

**Grande Yellowhead Public School Division
Evansburg – Wildwood Facilities Review Project**

**Staff Workshop
Revised Facility Review Options**

Current Capital Plan	<p>Three Capital Projects:</p> <ol style="list-style-type: none"> 1. Fully modernize, and right-size Grand Trunk High School (GTHS). 2. Fully modernize, and right-size Evansview School. 3. Fully modernize, and right-size Wildwood School. <ul style="list-style-type: none"> • <i>Note: only one project would be approved at a time and there could be several years between project approvals.</i>
Grand Trunk Amalgamation	<p>One Capital Project:</p> <ol style="list-style-type: none"> 1. Fully modernize the existing GTHS for kindergarten to Grade 12 with a 500 student capacity. Consolidate all three schools into GTHS.
New Central School	<p>One Capital Project:</p> <ol style="list-style-type: none"> 1. Build a new school in a central location for kindergarten to Grade 12 with a 500 student capacity. Consolidate all three schools into the new central school.
Evansview Amalgamation & Replacement	<p>Two Capital Projects:</p> <ol style="list-style-type: none"> 1. Consolidate Wildwood and Evansview into a replacement Evansview school, with the capacity for 250 kindergarten to Grade 6 students. 2. Fully modernize and right-size GTHS to 250 Grade 7 – 12 students. Move Wildwood Grade 7 – 9 students to GTHS.
Modernize GTHS & Wildwood	<p>Two Capital Projects:</p> <ol style="list-style-type: none"> 1. Fully modernize and right-size GTHS to 250 Grade 7 – 12 students. Move Wildwood Grade 7 – 9 students to GTHS. 2. Fully modernize Wildwood for 250 kindergarten to Grade 6 students. Consolidate Wildwood and Evansview into Wildwood.

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Staff Workshop
Criteria Comments and Changes

- Community and partners are aware of programming within the schools and what potentials exist
- There is a strong partnership with Alberta Health Services, mental health, clinics, - satellite offices in the building
- Alternate grade configurations: K-4; 5-8; 9-12 or K-5; 6-8; 9-12
- Important facilities to include foods lab, shop, theatre
- Construction phasing: there is a consideration for the playground - do we move what we have, or do we buy new?
- Bussing lanes
- Impact on Community: Is this beyond the scope of the school division's mandate? How will this impact enrolment?
- Parents and guardians feel welcome and stay involved throughout grades K-12 (continuity is maintained)
- Building priority - quality over lowest bid
- Special needs: friendly and spaces designed for students to feel physical and emotional safety, happiness and creativity

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**Staff Workshop
Transcription of Benefits and Concerns**

Current Capital Plan:	
Benefits	Concerns
<ul style="list-style-type: none"> • <i>New classrooms*</i> • <i>Cleaner and modern facility</i> • <i>Maintains status quo; communities feel better. Fear no school = not a vibrant community.</i> 	<ul style="list-style-type: none"> • <i>No 'green light' so far and highly doubt it will be without amalgamation</i> • <i>Right sizing will remove valuable programming options and community use will suffer. 1600 sq. metres GTHS</i> • <i>Downsizing would result in students moving to Mayerthorpe/Spruce Grove Stoney Plain</i> • <i>10 years + 10 years = no guarantee; too long of wait</i>

*Bullets in italics were ranked to be the top three benefits or concerns for each option. Other bullets are not ranked

Grand Trunk High School Amalgamation:	
Benefits	Concerns
<ul style="list-style-type: none"> • <i>Collaboration amongst staff & students being in a central location</i> • <i>Concentration of specialized services (FSLC, OT, SIP) and resources (CTS spaces, class sizes space)</i> • <i>Continuity for families/students</i> • <i>Using land for 'Forest Schools'</i> • <i>Synergy – staff/curriculum</i> • <i>Utilization of resources (economy of scale)</i> • <i>Mentorship of younger students by older students</i> • <i>Lack of combined/split grades</i> • <i>Specific utilization of teacher expertise</i> • <i>Drawing students back due to better facilities</i> • <i>More room for growth</i> • <i>More 'bang for our buck'</i> • <i>Ability to offer better programming</i> • <i>One facility – easier for central office staff to visit</i> • <i>Parent involvement will improve as parents are more comfortable</i> 	<ul style="list-style-type: none"> • <i>Bussing – long ride for young children</i> • <i>Land footprint can't change</i> • <i>Student stress because of parental concerns</i> • <i>Land at Wildwood/Evansview – what will happen to that? Can we utilize it?</i> • <i>Wildwood community (upset)</i> • <i>Negotiating younger and older students</i> • <i>Possibly more expensive</i> • <i>Distance to our 'catch border'</i>

