utilization reports are received every spring by Edmonton Public Schools (March 2016)*

## WESTLAWN AREA

Schools	Total Enrolment	Adjusted Enrolment	Net Capacity	School Utilization
Afton	302	292	562	52%
Glendale	153	167.5	208	81%
Sherwood	160	160	265	60%
Westlawn	268	314	654	48%
<b>Cluster</b>	<b>883</b>	<b>933.5</b>	<b>1,689</b>	<b>55%</b>

*\*Provincial utilization reports are received every spring by Edmonton Public Schools (March 2016)*

# Stakeholder Consultation and Engagement

In March and May of 2016, Edmonton Public Schools hosted two separate rounds of mature community meetings in Britannia, Rosslyn and Westlawn to talk about the schools in each area.

## Goals and Objectives

Stakeholders played a valuable role in the development of concepts in the mature community areas of Britannia, Westlawn and Rosslyn. In alignment with the District's Strategic Plan goal to have *Quality Infrastructure for All*, the following objectives were targeted in an effort to develop concepts:

1. Inform stakeholders on what it means to have equitable access to high-quality, 21<sup>st</sup> century learning and working environments through data and examples.
2. Hear the voices of stakeholders affected by Space for Students in Mature Communities by offering opportunities for engagement in public meetings, facilitated conversations, online surveys, and working committees.
3. Collaborate with stakeholders on the development of community-driven, school concepts that provide high-quality learning environments for students in mature neighbourhoods.

In March, 2016, Edmonton Public Schools presented a brief overview outlining the situation we're facing with mature schools in each area; we made it clear that keeping things the same was not an option. Small, facilitated breakout sessions were held after each presentation so parents and community members could share their ideas and input. Presentations were webcast and made available for viewing online for those who couldn't attend, and online surveys were posted to collect input. Based on what we heard, conversation starters around feasible options for each community were developed and presented at the second round of meetings and online engagement in May of 2016.

After the second round of public meetings, community working committees were developed for each of the three clusters. They were made up of principals, parent community members, and City of Edmonton representatives. They were facilitated and supported by the Edmonton Public Schools' Infrastructure Department. These working committees developed concepts with consideration for existing and future programs each school community noted as being important to them. In March of 2017, Edmonton Public Schools presented the developed concepts to the public and received further feedback through facilitated breakout sessions. We once again provided the opportunity for stakeholders to view the webcast presentations and participate by providing feedback through our online surveys.

The Board of Trustees has approved the submission of three placeholders representing Britannia, Westlawn and Rosslyn mature communities in the *Three Year Capital Plan 2018–2021*. There is currently no provincial funding attached to any of the concepts.

## Engagement Tools

Meaningful stakeholder engagement leads to better outcomes and stronger support when decisions are implemented because there is shared ownership of the process. We are committed to providing the public with the opportunity to be involved in the decisions that impact the education of all children.

During the Space for Students in Mature Communities consultation and engagement process, there were a variety of engagement tools that were used. When we held our first round of public meetings in March 2016 with the Britannia, Westlawn and Rosslyn areas, we asked stakeholders what kind of school spaces work for our students, what educational programs the community would like to see, and what unique needs each community has? We returned in May 2016 to share concept ideas developed from feedback received. This additional feedback was used by working committees to develop concepts for each area. In March of 2017, the concepts were revealed for each area, and public feedback was collected.

### Online Surveys

Presentations were webcast and made available for viewing after each meeting. Online surveys were prepared with images of the developed concepts, asking the public for their feedback. We heard from Britannia, Westlawn, and Rosslyn stakeholders during three rounds of surveys. In total, we heard from:

- **195** stakeholders in March 2016
- **138** stakeholders in May 2016
- **376** stakeholders in March 2017

Each online survey that was provided was open for a period of two weeks for all public stakeholders to provide their feedback. The surveys were found on [spaceforstudents.epsb.ca](http://spaceforstudents.epsb.ca).

