

Parkland School Division

Seba Beach School Viability Study

with Recommendation for Consideration

January 14, 2020



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EXECUTIVE SUMMARY

The Board of Trustees directed Parkland School Division (the Division) administration to conduct this viability study based on a number of factors including the Superintendent's recommendation in October, 2019, the School Facility Utilization Review from April 2019, historical reports and declining enrolment trends for Parkland School Division's west end region dating back as early as 2001. As per *Board Policy 15: School Closures* demographic and utilization studies may be completed for all schools and are intended to be updated periodically as deemed necessary. Such studies will review the impact of population shifts, building capacity, maintenance costs and transportation for individual schools. Extensive stakeholder engagement was also considered when building this report. Administration reached out to students, staff, parents, community stakeholders and the general public. Throughout this document, key findings are highlighted that led to the recommendation of school closure at the conclusion of this report. Key findings include:

- Enrolment – Parkland School Division's September 30th enrolment report indicates that Community A (Duffield School, Entwistle School, Seba Beach School, Tomahawk School, and Wabamun School) has a combined enrolment of 667 students compared to a combined school capacity of 1,316. Enrolment trends in that region continue to decline. Re-drawing of the boundaries or reconfiguring the grades in multiple buildings does not solve the problem that there are simply not enough students to sustain five schools.
- Facilities - At \$766.74, Seba Beach School has the highest 5-year maintenance cost per square metre of all PSD West End schools, and the highest utility cost per student at \$606.06. Despite the low enrolment and the higher maintenance costs, the Seba Beach School community remains dedicated to providing the best possible educational experiences for students.
- Transportation - Should Seba Beach School close, the costs to transport students would increase by \$6,045 annually, but the resulting grant revenue would also increase by \$20,107, resulting in a **net savings** to the Transportation Services budget of **\$14,062**. Ride times would **not** significantly be impacted and would fall within expected Division limits.
- School Capacity – At **19.6%**, Seba Beach School has the lowest utilization in Parkland School Division. Additionally, a significant amount of the student population resides in Paul First Nation. The impact of opening of a brand-new K-9 school at Paul First Nation is unknown.
- Programming – Students and parents agree that diverse and rich educational programming is highly important. Students place a higher value on choice and more opportunities for academics, options, extracurricular clubs and athletics that are currently being offered at Memorial Composite High School in Stony Plain. Parents place a higher value on the small school experience and teacher-to-student ratio they currently experience in a rural, much smaller school.
 - The West End CTF program **benefits** from, **but is not dependent on**, the continued operation of Seba Beach School.
 - School staff are very aware of the possible socio-emotional impacts a school move could have on students and will actively be involved in transition planning and supporting students should Seba Beach School close.
 - School size alone does not impact academic achievement.
- Financial – When factoring in all the various funding and expense components incurred by the Division, a Seba Beach School closure would result in a **net positive financial impact of \$1,032,881**. The Division is preparing for another \$3 million-dollar shortfall for the 2020-2021 budget based on provincial government's declaration that education funding will remain flat moving forward. The net savings of just over \$1 million dollars from a closure of Seba Beach School would mean that the division would then only have to further reduce expenses by \$2 million instead of \$3 million annually.

Administration respectfully submits the following report.

BACKGROUND

Board Policy 15 – School Closures (Appendix 4) states that a school will be considered for a viability study if:

- The school is inadequate by virtue of its age and/or condition;
- The student occupancy rate has fallen substantially under capacity; and,
- The school site-based budget can no longer support the financial operation of the school.

All of these conditions apply to Seba Beach School (Seba).

The Board approved a viability study for Seba on October 8, 2019. A viability study examines a number of factors, including the cost/savings of a closure, age and physical condition of the school building, reassignment of students, impact on the transportation system, and alternative uses for the site.

In 2015, Parkland School Division (PSD) initiated a Strategic Facilities Plan. Recommendations from that plan included:

- a. That PSD continues to decommission space no longer required for educational purposes in order to ensure the space in our facilities that does meet educational program requirements is used efficiently, as well as to minimize facilities operations and maintenance costs.
- b. That PSD consider initiating viability studies for schools where there are relatively low enrolments.

In 2019, a School Facility Utilization Review with Proposed Recommendations report was completed by outside experts. The report recommends:

- a. Conversing with the community about the potential of reducing capacity in the West End Sector.
- b. Engaging with the public regarding the option of closing Seba and/or Wabamun School in the West End Sector.

The *School Facility Utilization Review with Proposed Recommendation Report* included a thorough review of PSD's West End schools in response to the Board's motion on November 27, 2018 to conduct a demographic and utilization review.

Initial conversation with the local authorities in the Wabamun and Seba Beach area indicated a greater likelihood of growth in the Wabamun area. Wabamun is a newer school with a lower Facility Condition Index (i.e. lower deferred maintenance costs / replacement cost), greater utilization, and lower maintenance and utility costs. Wabamun School has also experienced enrolment growth of 24 students in 2019-2020. Given this information, Administration have chosen to focus on the viability of Seba Beach School.

LITERATURE REVIEW ON SMALL SCHOOLS

As made evident in the literature, the potential impacts that small schools, multi-graded classrooms, and low enrolments have on student resiliency have been studied extensively. In an effort to fully understand the impact of school closure on students, we reviewed several important research studies (see appendix). These studies indicate that:

- Because of their limited numbers of staff, combined with the high expectations and multiple demands placed on them, small schools may be unable or limited in their capacity to respond to special education needs, behavioral concerns or significant extracurricular demands.
- The variety and flexibility of programming and learning spaces is compromised, as there are insufficient personnel available to support these necessary educational elements.
- Multi-graded teaching is generally considered more onerous. Teachers of multi-graded classrooms require a lot of support in the form of professional development, team-teaching, and access to many diagnostic opportunities and tools. If a multi-graded teaching approach is used, it should be done with due diligence.
- Multi-graded classrooms place higher demands on teachers as they have to invest more effort in this approach, which may interfere with their ability to reach other desirable educational goals. Teachers must adjust to a wider range of student skill level than they otherwise would in a single-grade classroom.

One Teacher: One Core Subject

Plans lessons for Social Studies 7, CTF and
Physical Education
(Course Load: 3)

One Teacher: Core Subjects across 3 Grades

Plans lessons for ELA, and Social Studies 7, 8, 9,
CTF and Physical Education
(Course Load: 8)

- Difficult teaching assignments put teachers with less experience at a significant disadvantage.

Due to significant worldwide economic and demographic shifts, considerable amounts of research has been conducted on school size and its effect on student achievement (Leithwood and Jantzie, 2009). Luyten (2013) states that school viability research has two primary considerations: an effectiveness perspective and an efficiency perspective. The effectiveness perspective considers the impact of school size on achievement, whereas the efficiency perspective considers the cost effectiveness of the school.

Complicating matters is the inconsistent definition of a “small” school within the research. A majority of studies consider a “small” school to consist of 200-400 students, with a “mid-size” school having a population of 400-750 students and a “large” school having anything greater than 750 students. That said, the distinction of “small” as it refers to student population or facility size is not always made within the research. Leithwood and Jantzie (2009) note that “smaller does not usually mean really small” - it is a relative term. In districts with secondary school sizes exceeding 2,500 students, “small” can mean as many as 1,500 students - a size that would be considered very large in other districts (p. 484). Seba Beach School’s student population is significantly below what most studies consider “small”.

The Impact of Schools on Rural Communities (Schollie, Negroponotes, Buan and Litun) is a 2017 study commissioned by Alberta Education, Alberta Municipal Affairs, and Alberta Agriculture and Forestry. With respect to small schools, the study noted that “the most important consideration was the quality of education being offered” (p. 115):

Many of the parents and students we spoke to were more amenable to making some “sacrifices” (e.g. multigrading, limited options / CTF) to keep the school in the community. However, many other parents were not amenable to these “sacrifices” or had other concerns that influenced them to enroll their

children in other schools in the region to pursue what they perceived as a better quality education. Some superintendents interviewed commented that while small schools are positive in certain ways, a much better quality of education could be delivered by having one larger, financially stronger, and more stable school serving two or three rural communities. It was felt that the stability of one larger school within a reasonable busing distance was a draw for the region whereas the declining enrolment of a smaller school in a community can be a negative since parents are not sure how long it may survive. (p. 115-116).

The authors of this study captured the following comments and themes regarding the quality of education:

| Area | Small Schools Advantages | Small Schools Challenges |
|-----------------------|--|---|
| Teaching and Learning | <ul style="list-style-type: none"> • Smaller class sizes easier to manage for teachers and allows more teacher time/ attention for each student • Closer relationships between students, parents, and teachers • Curriculum flexibility and professional autonomy • Closer connection to the community/ fostering intergenerational relationships particularly if teachers live in the community • More opportunities to engage with the broader community and perform service work in the community • More opportunities for teacher advancement into school administration | <ul style="list-style-type: none"> • Multi-grade or multi-level teaching more challenging/ time consuming for teachers • Fewer educational assistants add to higher teacher expectations • Generally higher workload with smaller staff to share extracurricular duties, supervision, and other tasks • Less opportunity to specialize/teach in one subject area, more expectation to teach multiple/ various subjects • Less professional/ peer support from a smaller staff - "Your practice grows when you can learn from more people on a bigger staff." • Less choice in programs and options for students with varying interests/ aptitudes • Challenges from curriculum adaptations for students from certain religious backgrounds |
| Extracurricular | <ul style="list-style-type: none"> • Flexibility to use local resources for extracurricular activities • More opportunity for students to participate in extracurricular sports because everyone is needed for the team | <ul style="list-style-type: none"> • Challenging to build a competitive team without "tryouts" and being able to select best players • Can be challenging to fundraise in a small community especially if less economically vibrant |
| Social | <ul style="list-style-type: none"> • Leadership opportunities for older students by mentoring younger students • More multi-generational interaction through school/ community events • Less likely to have cliques or groups forming – more socially inclusive. • Inclusive communities build bridges between diverse communities | <ul style="list-style-type: none"> • Limited pool of friends so do not necessarily choose friends based on similar interests • May not have any same aged, same gender students in your grade • Some pressure to do "social" promotion of students to next grade to keep them with their cohorts even when not ready for next grade |
| Other | <ul style="list-style-type: none"> • Safer because schools have a "closed campus" (i.e. students don't leave the school during the day) • Safe and caring atmosphere because everyone knows and "watches out" for each other - "No one falls through the cracks because we care." | <ul style="list-style-type: none"> • Allocation of resources challenging in schools with small enrolment and many grades (i.e. K to 12) • Enrolment instability from year to year makes planning more difficult • Transition to large high school in new community can be easier if coming from a larger school rather than from a very small junior high school |

The researched perspectives of Alberta's Superintendents (above) provides a context for analysis regarding the viability of Seba Beach School.

Historically, multi-grade classrooms existed by necessity, given the size of grades and the complexity of grade configurations. In Canada, “one out of seven classrooms is a multi-grade and approximately one out of every five students is enrolled in a multi-grade classroom” (Gajadharsingh, 1991, p. 1).



Modulars – currently not in use.



Woodshop – Many tools decommissioned or designated for other PSD schools.

ANALYSIS

Seba Beach School is located in the western sector of the Division. The school is a Kindergarten to Grade 9 facility that has a student population of 66 (as of September 30, 2019), and a building capacity of 336. The attendance area for Seba Beach School includes the Summer Village of Seba Beach as well as approximately 77 sections of land within Parkland County. Within those 77 sections, approximately 44 sections are provincial grazing land, resort properties, natural areas/parks, church property, or sections owned by TransAlta. This leaves only 33 sections available for residents.

The school has created a great culture and sense of community for its students, staff and parents. It is a small, tight-knit community, which means essential relationships with each student are easier to create and maintain. Because staff teach students over multiple years, there is minimal time lost getting to know the learning and social needs of students each year. Staff can support those needs immediately. There has been a focus on developing trauma-informed classrooms and building resiliency, positive behavior interventions, literacy intervention programs, flexible early years programming, as well as First Nation, Metis, and Inuit integrated classrooms.

Seba Beach School serves as a hub for Career & Technology Foundation (CTF) options for the west end schools three weeks of each year, has breakfast, lunch and snack programs, and collaborates with Tomahawk School for sports teams when possible.

SEBA BEACH SCHOOL ATTENDANCE AREA

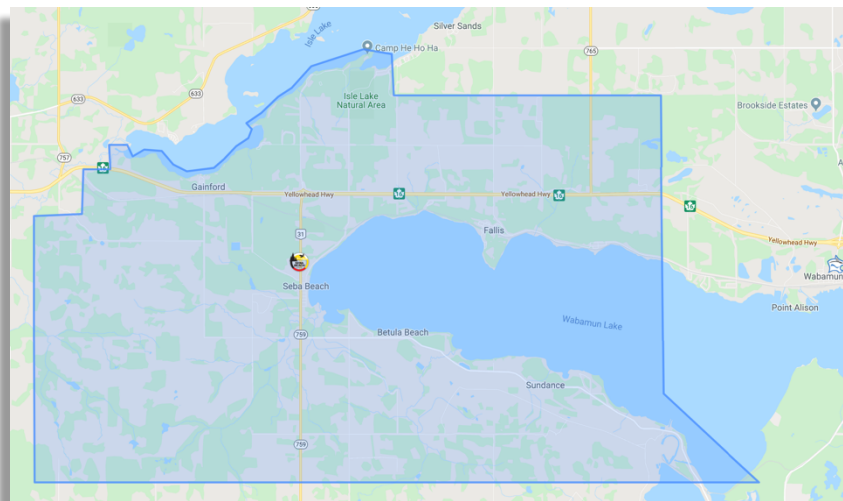


Image – Bus Lane. (East side of school)



Image – Courtyard. (South side of school)

PHYSICAL BUILDING

Seba Beach School was built in 1953, with major additions in 1957 and 1963. A few minor additions were made in the subsequent years, but the vast majority of the building is 56-66 years old.

The building itself is oversized for the population. Interior finishes, mechanical systems, and electrical supply at the school are original, and require replacement; the school was recently outfitted with a new hot water tank. The library and adjacent breakout area have a well-designed layout. Many of the main building components need replacement and/or renovation, including the roof (excluding the gym section); flooring throughout (carpet, tile); millwork throughout; original boilers; second floor washrooms; woodshop equipment; gravel parking lot and laneway; weathered wood siding; and missing/damaged soffits.

All Parkland School Division schools have some amount of deferred maintenance. Deferred maintenance is the practice of postponing maintenance activities such as repairs or replacement in order to save costs, meet budget funding levels, or realign available budget monies. Critical infrastructure is the main focus of Alberta Education Infrastructure Maintenance Renewal (IMR) funding, while Operations and Maintenance funding is used for less critical items such as locker replacements, millwork, washroom fixtures, flooring, etc.

Parkland School Division currently has approximately \$47 million dollars of deferred maintenance. The average deferred maintenance in the West End schools (Entwistle School, Seba Beach School, Tomahawk School, and Wabamun School) is \$162,218, and their average 5-year maintenance cost is \$1,403,002.

SEBA'S DEFERRED MAINTENANCE:

| 5-Year Maintenance Cost (as of 3/31/2018) | Deferred Maintenance (as of 3/31/2018) | Replacement Value (as of 3/31/2018) | Current Facility Condition Index (FCI) |
|---|--|-------------------------------------|--|
| \$2,763,750.00 | \$255,196.00 | \$13,270,538.00 | 21.76% |

Seba Beach School's five-year maintenance costs include (but are not limited to):

- Roofing - \$262,100
- Air handling units - \$275,947
- Fire detection system - \$230,369
- Boilers - \$125,585
- Hot water distribution - \$522,373
- Finned tube radiation - \$541,537
- Pneumatic controls - \$101,567

The remaining outstanding amounts of deferred maintenance include many of the interior components of the building (e.g. lockers, millwork, countertops, washroom fixtures, flooring, etc.).

The Facility Condition Index (FCI) rating is a quantifiable number that directly relates to the general condition of the building. Generally speaking, the higher the number, the worse the general condition of the building. The average FCI rating of Parkland School Division schools is 16.18%. Seba Beach School has the highest FCI of all our West End schools with an FCI of 21.76%. The next closest school in the West End is Entwistle at 16.16%.

PARKLAND SCHOOL DIVISION TOP 10 SCHOOLS RATED BY FCI

| School | Facility Condition Index | Facility Utilization Review Recommendation | Utilization Rate |
|-------------------------|--------------------------|---|------------------|
| Parkland Village School | 42.28% | Identified as replacement school; priority #4 | 96% |
| Graminia School | 26.42% | Identified as modernization; priority #10 | 72% |
| Stony Plain Central | 24.99% | Approved replacement school | 101% |
| Brookwood School | 24.03% | Modernization requested; priority #2 | 74% |
| SGCHS | 23.03% | Modernization requested; priority #1 | 81% |
| Broxton Park School | 21.92% | IMR funded mini modernization completed in 2019 | 66% |
| Seba Beach School | 21.76% | Viability study | 20% |
| Forest Green School | 21.58% | Identified as replacement school; priority #3 | 83% |
| Woodhaven School | 18.66% | Approved modernization underway | 62% |
| Entwistle School | 16.16% | Identified as replacement school; priority #6 | 55% |

**Data from the April 2, 2019 School Facility Utilization Review with Proposed Recommendation Report*

| School Name | Age | FCI | Utilization | Current Head Count (Adjusted Enrolment) | 5-Year Maintenance per Sq. M | Utility Cost per Student |
|--------------------------|-----|--------|-------------|---|------------------------------|--------------------------|
| Duffield School (K-9) | 65 | 12.41% | 85% | 296 (328) | \$379.72 | \$169.79 |
| Entwistle School (K-9) | 63 | 16.16% | 50% | 133 (139) | \$523.07 | \$264.16 |
| Seba Beach School (PK-9) | 66 | 21.76% | 32% | 77 (91) | \$766.74 | \$606.06 |
| Tomahawk School (PK-9) | 72 | 14.60% | 59% | 117 (119) | \$475.63 | \$298.61 |
| Wabamun School (PK-9) | 64 | 13.32% | 71% | 84 (96) | \$447.36 | \$349.84 |

**Data from the April 2, 2019 School Facility Utilization Review with Proposed Recommendation Report*

KEY FINDING

At \$766.74, Seba Beach School has the highest 5-year maintenance cost per square metre of all PSD West End schools (with the next closest being Entwistle at \$523.70), and the highest utility cost per student at \$606.06 (compared to Wabamun School, which is the next closest at \$349.84). Despite the low enrolment and the higher maintenance costs, the Seba Beach School community remains dedicated to providing the best possible educational experiences for students.

