REPORT SUBMITTED BY: PATRICIA COX
TO
ROBERT CRAIG, ACTING DIRECTOR, CAPITAL PLANNING NORTH
ALBERTA EDUCATION

Final Draft - February 15, 2017

NORTHERN GATEWAY REGIONAL DIVISION No. 10
VALLEYVIEW SCHOOLS, VALLEYVIEW, ALBERTA

VALUE SCOPING WORKSHOP

EXECUTIVE SUMMARY

On November 16 & 17, 2016, a value scoping workshop was undertaken by Alberta Education with Northern Gateway Regional Division No. 10 in Valleyview, Alberta. The schools which were the subject of the value scoping were Oscar Adolphson Primary School. Harry Gray Elementary School, and Hillside Junior/Senior High School.

Oscar Adolphson Primary School is a Kindergarten to Grade 3 school with a rated capacity of 306, a 2015-16 adjusted enrolment of 192 and a space utilization rate of 63%. The original school was built in 1964 and had one portable added in 1979 and an exterior upgrade and partial interior upgrade in 1994.

Harry Gray Elementary School is a Grade 4 to 6 school with a rated capacity of 321, a 2015-16 adjusted enrolment of 179 and a space utilization rate of 56%. The original school was built in 1954 and 1956; however, these sections were demolished and a replacement structure completed in 1957. Sections were added in 1976, 1984, 1986, 1992 and 2005.

Hillside Junior/Senior High School is a Grade 7 to 12 school with a rated capacity of 803, a 2015-16 adjusted enrolment of 479 and a space utilization rate of 60%. The original school was built in 1959 and had seven additions between 1963 and 1984.

The value scoping session was attended by 12 participants from Northern Gateway Regional Division including a School Board Trustee, the Superintendent, the Secretary-Treasurer, the Director of Transportation, the Director of Maintenance, the principals of all three schools. The Mayor and CAO of the Town of Valleyview and the General Manager of Community Services for the MD of Greenview also participated. Also in attendance was staff from Alberta Education and Alberta Infrastructure as well as architects and cost consultants who provided technical expertise to assist in the process (Appendix 1).

On November 16, participants toured Oscar Adolphson Primary School, Harry Gray Elementary School and Hillside Junior/Senior High School. Several context-setting presentations were provided by the Director of Maintenance, Manager from Infrastructure and the Superintendent. The architect from Group2 did a presentation regarding school modernizations, after which participants brainstormed the programming needs and functional considerations for Division I, II and III & IV.

Participants then prioritized the school's programming needs using a dot voting exercise. The highest priority program needs for Division I are: Site - separation of drop off, bus, and parking; Learning Commons (library); and Daily Physical Activity. For Division II, the highest priority program needs are: Daily Physical Education; Learning Commons; and Break out spaces; and for Division III & IV: CTS - all current strands/clustered together (i.e. Industrial Arts, Foods and Fashion and Graphics); Fine Arts: Drama, Band, Art, Performance Space/Stage; and open work spaces that open up to flexible spaces. (For complete list see Appendix 2).

After the prioritization exercise, participants worked in two groups with the assistance of architects, the cost consultants and government staff, using large-scale school floor plans. Northern Gateway School Division requested a change to the grade structure from a Kindergarten to Grade 3, Grade 4-6 and Grade 7-12 schools to one Kindergarten to Grade 12 school. As a result of this, the two design groups created three potential modernization options.

During the evening of November 16, the cost consultants prepared cost estimates for each of the options, and Thursday, November 17, the architects presented and discussed each of the three design options. The cost consultants did a brief presentation to explain the costing process and the cost estimates for each option were presented, including estimates for a new 850 capacity Kindergarten to Grade 12 school. The cost estimates for these designs were $25.3 million; $29.4 million and $32.6 million. The estimate for a new Kindergarten to Grade 12 850 capacity school was $36.8 million. Drawings and cost estimates are included as Appendix 4.

Robert wrapped up by acknowledging the hard work done by the participants throughout the complex value scoping process. He complimented the group on working together to develop a defensible approach to go forward with the project. Robert indicated he would be organizing a follow up meeting with the jurisdiction to discuss the report and identify a preferred option.

Participants provided a personal reflection on the process. Overall participants were pleased to have the opportunity to participate and be involved in the value scoping process.

NORTHERN GATEWAY REGIONAL DIVISION
VALLEYVIEW SCHOOLS
VALLEYVIEW, ALBERTA
VALUE SCOPING WORKSHOP

On November 16 & 17, 2016, a value scoping workshop was undertaken by Alberta Education with Northern Gateway Regional Division in Valleyview, Alberta. The schools which were the subject of the value scoping were Oscar Adolphson Primary School. Harry Gray Elementary School, and Hillside Junior/Senior High School.

The discussion process was initiated by Capital Planning North of Alberta Education. It was facilitated by Patricia Cox. The value scoping session was attended by 12 participants from Northern Gateway Regional Division including a School Board Trustee, the Superintendent, the Secretary-Treasurer, the Director of Transportation, the Director of Maintenance, the principals of all three schools. The Mayor and CAO of the Town of Valleyview, and the General Manager, Community Services of the MD of Greenview also participated. Also in attendance was staff from Alberta Education and Alberta Infrastructure as well as architects and cost consultants who provided technical expertise to assist in the process (Appendix 1).