## Public Meetings and Breakout Sessions

Following each public meeting presentation, breakout sessions were held where stakeholders could give their feedback in small group discussions. Discussions were facilitated by Principals and other District leadership staff. District staff were also on hand to answer any questions. In total, the number of stakeholders that attended the public meetings were:

- **260** stakeholders in March 2016
- **179** stakeholders in May 2016
- **125** stakeholders in March 2017

## Working Committee

Working committees were established in each of the cluster areas. Each working committee acted as an advisory body in the development of school concepts for their area and met between October 2016 and February 2017. Representatives brought forward the voices of their respective stakeholders and were responsible for communicating information and the progress of the committee. The working committee included:

- School Principals  
(from each school in each cluster)
- District staff
- Parents
- Community representatives
- City of Edmonton representatives

Working committees met six times where they reviewed feedback from the community, toured new and modernized schools, and reviewed data like municipal census information (area employment, length of residency, dwelling ownership, age and gender population). The committee also reviewed current school grades and programs, migration information, attendance area information, school utilization rates, Edmonton Public Schools resident students by grades and neighbourhoods, and school land use. All information shared at meetings was provided for all stakeholders to view on [spaceforstudents.epsb.ca](http://spaceforstudents.epsb.ca).

## What We Heard

Through the various engagement tools used, we heard from many stakeholders on a variety of challenges and opportunities. These were the key themes identified in the feedback received in March and May of 2016.

BRITANNIA AREA	ROSSLYN AREA	WESTLAWN AREA
<ul style="list-style-type: none"> <li>• Open to exploring new grade configurations</li> <li>• Safe traffic corridors for students</li> <li>• Least disruption/ displacement of students during construction</li> <li>• Expansion of Logos programming</li> </ul>	<ul style="list-style-type: none"> <li>• Prefer to maintain traditional grade groupings but open to exploring new grade configurations</li> <li>• Safe traffic corridors for students</li> <li>• Maintain current programming and expand Logos to junior high</li> <li>• Schools must be able to expand/contract with changes in population</li> <li>• Consider partnership opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Open to exploring new grade configurations</li> <li>• Safe traffic corridors for students</li> <li>• Expansion of Arts Core programming</li> <li>• Proximity to other community amenities</li> <li>• Least amount of disruption/ displacement of students during construction</li> </ul>

In March 2017, specific school concepts were presented in each cluster area. Stakeholders were asked to identify the strengths and challenges for each concept. This feedback combined with feedback received in March and May 2016, was used to develop recommendations for next steps.

*“...our input truly made a difference...we could provide direction rather than feeling helpless...it empowered me to understand why decisions were reached even when they weren’t the decisions I would have supported at the outset.”*

– Working Committee Member, 2016–2017

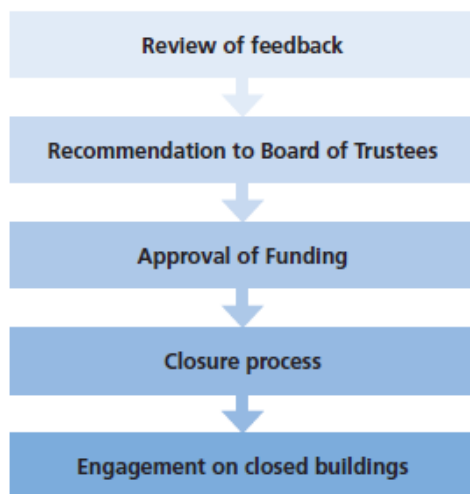


## Process of Concept Approval

Concept placeholders for the Britannia, Westlawn and Rosslyn areas were included in years 1 and 2 of the *Three Year Capital Plan 2018–2021*, to support the future outcomes of Space for Students in Mature Communities initiatives. These placeholders demonstrate commitment to requesting funding for these concepts.

Prioritization of the concepts will be specified and submitted for Board consideration in an amendment to the *Three Year Capital Plan 2018–2021* by the fall of 2017. The Province will consider the District's capital plan along with all other school jurisdictions in Alberta. An expected timeframe for funding to be received is unknown.

Once formal approval is granted by the Province to support a mature community concept (in any of the Britannia, Westlawn or Rosslyn areas), a formal closure process must take place. In this situation, and where possible, students would remain in their current schools until the new spaces were ready to accept students. A separate process of engagement will take place around the future of closed buildings. We are committed to keeping the community engaged and updated on any decisions to be made in the future.



## Investment in Mature Communities

By working together with our valued stakeholders, the results of a community-driven plan have seen great successes.

### Ivor Dent School

In 2014, the Edmonton Public Schools received funding for a 3 to 1 replacement school in a mature area. The community endorsed a plan to consolidate students from Lawton, RJ Scott, and Rundle schools this K–9 school which has been built on the north-east corner of the Rundle School site and will open in September 2017.

### Mill Creek School

Funding was announced to build a replacement for Mill Creek School. Edmonton Public Schools is in the early stages of planning what the new school will look like. Stakeholder visioning and input into the design of the new school is underway and we are committed to keeping the community informed throughout the process.