PHYSICAL SITE



The physical site of Seba Beach School is surrounded by natural landscape that serves as a “second teacher” during the school’s Eco Literacy Friday classes. The school is situated on a hill, and does not have any significant issues with flooding. Services to the building are adequate; however, if the building was used to full capacity, the septic system would need to be upgraded.

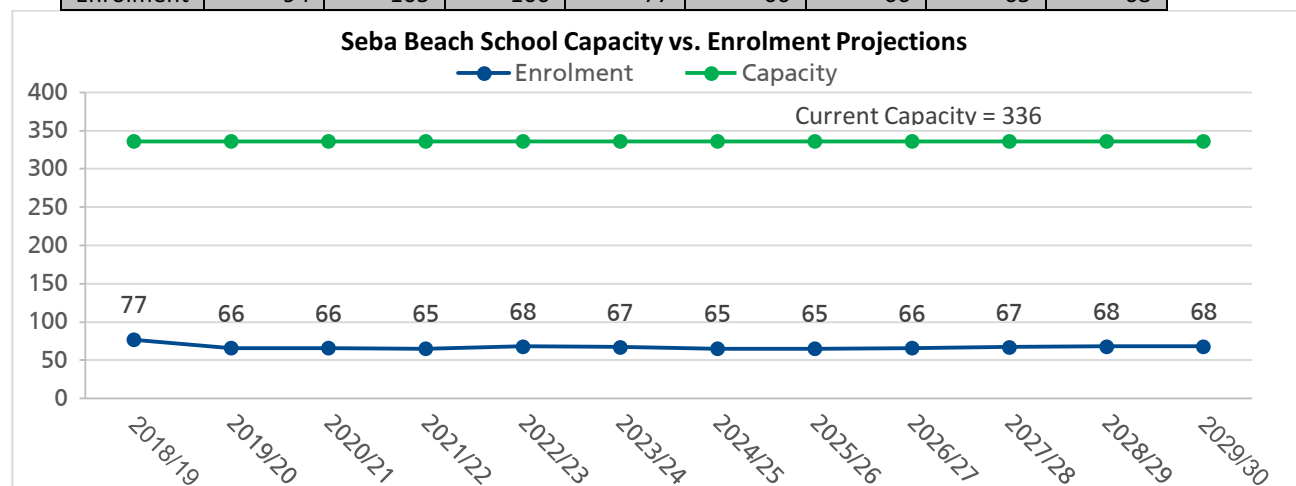
While Summer Village of Seba Beach has expressed some interest regarding the land the school is built on, no viable alternative use for the site, as it remains in the possession of the Division, has been determined. If the school was to be closed, pending Ministerial approval, the building would be put up for sale with the proceeds going to the Division. If the school could not be sold, the demolition of the site would be added to the Division’s capital plan.

CAPACITY

At 19.6% of a school capacity of 336, Seba Beach School’s utilization is the lowest in the Division. Currently, a significant portion of the students at Seba Beach School (24 of 66, or 36.4%) come from Paul First Nation. Any decision to transport Paul First Nation students to Seba Beach School is completely at the discretion of Paul First Nation. The Nation is currently constructing a new Kindergarten through Grade 9 school that is intended to accommodate all 470 of their school-eligible youth. This new school is scheduled to open in 2020, and is expected to reduce Seba Beach School’s utilization, but it is currently unclear by how much.

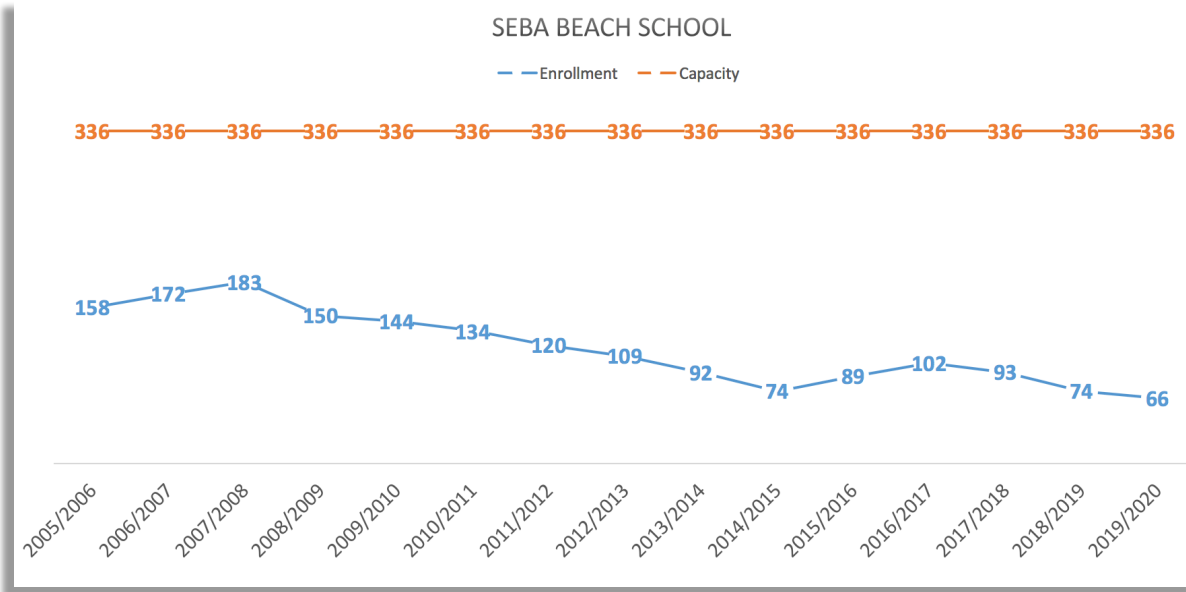
The forecast enrolment below **does not** factor in students transferring to the new school on Paul First Nation.

| | September 30 Enrolment | | | | | 1 Year | 5 Year | 10 Year |
|-----------|------------------------|---------|---------|---------|---------|---------|---------|---------|
| Year | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2024/25 | 2029/30 |
| Enrolment | 94 | 105 | 100 | 77 | 66 | 66 | 65 | 68 |



HISTORICAL ENROLMENT AT SEBA BEACH SCHOOL

The graph below does show a steady decline in school enrolment at Seba Beach School, including a significant drop from the 2016-2017 school year to the present. There has been a decrease of 36 students or 35% in the last three years. Excluding the impact of the new PFN school, we expect enrolment to stabilize with no new expected growth in the area.



INCENTIVES USED BY SEBA BEACH SCHOOL TO INCREASE ENROLMENT

In operating a school, it is our mandate to educate the children in that school's community. In effort to sustain or increase student enrolment, Seba Beach School has offered full-time Kindergarten, recess every 80 minutes, hot lunch and breakfast programs, early education programming, literacy intervention, as well as a horse therapy program. In addition to providing these incentives, administration at the school engages in regular conversation with local families and neighbouring communities such as Paul First Nation.

In the recent past, Seba Beach School offered a playschool service run privately until 2016 – 2017. It was discontinued at this time due to low enrolment. This transitioned to an Early Education/Kindergarten classroom staffed by a full-time equivalent teacher since the 2017-2018 school year. As of September 30, 2019, there were two Early Education students (Pre-K), and 4 Kindergarten students attending Seba Beach School.

DEMOGRAPHICS

In the 2019-2020 school year, Seba Beach served a student population of 66:

Early Education (Pre-K): **2**
Kindergarten: **4**
Grade 1: **5**
Grade 2: **5**
Grade 3: **6**
Grade 4: **6**

Grade 5: **5**
Grade 6: **5**
Grade 7: **13**
Grade 8: **8**
Grade 9: **7**

Breakdown by Residence:

Paul First Nation: **24**
Village of Seba Beach: **5**
Parkland County (Seba Beach attendance area): **28**
Cross Attendance: **9**

Note: 33 out of 66 students that attend Seba Beach School are actually from the current Seba Beach School attendance area. Also, there are 8 students not including French Immersion students at École Meridian Heights School who do live in the Seba Beach attendance area but choose to attend other schools.)



Image - Main floor hallway.



Image - Middle Years Learning Commons.

HISTORICAL TIMELINES

2001 – Seba Beach School reconfigures grades and moves from K-12 school to K-9 school.

2001 – Five stage system-wide study for long range planning addresses declining enrolment in Parkland School Division's west end schools.

2004 – Attendance Area change including the removal of Optional Attendance areas shared by Seba Beach School and Tomahawk School. (33 students were in the optional area)

2005 – Viability Assessment for West End Schools: Planning for the Future. 2005 Enrolment for Seba Beach was at 152 with a 5-year projection to reduce to 116 by the 2009-2010 school year. The total west end head count in 2005 was 917 students, compared to 667 on September 30, 2019. (Includes Duffield School, Entwistle School, Seba Beach School, Tomahawk School and Wabamun School.)

2012 – West Parkland System Review Presentation

2015 – Parkland School Division Strategic Facilities Plan.

2018 – (October) West End Viability Briefing Note presented to the Board of Trustees.

2019 – (April) School Facility Utilization Review. With the completion of the K-9 School at Paul Band First Nation, the 5-year enrolment projection for the school was 42 students and 10-year projection was 49.

October 2018 – The Board receives as information a briefing note outlining the viability concerns at Seba Beach School.

October 2019 – Board accepts the Superintendent's recommendation to conduct a viability study of Seba Beach School.

October 2019 – January 2020 – Administration prepares viability study including community and stakeholder engagement.

January 14, 2020 – Seba Beach School Viability Study presented to the Board.

2016 CENSUS INFORMATION FOR THE SUMMER VILLAGE OF SEBA BEACH

| Age Range in Years | Percentage of Population | Gender |
|--------------------|--------------------------|---|
| 0-14 | 11.8% | 10 Male, 10 Female |
| 15-64 | 50.0% | 40 Male, 40 Female, 5 Undefined |
| 65+ | 38.2% | 35 Male, 30 Female |
| TOTAL | 100.0% | 170 People (85 Male, 80 Female, 5 Undefined) |

Average Age: **53.3 Years**

Median Age: **59.4 Years**

Number of Children Aged 0-4: **0**

While the 2016 statistics for the Summer Village of Seba Beach do not include the peripheral area of Parkland County, the overall population in Parkland School Division's West End continues to see demographic reductions and with no children between the ages of 0-4 living in the area, there is little evidence to suggest current enrolment trends will change significantly.

COMMUNITY USE

Use of the school for community events is limited as the community does not regularly utilize the school. The gym was used for pickleball on a limited basis last year, but the school has had no interaction with the pickleball group this school year. On occasion the community will make use of the two tennis courts on the school site. Last school year, the school was booked by community organizations one time. To date, the school has not been booked by outside groups during the 2019-2020 school year. As most of the year-round residents of Seba Beach summer village are adults, the Senior's Centre has created a great deal of programming for residents, thus reducing the need for a large space such as a school gymnasium.

TRANSPORTATION

At present, three dedicated buses serve the Seba Beach School attendance area: two that travel to Seba Beach School, and one that travels to Memorial Composite High School. In addition, one Entwistle bus picks up Seba Beach students at three stops in the Seba Beach area and carries on to Memorial Composite High School.

If Seba Beach School were to close, attendance areas would be adjusted based on distances to alternative schools, bus availability, transport patterns, and ride times. The distances from Seba Beach School to the neighbouring schools range between 20 and 22 km. Transportation Services aims to operate an efficient service, using the minimal number of buses while aiming to keep ride times under 60 minutes in length. Buses generally travel the West End area in a west-to-east pattern. Buses serving the southeast portion of the Division make use of a roadside transfer location on Range Road 52 and Highway 627. Buses in the Seba Beach and Wabamun areas transfer at Wabamun School.



Image – Main Entrance and bus lane.

Based on the above information, it is recommended that, should Seba Beach School be closed, its attendance area should be split between the Entwistle School and Wabamun School attendance areas, as illustrated below. This configuration would not require any additional buses to transport the students.

Parkland School Division has one bus that transports high school students, French Immersion students, and Evergreen Catholic students from their residences to Wabamun School for transfer. If Seba Beach school were to close, the two buses that previously served Seba Beach School would be reassigned to transport students living in the revised Wabamun School attendance area to Wabamun School. Buses serving the revised Entwistle School attendance area would then accommodate the students from Entwistle. The nine students, who are currently cross attendance students from Tomahawk attending Seba Beach School, would be either directed back to their designated school, Tomahawk School or given the opportunity to explore another school of choice should space and resources allow.

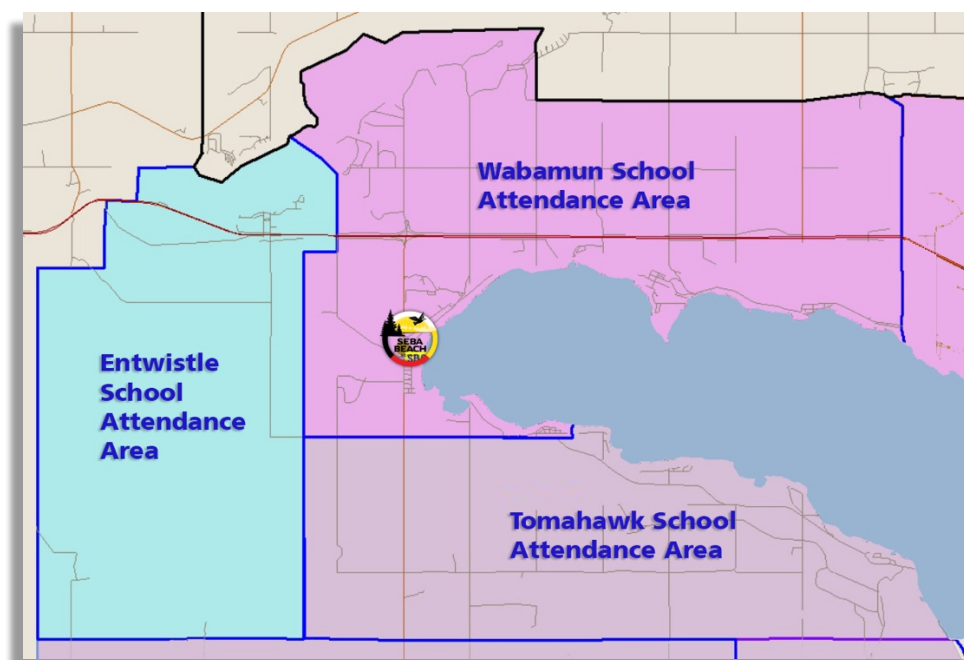
Should Seba Beach School close, its former students could be redistributed as follows:

| | Entwistle | Tomahawk | Wabamun | Duffield | Total |
|--|-----------|----------|-----------|-----------|-----------|
| From Seba Beach's Current Attendance Area | 6 | 0 | 26 | 0 | 32 |
| Paul First Nation | 0 | 0 | 0 | 24* | 24 |
| Cross Attendance | 0 | 9 | 0 | 0 | 9 |
| Non-Resident Student | 1 | 0 | 0 | 0 | 1 |
| Total | 7 | 9 | 26 | 24 | 66 |

| | | | | | |
|---|------------|------------|------------|------------|--|
| Total School Population (With Re-directed Seba Beach Students) | 132 | 101 | 128 | 306 | |
| School Capacity | 228 | 219 | 152 | 381 | |
| Percentage Capacity | 58% | 46% | 84% | 80% | |

*Has not been formally requested, although it appears this may be a viable option for Paul First Nation students.

POTENTIAL REVISED ATTENDANCE AREAS



Currently, Parkland School Division receives grant funding to transport 27 students on two Parkland School Division buses to Seba Beach School. The current ride times are approximately 40 minutes each with a route distance of 30-40 km. Transporting 26 students to Wabamun School would result in anticipated ride times of approximately 35-45 minutes each and a route distance of 30-32 km. Re-directed students to Entwistle School would experience a 12-minute increase to their bus route. Students headed to Tomahawk School would experience ride times approximately 7 minutes longer. The one non-resident student (Pre-K/PUF) would be re-directed back to their designated school division.

Currently, the yearly variable busing costs (based on kilometers travelled) for Seba Beach School are \$144,586, compared to the alternate re-distribution of students described in the above table variable where busing costs to the respective schools would be \$150,631. Should Seba Beach School close, costs to transport students would increase by \$6,045 annually.

However, the corresponding incremental grant revenue, according to the current funding model, also needs to be considered. The new count in a closure scenario would mean that Parkland School Division would receive grant funding for 42 students (66 total enrolment less the 24 Paul First Nation students who are transported by PFN). According to the current funding model, transportation revenue to transport to Seba Beach School is estimated at \$31,677 for 2020-2021, compared to the \$51,784 projected grant revenue to transport these students to the other respective schools of \$51,784. This means the closure of Seba Beach School would result in increased grant funding of \$20,107.

KEY FINDING

Should Seba Beach School close, the costs to transport students would increase by \$6,045 annually, but the resulting grant revenue would also increase by \$20,107, resulting in a **net savings** to the Transportation Services budget of **\$14,062**. Ride times would **not** significantly be impacted and would fall within expected Division limits.