SETTING THE CONTEXT

Valleyview Schools:

Oscar Adolphson Primary School is a Kindergarten to Grade 3 school with a rated capacity of 306, a 2015-16 adjusted enrolment of 192 and a space utilization rate of 63%. The original school was built in 1964 and had one portable added in 1979 and an exterior upgrade and partial interior upgrade in 1994. The Facility Condition Rating (FCR), (2012) is 11.68%.

Harry Gray Elementary School is a Grade 4 to 6 school with a rated capacity of 321, a 2015-16 adjusted enrolment of 179 and a space utilization rate of 56%. The original school was built in 1954 and 1956; however, these sections were demolished and a replacement structure completed in 1957. Sections were added in 1976, 1984, 1986, 1992 and 2005. The FCR is 19.10% (2014).

Hillside Junior/Senior High School is a Grades 7 to 12 school with a rated capacity of 803, a 2015-16 adjusted enrolment of 479 and a space utilization rate of 60%. The original school was built in 1959 and had seven additions between 1963 and 1984. The FCR is 19.26% (2010).

THE PROCESS

On November 16, Kevin Andrea, Superintendent of Northern Gateway Regional Division, welcomed participants. He thanked everyone for coming and confirmed that Northern Gateway Regional Division's top priority is a new Kindergarten to Grade 12 school in Valleyview. He indicated that they currently have three separate school buildings, and the challenge is whether we do a major modernization of an existing

school facility or build a new school. The schools serve an overall population of Valleyview of 1,972 and between 5,000 and 7,000 in the outlying areas. He also indicated that they had not been through a value scoping prior and they want to ensure students have a modern facility to meet their education needs now and well into the future.

Participants were then asked to introduce themselves and identified their connection to the school. Following introductions, a brief outline of the process for the two-day session was provided, indicating that the following activities would be undertaken:

- Purpose and goals of value scoping sessions
- Review of the modernization history and facility audits for Oscar Adolphson Primary School, Harry Gray Elementary School and Hillside Junior/Senior High School
- Context setting presentations by Northern Gateway Regional Division
- The architect from Group2 Architects will then provide a brief presentation on what can be accomplished in a modernization
- Brainstorming - Participants will identify the important considerations and possible components for a modernization
- Participants will engage in an activity to prioritize the identified needs
- Everyone will then be divided into groups to work with the architects and government staff to develop draft modernization plans, incorporating the high priority needs.
- Cost Consultants from Tech-Cost Consultants Limited will take the designs and cost them in the evening
- On day two, each design will be discussed
- The Cost Consultants will then provide a general presentation on how they estimate the costs and will then review the costs for each of the options that have been developed
- Participants will have an opportunity to evaluate the options, and
- Robert Craig will close the session with a wrap up and next steps.

Subsequent to the explanation of the process, context-setting presentations were made by:

- Robert Craig, Acting Director, Alberta Education
- Randy Lovich, Director of Facilities, Northern Gateway Regional Division
- Mark Latimer, Manager, Alberta Infrastructure
- Kevin Andrea, Superintendent; Sherri Howey, Principal, Oscar Adolphson Primary School; Bonnie Countryman, Principal, Harry Gray Elementary School; and Darlene Wood, Principal, Hillside Junior/Senior High School
- Doug Ramsey, Architect, Group2 Architects

The over-all purpose of the presentations was to provide additional context for the school tour and the detailed facility discussion.

CAPITAL PLANNING PRESENTATION

Robert Craig, Acting Director, Capital Planning North, Alberta Education, spoke about the purpose and goals of the value scoping session and the economic context currently affecting capital project approvals in Alberta. Robert indicated that the Value Scoping sessions utilize independent consultants and facilitators. The sessions assist school jurisdictions develop a 30 year facility solution to meet the programming needs of students. The vision is equity of access across the province to meet the needs of all students. Given the current fiscal challenges the solution needs to provide good education programming and be effective and efficient.

Mr. Craig also discussed the criteria for identifying projects for approval. He indicated that a new school at the Valleyview Recreation Facility would fall into the new/replacement school category. The session will need to identify that a replacement school is a solution if it is determined that the other three school facilities are at the end of their useful life and cannot be cost effectively modernized to meet current standards for program delivery. The current three school buildings provide the baseline for a modernization. The solution must meet the criteria for a modernization or replacement school before he can recommend the project to the Minister for approval.

The previous guidelines of replacing a school if the cost for modernizing was greater than 75% of the cost of a new school is no longer a hard rule. Modernization of existing facilities will be considered if the cost to upgrade the existing schools to current program delivery standards is less than the cost of building new space. Consideration must be given to whether the school meets the functional needs of the students and if it can be modernized to meet students' needs for the next 30 years.

Currently there are functional challenges in all three buildings and there may be more functionality in a new school. Participants will have an opportunity to brainstorm the functional needs of each of the schools and identify challenges during the tour. Participants will also have an opportunity to evaluate each of the options at the end of the session.