### Highlands School

In 2017, the Province announced that Edmonton Public Schools would receive funding to modernize the historic Highlands School to serve students from Kindergarten to Grade 9. This project includes the consolidation of students from Highlands, Montrose, and Mount Royal schools into the newly modernized building.



## Findings

Stakeholder feedback and level of engagement is an important element in developing recommendations. The feedback process from the March 2016, May 2016, and March 2017 engagements demonstrated concept preference in the Westlawn area. In the Britannia area, the feedback was less clear; and the number of concepts presented in the Rosslyn area has led to a narrowing of ideas. Britannia and Rosslyn will require further engagement.

### Westlawn Area

In the Westlawn area, the meeting and survey feedback demonstrated preference for Concept 2. This would bring two brand new buildings to the area, a Kindergarten to Grade 3 on the Afton site, and a Grades 4–9 on the Westlawn site. This concept includes the consolidation of students from Afton, Glendale, Sherwood and Westlawn schools.

The Westlawn area had a high level of engagement through meeting attendance and survey responses throughout the process. The preferred concept honours the feedback themes heard in March and May of 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

After the last phase of consultation was completed (March 2017), the results in order of preference were:

1. Concept 2: K–3 on the Afton site (new) and 4–9 on the Westlawn site (new)
2. Concept 1: K–9 on the Westlawn site (new)
3. Concept 3: K–3 on the Glendale site (new) and 4–9 on the Westlawn site (new)

In September 2017, Administration will bring forward a recommendation to amend Priority 3 Year 1 in the *Three Year Capital Plan 2018–2021* to read “Westlawn cluster: Concept 2”.

### Afton site (K–3, 400–500 students) NEW SCHOOL



### Westlawn site (4–9, 500–650 students) NEW SCHOOL



## Britannia Area

In the Britannia area, the feedback was less clear. The survey showed preference for Concept 2 with Concept 1 and Concept 4 showing similar levels of support. However, the level of engagement in this area was inconsistent across neighbourhoods. In addition, only 50 per cent of respondents chose to provide a concept preference, and half the respondents skipped this question altogether. The preferred concept honours the following feedback themes heard in March and May of 2016:

- smaller school size
- openness to new grade configurations

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

The preferred concept for the Britannia area also does not honour the feedback themes of safe traffic corridors and accessibility. In Concept 2, all children 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 NW. More young students would need to cross 107 Avenue NW and 156 Street NW to attend school at Mayfield than if the school was located on the Youngstown site.

In the case of a modernization to Mayfield School, students would need to change classrooms multiple times to accommodate the phasing of a modernization plan. In the case of a replacement

## Mayfield site (Pre-K–3, 400–500 students)

### MODERNIZATION

BRITANNIA SCHOOL CLUSTER – CONCEPTUAL DESIGN  
EDMONTON PUBLIC SCHOOLS



## Britannia site (4–9, 500–650 students)

### NEW SCHOOL

BRITANNIA SCHOOL CLUSTER – CONCEPTUAL DESIGN  
EDMONTON PUBLIC SCHOOLS



school on the Mayfield site, the only place to locate the school would be where the current school sits, due to proximity of other community amenities, the Catholic school and limited frontage of the site. This would mean that students would be relocated to another school building for the duration of the demolition and construction.

After the last phase of consultation was completed, the results in order of preference are:

1. Concept 2: Pre-K–3 on the Mayfield site (modernization) and 4–9 on the Britannia site (new)
2. Concept 1: Pre-K–3 on the Youngstown site (new) and 4–9 on the Britannia site (new)
3. Concept 4: Pre-K–9 on the Britannia site (new)
4. Concept 3: Pre-K–9 on the Youngstown site (new)

In September 2017, Administration will recommend additional engagement for this cluster to explore the tradeoffs of temporarily displacing students versus the selection of a different concept that minimizes disruption and promotes safe traffic corridors and equitable access. Administration will also recommend that the Britannia cluster is placed as Priority 8, Year 2 in the *Three Year Capital Plan 2018–2021*.

### Rosslyn Area

In the Rosslyn cluster, with seven schools, the conversations were not able to reach the same level of clarity due to the volume of data and input. The conversation around programming and grade groupings for specific sites was also limited. In addition, this area had the lowest stakeholder participation of all the cluster areas, despite having the highest number of students potentially impacted. 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. All concepts considered are available for viewing at [spaceforstudents.epsb.ca](http://spaceforstudents.epsb.ca).