PROGRAMMING – IMPACT OF CLOSING THE SCHOOL

OPTIONAL COURSE LOAD FOR GRADES 7-9

The Alberta Program of Studies states that a minimum of two “optional courses” shall be provided to students in Grades 7 through 9. There are no set guidelines for the amount of time to provide for these courses, as some of their components may be embedded into other subjects (*Alberta Education Guide to Education*, p. 43).

The Fine Arts curriculum is intended to incorporate 75 hours of class time, and so this measurement has become a benchmark for optional course programming.

The two optional courses may be any of the following:

- Career and Technology Foundations (CTF)
- Environmental and Outdoor Education
- Ethics
- Fine Arts
- First Nations, Métis and Inuit Languages
- French as a Second Language
- International Languages
- Religious Studies
- Locally Developed Courses (as authorized)



Image – Woodshop.

The CTF program is an option that enables students to explore their interests and passions while learning about various career possibilities and occupational areas.

CAREER AND TECHNOLOGY FOUNDATIONS – A COMBINED SCHOOL APPROACH

CTF tasks or challenges integrate at least two of the following occupational areas:

- Business – Computing Science, Enterprise & Innovation, Financial Management, Information Processing, Management & Marketing, Networking
- Communication – Communication Technology, Design Studies, Fashion Studies
- Human Services – Community Care Services, Cosmetology, Esthetics, Foods, Health Care Services, Human & Social Services, Legal Studies, Recreation Leadership, Tourism
- Resources – Agriculture, Environmental Stewardship, Forestry, Primary Resources, Wildlife
- Technology – Construction, Electro-Technology, Fabrication, Logistics, Mechanics

This integration is intended to provide students with an opportunity to experience the interconnectedness of skills, knowledge and technologies associated with various career fields.

Currently, students from the four West End schools join together at Seba Beach School for the Career and Technology Foundation (CTF) courses, which include Sewing, Shop, Guitar, Foods, Wellness and Art. Entwistle, Tomahawk and Wabamun Schools bus their Grade 7, 8 and 9 students to Seba Beach for one week of programming three times per year. By sharing the programming, students are able to take advantage of multiple teacher offerings for alternative studies.

Seba Beach School is located at a mid-point between Tomahawk, Wabamun and Entwistle Schools, and both the size and location of this facility benefit this collaborative approach to CTF. In addition, Seba Beach School has a wood shop that, while no longer used to operate power tools, serves as a dedicated space for students to use hand tools.

Career and Technology Foundations is an important part of optional course programming in all jurisdictions. CTF is not dependent on a specially-equipped classroom (i.e. wood shop, computer lab, and/or kitchen), but certainly benefits from the availability of this type of space. That said, many larger schools within Parkland School Division do not have dedicated wood shops, but continue to do woodworking projects with hand tools as CTF challenges (e.g. Graminia, Broxton Park).

The nature of the CTF program provides a few points for consideration in the viability of Seba Beach School:

- **Are specific facilities required for CTF?**
This requirement is dependent on the nature of the CTF challenges and the resources the schools choose to use. Based on their facility or location, different schools may be able to provide different CTF opportunities for their students. Having a Foods lab, for instance, would improve the feasibility of a school offering CTF challenges that involve cooking or baking.
- **Would the combined CTF program continue in light of a closure of Seba Beach School?**
There is still potential for a combined CTF program, dependent on the remaining schools' desire to work together. The current combined approach to CTF has not always been in place, and should it continue, it is possible for another school such as Duffield to act as host. Alternately, schools may decide to keep their options in-house. Schools may consider different approaches to CTF in the future regardless of the fate of Seba Beach School.
- **Are there benefits to combining students for optional courses?**
Students participating in the West End CTF program have indicated that they enjoy working with their peers from other schools. This feedback demonstrates that combining school subjects and/or giving students from different schools opportunities to collaborate may provide for greater program success: if combined CTF works well, perhaps the possibility of implementing other courses in this manner could be explored.
- **How might the program continue in the absence of Seba Beach School?**
Schools may choose to enter into different collaborative relationships or offer optional courses on their own that may or may not include CTF. With three West End schools remaining, it may also be possible to host one of each of the three CTF weeks in each of the schools, thus providing some equity in responsibility while allowing each school to showcase itself.

While Seba Beach School is an excellent location and facility for a collaborative CTF approach, other factors for CTF should be considered. Its central location in relationship to the other West End schools helps to equalize each school's CTF transportation costs. The CTF program highlights the schools' ability to collaborate, thereby providing efficiency in programming while maximizing student choice. One must keep in mind, however, that while Seba Beach School is a convenient location for CTF courses, these are only taught for a total of three weeks per school year.

In past years, some West End schools have elected to teach their own options as a means of reducing the overall programming cost, as this practice eliminates the cost of transporting their students to another site. In its current implementation, students experience a loss of educational time in the classroom due to transportation considerations. If schools were to offer optional courses on their own, no transportation would be required which would in turn, keep students in classrooms longer rather than on a bus.

Should Seba Beach School close, it is expected that each of its former students' receiving schools would either:

- Accommodate CTF programming on-site, or
- Select a new school to host a combined program.

The Career and Technology Foundations program is very flexible and can support students' interests at an individual level. CTF does not depend on having minimum enrolment requirements although location and resources may impact the type of program available (a guitar class would need access to guitars, etc.). Seba Beach School was originally selected for the CTF site because of its available space and resources: it has the classroom space to accommodate approximately 75 junior high students for one week, and it has on-site shop and food programming facilities. Entwistle School, Tomahawk School, or Wabamun School could accommodate students similarly, although the resources available may change the programs offered. Similarly, there are schools in Spruce Grove and Stony Plain that do not have access to a wood-shop space, and yet still offer programs that utilize simple tools.

KEY FINDING

With all factors considered, the West End CTF program **benefits from, but is not dependent on**, the continued operation of Seba Beach School. Other schools in the west could accommodate students for combined CTF programming.



Image - Foods lab.

IMPACT ON ACADEMIC ACHIEVEMENT

A review of Seba Beach School's achievement tests (see appendix one) over the course of nine years (as written by the same group of students during their time at the school) indicates that a greater or lesser focus on a particular subject may have impacted student achievement in that area. In 2017-2018, for instance, students experienced moderate growth in social studies, with significant declines in other areas.

The literature on the effectiveness perspective of small schools indicates support that multi-grade learning has no significant detrimental or positive impact on the cognitive aspects of schooling (Naylor, 2000; Veenman, 1996). However, Veenman (1996) notes:

Policy makers and practitioners should always proceed with caution in the application of research findings alone. School board members, school principals, and teachers should take into account not only the findings of the research but also the significance of these findings for their own schools (e.g., the distribution of students across grade levels, class size per teacher, work load, teacher commitment and experience, and the concerns and wishes of the parents (p. 337).

IMPACT ON STUDENTS

To address parental concern regarding the potential socio-emotional impact that moving to another school may have on their children, we have reviewed the available research on resilience.

¹**Resilience** is the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress (moving between two school campuses). It means “bouncing back” from difficult experiences.

Being resilient does not mean that a child will never experience difficulty or distress - it means that they have learned the behaviours, thoughts and actions required to change hardship or difficulty to opportunity or benefit. Recognizing this, should Seba Beach School close, the Division will work with receiving school(s) staff to ensure that Seba Beach School students understand resilience as one of the keys to life.

Seba Beach School has worked hard to develop an inviting, caring and welcoming school culture where students and parents feel welcomed and valued. Some families may be concerned about losing the experience of this school culture, however all of our PSD schools, including the other west end schools, have similar cultures.

The success and happiness of the students involved are largely determined by how we choose to respond to events. Staff of receiving schools will focus on ways to create a caring, welcoming, and belonging environment that provides opportunities for all children to contribute, and to connect with each child to instill in them a sense of value and contribution.

¹ American Psychological Association
(<https://www.apa.org/helpcenter/roadresilience#:~:targetText=Resilience%20is%20the%20process%20of,bouncing%20back%22%20from%20difficult%20experiences.>)

During engagements, the following questions were posed:

How will PSD ensure a smooth transition for every student, particularly students identified with mild, moderate or significant needs?

School administrators will work together to create transition plans designed to ensure that student success and well-being remains our Ultimate Goal.

Who is looking after the details of the implementation?

Parents will be well informed of transition plans for students generally and additionally individualized transition plans will be developed for students identified with mild, moderate or significant needs. Individualized transition plans could include the following: tour of new school, identification of support team and early introduction of the support team to the students and family, individualized programming planning in new school and assurance of responses to a variety of individualized needs. (For example: specialized equipment.) School staff would be working closely with the students and families and the process will be guided by the school administrators.

When will the transition plans be prepared?

Should the Board decide to close Seba Beach School, transition planning with families would begin immediately.

How will I be informed about the plans for my child to transition to his/her new school?

Information for parents and families will be available through your regular communications channels with your school. (For example: letters home, school website, newsletters, etc.)

KEY FINDING

School staff are very aware of the possible socio-emotional impacts a school move could have on students and will actively be involved in transition planning and supporting students should Seba Beach School close.

KEY FINDING

School size alone does not impact academic achievement.

MINIMUM ENROLMENT FOR VIABILITY

For the school to operate within the current division allocation model without requiring a special allocation, it would require a 75% increase in enrolment - approximately 50 additional students.

This break-even analysis factors in:

- Increasing base allocation by the school average of \$5,948 per student
- Increasing inclusion per student allocation by \$440 per student
- Reducing the small school allocation based on the change in average number of students per grade
- Removing the special allocations by the Division and Learning Services
- Assuming other allocations remain the same
- Assuming the majority of expense items remain fixed in cost, with the exception of
 - Supplies
 - The addition of one certificated position to support the additional students

This adjustment would bring the student count at Seba Beach School up to 116 students, which aligns with the student population required to operate without a special allocation, based on past Division experience.

KEY FINDING

Based on census data, analysis of neighbouring attendance areas, it is highly unlikely to find an additional 50 students without negatively impacting the viability of other west end schools.

ALTERNATE PROGRAMMING POSSIBILITIES

Through surveys, conversations and engagement opportunities, a number of suggestions for alternate programming to increase the viability of Seba Beach School were proposed. The following sections explore the potential for each of those proposals.

OFFERING HIGH SCHOOL/OUTREACH PROGRAMMING AT SEBA BEACH

One possibility that may improve the desirability and viability of Seba Beach School would be to reinstate high school or alternate programming for the region. At the West End Student Engagement held at Memorial Composite High School (MCHS) on October 30, 2019, students who had previously attended a West End School (i.e. Entwistle, Seba Beach, Tomahawk or Wabamun Schools) were asked to reflect on their current high school experience, and provide an answer to the following question:

- If there were opportunities for outreach or a smaller high school in the West End – would you be interested? What would it take?



Image – Student Engagement at Memorial Composite High School.

The responses received indicated greater opposition to the idea than support. During the engagement session, students indicated a curiosity with respect to the placement of the school. Some indicated that Seba Beach School would not be the best place for high school or outreach programming.

The most significant takeaway of the engagement was an agreement among the participants that the cognitive aspects (learning) and non-cognitive aspects (culture) would need to provide as many benefits as Memorial Composite High School has currently: in other words, if it were possible to replicate MCHS (building and student population) in the West End – it would be of interest.

POSITIVE RESPONSES - IF THERE WERE OPPORTUNITIES FOR OUTREACH OR A SMALLER HIGH SCHOOL IN THE WEST END – WOULD YOU BE INTERESTED? WHAT WOULD IT TAKE?

“Yes, my drive is long, so if I had to the choice for a closer school with similar facilities, I would probably have gone there.”

“Yeah, that would have been handy. If Seba were to open as a high school I think that's where I would have gone. I think it would take a gang of parents and students that want to open it.”

“I feel like a lot of students would take that opportunity as going from a school of 100-150 kids to a school of 1000+ kids is quite a scary thought.”

“I would go for outreach because I could do more during the day instead of spending eight hours in one place.”

“Oh yeah definitely I would love a high school in the west. I think it would benefit everyone.”

NEUTRAL OR CONDITIONAL RESPONSES - IF THERE WERE OPPORTUNITIES FOR OUTREACH OR A SMALLER HIGH SCHOOL IN THE WEST END – WOULD YOU BE INTERESTED? WHAT WOULD IT TAKE?

“I'd go to a smaller high school if it was an option. But only if the same courses were available.”

“Yes/No for different reasons. It would take a lot of students wanting to attend.”

“I would possibly go to a smaller high school, but it depends on how many students attend to that school and what types of options I can take.”

“I would be interested if there were the options and opportunities as there are here in Memorial.”

“Yes, depends what they have.”

“Maybe, depends on the opportunities they offer. I would like that it's not such a long commute.”

“It depends on what classes there is and options you have.”

“Perhaps. Depending on how well the classes are ran and how interesting they are as well.”

“I think it could work except for the fact that they couldn't take CTF courses like fabrication or construction - class sizes would be too small.”

“I would not be interested in such endeavors, though I would support it.”

“Yes, more people/students wanting to learn things, like be more invested in their learning. But I would still come to MCHS.”

NEGATIVE RESPONSES - IF THERE WERE OPPORTUNITIES FOR OUTREACH OR A SMALLER HIGH SCHOOL IN THE WEST END – WOULD YOU BE INTERESTED? WHAT WOULD IT TAKE?

"No. I like being in a civilized area for schooling because you get to meet lots of people."

"No, the opportunities will be few to none. Not setting you up for life."

"I would not be interested."

"No."

"I would not. Never. Less opportunities."

"No, because we would not have as many options. Or as many teachers."

"No, it all sucked and poor education."

"No, I would not go. The sports teams would be co-ed. The school wouldn't have as many options. You would get home earlier."

"No, I like the way I get taught and that I can talk to my friends."

"No, because the school would be small."

"I don't think I would go to a West End high school because of minimal options, low funding and less extracurricular activities."

"I would rather have things here at Memorial because I have become very comfortable here."

"I would rather stay here cause my friends are here and the options are way better."

"No, there are many more opportunities here."

"I would not at all want to be in a smaller school. Just because there wouldn't be many people there."

"I would much rather come to Memorial than a West End high school, the only benefit I would see is a shorter bus ride. I would not go to a West End high school."

"No, I don't like the idea of knowing everyone because of the drama. Others might like it because might have one on one with their teachers."

"No. Class sizes would be small."

"No. There are too little people to make a class size worth building a high school."

"No. No compromise on opportunities available. Teachers with a passion, and for specific courses."

"Nope not at all."

"No, there would not be as many options and selection as we have here because it will be smaller. Or as many teachers."

It's important to note that there are currently not enough students living in Parkland School Division's West End to allow for programming as diverse as what is currently being offered at Memorial Composite High School.

OFFERING HIGH SCHOOL/OUTREACH PROGRAMMING AT SEBA BEACH

Expanding the Grades 7-12 Outreach program originating from Connections for Learning (CFL) in Stony Plain could be an option theoretically offered at any one of the West End Schools, including Seba Beach School. Considering transportation routes, the ideal location for this type of program would be Wabamun, given this school's proximity to the highway and reasonableness for transfer. An alternative outreach could include a combination of virtual programming and distance learning where students would work through modules with the support of an Educational Assistant.

Start-up costs would be required for the video conferencing component; students would then be able to connect with a certificated classroom teacher back at CFL. This would be a position that already exists at CFL so a teaching position would not have to be added. Additionally, some travel time and mileage would have to be factored in for the classroom teacher to support the students in-person approximately 10 times per semester. The absolute minimum number of students required for viability for a high school outreach program (regardless of location) would be 10 students.

One complexity in considering the minimum viability for this program is that it is also dependent on the number of credits achieved per student. An average of 30 credits earned per student across the minimum threshold of 10 students would be required to achieve viability for this program. At this threshold, the income generated by these students only provides resources for staffing. Our student engagement (identified on page 35 of this report) indicated that five (5) students at this time are interested in alternative programming that could be offered in a west end campus.

Associated Costs

Educational Assistant - \$45,000/year

Video Conference Start-up - \$5,000

Program Expenses (i.e. travel for classroom teacher) - \$1,100

Annual Licensing/Service Agreements for Video Conferencing \$600/year

A positive would be the reduced bus ride times for the approximate 80 students who currently live in Parkland School Division's west end regions and currently attend Memorial Composite High School in Stony Plain. However, without the need to transport these students from the west to Stony Plain, a transfer bus would no longer be viable and there would be limited opportunities for students who access programs of choice like French Immersion or the Maranatha Christian Program to be transported into Stony Plain or Spruce Grove. As a Regional Transportation provider, commitments to Evergreen Catholic School Division students living out west and attending St. Peter the Apostle would still have to be upheld so bus routes cannot be eliminated altogether. It's noteworthy to mention that Evergreen's boundary only goes to Range Road 42. Parkland School Division's western boundary extends just past Range Road 80 to the Pembina River.

CREATING A WEST END GRADE 7-9 SCHOOL AT SEBA BEACH

Turning Seba Beach School into the designated Grade 7-9 school for all West End students would allow that school to reach 59% capacity, but at the same time, the four other West End schools would drop below the 50% utilization threshold: Wabamun School would be five students away from the current student total of 66 at Seba Beach, while Tomahawk would be left to operate at 36% capacity, which would recreate many of the same programming challenges highlighted in this report that Seba Beach School is experiencing. A further transportation services analysis would be required, as this conversion to a Grade 7-9 school would create significant changes to Parkland School Division's Regional Transportation System with many families affected including many families splitting up siblings to different schools with different pick-up and drop-off times.

| School | Grade 7 | Grade 8 | Grade 9 |
|-------------------|---------|---------|---------|
| Entwistle School | 7 | 8 | 10 |
| Seba Beach School | 13 | 8 | 7 |
| Tomahawk School | 7 | 5 | 1 |
| Wabamun School | 11 | 8 | 12 |
| Totals | 38 | 29 | 30 |

Seba Beach School as a Grade 7-9 school: **97 students**

| | Entwistle (K-6) | Seba Beach (7-9) | Tomahawk (K-6) | Wabamun (K-6) |
|-----------------|--------------------|---------------------|-------------------|------------------|
| Enrolment | 100 | 97 | 117 | 71 |
| School Capacity | 228 | 336 | 219 | 152 |
| Capacity % | 44% | 59% | 53% | 47% |

This scenario would impact many more families than if you were to close Seba Beach School and re-assign students to other Parkland School Division schools. Board Policy 15: School Closures would have to be followed for five schools as you would be closing three consecutive grades in Entwistle, Tomahawk and Wabamun. You would be closing 7 consecutive grades in Seba Beach School:

The Board recognizes that it may have to consider closure of a school, or three consecutive grades in a school, when the operation of the school is no longer viable.