HISTORY OF MODERNIZATION AND FACILITY AUDIT PRESENTATION

Mark Latimer, Manager at Alberta Infrastructure and Randy Lovich, Director of Facilities at Northern Gateway Regional Division provided the following:

Oscar Adolphson Primary School

- The most recent audit was conducted on October 18, 2012. The 5-year FCR: 11.68%

- General Summary
    - Originally constructed in 1964. One portable was added in 1979 and constructed as a permanent addition.
    - In 1994, exterior upgrade and partial interior upgrades with a single classroom addition to the north elevation (Library) were completed.
    - The school is a single storey with a total gross area of 2,115.24 m^2.
    - There are 11 classrooms, 1 ECS, 1 pre-school, a gymnasium and a library. There are also staff rooms, a main office, a kitchen, a copy room, janitorial rooms, student and staff washrooms and service rooms.
    - Structural Summary – structure of the building is considered in acceptable condition.
    - Envelope Summary – exterior building envelope is considered in acceptable condition.
    - Interior Summary – all interior finishes are in acceptable condition.
    - Mechanical Summary – mechanical system components are considered in acceptable condition.
    - Electrical Summary – Overall, the electrical systems in the school are acceptable condition.
    - The overall condition of the school was in generally acceptable condition.

- Randy Lovich provided the following:
    - There is only one portable on the school.
    - In 1994, the HVAC was upgraded.
    - From 1999 to 2016, Northern Gateway Regional Division put in $823,000 of Infrastructure Maintenance and Renewal (IMR) Funding into the school.
    - Other areas that have been upgraded included: flooring, mechanical, hot water tank, totally re-roofed.
    - Asbestos was discovered in the old mechanical room and was contained.

- A question was asked about the FCR ratings and the following was provided:
    - FCR less than or equal to 15% = Good condition
    - FCR between 16 and 39% = Fair condition
    - FCR greater than or equal to 40% = Poor condition
    - Robert indicated that the FCR records events such as boilers but does not cost other events such as labor. For projects identified in the facility audits, the cost is all inclusive (materials and labour).

Harry Gray Elementary School

- The most recent audit was conducted on January 23, 2014. The 5-year FCR: 19.10%

- General Summary
    - Original buildings were constructed in 1954 and 1956.
    - These were demolished and a replacement structure was completed in 1957.
    - Additions were constructed in 1976, 1984, and 1986.
    - In 1986, the 1957 structure was modernized.

- In 1992, addition to staff room and office was completed.
- In 2005, cold storage building was added and an expansion to the gymnasium storage area was completed.
- Structural Summary – structure of the building is considered in acceptable condition.
- Envelope Summary – exterior building envelope is considered in acceptable condition.
- Interior Summary – all interior finishes are in acceptable condition.
- Mechanical Summary – mechanical system components are considered in acceptable condition.
- Electrical Summary – Overall, the electrical systems in the school are good condition.
- The school facility is in overall acceptable condition.

- Randy provided the following:

  - From 1999 to 2016, Northern Gateway Regional Division put in $370,000 in IMR funding into the school.
  - One set of furnaces were replaced in 2009.
  - Other upgrades include: hot water tank, water fountains, sidewalks, flooring and the roofing has been completely done.

Hillside Junior/Senior High School

- The most recent audit was conducted on September 20, 2010. The 5-year FCR: 19.26%

- General Summary
  - Original one storey school; 725 m^2 constructed in 1959.
  - There were seven additions between 1963 and 1984.
  - In 1984, the 1959 and 1963 sections were modernized. The gross area is 7,984 m^2.
  - Structural Summary – structure of the building is considered in acceptable condition with work required to repair movement of the stoops on the exterior of the school.
  - Envelope Summary – exterior building envelope is considered in acceptable condition.
  - Interior Summary – all interior finishes are in acceptable condition.
  - Mechanical Summary – mechanical system components are considered in acceptable condition.
  - Electrical Summary – Overall, the electrical systems in the school are acceptable condition.
  - The school facility is in overall acceptable condition.

- Randy provided the following:
    - From 1999 to 2016, Northern Gateway Regional Division put in $993,000 in IMR funding into the school.
    - Areas and components that have been replaced or upgraded:
        - The boilers were replaced.
        - The building has been all reroofed.
        - The Science and Home Economics rooms were modernized.
        - The entry steps from the gymnasium were upgraded.
        - The washrooms and change rooms were upgraded 12 years ago.
        - The flooring was addressed.
        - The mechanical and electrical systems were upgraded.
        - The crawl spaced was addressed.
        - Site drainage issues were addressed.
        - Sound issues were addressed - not slab on grade.
        - Removed hazardous materials in flooring.
        - Remediated mold as a result of a flood in the school.

Other Discussion:

- Robert Craig identified that the total capacity of all three schools is 1,430 and the student population of the schools is 850, which provided an overall utilization of 59%. Plant Operation and Maintenance (PO&M) funding is student driven so it is a challenge for the jurisdiction to operate 1,430 spaces with funding for only 850 spaces.

- Kevin Andrea identified that PO&M puts rural Alberta at a disadvantage as populations have shifted from rural to urban. He indicated that he will continue to advocate for a review of the current PO&M formula.