<ul style="list-style-type: none"> • Collaboration between all grades (cross curricular) 	
Evansburg Amalgamation & Replacement:	
Benefits	Concerns
<ul style="list-style-type: none"> • <i>Shorter school day for Wildwood schools at Evansview</i> • <i>Service providers & wrap around service can go to 1 facility RCSD, OT, SLP</i> • <i>Concentration of elementary resources</i> • <i>Keeps elementary students together</i> • <i>Increase of Wildwood Jr. High helps in GTHS</i> • <i>Shorter school day at Evansview</i> 	<ul style="list-style-type: none"> • <i>Timeline for 2 schools</i> • <i>Right sizing: 2 smaller schools</i> • <i>Harder to 'sell' to the government because 2 projects</i> • <i>Mixing with older kids</i> • <i>Wildwood parents choose Niton or home school</i> • <i>Pits Wildwood vs. Evansburg</i> • <i>Bussing times</i>
Modernize GTHS & Wildwood:	
Benefits	Concerns
<ul style="list-style-type: none"> • <i>Both communities get a school</i> • <i>Consolidation for accommodating needs of K-6 students in 1 location (literacy, PVF, SLP's/OT's...)</i> • <i>No split/combined grades</i> • <i>It's more central for elementary students for both communities (it's more central for ALL elementary students)</i> • <i>Small gain of 7-12 students at a modern GTHS</i> • <i>Grade 7-9's can ride the bus easily</i> 	<ul style="list-style-type: none"> • <i>If Evansview students go to Wildwood, students will change school divisions</i> • <i>Financial cost of bussing elementary students to Wildwood</i> • <i>Changing building elements when right sizing happens</i> • <i>Time for both to be completed</i> • <i>Still has to be right-sized</i> • <i>Longer day for Evansview students</i> • <i>Parents may have children going to school in 2 different communities (pick-up/scheduling difficult/appointments, etc.)</i>
New Central School:	
Benefits	Concerns
<ul style="list-style-type: none"> • <i>Completely new</i> • <i>Bus safety</i> • <i>Colleague collaboration</i> • <i>More cost effective</i> • <i>More connections to nature</i> • <i>Might gain high school enrollment</i> • <i>Less skipping</i> • <i>Parking</i> • <i>Room to grow</i> • <i>All schools benefit</i> 	<ul style="list-style-type: none"> • <i>Need land</i> • <i>Lose out on size of specialty rooms (shop, gym space)</i> • <i>Some students may not have access to extra-curricular activities due to transportation</i> • <i>Lose out on extra spaces</i> • <i>Lose existing community partnerships</i> • <i>Lose enrollment (to Parkland)</i> • <i>Cost of bussing</i> • <i>Loss of staff</i> • <i>Is not best business decision</i> • <i>High school students commuting on highway</i>

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**Staff Workshop
Evaluation Forms**

Number of Feedback forms completed	20
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Please indicate the extent to which you agree with each of the following statements.		1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	5 Not Sure
1.	The objectives of the meeting were clear.	0	0	4	16	0
2.	The information presented was easy for me to understand.	0	0	3	16	0
3.	I had enough information to provide meaningful input.	0	0	3	16	1
4.	Participation and interaction were encouraged.	0	0	1	18	0
5.	I now have a better understanding of the Facilities Review.	0	1	3	16	0
6.	I think GYPSD will consider community input in the Facilities Review	1	0	3	16	0
7.	Participating in this meeting was a good use of my time.	0	0	2	17	1
		Poor	Average	Good	Excellent	Not Sure
8.	How do you rate the meeting overall?	0	0	2	18	0

We welcome any additional feedback on the facilities review below:

- Thank you for taking the time to support all our staff in the Lobstick zone. It was great to see all of senior admin here with staff.
- Great idea of including staff.
- Most important is that we do what is best for kids! Do what is right, not necessarily popular.
- Thanks for giving us all an opportunity to give our opinions – this was difficult to do in the public sessions.