Many families would also have siblings that would now have to attend two or conceivably three different schools if they have high school-aged children. This scenario would also create longer bus rides for all students and impact a significant amount of families. More buses would have to be added to the fleet to accommodate the new travel patterns and ride times.

CLOSING ALL OTHER WEST END SCHOOLS AND MOVING ALL STUDENTS TO SEBA BEACH SCHOOL

There are currently 667 students from Pre-K to Grade 9 in Parkland School Division's West End. There are a combined 385 students in Entwistle School, Seba Beach School, Tomahawk School and Wabamun School. The capacity of Seba Beach School is 336, so this is not a viable option. This scenario would also create longer bus rides for all students and impact a significant number of families. More buses would have to be added to the fleet to accommodate the new travel patterns and ride times.

KEY FINDING

Parkland School Division's September 30th enrolment report indicates that Community A (Duffield School, Entwistle School, Seba Beach School, Tomahawk School, and Wabamun School) has a combined enrolment of 667 students compared to a combined school capacity of 1,316. Enrolment trends in that region continue to decline. Re-drawing of the boundaries or reconfiguring the grades in multiple buildings does not solve the problem that there are simply not enough students to sustain five schools. Meeting the educational needs of those students in four buildings instead of five will carry out the Division's Enduring Priority of Resource Stewardship ensuring equitable and sustainable use of our resources while ensuring financial responsibility. By considering closure of the school with the lowest enrolment, the impact to families is minimized. When you consider scenarios that involve multiple schools and multiple grade reconfigurations, inevitably the impact is felt by significantly more families. Also, having four schools with higher enrolment will help those schools provide increased programming and resources for their students, thus making them more viable.



Image - Middle Years Classroom.

COMMUNITY ENGAGEMENT

MUNICIPALITIES

Administration met with the Village of Seba Beach Chief Administrative Officer, Sue Evans, and Parkland County Chief Administrative Officer, Mike Heck, regarding the viability study and to seek answers to questions. The questions and their responses are in the chart below:

| Question | Parkland County Responses | Summer Village of Seba Beach Responses |
|---|--|--|
| Are you aware of any potential developments west of Wabamun in Parkland County? | Nothing that would attract families to relocate to the area. There are many recreational developments that may bring small incremental changes in families in the region, but nothing of substance as most of these are seasonal. | No, not at this time. Families used to be able to find work in the mines etc. and would settle in the community but that does not happen anymore. |
| What effect might closing Seba Beach School have on property values/tax revenue? | When Parkland County assesses property there is generally little to no effect on school closures as long as there are similar services available. In the case of Seba Beach, there are alternatives so we believe the closures would not have a significant impact. | Lack of permanent residents will turn Seba Beach into more of just a summer village. Activities will be hosted in the Seniors' Hall rather than the school because the demographics in the village will be there for retirement or recreation rather than raising families. |
| Does the county have plans to increase residential property availability in the area? | Currently, the growth Hamlet identified by the County is Entwistle. There is nothing planned within the next decade for the Seba area. If Wabamun were to revert back to being a hamlet under the County, that would also be a growth hamlet with focus on bringing investment into that area. | There is no more property available for development. It's virtually impossible to annex. The biggest development in the area are campgrounds followed by temporary or second homes. |
| Are you aware of any provincial initiatives that might attract residents to the area? | No. | No, not at this time. |
| Are you aware of any community organizations we should be in contact with regarding potential partnership or those who might be interested in using space at Seba Beach School? | The County will check with the Community Development Group. There may be potential for a career transition centre, but many of the people impacted by the TransAlta switch have already moved on. Friends of Seba. (Seba's Enhanced Betterment Association?) | There is little to no community use of the school because the Seniors' Hall is used and Seba Beach is re-building the Heritage Pavilion. Seba's Enhanced Betterment Association could possibly be a group. |
| Are you interested in purchasing the space if we were to close the school? | First right of refusal would be appreciated. | The Village has discussed this option but cannot see potential to purchase. |

| Question | Parkland County Responses | Summer Village of Seba Beach Responses |
|--|--|---|
| Are you aware of a third party that might be interested in purchasing the space if we close the school? | Local campground or golf course owners possibly. | Would Parkland County like to provide some sort of community programming? |
| Is there anything else you think I or our Board should be aware of considering the Viability Study of Seba Beach School? | Continued engagement and communication with the community is essential. Ensure you keep all parties including Parkland County informed. We have not actively engaged our residents and may now know all of the pertinent facts around the impacts to the community at large. Invite us when appropriate to participate in focus or informational sessions. | Not answered. |



Image - Upstairs Hallway.

SCHOOL COUNCIL

Administration attended a Seba Beach School Council meeting with parents on November 26, 2019. The parents echoed the comments that are summarized in the Thought Exchange Report in the appendices. They showed a true appreciation for the staff at the school and valued the close interactions their children have with those teachers and support staff because of the low population at the school, especially for students with behavioural or trauma-sensitive needs. Some parents questioned some historical timelines of attendance area changes and asked if scenarios were considered to re-draw those attendance areas, as covered in the Transportation section of this report. Others indicated a desire for a decision to be made sooner rather than later. They mentioned that if the school were to close, they would appreciate ample time to start preparing their children for new routines and mentally preparing them for all that comes with a potential transition.

SURVEYS

On October 21, 2019, two separate surveys were administered to two different groups via email. Parents and guardians of current Seba Beach School students were asked:

- What best describes your connection to Seba Beach School?
- What is special about Seba Beach School? What are some great aspects of the school and community?
- Is it your preference for your child(ren) to continue to attend Seba Beach School until Grade 9? Why or why not?
- If you live outside of Seba's attendance area, what enticed you to send your child(ren) to Seba Beach School?
- Is there anything else to consider when examining the viability of Seba Beach School?

School secretarial staff personally reached out to all Paul First Nation families via the contact information on file in our Student Information System to encourage participation in the survey.

Additionally, families of current PSD families (8 students not including French Immersion students at École Meridian Heights School) who have a mailing address within Seba Beach School's attendance area but are choosing to enroll their students in other PSD schools were administered a similar survey that asked:

- What best describes your connection to Seba Beach School?
- Why do you choose to send your child(ren) to a school other than Seba Beach School?
- What types of programming should be considered that would entice families to attend Seba Beach School?
- Is there anything else to consider when examining the viability of Seba Beach School?

The general public and members of the community at large were given the opportunity to share their thoughts via a ThoughtExchange survey. This survey was launched October 22, 2019, posing the question:

- What are some important things for the Board of Trustees to consider as they review a Comprehensive School Viability Study of Seba Beach School?

In the above cases, it was noted that the viability study will be completed and then presented to the Board at a Regular Meeting. Data collected would help provide input into the viability study to be considered by the Board of Trustees when deciding the future of Seba Beach School. Social media platforms for both the Division and the school were used to promote this engagement opportunity.

In addition, Grades 6-9 students currently attending Seba Beach School were able to share their thoughts during a face-to-face conversation. They were asked to comment on the following questions:

- What are the advantages and disadvantages of having a school in a rural setting?
- What do you like most about your current experience at Seba?
- If there were opportunities for outreach or a smaller high school in the West End - would you be interested?
- What are you looking forward to most as you approach the prospects of attending high school at MCHS? What are you most apprehensive about?

Finally, students who previously attended the West End feeder schools of Entwistle School, Seba Beach School, Tomahawk School and Wabamun School and who currently attend Memorial Composite High School in Stony Plain were able to share their thoughts during a face-to-face engagement event by providing answers to these questions:

- What do you like or value most about your current high school experience?
- If there were opportunities for outreach or a smaller high school in the West End - would you be interested? What would it take?

Smaller group discussion ensued followed by a sharing of the larger group conversation. A total of 79 students were invited and 49 students attended. (62%)

WHAT WE HEARD

FROM CURRENT SEBA BEACH SCHOOL PARENTS

In the survey of current Seba Beach parents, there were a total of 21 responses out of 62 participants emailed (33.8%). Of those who participated, 90.5% indicated that they live within the Seba Beach School attendance area, and 9.5% stated they live outside the Seba Beach School attendance area (including Paul First Nation). The majority of respondents said they appreciated the staff, small classroom sizes and family-like environment of the school. One-on-one teaching was also referenced, and families mentioned the closeness of the community as one of the positive aspects of the school.

Of the 21 respondents, 19 said yes, their intention would be to continue to send their children to Seba Beach School until they finished Grade 9. Two respondents said no.

Respondents offered suggestions for and/or changes to programming to entice more families to send their children to Seba Beach School, including their desire for more sports or extracurricular activities, an outdoor Kindergarten program, and options that utilize the school's existing facilities.

When asked if there was anything else to consider in regard to Seba Beach School's viability, respondents suggested some reconfiguration concepts, such as making the school a 7-12 school, or having it operate as a Middle Years school for all the West End students. Respondents also shared their concerns about transportation, regarding both current bus ride times for future high school students headed to Memorial Composite High School, as well as potential bus ride times if students were to attend different schools as a result of a Seba Beach School closure. Many respondents stated that the school building is in good shape and just needs some minor repairs.

These points have been addressed in other sections of this study.

One parent's response:

"Seba Beach has the ability to house our West End high school students. Why are we not considering/visiting this option for our West End families? Why are we bussing them for 2 hours to Stony/Spruce, leaving no time for studying, no time to be part of extracurricular activities or time with family. If you considered the above options the increased enrollment would give Seba Beach School students the ability to participate and compete in extracurricular sports with the other West End schools."

FROM PARENTS IN THE SEBA BEACH SCHOOL ATTENDANCE AREA

A total of six respondents replied to the second survey of families (35.2% of those emailed) who live within the Seba Beach School attendance area but attend other PSD schools. Decisions to send children elsewhere were varied, with some being based on personal and even logistical reasons. Some respondents cited more options at other schools, and thought academic programming at alternate schools would put their children in the best position to transition to high school.

Four of the six respondents stated that any alternative programming that could be considered for the Seba Beach School site would be difficult due to low enrolment.

When asked about other considerations, three of the five responses were very similar to the following parent quote:

"With student populations in the West End being so low I do feel bringing students from surrounding schools together is important to offer the type of education offered at other schools. With larger numbers comes more teachers and the ability to offer the options larger schools have. I do not believe closing Seba Beach School and dividing the students among the remaining 3 West End schools will produce the desired educational results for the future. It would also jeopardize some of the options we have in place at this time."

FROM THE GENERAL PUBLIC

The ThoughtExchange survey (open October 22, 2019 – November 8, 2019) to the general public garnered 124 participants. Of the 124 participants, 48 individuals shared a total of 97 thoughts. Additionally, 54 participants rated thoughts while 62 participants explored thoughts.

Some of the thoughts shared through the survey were as follows:

"Seba has a good school building. The gym is a good size for many sports. There is a foods lab. There is a shop class existing. The setup is supportive of a fluctuating number of students. The building design has good flow."

"Seba Beach school is a great building and in much better shape, has a larger gym, a shop, cooking areas for learning. Unlike surrounding schools."

"West End Education I understand there is lots to consider. Cost, upkeep etc. However, I'd love for the idea of a West End Jr/Sr high to be considered seriously."

"Consider opening the boundaries and fill Seba Beach School to capacity so we can offer students in the West End a higher quality of education. It is important here to educate in PSD so it is fair learning and opportunity across the division."

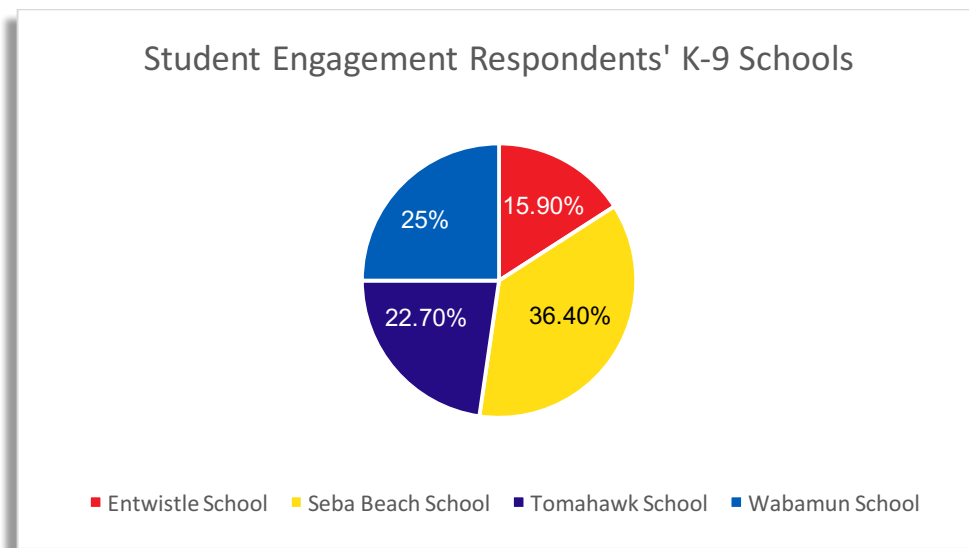
"Turn it to a West End middle school. Seba Beach has excellent facilities for CTF programming. Instead of shutting it down, it should be repurposed as a West End Middle Years School."

“Adequate numbers are needed to have a school properly staffed and to provide quality education to children. Low numbers contribute to teachers having many curriculums to cover which leaves less time to focus on each individual grade.”

These points have been addressed in other sections of this study.

FROM FORMER WEST END SCHOOL STUDENTS ATTENDING MCHS

In the student exchange hosted at Memorial Composite High School on Monday, October 28, 2019, the breakdown of participants was as follows:



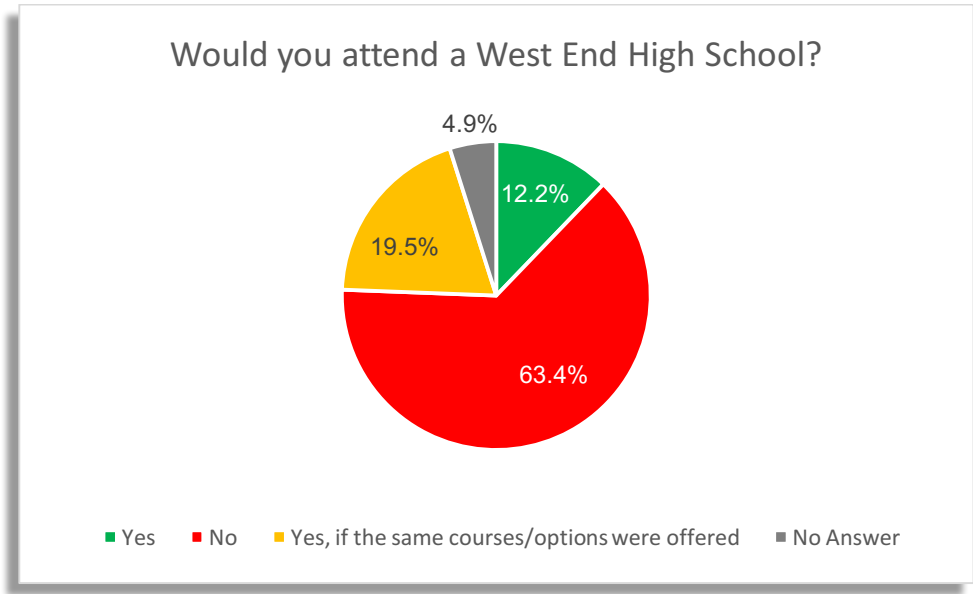
When asked about what they like or value the most about their current high school experience, the overwhelming majority were happy with their current experience and highlighted the options available to them, the staff at Memorial Composite High School and getting to expand their network of friends as the biggest factors. The most used phrase in the 45 written responses collected was ‘opportunities’ for academics, options, extracurricular clubs and athletics.



Image - Early Years Classroom.

When asked “If there were opportunities for outreach or a smaller high school in the West End, would you attend?”, we heard:

- Yes - 5 (12.2%)
- No - 26 (63.4%)
- Yes, if the same courses/options were offered - 8 (19.5%)
- No Answer - 2 (4.9%)



This quote matches the general consensus amongst students at this engagement:

“Being from Entwistle, I'd rather drive an hour to school instead of travelling across the river because we have better options here. The tiers of classes assist in our learning process and high school experience, as well as the many options. It allows us to want to come to school because we have different friends here and classes we enjoy and look forward to.... There wouldn't be enough high school students attending to make it worthwhile. Sports teams may not happen in the small school. I don't think it's a good idea.”

The comments heard suggest that students in high school are making choices based on programming rather than convenience. Even when a closer high school already exists with transportation available to it, the programing at Memorial Composite High School makes it the school of choice for the majority of current students.

PAUL BAND FIRST NATION

Administration met with representatives from Educational Administration and Council of Paul First Nation. Indications are that Paul First Nation will continue to transport students from Paul First Nation to Parkland School Division schools when available.

If Seba Beach School is no longer an option for Paul First Nation students, they appear to be open to exploring other options like Duffield School.

CURRENT GRADE 6 – 9 STUDENTS ATTENDING SEBA BEACH SCHOOL

A student engagement was held with students from Grades 6 – 9 at Seba Beach School on Thursday, December 5, 2019. Twenty-two of a possible thirty-three students attended. The following questions were used to guide conversation on the topic of the viability of Seba Beach School:

As a student from Seba Beach School, what are the advantages and disadvantages of having school in a rural setting?