NORTHERN GATEWAY REGIONAL DIVISION PRESENTATIONS

Sherry Howey, Principal, Oscar Adolphson Primary School presented the following:

Demographic Information

Position	Current Year	Previous Year
Principals Administrative FTE	0.75	0.50
Teaching Staff FTE	10.00	10.51
Secretary FTE	0.93	0.93
Teacher Assistant FTE Junior Kindergarten 0.86 PUF 2.06 Western Cree 0.46 CAP Inclusive Education 2.72	6.11	5.90
First Nations, Metis and Inuit Liaison FTE	0.39	0.00
Librarian/Learning Commons Facilitator FTE	0.46	0.25
Student Population	158.00	157.50

Programming Highlights

Course	Facility	Enhancement
Physical Education	Gym PE Equipment Room	Larger area
Music	Music Room - Classroom	Sound Proof
Library	Library	Learning Commons
Art	Art Room - Classroom	Storage for equipment and supplies - rack for drying and framing for display, sink
Culture	Classroom	Space for games and role play
Sensory	Sensory Room attached to classroom	Inclusive Education classroom where Sensory can be supervised by a teacher
Computer Lab	20 working computers	1 to 1 Chrome books

Service Highlights

Service	Facility	Enhancement
Service	**Facility**	**Enhancement**
Counseling	Speech Room	Office
Partnership Approach to Literacy (PAL)	Any available space	Office/Library
OP/PT/SLP	Room/Student Record Room	Office/Sensory Room
Leveled Literacy Intervention	Inclusive Ed Room/Sensory Room	
Video Conferencing	Anywhere available	Conference Room
Kitchen	Staffroom	Dedicated space

Bonny Countryman, Principal, Harry Gray Elementary School presented the following:

Demographic Information

Position	Current Year	Previous Year
Principal Administrative FTE	0.70	0.76
Counseling FTE	0.30	0.30
Teaching Staff FTE	8.00	8.52
Secretary FTE	1.00	1.00
Teacher Assistant FTE	4.32	4.25
First Nations, Metis and Inuit Liaison FTE	0.77	0.30
Librarian/Learning Commons Facilitator FTE	0.43	0.43
Technical Assistant FTE	0.23	0.23
Student Population	152	165
Student Population per grade (2016-2017)	Gr. 4 - 42; Gr. 5 - 52; Gr. 6 - 58	

Programming Highlights

Course	Facility	Enhancement
Physical Education	Gym PE Equipment Room Storage Room	Built in sound system
Drama	Stage Lighting in gym for productions	Larger prop room; Exit on/off both sides Additional Lighting
Music	Music Room - Classroom	Sound Proof
Band	Band Room - Classroom	Sound Proof
Library	Library	Learning Commons
Makerspace	Makerspace - Classroom	Connected to Learning Commons room
Art	Art Room - Classroom Art Storage Room	Connected to Learning Commons room
Learning Assistance Center	Classroom	

Service Highlights

Service	Facility	Enhancement
Counseling	Office	
Partnership Approach to Literacy (PAL)	Office	
OP/PT/SLP	Office	
Leveled Literacy Intervention	Conference Room	
Video Conferencing	Conference Room	
Indigenous Support Worker	Classroom	
Canteen	Part of a classroom	Build a separate canteen room

Darlene Wood, Principal, Hillside Junior/Senior High School presented the following:

Position	Current Year	Previous Year
Principal Administrative FTE	1.00	1.00
Assistant Principal Administrate FTE	0.50	0.50
Counseling FTE	1.00	1.00
Indigenous Support Teacher FTE	0.75	0.75
Teaching Staff FTE	24.60	25.00
Secretary FTE	2.00	2.00
Teacher Assistant FTE	4.00	3.00
Librarian/Learning Commons Facilitator FTE	1.00	1.00
Technical Assistant FTE	0.30	0.30
Student Population Hillside (Outreach)	454 (43)	446 (28)
Student Population per grade (2016-2017)	55 / 55 / 70 /99 / 87/ 88	

Programming Highlights

Course		Facility	Enhancement
Fine Arts	Drama	Stage/Sound System	- Bring lights up to standard including wiring/controls - Light rigging - Storage space - Add back stage
Fine Arts	Band	Dedicated Band Room	
Fine Arts	Art	- Dedicated Art room - storage, kiln area, student portfolio cupboards - School wide display areas - Lots of working space for large classes/projects	
CTS	Welding	Large space for construction/storage/working area	Drop Down electrical access
CTS	Mechanics	Hoist/Bay Doors/Tools	Older Build so room is drafty
CTS	Woodworking	- Space/Large Equipment/ Dedicated/Finishing/Painting/ Storage Rooms - Good lighting - Air Handling System	
CTS	Foods	5 kitchen cook areas	
CTS	Fashion		
CTS	Graphic Arts	- Stand-alone Computer area - Commercial print/cutter - Sublimation - Vinyl cutter - Commercial Embroidery Machine - Commercial Flatbed cutter	- More space - Relocate CTS spaces closer to each other to allow cross-over between courses
Core Courses	Science	Chemical Storage Areas (2) Material Storage Areas (2)	- Storage Areas for all science classes - Dedicated Prep Area with - Fume Hood - Lab station areas in Bio lab - Better lighting -Effective Drains in Sinks
Core Courses			Integrated Sound Systems in Classrooms
Core Courses	Physical Education	2 Gyms Weight Room	

School			Replace Telephone and Intercom systems

Student Supports

Course		Facility	Enhancement
Student Counselling		Offices for - Career Counsellor - Personal Counsellor - Outside Agencies (3)	
Indigenous Support		Dedicated Space	
Cafeteria		Food service is able to be provided to students	

Extra Curricular

Course		Facility	Enhancement
Sports	Football	- Weight Room - Equipment/Team Room - Football Field on-site	
Sports	Basketball	- Two gyms allow us to host tournaments in one facility	Better seating for spectators and team in North Gym
Sports	Volleyball	- Two gyms	Better seating in both gyms
Sports	Track and Field	- 6 lane 400 m track - Jumping pits - Throwing areas	Throwing areas need improve fencing for safety
Community Use			Make securing of the building more efficient
Graduation			Stage and seating capacity limits graduations
Cafeteria		Food service is able to be provided to students	

Kevin Andrea, Superintendent, presented the following enrollment projections:

Kevin Andrea provided information on current and projected enrolments for the three schools. He provided the following:

- The total enrolment for all three schools for 2016/2017 is 765 students. The breakdown is as follows: Oscar Adolphson Primary School at 157 students; Harry Gray Elementary School at 152 students and Hillside Junior/Senior High School at 456 students.
- Of the 765 students, 136 are First Nation Metis and Inuit students and 202 are Western Cree students. Students are bussed from the reserve.