After the last phase of consultation was completed, the results in order of preference are:

5. Concept 1: Pre-K–6 on the Scott Robertson site (new), K–6 on the Kensington site (modernization), K–6 on the Athlone site (modernization) and 7–9 on the Rosslyn site (new)
6. Concept 2: Pre-K–6 on the Athlone site (new), K–6 on the Kensington site (new) and K–9 on the Rosslyn site (new)
7. Concept 5: Pre-K–3 on the Scott Robertson site (new), 4–9 on the Rosslyn site (new), K–6 on the Kensington site (new) and K–9 on the McArthur site (new)
8. Concept 3: Pre-K–6 on the McArthur site (new), K–6 on the Scott Robertson site (new) and K–9 on the Kensington site (new)
9. Concept 4: K–6 on the Kensington site (new), Pre-K–9 on the Athlone site (new) and K–9 on the Rosslyn site (new)

In September 2017, Administration will recommend additional engagement for this cluster around fewer concepts and will include more robust conversations around programming. Administration will also recommend that the Rosslyn cluster is placed as Priority 12, 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 that are most affected. Edmonton Public Schools will continue engagement in the 2017–2018 school year.

In September 2017, the following amendments to the *Three Year Capital Plan 2018–2021* will be recommended:

- **Westlawn**  
Priority 3, Year 1 to read “Westlawn cluster: Concept 2”
- **Britannia**  
Priority 8, Year 2 to read “Britannia cluster”
- **Rosslyn**  
Priority 12, Year 2 to read “Rosslyn cluster”



## Thank You

Edmonton Public Schools wants to thank the public, principals, and Working Committee members for contributing their insights, voices, and support of the consultation and engagement process.

The District and the Board of Trustees, value stakeholder involvement and places a high value on engaging stakeholders in the decisions that are made.

We are committed to addressing the ongoing need to maintain aging infrastructure, and ensure that, in partnership with our communities, we steward high quality learning environments for all.

*"I hope that a great school will be provided that will be both enticing to students and great teachers so that the education of students in the area will improve and continue to be a great place for learning."*

– Working Committee Member, 2016–2017



# About Edmonton Public Schools

At Edmonton Public Schools, we are committed to ensuring that all 98,000 students achieve success in their individual programs of study.

We want to improve both our student achievement results and our high school completion rates. We do this by working collaboratively with our partners in education—parents, government, business, community organizations and the public at large. We know students and their families bring diverse interests, skills and expectations to the classroom. To meet students' needs and help them achieve to the best of their ability, we offer a variety of options:

- Open boundary system—parents can choose to send their child to virtually any District school, provided it has enough space and appropriate programming;
- Special education programs;
- Alternative programs;
- Lifelong learner programs through Metro Continuing Education; and
- Other programs for students with specialized requirements.

We believe our role as educators includes teaching values, responsibility and citizenship. It's not enough for students to understand what respect, honesty and integrity mean—we want them to integrate those values into their own lives. Our schools are safe, friendly places. Students are taught in stimulating classrooms by dynamic and dedicated teachers. Parents are welcome in our schools.

We encourage parents to participate in their child's education and we offer a variety of opportunities in which to get involved. We also provide parents with strategies they can use at home to support their children in their learning.

## 2016-2017 Facts and Statistics

Total Number of Schools	205
Elementary Schools	126
Elementary/Junior High Schools	30
Elementary/Junior/ Senior High Schools	5
Junior High Schools	27
Junior/Senior High Schools	3
Senior High Schools	14
Other Educational Services	13
Student Enrolment (September 30, 2016)	95,642
Total Staff (September 30, 2016)	8,238.90 FTE
2016-2017 Operating Budget	\$1.122 Billion

Edmonton Public Schools is the second largest school district in Alberta and the sixth largest school district in Canada.

## Board of Trustees

Ward A	Cheryl Johner
Ward B	Michelle Draper
Ward C	Orville Chubb
Ward D	Ray Martin
Ward E	Ken Gibson
Ward F	Michael Janz
Ward G	Bridget Stirling
Ward H	Nathan Ip
Ward I	Sherry Adams

## Superintendent of Schools

Darrel Robertson

**For further information contact  
Infrastructure Planning:**

- Call 780-429-8539
- Email [planning@epsb.ca](mailto:planning@epsb.ca)
- Visit [spaceforstudents.epsb.ca](http://spaceforstudents.epsb.ca)



## Westlawn Consolidation Project – Concept 2

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



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