What do you like or value most about your current junior high school experience at Seba Beach School?

If there were opportunities for outreach or a smaller high school in the west end – would you be interested?

What are you looking forward to the most as you approach the prospects of attending high school at Memorial Composite High School in Stony Plain?

What are you most apprehensive about as you approach the prospects of attending high school at Memorial Composite High School in Stony Plain?

Some advantages discussed included the friends that the students have, a less crowded school and a genuine appreciation for their teachers and inclusive nature of Seba Beach School.

Positives and negatives were shared when asked to consider what it might look like being moved to a different school which is the scenario the Grade 9's participating were already facing. Negatives included not knowing as many people, it may be hard to make friends, they may get separated from existing friends, there could be bullies, getting accustomed to new teachers that they don't have a relationship with and longer bus rides. Positives included the possibilities of meeting new people, the pool of potential new friends will grow and the possibility of reuniting with schoolmates that have already transitioned to that school.

Only 2 students expressed an interest in outreach or a smaller high school experience if it were offered at Seba Beach School in the future.

KEY FINDING

The configuration options suggested by parents and other community members in the above exchanges were analyzed and evaluated by administration. The findings are outlined throughout this viability study. High School students appreciate the opportunities and robust programming available to them in a large high school such as Memorial Composite High School, and appear not to be inclined to choose a smaller high school. Current Grade 6-9 students truly appreciate the culture of Seba Beach School and the sense of community there. They appear to be nervous at the thought of potentially transitioning to a new school and getting to know new people, but they are also excited about that idea.

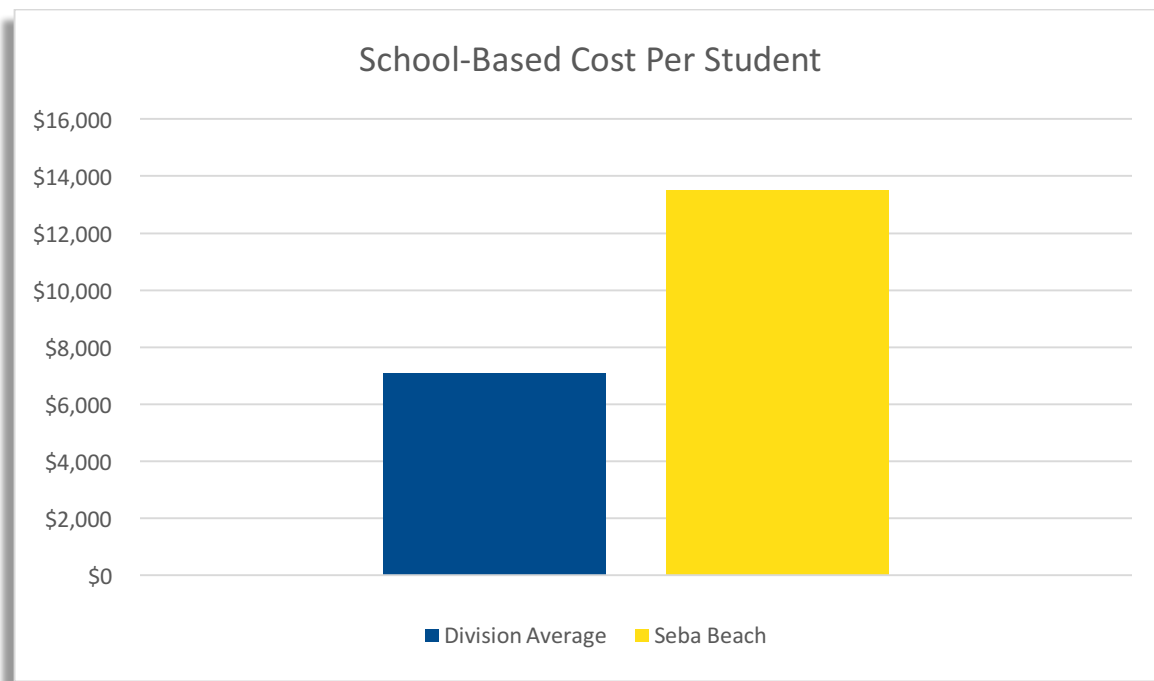
FINANCIAL CONSIDERATIONS

A review of the various funding components received by the Division shows that the overall net financial impact of a Seba Beach School closure would be a savings of **\$1,032,881**.

Overall, Parkland School Division's financial situation is worsening. The Division is forecasting a multimillion-dollar deficit for 2019-2020, and reserves are decreasing to a dangerous level. It is anticipated that the Alberta Education's Funding and Assurance review, which is expected to be implemented in the 2020-2021 school year, will further reduce Parkland School Division revenue by millions of dollars.

If Seba Beach School were to close, there would be several significant financial implications for the Division. The figures provided below are based on the draft Final Budget for 2019-2020 school year, and actual results for the years prior. Assumptions have been made based on the current funding formula that we have from Alberta Education, prior to their introduction of the Alberta Education Funding and Assurance review, with allocations based on the Division allocation model in place for the 2019-2020 school year.

Based on the budget for 2019-2020, the school-based cost per student at Seba Beach School is \$13,497, compared to the division average of \$7,097. These amounts do not factor in the cost of plant operations and upkeep (i.e. maintenance, custodial work, utilities and insurance).



SMALL SCHOOL BY NECESSITY FUNDING

The Division currently receives revenues from Alberta Education for "small schools by necessity". The formula for funding is based on school populations below 226 students, after which a determination is made based on capacities within schools as to whether they are, in fact, "by necessity". If another school within 25 km of the small school is able to accommodate the small school's students, the small school is deemed not to be *by necessity*. The Division only receives special funding for the small schools that are deemed *by necessity*. Small School by Necessity funding only uses provincially funded enrolments in the calculations. (Students from Paul First Nation are excluded because they are federally funded, and are not part of the provincial funding model.)

The current formula only recognizes two of the Division's five West End schools as small schools *by necessity*, as there is room in the Seba Beach facility to accommodate Entwistle students. For perspective, while Parkland Village is also a small school, its students could be accommodated in Spruce Grove's schools. The same is true of Wabamun School, as its students could technically be accommodated at Blueberry School.

Distance Between West End Schools in Kilometres (Source: Google Maps)

| | Blueberry | Duffield | Entwistle | Seba Beach | Tomahawk | Wabamun |
|------------|-----------|----------|-----------|------------|----------|---------|
| Blueberry | | 19.2 | 60.2 | 45.1 | 57.5 | 24.6 |
| Duffield | 19.2 | | 65.5 | 34.4 | 42.4 | 13.7 |
| Entwistle | 60.2 | 65.5 | | 21.2 | 38.4 | 37.5 |
| Seba Beach | 45.1 | 34.4 | 21.2 | | 19.8 | 22.4 |
| Tomahawk | 57.5 | 42.4 | 38.4 | 19.8 | | 41.7 |
| Wabamun | 24.6 | 13.7 | 37.5 | 22.4 | 41.7 | |



Distances of Seba Beach from other schools that factor into the "Small School by Necessity" funding formula.



Distances of Wabamun from other schools that factor into the "Small School by Necessity" funding formula.

As illustrated below, the Small School by Necessity formula results in estimated revenues of \$370,953:

| School | Total Small School Allocation | Designated as Small School | Designated as Small School by Necessity | Reason for Small School by Necessity Designation |
|---|-------------------------------|--|---|--|
| Entwistle | \$249,849 | Yes | No | Students transferable to Seba Beach |
| Parkland Village | \$64,468 | Yes | No | Students transferable to Spruce Grove area schools |
| Seba Beach (AB Ed funded students only) | \$120,537 | Yes | Yes | Capable of accommodating Entwistle students |
| Tomahawk | \$243,114 | Yes | Yes | Schools within 25 km do not have capacity |
| Wabamun | \$243,415 | Yes | No | Students transferable to Blueberry |
| | \$927,383 | TOTAL | | |
| | 5 | Number of Small Schools | | |
| | 2 | Number of Small Schools by Necessity | | |
| | 40% | Percentage of Small Schools by Necessity | | |
| | \$370,953 | Small Schools by Necessity Allocation | | |

Taking Seba Beach School out of the formula above, three of four small schools in the division would then qualify as small schools by necessity, as, while Parkland Village School students could still be accommodated in Spruce Grove Schools, the increased student population of Wabamun School (as a result of incoming former Seba Beach students) could no longer be accommodated by Blueberry School. The resulting estimated small school by necessity revenues for Parkland School Division would be \$600,000, which is an overall increase of \$230,000.

| School | Total Small School Allocation | Designated as Small School | Designated as Small School by Necessity | Reason for Small School by Necessity Designation |
|------------------|-------------------------------|--|---|--|
| Entwistle | \$249,849 | Yes | Yes | Seba Beach was only other school within 25km |
| Parkland Village | \$64,468 | Yes | No | Students transferable to Graminia or Prescott |
| Tomahawk | \$243,114 | Yes | Yes | Seba Beach was only other school within 25km |
| Wabamun | \$242,440 | Yes | Yes | Blueberry and Duffield would not be able to take on Wabamun's increased student population |
| | \$799,871 | TOTAL | | |
| | 4 | Number of Small Schools | | |
| | 3 | Number of Small Schools by Necessity | | |
| | 75% | Percentage of Small Schools by Necessity | | |
| | \$599,904 | Small Schools by Necessity Allocation | | |



Image - Early Years Learning Commons.

SMALL SCHOOL FUNDING VS. ALLOCATION

The Division allocates funds to small schools based on our established allocation model. This model was developed by the Division to support our small schools, and is not intended to mirror revenue received from the government. The allocation model for small schools was updated in 2019-2020 in response to changes in overall Division revenues, and in an effort to provide funding to the small schools that had the greatest need. The four West End schools all require extra funding through the allocation model, with Seba Beach School requiring the most at \$182,000.

| | 2019-2020 | 2018-2019 | 2017-2018 |
|--|------------------|------------------|------------------|
| Duffield | \$50,000 | \$126,104 | \$131,044 |
| Entwistle | \$121,500 | \$144,548 | \$151,120 |
| Forest Green | \$50,000 | \$85,314 | \$75,756 |
| Parkland Village | \$50,000 | \$84,606 | \$86,376 |
| Seba Beach | \$182,000 | \$159,062 | \$156,922 |
| Tomahawk | \$161,100 | \$153,322 | \$150,674 |
| Wabamun | \$143,500 | \$157,554 | \$154,368 |
| Total Allocation | \$758,100 | \$910,510 | \$906,260 |
| Small School Funding | \$370,953 | \$384,463 | \$441,603 |
| Allocation in Excess of Funding | \$387,147 | \$526,047 | \$464,657 |

ADDITIONAL CONTINGENCY ALLOCATIONS

Every school year, as part of the budget process, the Division provides contingency allocations to schools that are unable to balance their budgets within their allotted allocations. As a result of declining enrolments, the West End schools have been struggling to balance their budgets, even with the additional small school allocation. Seba Beach School has received a special allocation each of the last three years, and this amount has increased each year, tripling in size since 2017-2018, even as enrolment has continued to decrease at Seba Beach.

| | 2019-2020 | 2018-2019 | 2017-2018 |
|-------------------------------------|------------------|------------------|-----------------|
| Seba Beach | \$131,581 | \$79,164 | \$61,821 |
| Tomahawk | \$74,000 | \$90,035 | - |
| Wabamun | - | \$18,740 | - |
| Total Contingency Allocation | \$205,581 | \$187,939 | \$61,821 |

STAFFING

Seba Beach School currently employs 5.5 Full-Time Equivalent (FTE) certificated teaching staff, 2.6 FTE educational assistants and 1 FTE secretary. In discussions with receiving schools, it is estimated that a total of 3.5 FTE certificated staff would be required to accommodate increased enrolments as a result of a Seba Beach closure. It is assumed that all of the existing educational assistants would still be required (as the level of support needed by the students would remain constant), while the existing secretary position would not be required. Regardless of the distribution of students to different schools in the Division, the change in staffing is expected to remain the same. These staff reductions would result in savings of \$288,000.

It is important to note that the staffing reduction process would follow Administrative Procedure 470: Reduction of Staff, with existing Seba Beach School staff being placed in other suitable vacancies within the Division.

Revised Staff Allocations

| | Current Seba Beach Staff (FTE) | Staff Required in Schools Accepting Students (FTE) | Net Decrease in Staffing | Unit Average Cost | Decrease in Staffing Cost |
|----------------------------|--------------------------------|--|--------------------------|-------------------|---------------------------|
| Certificated without Admin | 4.5 | 3.5 | 1 | \$103,127 | \$103,127 |
| Certificated Admin | 1 | 0 | 1 | \$128,127 | \$128,127 |
| Support | | | | | |
| EA* | 2.571 | 2.571 | - | \$45,860 | - |
| Secretary | 1 | 0 | 1 | \$56,895 | \$56,895 |
| | | | | TOTAL | \$288,149 |

* No reduction on EA support was assumed, as student needs would most likely remain the same.

PLANT OPERATIONS AND MAINTENANCE

Plant operations and maintenance costs include custodial, maintenance, infrastructure maintenance and renewal, insurance, and utilities costs.

Overall maintenance funding would not change if Seba Beach School were closed, as current Alberta Education maintenance funding is based on the Division's total number of students. However, maintenance spending to each remaining school would increase, as there would be one less school to maintain.

Custodial expenditures for Seba Beach School in the 2019-2020 school year are estimated to be \$75,331. If Seba Beach School were closed and its students were moved into neighbouring schools, Parkland School Division's Facilities Services has estimated that supplies at that school would increase by \$500 resulting in a net savings of \$74,831.

Insurance expenditures for Seba Beach School in the 2019-2020 school year are estimated at \$59,770. This figure is based on a 274% increase on property insurance over the actual 2018-2019 insurance expenditure of \$27,544. If Seba Beach School were closed, insurance would be required until the property was disposed.

Utility expenditures at Seba Beach School have averaged \$35,000 per year over the last three years. If the school were closed, the building would still need to be heated, and thus the Division would incur some utility costs until the property was sold or demolished.

| Utilities | 3-Year Average | 2018-2019 | 2017-2018 | 2016-2017 |
|--------------|-----------------|-----------------|-----------------|-----------------|
| Electricity | \$18,296 | \$17,870 | \$18,403 | \$18,615 |
| Natural Gas | \$16,521 | \$18,635 | \$14,776 | \$16,152 |
| TOTAL | \$34,817 | \$36,504 | \$33,179 | \$34,766 |

Infrastructure maintenance and renewal (IMR) funding under the current funding formulas is determined based on multiple factors, including the building's student population and square meterage. If Seba Beach were to close, the IMR funding would be reduced by \$11,919.

| IMR Area Funding = Building Area in m ² x Provincial Support Rate | |
|---|-------------|
| Seba Beach School Building Area in m ² | 1747.8 |
| Provincial Support Rate (based on 2017-2018 rates) | \$6.71 |
| IMR Area Funding | \$11,727.74 |
| GST Rebate Funding = IMR Area Funding x Provincial Funding Adjustment Factor | |
| IMR Area Funding | \$11,727.74 |
| Provincial Funding Adjustment Factor (based on 2017-2018 rates) | 1.63% |
| GST Rebate Funding | \$191.16 |
| Total IMR Funding Reduction from Seba Beach School Closure = \$11,918.90 | |

This reduction in funding is offset by the maintenance work that is done at the school. Over the last three years, \$225,000 worth of maintenance has been completed at Seba Beach School: an average of \$75,000 per year.

| Maintenance Work Completed | Average/Year | 3-Year Total | 2018-2019 | 2017-2018 | 2016-2017 |
|----------------------------|-----------------|------------------|-----------------|------------------|-----------|
| Gym Roof Replacement | | \$138,308 | - | \$138,803 | - |
| Sewer Line Replacement | | \$7,940 | - | \$7,940 | - |
| Curbs | | \$7,969 | \$7,969 | - | - |
| Site Improvement | | \$49,977 | - | \$49,977 | - |
| Dangerous Tree Removal | | \$15,240 | - | \$15,240 | - |
| Pumps | | \$4,879 | \$4,879 | - | - |
| TOTAL | \$74,936 | \$224,808 | \$12,848 | \$211,960 | - |

SUMMARY OF FINANCIAL IMPACT

| Funding & Expenditures | With Seba Beach School | Without Seba Beach School | Positive (Negative) Financial Impact of Closure | Category | Increase/Decrease (Positive/Negative Impact) |
|---|------------------------|---------------------------|---|----------|--|
| Small School By Necessity Funding | \$370,953 | \$569,669 | \$198,716 | Revenue | ↑ |
| Small School Allocation | \$182,000 | - | \$182,000 | Expense | ↓ |
| Contingency Allocation | \$131,581 | | \$131,581 | Expense | ↓ |
| Staffing Expenditures | \$767,000 | \$478,851 | \$288,149 | Expense | ↓ |
| Plant Operations and Maintenance Funding | | | - | Expense | ↔ |
| Custodial Expenditures | \$75,331 | \$500 | \$74,831 | Expense | ↓ |
| Insurance Expenditures | \$59,770 | - | \$59,770 | Expense | ↓ |
| Utilities Expenditures | \$34,817 | - | \$34,817 | Expense | ↓ |
| Infrastructure Maintenance and Renewal Funding | \$11,919 | - | (\$11,919) | Revenue | ↓ |
| Infrastructure Maintenance and Renewal Expenditures | \$74,936 | - | \$74,936 | Expense | ↓ |
| TOTAL NET SAVINGS | | | \$1,032,881 | | |

For Small School by Necessity Funding, the division will increase revenue by \$198,716.

The \$182,000 Small School Allocation could be spread out amongst the other remaining small schools.

Seba Beach School would no longer need a \$131,581 Contingency Allocation to top up their budget due to low enrolment/overall funding.

There would be a net savings of \$74,831 for custodial services no longer required for Seba Beach School.