- Mr. Andrea indicated that he adjusted enrolments for 2017 and advanced Early Childhood Services through to 2021/2022 for the following projections:
    - Oscar Adolphson Primary School is projected to increase from 157 students to 170.6 students

    - Harry Gray Elementary School is projected to decrease from 152 students to 139.2 students
    - Hillside Junior/Senior High School is projected to decrease from 456 students to 408 students.
- Total enrolment projections for all three schools are 765 students to 718 students by 2021/2022.
- Valleyview currently has an Education Services Agreement with Sturgeon Lake Cree Nation. Students attend Valleyview schools contingent on space and programming.
- First Nations high school students began attending Hillside Junior/Senior High School as the reserve does not offer high school programs.
- Hillside Junior/Senior High School also offers programs in Grade 10-12 for Lakeland Roman Catholic Separate School District students, as the current Catholic school offers Early Childhood Services to Grade 9.
- Discussion:
    - The current challenge is that the schools were built between 1957 and 1964, and the community will need to be prepared to close three schools for a new school.
    - Northern Gateway Regional Division will work with the community.
    - The issue of the number of buses that would potentially provide transportation for students at the Hillside Junior/Senior High School site was raised. Northern Gateway currently has 19 buses and Sturgeon Lake has 7 buses.
    - Northern Gateway Regional Division also indicated that Lakeland School Division provides full day kindergarten as opposed to their half day kindergarten, which has attracted some Early Childhood Services students.

DISCUSSION ON SITES AND PARTNERSHIPS WITH THE TOWN OF VALLEYVIEW AND MD OF GREENVIEW

The following points were made on sites and partnerships in Valleyview:

- There is an opportunity to build a new school facility at the Valleyview Recreation Facility, which is scheduled to open in September 2017.
- The recreation facility will provide students with the use of:
    - The field house
    - Three basketball courts
    - Two swimming pools
    - A fitness centre
    - A walking track
    - A commercial kitchen
    - A gymnasium
    - Dance studio
- The high school could also hold basketball tournaments on the three courts.
- The facilities in the current arena will also be added to the recreation facility in about 20-25 years at the end of their useful life

- The school would be able to use two of the gymnasium courts during the day to hold two classes and one court would be open to the public.
- Both Kevin Andrea and Vern Lymburner identified they were open to discussing the option further. The Mayor indicated he had initial designs of the recreation facility if required.

DISCUSSION AND CONFIRMATION OF ENROLMENTS, CAPACITY, SITE CONSIDERATIONS AND PARTNERSHIP OPPORTUNITIES

Participants then discussed and clarified enrolment, capacity, site considerations, and partnership opportunities for each of the Valleyview schools.

Oscar Adolphson Primary School

- Early Childhood Services to Grade 3 School
- Current enrolment - 157
- Projected Enrolment – for 2021-2022 - 170.6 students
- 2015/2016 - total net capacity 306, adjusted enrolment 192; utilization 63%
- Programs:
  - Physical Education
  - Art
  - Computer Labs
  - Music
  - Culture
  - Counsellor
  - Library
  - Sensory Room
  - Junior Kindergarten
  - OT/PT/SLP
  - Partnership Approach to Literacy
  - Leveled Literacy Intervention
- Site: Northern Gateway School Division owns all of the land. This site is the flattest land; however there are drainage issues to the North and East
- Partnerships:
  - Snack program with Pembina
  - Joint Use Agreement
  - 4H Club
  - Zumba
  - Yoga
  - Softball in the gymnasium
  - Little Rascals Youth Program

Harry Gray Elementary School

- Grades 4 to Grade 6 School
- Current enrolment - 152
- Projected Enrolment – for 2021-2022 - 139.2 students
- Current utilization - total net capacity 321; adjusted enrolment 179; utilization 56% - 2015/2016
- Programs:
  - Indigenous Support class
  - Physical Education
  - Drama
  - Music
  - Band
  - Library
  - Art
  - Counselling
  - Partnership Approach to Literacy
  - OT/PT/SLP
  - Leveled Literacy Intervention
  - Computer Lab
  - Learning Assistance Centre
- Site:
  - Northern Gateway Regional Division owns the land
  - Small site; drainage issues in 1984 addition
  - Playground adjacent to municipal land and school division land
- Partnerships:
- Snack program with Pembina
  - Joint Use Agreement
  - 4H Club
  - Zumba
  - Yoga
  - Softball in the gymnasium
  - Little Rascals Youth Program
  - Gymnasium community use
  - Partnership Approach to Literacy

Hillside Junior/Senior High School

- Grades 7 - 12 School
- Current enrolment - 456
- Projected Enrolment – for 2021-2022 - 339 students (updated to 408 students by Superintendent on November 19, 2016)
- Current utilization - total net capacity 803; adjusted enrolment 479; utilization 60% - 2015/2016
- Programs:
  - Fine Arts - Drama, Band, Art
  - CTS - Welding, Mechanics, Woodworking