- Thank you so much for inviting us! I think this was an excellent way to include staff input. Well done!
Good luck!
- Thanks for food. It helps us think better.
- Thanks for the process. We all get a chance to offer our input. The way you are facilitating these meetings helps keep the emotions down rather than exploding. Thanks for all your work and dedication to our students!

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**Staff Workshop
Changes to Decision Criteria**

A set of decision criteria were initially developed based those used at the Alberta Education Decision Scoping, input from the community at the June engagement sessions, and needs of the school division. These decision criteria were refined by incorporating the input of the twelve table groups at the Hands-On Workshop in Wildwood on September 13, 2018, and the Staff Workshop in Evansburg on September 17, 2018.

Input on some criteria varied significantly between table groups, and between workshops. Every effort was made to incorporate as much of the input as possible, while still producing decision criteria that would be useful for evaluating the various school facility options.

Some input received related more to policies and partnerships, or was outside the mandate and jurisdiction of the school division. All input received has been captured and will be included in the verbatim report from the workshops. School division administration and trustees will receive this report.

<p>Building Design & Condition</p>	<p><i>It is best for our students if:</i></p> <ul style="list-style-type: none"> • Building design includes friendly and welcoming spaces that are designed for all students to ensure physical, mental, and emotional safety, happiness and well-being • The school facility provides a productive and engaging learning environment • Building design meets programing needs now and in the future • Important facilities (e.g. home economic spaces, shops, theatre) are not lost in “right-sizing” • Access to and through the building is barrier free • There is flexible, functional, multi-use instructional space • Instructional spaces have lots of natural light • They have access to the best technology available (e.g. equal to others in the division) • Space for partners and after-hours activities is separate from instructional space (for security) • Public entrance is by the office to monitor visitors • There is flexibility and clear demarcated areas for grade configurations (e.g. K – 6 is separate from higher grades, separate entrances)
<p>Bussing</p>	<p><i>It is best for our students if:</i></p> <ul style="list-style-type: none"> • Ride times overall are equitable and must not be significantly different • The school division’s bussing budget will not be significantly different • Pick-up and drop-off points don’t change • They are transported to school safely, using safe routes that take into account train traffic and problem intersections • There is no cost to parents for bussing between communities

Construction Phasing	<p><i>It is best for our students if:</i></p> <ul style="list-style-type: none"> • Construction can be phased in a way that causes minimal disruption for students and teachers
Enrolment	<p><i>It is best for our students if:</i></p> <ul style="list-style-type: none"> • Enrolment increases so that there are less split classes • Any enrolment changes result in increased Alberta Education funding for the school(s) • The facilities and programs provide a draw – attracting students from outside the division and retaining students in this division. • Enrolment meets minimums set by Alberta Education (per school and class size)
Impact on Community	<p><i>It is best for our students if:</i></p> <ul style="list-style-type: none"> • They live in a healthy and thriving communities, with all the core facilities (e.g. a school) to make the community successful and sustainable or growing • Their parents' property values are not negatively impacted by closing schools
Partnerships	<p><i>It is best for our students if:</i></p> <ul style="list-style-type: none"> • Existing partnerships are accommodated and new partnerships may be accommodated (e.g. day care, Boys and Girls Clubs) • New partnerships are related to education and/or support community organizations
Programming	<p><i>It is best for our students if:</i></p> <ul style="list-style-type: none"> • There is a wider choice of courses – both core subjects and options • They have access to more extra-curricular activities (e.g. after school programs) • They have access to more social supports and resources (e.g. for post-secondary transition) • Innovative programs can be added to the school and current programs are maintained • Class sizes stay reasonable
Operations & Maintenance	<p><i>It is best for our students if:</i></p> <ul style="list-style-type: none"> • Maintenance and operations costs match funds received from Alberta Education and meet the school's needs