The division would save \$59,770 in annual insurance expenses should the school close.

Once the property is disposed, the Division would no longer have a \$34,817 annual utility bills.

The Division would lose the \$11,919 it currently receives in Infrastructure Maintenance and Renewal (IMR) funding should the school close.

The Division would no longer have annual IMR expenses of \$74,936.

KEY FINDING

In conclusion, when factoring in all the various funding and expense components incurred by the Division, a Seba Beach School closure would result in a **net positive financial impact of \$1,032,881**.

This additional funding/savings would be reallocated back to the remaining schools.

This potential positive financial impact of closing Seba Beach School is significant for the following reasons:

The board approved the 2019 – 2020 budget on November 26, 2019. The final budget indicates an operating deficit of \$2,956,713 offset by the use of operating reserves. It is expected that the Division's operating reserves will have a balance of \$2,272,115 or 1.71% as of August 31, 2020. Although the Division has budgeted for a reduction in operating expenses by \$1,904,724 from the last year's actuals, there is still a significant shortfall in funding. The Division is preparing for another \$3 million-dollar shortfall for the 2020-2021 budget based on provincial government's declaration that education funding will remain flat moving forward. The net savings of just over \$1 million dollars from a closure of Seba Beach School would mean that the division would then only have to further reduce expenses by \$2 million instead of \$3 million.

CAPITAL ASSETS

Other than the land that Seba Beach School is located on, there are no capital assets that would have a financial impact on Parkland School Division once a disposition of property took place. Any loss or gain on the disposition property would be the difference between the sale price, the book value of the land any closure costs (including any necessary demolition). The book value of the land at Seba Beach School is \$289,671.



Image - Nolan Park

CONCLUSION

As presented in this report, there are many factors to consider regarding the viability of Seba Beach School:

- Enrolment declines at Seba Beach School have been prevalent for a number of years and have seen significant drops in recent years. Enrolment trends in Parkland School Division's west end region also must be considered. PSD's September 30, 2019 Enrolment Report shows 667 students in the west end region. Continuing to operate five schools in the region is not fiscally responsible given enrolment projections and the Division's worsening financial situation.
- At 19.6% of capacity, Seba Beach School is the most under-utilized school in the Division. A significant portion of students reside at Paul First Nation. The Nation is currently constructing a new K-9 School to educate its 470 eligible students. This new school is scheduled to open in 2020, and is expected to reduce Seba Beach School's utilization, but it is currently unclear by how much.
- Educational research has not determined if a small school environment is beneficial or detrimental to student achievement, though this same research defines a "small" school as having a significantly larger student population (200) than the one presently at Seba Beach School (66).
- Research on multi-grade learning indicates neither an overall negative nor positive impact on the cognitive aspects of schooling.
- Seba Beach School has the highest 5-year maintenance cost per square metre of all PSD West End schools.
- There is a potential net savings for Transportation Services should Seba Beach School be closed and ride times would not significantly be impacted and would fall within expected Division limits.
- The community has expressed some interest in creating a high school in Seba Beach.
 - Students, overall, did not express support for high school programming availability at Seba Beach School; however
 - Some students indicated support if the programming provided was equal to program availability currently experienced at Memorial Composite, which is not viable.
- The community has expressed interest in reconfiguration of PSD schools in the west. However, those options considered would create a negative impact on all communities and therefore on a greater number of families.
- The financial challenges faced by Parkland School Division are increasing, and the closure of Seba Beach School would contribute to the financial savings to the Division of over \$1.0 million annually. This could then go into remaining schools to enhance education.

RECOMMENDATION

Factoring all of the information gathered in this report, Parkland School Division Administrations recommends that Seba Beach School be closed after the 2019-2020 school year, and its students be reassigned to the remaining West End schools based on the revised attendance areas for the area.

APPENDIX 1 – ACADEMIC ANALYSIS

SEBA BEACH SCHOOL – 9 YEAR ACHIEVEMENT TEST ANALYSIS

The charts below examine the following:

- The (# Enrolled) equals the total number of students enrolled in the grade and eligible to write the achievement test.
- The (% Writing) equals the percentage of students that wrote the achievement test. For instance, in 2014-2015, 92.3% of 13 students wrote the test (12 of 13 students). In this year, the school's maximum performance on the achievement test would be an acceptable standard of 92.3%.
- The (% Acceptable) is the percentage of the number of students enrolled (not simply those writing) that achieved 50% to 100%. Students who do not write are scored as 0%.
- The (% Excellence) is the percentage of students who achieved 80% to 100% and includes the number of students at the acceptable standard.
- The (# in Cohort) is a value provided in Grade 9 to show the number of students who were in Grade 6, three years earlier.
- The (6 Acceptable) shows the percentage of Grade 9 students who achieved the acceptable standard in their Grade 6 year. This value is provided for comparison.
- The (6 Excellence) shows the percentage of Grade 9 students who achieved the standard of excellence in their Grade 6 year. This value is provided for comparison.

| Grade 6: English Language Arts | | | | | | | | | | |
|--------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Average |
| # Enrolled | 14 | 10 | 8 | 11 | 13 | 10 | 8 | 11 | 10 | 10.6 |
| % Writing | 100.0 | 100.0 | 100.0 | 100.0 | 92.3 | 100.0 | 100.0 | 100.0 | 80.0 | 96.9 |
| % Acceptable | 57.1 | 30.0 | 62.5 | 81.8 | 53.8 | 53.8 | 50.0 | 25.0 | 50.0 | 51.6 |
| % Excellence | 14.3 | 0.0 | 0.0 | 18.2 | 0.0 | 0.0 | 0.0 | 0.0 | 10.0 | 4.7 |

| Grade 6: Mathematics | | | | | | | | | | |
|----------------------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Average |
| # Enrolled | 14 | 10 | 8 | 11 | 13 | 10 | 8 | 11 | 10 | 10.6 |
| % Writing | 100.0 | 100.0 | 100.0 | 100.0 | 92.3 | 100.0 | 87.5 | 90.9 | 70.0 | 93.4 |
| % Acceptable | 42.9 | 20.0 | 37.5 | 72.7 | 46.2 | 50.0 | 25.0 | 72.7 | 40.0 | 45.2 |
| % Excellence | 0.0 | 0.0 | 0.0 | 18.2 | 7.7 | 0.0 | 0.0 | 0.0 | 0.0 | 2.9 |

| Grade 6: Science | | | | | | | | | | |
|------------------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Average |
| # Enrolled | 14 | 10 | 8 | 11 | 13 | 10 | 8 | 11 | 10 | 10.6 |
| % Writing | 100.0 | 100.0 | 100.0 | 100.0 | 92.3 | 100.0 | 100.0 | 90.9 | 80.0 | 95.9 |
| % Acceptable | 50.0 | 30.0 | 50.0 | 72.7 | 76.9 | 80.0 | 37.5 | 81.8 | 40.0 | 57.7 |
| % Excellence | 7.1 | 0.0 | 0.0 | 54.5 | 15.4 | 10.0 | 0.0 | 0.0 | 10.0 | 10.8 |

| Grade 6: Social Studies | | | | | | | | | | |
|--------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|-------------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Average |
| # Enrolled | 14 | 10 | 8 | 11 | 13 | 10 | 8 | 11 | 10 | 10.6 |
| % Writing | 100.0 | 100.0 | 100.0 | 90.9 | 92.3 | 100.0 | 87.5 | 90.9 | 80.0 | 93.5 |
| % Acceptable | 35.7 | 20.0 | 0.0 | 72.7 | 15.4 | 30.0 | 25.0 | 72.7 | 30.0 | 33.5 |
| % Excellence | 0.0 | 0.0 | 0.0 | 9.1 | 0.0 | 0.0 | 0.0 | 9.1 | 0.0 | 2.0 |

| Grade 9: English Language Arts | | | | | | | | | | |
|---------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|--------------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Average |
| # Enrolled | 12 | 20 | 15 | 11 | < 6 | 7 | 7 | 17 | 9 | 12.3 |
| % Writing | 100.0 | 85.0 | 93.3 | 90.9 | N/A | 57.1 | 100.0 | 82.4 | 100.0 | 88.6 |
| % Acceptable | 50.0 | 40.0 | 53.3 | 45.5 | N/A | 57.1 | 85.7 | 23.5 | 44.4 | 49.9 |
| % Excellence | 16.7 | 0.0 | 6.7 | 0.0 | N/A | 0.0 | 14.3 | 0.0 | 0.0 | 4.7 |
| # in 6 Cohort | | | | 14 | 10 | 8 | 11 | 13 | 10 | |
| 6 Acceptable | | | | 57.1 | 30.0 | 62.5 | 81.8 | 53.8 | 53.8 | |
| 6 Excellence | | | | 14.3 | 0.0 | 0.0 | 18.2 | 0.0 | 0.0 | |

| Grade 9: English Language Arts (Knowledge and Employability) | | | | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|--------------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Average |
| # Enrolled | N/A | N/A | N/A | N/A | 4 | 5 | 5 | N/A | 2 | 4.0 |
| % Writing | N/A | N/A | N/A | N/A | 100.0 | 100.0 | 40.0 | N/A | 100.0 | 85.0 |
| % Acceptable | N/A | N/A | N/A | N/A | 100.0 | 60.0 | 40.0 | N/A | 50.0 | 62.5 |
| % Excellence | N/A | N/A | N/A | N/A | 0.0 | 0.0 | 0.0 | N/A | 0.0 | 0.0 |

| Grade 9: Mathematics | | | | | | | | | | |
|-----------------------------|---------|---------|---------|---------|---------|---------|---------|---------|--------------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Average |
| # Enrolled | 12 | 20 | 15 | 11 | < 6 | 8 | 7 | 17 | 9 | 12.4 |
| % Writing | 83.3 | 85.0 | 93.3 | 90.9 | N/A | 75.0 | 100.0 | 82.4 | 100.0 | 88.7 |
| % Acceptable | 33.3 | 25.0 | 53.3 | 27.3 | N/A | 37.5 | 71.4 | 11.8 | 11.1 | 33.8 |
| % Excellence | 0.0 | 15.0 | 0.0 | 18.2 | N/A | 0.0 | 14.3 | 5.9 | 11.1 | 8.1 |
| # in 6 Cohort | | | | 14 | 10 | 8 | 11 | 13 | 10 | |
| 6 Acceptable | | | | 42.9 | 20.0 | 37.5 | 72.7 | 46.2 | 50.0 | |
| 6 Excellence | | | | 0.0 | 0.0 | 0.0 | 18.2 | 7.7 | 0.0 | |

| Grade 9: Mathematics (Knowledge and Employability) | | | | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|--------------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Average |
| # Enrolled | N/A | N/A | N/A | N/A | 4 | 4 | 5 | N/A | 2 | 3.8 |
| % Writing | N/A | N/A | N/A | N/A | 100.0 | 100.0 | 40.0 | N/A | 100.0 | 85.0 |
| % Acceptable | N/A | N/A | N/A | N/A | 100.0 | 75.0 | 40.0 | N/A | 50.0 | 66.3 |
| % Excellence | N/A | N/A | N/A | N/A | 75.0 | 0.0 | 0.0 | N/A | 0.0 | 18.8 |

| Grade 9: Science | | | | | | | | | | |
|-------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Average |
| # Enrolled | 12 | 20 | 15 | 11 | < 6 | 7 | 7 | 17 | 9 | 12.3 |
| % Writing | 100.0 | 85.0 | 93.3 | 90.9 | N/A | 71.4 | 100.0 | 76.5 | 88.9 | 88.3 |
| % Acceptable | 58.3 | 40.0 | 53.3 | 54.5 | N/A | 42.9 | 71.4 | 17.6 | 22.2 | 45.0 |
| % Excellence | 8.3 | 20.0 | 0.0 | 9.1 | N/A | 0.0 | 0.0 | 5.9 | 0.0 | 5.4 |
| # in 6 Cohort | | | | 14 | 10 | 8 | 11 | 13 | 10 | |
| 6 Acceptable | | | | 50.0 | 30.0 | 50.0 | 72.7 | 76.9 | 80.0 | |
| 6 Excellence | | | | 7.1 | 0.0 | 0.0 | 18.2 | 15.4 | 10.0 | |

| Grade 9: Science (Knowledge and Employability) | | | | | | | | | | |
|---|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Average |
| # Enrolled | N/A | N/A | N/A | N/A | 4 | 5 | 5 | N/A | 2 | 4.0 |
| % Writing | N/A | N/A | N/A | N/A | 100.0 | 100.0 | 40.0 | N/A | 100.0 | 85.0 |
| % Acceptable | N/A | N/A | N/A | N/A | 100.0 | 80.0 | 20.0 | N/A | 0.0 | 50.0 |
| % Excellence | N/A | N/A | N/A | N/A | 25.0 | 0.0 | 0.0 | N/A | 0.0 | 6.3 |

| Grade 9: Social Studies | | | | | | | | | | |
|--------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Average |
| # Enrolled | 12 | 20 | 15 | 11 | < 6 | 7 | 7 | 17 | 9 | 12.3 |
| % Writing | 91.7 | 75.0 | 86.7 | 90.9 | N/A | 57.1 | 100.0 | 82.4 | 100.0 | 85.5 |
| % Acceptable | 25.0 | 35.0 | 26.7 | 45.5 | N/A | 42.9 | 57.1 | 17.6 | 33.3 | 35.4 |
| % Excellence | 8.3 | 5.0 | 0.0 | 9.1 | N/A | 0.0 | 0.0 | 5.9 | 0.0 | 3.5 |
| # in 6 Cohort | | | | 14 | 10 | 8 | 11 | 13 | 10 | |
| 6 Acceptable | | | | 35.7 | 20.0 | 0.0 | 72.7 | 15.4 | 30.0 | |
| 6 Excellence | | | | 0.0 | 0.0 | 0.0 | 9.1 | 0.0 | 0.0 | |

| Grade 9: Social Studies (Knowledge and Employability) | | | | | | | | | | |
|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Average |
| # Enrolled | N/A | N/A | N/A | N/A | 4 | 5 | 5 | N/A | 2 | 4.0 |
| % Writing | N/A | N/A | N/A | N/A | 100.0 | 100.0 | 80.0 | N/A | 100.0 | 95.0 |
| % Acceptable | N/A | N/A | N/A | N/A | 100.0 | 60.0 | 40.0 | N/A | 0.0 | 50.0 |
| % Excellence | N/A | N/A | N/A | N/A | 25.0 | 0.0 | 0.0 | N/A | 0.0 | 6.3 |

Years in Review:

| | | | | | | | | |
|--|-----|-------|------|-------|---------|-------|--------|-------|
| 2013-2014: Growth in Science and Social Studies offset by declines in ELA and Math. | | | | | | | | |
| Change from G. 6: Acceptable Standard | ELA | -11.6 | Math | -15.6 | Science | +4.5 | Social | +9.8 |
| Change from G. 6: Excellent Standard | | -14.3 | | +18.2 | | +2.0 | | +9.1 |
| | | | | | | | | |
| 2014-2015: | | | | | | | | |
| Change from G. 6: Acceptable Standard | ELA | N/A | Math | N/A | Science | N/A | Social | N/A |
| Change from G. 6: Excellent Standard | | N/A | | N/A | | N/A | | N/A |
| | | | | | | | | |
| 2015-2016: Significant growth in Social Studies with declines in other subjects. | | | | | | | | |
| Change from G. 6: Acceptable Standard | ELA | -5.4 | Math | = | Science | -7.1 | Social | +42.9 |
| Change from G. 6: Excellent Standard | | = | | = | | = | | = |
| | | | | | | | | |
| 2016-2017: Growth in English Language Arts with declines in other subjects. | | | | | | | | |
| Change from G. 6: Acceptable Standard | ELA | +3.9 | Math | -1.3 | Science | -1.3 | Social | -15.6 |
| Change from G. 6: Excellent Standard | | -3.9 | | -3.9 | | -18.2 | | -9.1 |
| | | | | | | | | |
| 2017-2018: Growth in Social studies with declines in other subjects. | | | | | | | | |
| Change from G. 6: Acceptable Standard | ELA | -30.3 | Math | -34.4 | Science | -59.3 | Social | +2.2 |
| Change from G. 6: Excellent Standard | | = | | -1.8 | | -9.5 | | +5.9 |
| | | | | | | | | |
| 2018-2019: Growth in Social Studies and Math (excellence) with declines in other subjects. | | | | | | | | |
| Change from G. 6: Acceptable Standard | ELA | -9.4 | Math | -38.9 | Science | -57.8 | Social | +3.3 |
| Change from G. 6: Excellent Standard | | = | | +11.1 | | -10.0 | | = |

The year-by-year analysis for the same cohort of students indicates that the sequencing of courses may have been impacted by a greater or lesser focus on a particular subject. In 2017-2018, for instance, modest growth was achieved by students in social studies, with significant declines in other areas.

Contrary to the results experienced, the literature on the effectiveness perspective of small schools indicates support that multi-grade learning has neither an overall detrimental or positive impact on the cognitive aspects of schooling (Naylor, 2000; Veenman, 1996). However, Veenman (1996) notes:

Policymakers and practitioners should always proceed with caution in the application of research findings alone. School board members, school principals, and teachers should take into account not only the findings of the research but also the significance of these findings for their own schools (e.g., the distribution of students across grade levels, class size per teacher, work load, teacher commitment and experience, and the concerns and wishes of the parents (p. 337).

The Alberta Distance Learning Centre (www.adlc.ca) provides guides and resources for multi-grade classrooms. The Ontario Ministry of Education's (2007) *Combined Grades: Strategies to Reach Learners in Kindergarten to Grade 6* provides more detailed strategies for support in this area. Split grade (2 grades) and multi-grade (3-12 grades) classrooms are internationally ubiquitous and therefore a considerable amount of research and advice is available to support the cognitive effects of schooling. A further consideration must be given to the non-cognitive effects of small schools.