    - CTS - Foods, Fashion, Graphic Arts
    - Sciences
    - Physical Education
    - Career Counselling
    - Indigenous Support class
    - Extracurricular activities
    - Community Use
- Site:
    - Northern Gateway School Division owns land - 20 acre site for Oscar Adolphson Primary School and Hillside Junior/Senior High School
    - Site has drainage issues
    - Parking issues - no distinction for staff, students, parent drop off or busing
- Partnerships:
    - Work Experience - Community Businesses
    - Registered Apprenticeship Program with local businesses
    - Green Certificate with local farmers
    - Dual Credit courses with Grande Prairie Regional College

TOUR OF SCHOOLS

Randy Lovich, Director of Facilities, and the three principals toured participants through Oscar Adolphson Primary School, Harry Gray Elementary School and Hillside Junior/Senior High School.

PRESENTATION BY ARCHITECTURAL CONSULTANTS

Doug Ramsey of Group2 Architects spoke about some of the trends and possibilities in school modernizations:

- Doug presented photos of Peace Wapiti School, a school built in the early 1960s and a project he worked on - the focus was on the exterior and entrance way to the school. They also upgraded the façade and roof.
- He also discussed Fort Saskatchewan School, built in 1949. It houses a Kindergarten to Grade 9 Christian School and a Kindergarten to Grade 6 public school. He provided photographs of the open space learning commons, the transformed administration, corridors and washrooms.
- Another example of a modernization was to Ponoka Composite High School. Components included:
    - Changes to the school included individual/small groups areas to support the teacher as facilitator
    - Laboratory spaces were opened up for students to work on projects
    - The corridor was opened to the lunch area
    - A glass wall opened up light to the computers
    - The school had a very large footprint and large CTS space
    - The modernization was all about supervision - visual connection and student safety

- Ponoka Elementary School was also modernized. Components included:
  - Spaces for specialists, including small breakout rooms
  - Opened up the corridors for student gathering areas and provided a direct visual link from the administration suite to the student gathering area
  - The shape of the school was an egg crate with corridors and rooms on either side. The modernization opened up the classrooms to the corridors with the use of translucent garage doors that could be opened and closed when needed
- Doug also identified that the Fultonvale School (built in 1969) modernization had additional space on the site and it was important to keep the existing school due to the cultural aspect. They added a gymnasium and Learning Commons to the school. The original school had a donut shape - opened in centre to learning commons, which was highlighted by sky lights and sliding glass doors. Furniture also plays a huge role in how the school is used and needs to be movable and easily reconfigurable.

Doug then compared the spaces and gross areas of each of the schools against a new school building with similar capacity.

Oscar Adolphson Primary School

- Is a 306 capacity school with a utilization of 63%.
- Compared with a new 300 capacity school:
  - New school gross area is 2,800 m^2; Oscar Adolphson is 2,115 m^2; a difference of 753 m^2.
  - There is no large ancillary space (130 m^2) or science room in the current school.
  - There are two small ancillary rooms - one is currently used for Early Childhood Services.
  - More gymnasium storage is needed in current school.
  - There is no information services room in the current school.
  - The gymnasium is the current school is half the size of the new school space standards.
  - The library in the current school is half the size of the new school space standards.
  - The administration space in the current school is smaller.
  - There are no wrap around services in the current school.

Harry Gray Elementary School

- Is a 321 capacity school with a utilization of 56%.
- Compared with a new 350 capacity school:
  - New school gross area is 3059 m^2; Harry Gray is 2,675 m^2; a difference of 484 m^2.
  - The current gymnasium is undersized.
  - The current school is short on storage.
  - The Library in the current school is undersized.
  - There are no wrap around services in the current school.

Hillside Junior/Senior High School

- Is a 803 capacity school with a utilization 60%.
- Compared with a new 800 capacity school:
  - New school gross area is 7,752 m^2; Hillside is 7,976 m^2, which is over by 225 m^2.
  - Current school has two gymnasiums, which is an advantage.
  - There are no wrap around services in the current school.
  - Flexibility is included in the cafeteria/student gathering area.
  - Current school has 893m^2 of CTS space (two home economics, one business education and one shop area).

BRAINSTORMING: SCOPE OF MODERNIZATION

Following the context-setting presentations and school tour, the group brainstormed the important considerations and possible components for programming for students at the Division I, Division II and Division III & IV levels. The ideas generated by the brainstorming process were recorded on chart paper for use in the subsequent prioritization exercise. The suggested elements and important considerations for a modernization (not in any priority order) were:

Division I

- High speech language needs - need Speech Language Pathology/Occupational Therapy/Physical Therapy/space for movement
- Sensory room with supervision
- Opportunity to offer Full Day Kindergarten
- Handicapped/accessible washrooms
- Learning Commons (library)
- Technology - WIFI, charging stations, additional outlets
- Video Conferencing suite
- Kitchen
- Daily Physical Activity
- Raise low ceilings
- Wrap around services
- Natural lighting
- Storage
- Art room with sinks
- Site - separation of drop off, bus, and parking
- Playground

Division II

- Daily Physical Education
- Kitchen/canteen
- Wrap Around Services (including offices)
- Natural light views to the outdoors
- Sinks in the classrooms for Grades 4 to 6

- Break out spaces
- Early Literacy Initiative
- Art room
- Video Conferencing suite
- Lack of administration space/Infirmary
- Storage
- Learning Commons
- Personal reflection space
- Band room and Music program rooms
- Sensory room
- Need assisted washroom with shower
- Stage is not accessible
- Entire school barrier free - currently only on the south side of school
- Maker space to Learning Commons/Library
- Playground
- Indigenous classroom
- Technology, including WIFI, charging stations, additional outlets
- Site - separation of bus and parent drop off/parking

Division II & IV level

- CTS - all current strands/clustered together (i.e. Industrial Arts, Foods and Fashion and Graphics)
- Open work spaces that open up to the flexible space
- Video Conferencing suite (also for Dual Credit use)
- Security of building for after-hours use
- Food service/lunch program
- Wrap Around Services in a private location
- Fine Arts: Drama, Band, Art, Performance Space/Stage
- Sports programs - curricular and extra-curricular
- Barrier free/accessibility
- Personal reflection space
- Site - parking for staff and students; busing; parent drop off and drainage issues
- Indigenous Support areas
- Break out spaces
- Assisted washroom
- Student gathering
- Exterior cold storage
- Student flow - ease current congestion
- Loading area for supplies
- Satellite Maintenance Department area
- Playing Fields: football, track and field, soccer, baseball diamond

PRIORITIZATION EXERCISE

The above lists of possible components of programming for students in Division I, Division II and Divisions III & IV were then used as the basis for a prioritization exercise. Each participant was given six coloured “dots” and was asked to place one dot beside each of his/her top six priorities. The participants from Northern Gateway Regional Division and the municipalities were all given the same colour dots. The government staff members and consultants had a different colour. When this activity was completed, the participants were given six more dots of a different colour and were asked to place one dot beside each of the six items that they saw as their lowest priorities. In identifying the lowest priorities, it was emphasized that these were not necessarily unimportant items, simply of a lesser priority than the others. The table in Appendix 2 shows the detailed results of this exercise. The results are summarized below. Numbers in brackets show the number of high priority dots placed on each item.

Division I

The design elements receiving the most high priority dots from Northern Gateway Regional Division and municipality participants were:

- Site - separation of drop off, bus, and parking (7)
- Daily Physical Activity (6)
- Learning Commons (library) (5)
- Natural lighting (5)
- Technology - WIFI, charging stations, additional outlets (5)
- Wrap Around Services (4)

The elements with the greatest combined total number of high priority dots were:

- Site - separation of drop off, bus, and parking (10)
- Learning Commons (library) (9)
- Daily Physical Activity (9)
- Wrap Around Services (8)
- Natural lighting (8)

Division II

The design elements receiving the most high priority dots from Northern Gateway Regional Division and municipality participants were:

- Daily Physical Education (13)
- Learning Commons (9)
- Break out Spaces (6)
- Site - separation of bus and parent drop off/parking (6)
- Band room and Music program rooms (6)

The elements with the greatest combined total number of high priority dots were:

- Daily Physical Education (15)
- Learning Commons (13)
- Break out Spaces (10)
- Site - separation of bus and parent drop off/parking (9)
- Wrap Around Services (including offices) (9)

Division III & IV

The design elements receiving the most high priority dots from Northern Gateway Regional Division and municipality participants were:

- CTS - all current strands/clustered together (i.e. Industrial Arts, Foods and Fashion and Graphics) (15)
- Fine Arts: Drama, Band, Art, Performance Space/Stage (11)
- Playing Fields: football, track and field, soccer, baseball diamond (10)
- Open work spaces that open up to the flexible space (9)
- Wrap Around Services in a private location (7)

The elements with the greatest combined total number of high priority dots were:

- CTS - all current strands/clustered together (i.e. Industrial Arts, Foods and Fashion and Graphics) (18)
- Fine Arts: Drama, Band, Art, Performance Space/Stage (12)
- Open work spaces that open up to the flexible space (12)
- Wrap Around Services in a private location (11)
- Site - parking for staff and students; busing; parent drop off and drainage issues (11)

Following the prioritization work, the participants were divided into two groups. Consultants and government staff were divided among the two groups which were led by Doug Ramsey and Caitlin Biggar. The task of the groups was to use a large scale school floor plan and the identified priority elements to develop a preliminary conceptual design for a modernization.

Prior discussion and direction provided for the exercise included:

- Grade structure will be Kindergarten to Grade 12.
- Current Hillside Junior/Senior High school is close to the size required for a 850 capacity new school.
- In designing the school, if a section is demolished, a section of equal area will need to be added back according to the current design standards.
- Gross area of the school must not be under 7,700 m^2.
- Tech Cost Consultants will also cost out a new 850 capacity Kindergarten to Grade 12 school as Option 4.
- All options will look at sprinklering the entire school.

- Groups can redesign any of the walls in the school
- Groups need to look at the CTS labs - currently at 650 m^2, which is almost two times the area eligible under the new standards.
- The board has the flexibility to meet program needs by taking area from somewhere else.
- Groups need to ensure there are 34 instructional spaces.
- Areas to be identified during the exercise: areas to be demolished or repurposed, areas to be added, and areas to be modernized.

The groups worked on this task and at the conclusion of the work, the cost consultants, Ryan Makar and Brandon Heger, took the draft designs so that they could work during the evening on costing out the preliminary plans.

Appendix 4 provides the draft designs along with costing information for each.