APPENDIX 2 – SURVEY RESPONSES

W.E.S.T. End Student Advisory (Wabamun, Entwistle, Seba Beach, Tomahawk)

Tuesday October 29, 2019 @ Memorial Composite High School
Students' Unedited Responses

What do you like or value most about your current high school experience?

Options. More availability for courses and class.

The experiences. The opportunities.

They actually teach here. They have good courses here and great facilities here.

Good teachers, more opportunities for good life experiences. It teaches you to accept a lot of people.

Getting to meet a new group of friends, coming from a small school you really had to make friends with who was there.

I like seeing my friends, also knowing where/what to do after high school, more advantages.

I like that I have met more people and I get more opportunity to do thing I am interested in.

My friends. Learning new stuff.

The diverse opportunities. The pride - established.

I value that I have more freedom in high school. The adults here don't treat us like children. I like the bigger environment it prepares you more for adult life.

Lots of friendly people. Great teachers. Sports. The amount of room.

My teachers are all real nice. I really like my lunch break. I like the sports.

Electives. Education quality. Potential career paths. Quality of teachers.

We have selection, there are more people to talk to.

Im almost done school.

Options.

All of the variety of options and Memorial. Larger population.

The options I get to choose.

I like how there is more opportunity for things like clubs and sports.

There is a lot more options. bigger classes.

Not getting taught the same as everyone else. Getting taught the way you should.

Not being in Wab School.

There is a lot more options in Memorial and there are different levels of work.

The people you can meet and the opportunities.

Can meet many people and the options are a lot better.

The wide selection of courses available.

I love everything. I love my options and especially drama. I met so many new friends.

There is lots of options as far as people to hang out with, electives classes, teachers, sports, etc.

Opportunity to meet a diverse group of people. The wide arrange of options available.

That I have my friends here with me which makes me comfortable here and I like my classes I have especially art.

The friends, the sport opportunities that we have be that we didn't have at WEST schools. There are clubs for many of us to enjoy if that's what we enjoy.

It's confusing and it's good because we can figure it out.

Choice. Better communication. Fits better for individuals.

What I like about my current high school experience would be the different options/classes.

Has more opportunities, better classes and teachers.

We have choices as far as what we can do. The teachers actually care about their jobs.

Memorial has many more opportunities and more room for growth of learning.

Theres more opportunities to learn things and get help. And better sports.

Memorial has many options

More opportunities, better classes, more sports and better sports teams.

The opportunities available both academically and athletic. The variety of teachers. Alot more ability for choice.

The people in it. The atmosphere. The new learning style. More responsibility. Trying new things.

We have more freedom, and the experiences

I have friends from Tomahawk here thats about it.

We have way more selection and a wide range of people to associate with. Different levels of classes.

I value the quality classes and courses offered at Memorial Composite High School. I like the interactions with different types of people, and being able to fit in with similar people through clubs, courses, sports. etc. I also value the ability to comfortably ask teachers for help, or advice for high school success.

What would it take?

I'd go to a smaller high school if it was an option. But only if the same courses were available.

Yes/No for different reasons. It would take a lot of students wanting to attend.

Yes, my drive is long so if I had to the choice for a closer school with similar facilities, I would probably gone there.

No. I like being in a civilized area for schooling because you get to meet lots of people.

Yeah that would have been handy. If Seba were to open as a high school I think that's where I would have gone. I think it would take a gang of parents and students that want to open it.

no answer

I would possibly go to a smaller high school but it depends on how many students attend to that school and what types of options I can take.

No, the opportunities will be few to none. Not setting you up for life.

I would not be interested.

no

I would not. Never. Less opportunities.

I would be interested if there were the options and opportunities as there are here in Memorial.

No, because we would not have as many options. Or as many teachers.

No cause I have half a year left.

No it all sucked and poor education.

Yes, depends what they have.

Maybe, depends on the opportunities they offer. I would like that its not such a long commute.

No, I would not go. The sports teams would be co-ed. The school wouldn't have as many options. You would get home earlier.

No, I like the way I get taught and that I can talk to my friends.

No because the school would be small.

I don't think I would go to a west end high school because of minimal options, low funding and less extra-curricular activities.

I would rather have things here at Memorial because I have become very comfortable here.

I would rather stay here cause my friends are here and the options are way better.

No, there are many more opportunities here.

I would not at all want to be in a smaller school. Just because there wouldn't be many people there.

I would much rather come to Memorial than a west end high school, the only benefit I would see is a shorter bus ride. I would not go to a west end high school.

I feel like a lot of students would take that opportunity as going from a school of 100-150 kids to a school of 1000+ kids is quite a scary thought.

No, I don't like the idea of knowing everyone because of the drama. Others might like it because might have one on one with their teachers.

I would not because of the implications I would

depends on what classes their is and options you have.

Perhaps. Depending on how well the classes are ran and how interesting they are as well.

I think it could work except for the fact that they couldn't take CTF courses like fabrication of construction class sizes would be too small.

I would not be interested in such endeavors though I would support it.

Yes, more people/students wanting to learn things like be more invested in their learning. But I would still come to MCHS.

No. Class sizes would be small.

No. There are too little people to make a class size worth building a high school.

No. No compromise on opportunities available. Teachers with a passion, and for specific courses.

Nope not at all.

I would go for outreach because I could do more during the day instead of spending eight hours in one place.

Oh ya definitely I would love a high school in the west. I think it would benefit everyone

No, there would not be as many options and selection as we have here because it will be smaller. Or as many teacher

I think that it would be a great option for some families, as other high schools are over 45 minutes away, and driving becomes costly. For a quality opportunity, classes and courses offered would have to be as good quality as the ones offered in Stony Plain, Spruce Grove, etc.

Group conversation/Other notes

If Seba became a high school that'd be great. Personally, my bus ride is insanely long. If there was a closer option, that had the same opportunities and facilities, it'd be a no brainer for west side kids.

Everybody would still want to come to Memorial even if there was a smaller high school, because of the opportunities & the clubs.

Prefer to stay because of the opportunities, & options, and because of the chance to meet new people.

More advantages.

New chances and good changes to things.

To get kids to go to a high school in the west end you'd have to a group of students trying to make an effort to go. It's hard to anticipate the end result if the school were to open. If they would open an outreach type of school

More people.

More opportunities.

More advantages for upgrading.

I believe we need more classes in Wabamun like art, gym, etc. The 4 cores are seen as most important, and too much time is spent on it. The small schools need to realize we aren't little kids and they can't keep treating junior high kids like middle schoolers. There isn't much class range like -1, -2, -3 So it doesn't fit well with kids with different intelligence.

More options. Shorter bus ride. If there was a high school in Seba there would be less friends. Might be getting up early but teaches you to get ready for job.

No high school in the West End area, I would've never attended that high school, I would fight with kids because 1 reasons. I have a lot more opportunities in Memorial high school, a lot more kids to make more friends.

The reason I am going here is because of the options and opportunities that allow me to take any career path I want if I went anywhere else those options wouldn't be available to me. The schooling in the west, while the curriculum is the same, the way it's taught it's lacking to say the least. However I can teach better than that.

While the bus would be better and being able to do anything after school the impact on my future is not worth it.

It is worth the drive, there are more options and more people. Being in a bigger school is a lot better than being in a small school where you know everyone. Small high schools like grand trunk are not that great, I am close enough to be able to go to grand trunk but I would rather not. Personally, I want a future so I would rather go here.

Options weren't as good as what SPC offered. Busing was terrible.

Lots of stuff. Only high school in close proximity. Lots of help from the previous school. Smaller schools get out of hand. Smaller schools get you prepared. Time to do homework. More classes. Where do our siblings go?

In favour of No I would not attend:

co-ed sports teams

less options/opportunities

one straight across class

If favour of Yes I would attend:

Don't have to get up so early.

Smaller classes (more on one)

The sports teams would have to be co-ed. There wouldn't be as many opportunities. There wouldn't be as many classes and option classes. The classes would be smaller and you wouldn't be able to get taught the same.

Less opportunities.

I say no to the high school for me because I like having a lot of people in the school. I admit the shorter bus ride would be great but they could need to change. But it would be easier to teach and learn. But I personally wouldn't like it but I can see lots of other kids loving it.

Turn Seba and Tomahawk into one school at the Tomahawk building.

Turn the Seba Beach School into a high school.

The downside of this would be less qualified teachers, less clubs and overall less and worse options.

Seba Beach is better as a junior high rather than a high school. I personally would not go to any other high school. Because I get better opportunities at Memorial. Better community. Personally I want a future.

Prefer to stay at Memorial because you have the chance to meet new people every day, have a lot of different learning opportunities, as well with options.

Pros

Cons

class size

Class size.

Merge elementary schools.

It would end with poor results. Just another Grand Trunk/Frank Maddock. Students from Entwistle choose Memorial over Grand Trunk as is.

More people so less people know who you are. You get more of a one on one learning. More freedom. More option.

If I had the opportunity to do outreach I would, because I feel I can do things at my own pace instead of the teachers rushing me.

If there was a school opening in Seba I would still come to Memorial because this school has more opportunities

and it in town instead of being in the middle of nowhere and plus you could get a job and it would be easier because you can go right to your work.

Yes to a high school out west it's closer to our homes it provides better health for kids they being from Entwistle I'd rather drive an hour to school instead of travelling across the river because we have better options here. The tiers of classes assist in our learning process and high school experience as well as the many options. It allows us to want to come to school because we have different friends here and classes we enjoy and look forward to. A small school like Grand Trunk flourishes with drugs and unappreciated behaviour. There wouldn't be enough high school students attending to make it worth while. Sports teams may not happen in the small school. I don't think it's a good idea.

MCHS is an established entity - everything is in place and we know what we have works. On the other hand, a Seba Beach junior high / high school has never been done before, we don't know what it will look like nor how it will work.

The two most positive things Seba Beach High has going for it are smaller class sizes (for more one-on-one time with teachers or for those who "hate people") and shorter bus rides.

Seba Beach and the west end schools and neighbourhoods in general are old and run down compared to Stony Plain and MCHS.

Some participants say their younger siblings have been looking forward to coming to MCHS.

There is safety in numbers - because there are fewer staff and students to witness and intervene in any safety issues at Seba, some students would feel more comfortable in the larger atmosphere of MCHS. Exact quote re: Tomahawk – "The principal is never there."

If Seba were equal in size and opportunities to MCHS, then students might consider going to it for high school. Otherwise, likely not.

At least 50% (or more) of the participants have become friends with students who did not originate from their K-9 school. 50% (or slightly less) remain friends with students who came from their K-9 school. There is a slight overlap between these two groups (some have kept their original friend group while adding more friends from other schools)

Almost all students have a 1+ hour-long bus ride one way. If the buses were nicer they could be more productive in using that time, and that would likely still be preferable than having shorter bus rides as a result of going to high school at Seba. Exact quote re: rural bus rides – "Any sudden stop could be the death of me."

The possibility of having an Outreach situation at Seba (or some west end location) was brought up (including whether or not technology would be sufficient for such a thing), but there was no real indication from students as to whether or not they would go for something like that (we would probably have to ask current Outreach students to get an accurate opinion on this, since this group likely has never or would never attend CFL or Outreach).

High School considerations,

- closer to home, driving would cost less, easier to attend extra curricular school activities,
- quality courses and classes offered, enhances student dedication for high school, post secondary, career life success,
- available teachers for curricular help, tutors available in surrounding areas for students,
- fun, unique school activities to bring students closer together, and enjoy and take pride in the high school,
- teacher participation for events, clubs, etc.

RESEARCH REVIEWED

Gajadharsingh, Joel. *The Multi-Grade Classroom: Myth and Reality*. Toronto: Canadian Education Association, 1991.

Leithwood, K., & Jantzi, D. (2009). A review of empirical evidence about school size effects: A policy perspective. *Review of Educational Research*, 79(1), 464-490

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Parkland School Division

Board Policy 15

SCHOOL CLOSURES

The Board recognizes that it may have to consider closure of a school, or three consecutive grades in a school, when the operation of the school is no longer viable.

Demographic and utilization studies may be completed for all schools and are intended to be updated periodically as deemed necessary. Such studies will review the impact of population shifts, building capacity, maintenance costs and transportation on individual schools.

The Superintendent shall annually recommend to the Board individual schools which appear justified for a viability study. The Board may also request a viability study on individual schools at any time.

This Policy is intended to provide a process relating to a permanent school closure that provides for:

1. adequate opportunity for the public to respond to the board's proposal to permanently close a school;
2. a process by which the board shall fairly consider these responses;
3. consideration of future growth or decline in student enrolment, and
4. consideration of possible alternative educational or community uses for all or part of the school building.

SPECIFICALLY

1. A school shall be considered for a viability study if any of the following conditions apply:
 - 1.1. The school building is inadequate by virtue of age, condition, size of site, or other overriding limitations and cannot reasonably and economically be renovated to currently accepted educational standards.
 - 1.2. The student occupancy rate of the school has fallen substantially under capacity and is projected to remain so.
 - 1.3. The school's site-based budget can no longer feasibly support the financial viability of the operation of the school.
 - 1.4. Unusual circumstances exist that require alternative use of a particular location or building.
2. A viability study shall include the following factors:
 - 2.1. Consultation with those communities considered in the study;
 - 2.2. Review of the in-depth demographic studies and consideration of alternatives;
 - 2.3. Age and current physical condition of the building and program facilities.
 - 2.4. Adequacy of site, location, access, surrounding development, traffic patterns, and other environmental conditions;
 - 2.5. Reassignment of students, including alternative plans;
 - 2.6. Transportation factors, including numbers of students bussed, time, distance, and safety;
 - 2.7. Alternate uses of the building; and
 - 2.8. Costs/savings, related to the following
 - 2.8.1. Personnel,

- 2.8.2. Plant operation,
- 2.8.3. Transportation,
- 2.8.4. Capital investment, and
- 2.8.5. Alternate use


PROCESS

The Board establishes the following process with respect to the closing of schools:

3. The Superintendent shall annually recommend to the Board individual schools that appear justified for a viability study. The Board may also request a viability study on individual schools at any time.
4. If the Board accepts the recommendation, a viability study shall be initiated by administration.
5. At a regular meeting of the Board, upon receiving a viability study with a recommendation to close a school from the Superintendent and where the Board accepts the recommendation, a notice of motion shall be served at the Board meeting, proposing that a specific school or schools be closed.
6. Immediately following notice of motion, the Superintendent or designate shall send a letter to the parent of every student enrolled in the school who may be affected by this action informing them of the fact and implications of the notice of motion.
7. Such communication shall address questions relating to how a specific closure would affect the following:
 - 7.1. The attendance area defined for that school;
 - 7.2. The attendance at other schools by students re-located by virtue of school closure;
 - 7.3. Information on the Board's long range capital plan;
 - 7.4. The need for, and extent of, busing;
 - 7.5. Program implications for the students when they are attending other schools;
 - 7.6. Program implications for other schools;
 - 7.7. The educational and financial impact of closing the school, including the effect on operational costs and the capital implications;
 - 7.8. The financial and educational impact of not closing the school;
 - 7.9. The capital needs of other schools that may have increased enrolment.
 - 7.10. The date, time and location of a public meeting referred to in 9.;

Such communication shall also include a statement as to the proposed disposal of the closed school (e.g., mothballing, lease to community organization, lease to government agency, sale, or demolition).
8. Communication shall also be sent to any other person, municipality or community organization who, in the opinion of the Board, may be significantly affected by the intent to close a school.
9. A public meeting shall be organized and convened by the Board, in the school, for the purpose of discussing the proposed closure, its implications for students and for the system.
10. The date and place of the public meeting shall be:
 - 10.1. Posted in five (5) conspicuous places within the school(s) affected by the closure, for a period of at least fourteen (14) days before the date of the public meeting, and
 - 10.2. Advertised in a newspaper circulating within the area(s) of the school(s) affected by the proposed closure if possible.
 - 10.3. Posted on the school(s) and Division's website.
 - 10.4. Posted by other means of notice as the Board deems prudent to utilize.
11. A quorum of trustees is to be in attendance at this public meeting.
12. The Board shall ensure that minutes of all public meetings held under this section 9 are prepared.
13. The council of the municipality in which the school is located shall be provided an opportunity to provide a statement to the Board of the impact the closure may have on the community.

14. Concerned electors shall be allowed a minimum of three (3) weeks to prepare a response, including preferred alternatives (or responses) arising from the public meeting under section 9.
15. Concerned electors shall be given an opportunity to present their response to the Board to comment upon the response and the notice of motion, and to answer questions.
16. The debate and the vote upon the school closure must take place only after the above minimum criteria have been met and within the following timelines:
 - 16.1. Minimum of four (4) weeks after the date of the public meeting under section 9;
 - 16.2. Maximum of twelve (12) weeks after the public meeting under section 9.
17. In the event that the motion is passed, the Superintendent shall advise the Minister of Education of the Board's decision.

| | | |
|--|-------------------------|---|
| Reference: Education Act: 62 | Approved: |  |
| | Date Approved: | October, 2019 |
| Cross-Reference: Board Policy: Admin Procedure: | Reviewed or Revised: | October, 2019 March, 2017 March, 2016 |

APPENDIX 5 – THOUGHT EXCHANGE

SEBA BEACH SCHOOL VIABILITY THOUGHT REPORT

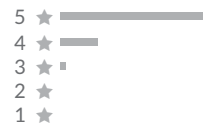
Parkland School Division 70

What are some important things for the Board of Trustees to consider as they review a Comprehensive School Viability Study of Seba Beach School?

Q1 What are some important things for the Board of Trustees to consider as they review a Comprehensive School Viability Study of Seba Beach School?

Seba has a good school building . The gym is a good size for many sports. There is a foods lab. There is a shop class existing. The set up is supportive of a fluctuating number of students. The building design has good flow

4.4 ★★★★★ (25 👤)
Ranked #1 of 93



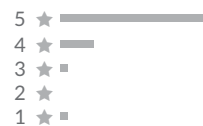
Seba Beach school is a great building and in much better shape , has a larger gym , a shop , cooking areas for learning . Unlike surrounding schools

4.3 ★★★★★ (27 👤)
Ranked #2 of 93



Superior facility in comparison to other schools in area. Having the facility allows for the option of having programs that students can identify with. Woodworking, photo room, fabrication, cooking, sewing

4.3 ★★★★★ (23 👤)
Ranked #3 of 93



West End Education I understand there is lots to consider. Cost, upkeep etc. However I'd love for the idea of a west end jr/sr high to be considered seriously.

4.3 ★★★★★ (22 👤)
Ranked #4 of 93





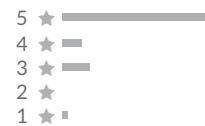
Seba has the facilities to host west end options Other schools don't have foods labs, regulation size gym, shop, lab, etc

4.3 ★★★★★ (18 👤)
Ranked #5 of 93





Impact to the students Their educational journey is priority

4.2  (28 )
Ranked #6 of 93





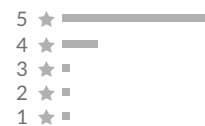
The gym is regulation size and great setup Encourages physical activity during my day many students continued playing sports in HS after learning the fundamentals without lines on walls

4.2  (24 )
Ranked #7 of 93



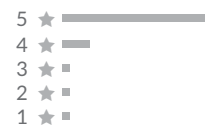
We need to keep schools, libraries, etc. in small communities Above attracts and keeps younger families in the area.

4.2  (23 )
Ranked #8 of 93



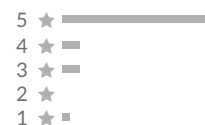
Consider opening the boundaries and fill Seba Beach School to capacity so we can offer students in the west end a higher quality of education. It is important here to educate in PSD so it is fair learning and opportunity across the division.

4.2  (21 )
Ranked #9 of 93





I'm a high school teacher and this is job creation for certified educators. I work to support my family and staying local within our community is very important to me.

4.2  (20 )
Ranked #10 of 93



The accessibility of seba beach as a school It is accessible for other communities. Further from Drayton Valley to eliminate students switching divisions.

4.2  (20 )
Ranked #11 of 93



Consider where all of the students come from. This is because there are a lot of students that travel a distance to get to the school and won't have options if it's closed.

4.1  (28 )
Ranked #12 of 93





West end junior/senior High For us in the west end currently our only option for high school is mchs and for many of us that is unacceptable

4.1  (27 )
Ranked #13 of 93




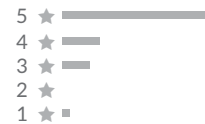
If a child gets sick, you have put their parents in a horrible position...over an hour one way to get them. Seba beach school is well utilized. With more students coming in yearly.

4.1  (23 )
Ranked #14 of 93




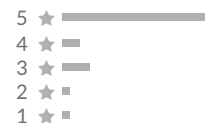
The community makes use of the facility too After school gym use, field use for summer and court use year round.

4.1  (23 )
Ranked #15 of 93



The school has large area of families, not just in town but rural . Young families are starting and need this school for their kids. To bus from here to Sprucegrove is incomprehensible.

4.1  (22 )
Ranked #16 of 93





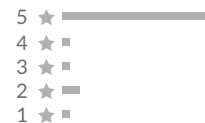
This is a beautiful facility and land mass and could be utilized for some very specialized learning and options. This is important to have the students engaged and excited about their education. We need to step out of the box and reinvent this facility

4.1  (22 )
Ranked #17 of 93



Seba Beach School should not be closed based on population. Too many k-9 schools in the west end. They should be amalgamating the schools on the outskirts (entwistle, tomahawk). The facility is too important.

4.1  (21 )
Ranked #18 of 93



Seba Beach School has a solid reputation for inclusive, differentiated instruction.

4.1  (20 )
Ranked #19 of 93





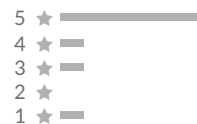
Seba school is crucial to the west end schools for options for students like CTF week. No other schools out west have the resources Seba does ie) IA Lab, Foods Lab, a full sized gym...

4.1  (18 )
Ranked #20 of 93





I strongly think that it is time to consider reopening a high school. 7-12. It is insane that kids have to be away from home 12-14h a day! It would be beneficiary for the kids, there family and for the community

4.0  (27 )
Ranked #21 of 93



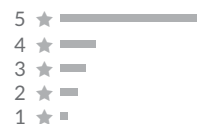
Where will students go to school? Worry about long bus rides

4.0  (27 )
Ranked #22 of 93





Would be a shame to see that school gone Our junior highs go to ctf 3 times a year from tomahawk many of our older grades play on basketball and or volleyball teams in conjunction with Seba

4.0  (26 )
Ranked #23 of 93



Turn it to a west end middle school Seba Beach has excellent facilities for CTF programming. Instead of shutting it down, it should be repurposed as a West End Middle Years School

4.0  (25 )
Ranked #24 of 93



You have children putting in 2 hours of travel time . It's dangerous with the weather and not the environmental friendly decision to put more busses on the hiway.

4.0  (21 )
Ranked #25 of 93



There should be a K-12 out west that targets high school students who need more support- whether that's CFL based or more like Stony Creek. Transportation rides are too long and memorial is too large to support struggling students like a smaller school could

4.0  (20 )
Ranked #26 of 93




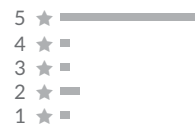
It is important as a part of PSD that all students are included in the divisions mission statement. At this point in time it is not being met in Seba It's important to give all students opportunity and resources for success no matter the location.

4.0  (19 )
Ranked #27 of 93



The long term vision for west end schools needs to be considered closely and planned out. Students across PSD deserve consistent and quality education despite their location in the division.

4.0  (19 )
Ranked #28 of 93




Programming in the school Early Education is offered. Full day Kindergarten. Trauma-informed classrooms and Indigenous sensitive programming.

4.0  (18 )
Ranked #29 of 93





A school brings community. Children bring life to a neighbourhood. A school also brings employment opportunities for valuable teachers & staff. Rural schools also mean fewer & far between locations. The less time a child has to spend on a bus means more sleep, playtime & time with family.

4.0  (6 )
Ranked #30 of 93




I can't figure out why they would close Seba Beach School. It's where all the surrounding schools send their students for the options program. This says to me that Seba Beach is the best equipped school to handle these students and provide them the space and the resources to be successful.

4.0  (5 )
Ranked #31 of 93



Seba Beach School is the anchor of the community Obvious

3.9  (29 )
Ranked #32 of 93



This school is a important asset to the village of seba...this school means commu city events...memories and confidence of young family's..knowing the Children are close.

3.9  (28 )
Ranked #33 of 93



There are many extra curricular activities hinged around the school.

3.9  (27 )
Ranked #34 of 93



Location of school. How it could be a great junior high school.

3.9 ★★★★★ (24 👤)
Ranked #35 of 93



I think the school should stay open and become a high school Because I have 4 children who will be in high school in a few years and sending them so far to Spruce Grove just isn't right.

3.9 ★★★★★ (23 👤)
Ranked #36 of 93



The West end needs a High School Keep small community kids in small communities. Considering a split with Tomahawk School: gr K-6, then 7-12.

3.9 ★★★★★ (21 👤)
Ranked #37 of 93



It's unreasonable to think that rural schools will ever have the population numbers that urban schools have. Low enrolment numbers should not be a primary reason for school closures. Students deserve to attend schools in their area without long commutes. Boundaries/bus routes should be looked at

3.9 ★★★★★ (15 👤)
Ranked #38 of 93



Seems it is easier for PSD to simply close a school without thinking outside the box for ways to make it viable. They did this recently with Keephills It would be a shame to close Seba, a facility that can provide so much in terms of options for the west end schools.

3.9 ★★★★★ (15 👤)
Ranked #39 of 93



Stony and spruce have to many students which result in problems with both the students and the parents. When the graduating classes are more then 500 Students. There are more problems that dont get resolved

3.8 ★★★★★ (26 👤)
Ranked #40 of 93




I think seba should go to a 7- 12 school so that the children in this area do not have long bus rides. I think elementary k- 6 should be in tomahawk. This is a smaller net community and the children here are close and I feel they become distant from each other after they go to the bigger schools

3.8 ★★★★★ (24 👤)
Ranked #41 of 93




The town population is growing and there are always families with children No school means one more reason for no growth

3.8  (24 )
Ranked #42 of 93



All westend schools will be affected Westend schools ability to offer a robust option program to their students will be limited at best.

3.8  (21 )
Ranked #43 of 93



Schools should limit bus times for children by having schools in the neighborhood If the school closes, there will be an empty building

3.8  (21 )
Ranked #44 of 93



Boundaries have been changed to increase numbers in other west-end schools. Why has this not been considered to keep Seba as a viable option.

3.8  (20 )
Ranked #45 of 93



I believe the community would benefit from a high school. At this time all high school students are bused to stony plain or driven to Drayton or Evansburg.

3.8  (20 )
Ranked #46 of 93



It is a designated school for Paul First Nations Our aboriginal peoples need choice in their education, whether they want a Federal (Reserve) School for the children or to go to a Public School.

3.8  (20 )
Ranked #47 of 93



reasonably close to the city and neighbouring communities for easy access of school buses, those who live on acreages, or in oth. communities.

3.8  (20 )
Ranked #48 of 93



Bussing Some students are spending more time on a bus than they are in one class of learning

3.8  (19 )
Ranked #49 of 93



Instead of shutting down think repurpose, this building could serve a lot of different needs ie: Middle year, West end Connection for Learning, Nature based learning,

3.8  (19 )
Ranked #50 of 93



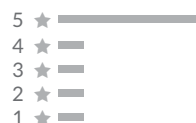
Needs to be turned into a High School So kids wont have to be bussed so far to memorial . The resources (shop, full sized gym, stage, foods lab) are already available.

3.8  (19 )
Ranked #51 of 93



Where are the current students going to go? Longer bus rides are detrimental to student success.

3.8  (19 )
Ranked #52 of 93



It concerns me that the report was released last year with no real follow up or reassurance for families attending the school. Valuable students (numbers) left the school prematurely for fear of closure.

3.8  (17 )
Ranked #53 of 93



The disrepair and 'run-down' of the school is mentioned often. Why was the school not up kept and allowed to get to this level of disrepair. The division/province should shoulder this problem. NOT the students.

3.8  (17 )
Ranked #54 of 93



The students have a real sense of family and belonging at the school They are comfortable in their surroundings which means they are more relaxed and able to learn

3.8  (17 )
Ranked #55 of 93





Adequate numbers are needed to have a school properly staffed and to provide quality education to children. Low numbers contribute to teachers having many curriculums to cover which leaves less time to focus on each individual grade.

3.8  (11 )
Ranked #56 of 93





The outdoor space is incredible for students to learn in and become better stewards of our world. The opportunities to discover and appreciate the diverse environments around the school are invaluable. Students are becoming more calm and mindful.

3.8  (7 )
Ranked #57 of 93



Comparing education from one school to another isn't consistent

3.7  (20 )
Ranked #58 of 93



Where else will students go? Tomahawk school is small, run down, and will require substantial money to make it decent, which will only bring students closer to drayton valley.

3.7  (20 )
Ranked #59 of 93



In the initial report, the expense of estimated repairs for Seba isn't outlined like the other schools. This concerns me as it seems as though an agenda was met and repairing and exploring new options for Seba wasn't even considered.

3.7  (18 )
Ranked #60 of 93



The most important thing to consider is the impact that closing the school is going to have on the students and families. Families have chose to live in the community of Seba and attend the school. When families purchase a home, the location to the school is important.

3.7  (17 )
Ranked #61 of 93




That the school offers amazing opportunities for students. The inside spaces allow students to explore a multitude of opportunities and adaptations that would not normally be available in other locations.

3.7  (10 )
Ranked #62 of 93



The school is used for CTF for the West End schools. What will happen to this program? This gives all students the opportunity that they wouldn't normally get. How will this continue if the school closes?

3.7  (7 )
Ranked #63 of 93



Seba school is the best educational facility on the west end. Student population is the struggle for ALL west end schools. Combine all 4 west end schools gd K-9 The enrollment and funding will provide the teachers education and opportunities our kids deserve.

3.7 ★★★★★ (5 👤)
Ranked #64 of 93



A low student population affected our decision for our children to attend. Offering options is not enough, creating a jr high at seba would offer more

3.6 ★★★★★ (26 👤)
Ranked #65 of 93



Community uses the schools facilities ie: Regatta Weekend, every year they use the school grounds

3.6 ★★★★★ (20 👤)
Ranked #66 of 93



Consider putting in daycare or out of school care to make it viable

3.6 ★★★★★ (20 👤)
Ranked #67 of 93



The west schools need to be combined for the better education of the kids Having multiple ages and social needs in one class is not benefiting the students which needs to be addressed

3.6 ★★★★★ (14 👤)
Ranked #68 of 93



Small schools have many benefits. I was a Seba grad and went on to do very well in University and had a successful career in Geophysics. Small schools can provide tools for success.

3.6 ★★★★★ (8 👤)
Ranked #69 of 93



We need a high school in West Parkland How long are children supposed to commute to get to school? We pay taxes and love our communities and they suffer when our school options vanish!

3.6 ★★★★★ (7 👤)
Ranked #70 of 93



Consider grade levels at all west end schools
ie: make Seba 5-9 only

3.5 ★★★★★ (17 👤)
Ranked #71 of 93



Indigenous students have the right to chose to be educated federally on the reserve or provincially in a public school. Paul Band needs to be consulted.

3.4 ★★★★★ (17 👤)
Ranked #72 of 93



Seba was originally built as a high school. Might it be an option to revive it as such? Perhaps another outreach location. Or split grades in the west end schools making them feeder schools for the high school.

3.4 ★★★★★ (13 👤)
Ranked #73 of 93



Would it cost more to bus students to other schools than it would to keep it open Save the school money.

3.3 ★★★★★ (21 👤)
Ranked #74 of 93



We have recently moved to Seba Beach I have a daughter currently in Grade 6. She wanted to finish elementary school with her friends but next year I wanted to move her to Seba Beach school.

3.3 ★★★★★ (13 👤)
Ranked #75 of 93



Sports teams What will change to another school to be able to have a sports team? Tomahawk has a small gym and can't have sports there, how will this change?

3.3 ★★★★★ (9 👤)
Ranked #76 of 93




Not interested in another rural high school. It will suffer from low student population as well, less teachers, less funding, less programming. It will not compare to the education, options and socialization that MCHS offers. Most rural students look forward to entering MCHS.

3.3 ★★★★★ (7 👤)
Ranked #77 of 93



I think seba beach school should not close
Seba beach can be a High School for the kids around.

3.2 ★★★★★ (13) 
Ranked #78 of 93



Despite the outcome of the viability study, the plans moving forward need to be well planned and thought out. The surrounding schools all require extensive repairs. \$\$\$\$
What would be the expense of building 1 new school central to everyone?

3.1 ★★★★★ (17) 
Ranked #79 of 93



Seba Beach is an isolated area Students will have longer bus rides, which will make their days longer and they will not be as engaged in classes

3.1 ★★★★★ (17) 
Ranked #80 of 93



Lack of programs for kids Not enough teachers

3.1 ★★★★★ (12) 
Ranked #81 of 93



Are birth rates increasing? More students in the future?

3.0 ★★★★★ (21) 
Ranked #82 of 93



1 option may be to contact post secondary institutions such as NAIT to see if they might be interested in using Seba as a satellite location. In addition, turn Seba back into a high school thus providing a unique opportunity for our students in terms of trade options.

2.9 ★★★★★ (16) 
Ranked #83 of 93



Too few students equals a lack of ability to provide programming. There are few options available for students in terms of support if staff members are cut.

2.8 ★★★★★ (20) 
Ranked #84 of 93



The amount of children that have left this area whether Families have moved out Or change schools

2.8 ★★★★★ (19) 
Ranked #85 of 93



Financial viability is important Can we afford to keep it open? I love little country schools, but for under 100 students, with a close proximity school to go to, is it worth it?

2.5  (26 )
Ranked #86 of 93



What are the reasons why we would close the school

2.4  (19 )
Ranked #87 of 93



I have heard the school may be closing next year. I was wondering if charging parents a tuition might help keep the school running.

2.4  (12 )
Ranked #88 of 93



The budget Can't keep a schools open if there is a more sustainable option

2.3  (24 )
Ranked #89 of 93



I know seba has a long history, and sad to see it come to a end, but understand the enrolment is not here anymore.

2.3  (23 )
Ranked #90 of 93



Is Seba Beach viable? The building is old, in disrepair, and lacking maintenance to keep it in good working order.

2.3  (19 )
Ranked #91 of 93



What will happen to the building if the school closes? Could it be sold or who it be torn down?

2.2  (21 )
Ranked #92 of 93



There are fewer families with school age children living near Seba Beach I don't think the school should stay open for the sake of only a few kids. It is a wasteful use of my tax dollars.

1.7  (26 )
Ranked #93 of 93



Seba has some fabulous indoor facilities.

These are used for adapted activities, could be used for students doing a home and school program or just to bring west end schools together for CTF.

3.2  (4 )
Not enough ratings to rank




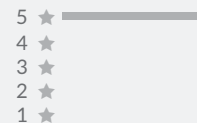
The impact of the keeping this school open on other sites in PSD. I feel like keeping some facilities running drains precious resources from other sites in PSD. Are we being as efficient as we can with our dollars?

2.6  (2 )
Not enough ratings to rank



The outdoor areas are amazing for nature enriched programs and Outdoor Ed. pursuits. Being in nature teaches students about land stewardship and also provides an amazing opportunity to support mental health & positive behaviour.

3.6  (2 )
Not enough ratings to rank



costs

3.0  (3 )
Not enough ratings to rank