DAY TWO

On November 17, the day began at 8:30 a.m. with a brief recap of the previous day's work and the learnings from that work.

CRITERIA FOR EVALUATING OPTIONS

Participants were asked to complete an exercise to assist them in evaluating and identifying their preferred option: Criteria for Evaluating Options - Valleyview Schools. Seventeen criteria were developed for participants to use when evaluating each of the options. The criteria were reviewed and participants were asked if there were any of the Criteria that should receive a higher weighting than the others. Participants identified that all of the criteria were of equal importance and weighted them all the same.

Participants were also asked if there were any additional criteria that should be included. Participants agreed that the existing criteria were sufficient for the evaluation.

DISCUSSION OF MODERNIZATION OPTIONS

Doug then described the main features of the designs for Options 1, Caitlin for Option 2, and Doug for Option 3. Kevin described and costed the new 850 capacity Kindergarten to Grade 12 school as Option 4.

Option 1 - Demolish Oscar Adolphson; demolish Harry Gray Elementary School; full modernization to Hillside Junior/Senior High School (incudes full mechanical and electrical, fire suppression to main level and crawl spaces, exterior windows and finishes)

The elements of the design concept for the modernization of Hillside Junior/Senior High School are as follows:

- Demolish 2,115 m^2 (Oscar Adolphson); Demolish 2,675 m^2 (Harry Gray); preserve - major modernization (80%) 6,381 m^2; medium modernization (10%) 798 m^2; minor modernization (10%) 798 m^2.

- There are challenges with issues and floor plan to modernize into a Kindergarten to Grade 12 School.
- There are classrooms without windows in the basement.
- The north side of school does not have any natural light.
- Learning commons and student gathering located in front of school.
- There is insufficient instructional space - 5 to 6 classrooms short.
- The 80% major modernization includes sprinklering.
- Consideration given for parking, buses, site work, new stalls and paving.
- Costs include a construction contingency of 10%.
- Phasing - school will be boarded and taped off during construction.
- Soft costs include design fees and furniture and equipment.
- CTS furniture and equipment will need to be negotiated with Alberta Education and Infrastructure. The current allocation is $100,000 per lab.
- Costs also include 25 year life cycle costs.
- Total area = 7,976 m^2.

Option 2 - Demolish Oscar Adolphson Primary School' demolish Harry Gray Elementary School; full modernization to Hillside (includes full Mechanical and Electrical, fire suppression to main level and crawl spaces, exterior windows and finishes); demolish CTS shop, addition of 680 m^2 CTS and 600 m^2 classroom spaces.

The elements of the design concept for the modernization of Hillside Junior/Senior High School are as follows:

- Demolish 2,115 m^2 (Oscar Adolphson); Demolish 2,675 m^2 (Harry Gray); Demolish 680 m^2 (CTS at Hillside); Preserve - major modernization (80%) 5,837 m^2; medium modernization (10%) 730 m^2; minor modernization (10%) 730 m^2; New - 1,280 m^2.
- Demolish right side of the building.
- Added six classes and CTS labs
- Currently there are classes without windows.

- Concern that design demolishes the best section of the school (the 1984 section). Doug responded that functionally, the section does not meet the programming needs for students.

- Total area = 8,576 m^2.

Option 3 - Demolish Oscar Adolphson Primary School; demolish Harry Gray Elementary School; Hillside: demolish north wing (2 levels); demolish CTS shop, demolish Art room wing, north two storey addition; modernization (includes full Mechanical and Electrical, fire suppression to main level and crawl spaces, exterior windows and finishes)

- Demolish 2,115 m^2 (Oscar Adolphson); Demolish 2,675 m^2 (Harry Gray); Demolish 4,682 m^2 (Hillside); Preserve - major modernization 1,305 m^2; medium modernization 174 m^2; minor modernization 1,815 m^2; New - 4,425 m^2.

- Demolish two storey section.

- Demolish "butler building" - CTS to east side of building.

- Total area = 7,719 m^2.

Option 4 - Replacement Kindergarten to Grade 12 School (850 capacity)

The elements of the design concept are as follows:

- Demolish 2,115 m^2 (Oscar Adolphson); Demolish 2,675 m^2 (Harry Gray); Demolish 7,976 m^2 (Hillside); New - 7,719 m^2.

- Total area = 7,719 m^2.

- The existing field house provides opportunities for shared space. The school division would need to further explore the development of a partnership agreement with the municipality. Government would look carefully at the opportunity to reduce the area of the new school given the existing field house facility. Note that as this partnership has not yet been fully explored by the jurisdiction, costing of a new school reflects the cost of a full school including a gymnasium. Further work would be required to finalize the scope of a replacement school considering existing amenities on site.

Doug then asked participants to identify the opportunities and challenges of constructing a new Kindergarten to Grade 12 850 capacity school versus the modernization of Hillside Junior/Senior High School into a Kindergarten to Grade 12 School. The results are as follows:

Opportunities for Kindergarten to Grade 12 School	
New	**Modernization**
20 acre site give flexibility	Enhanced Career and Technology Studies
Established playing fields	Band Room
Libraries - public and school partnership	Libraries - public and school partnership
Use of existing field house	Location to curling rink and ice arena
K-12 - continuation of education programming; staff working together e.g. Literacy Program; Level 1 daycare program	K-12 - continuation of education programming; staff working together e.g. Literacy Program; Level 1 daycare program
Opportunity for community growth - assist with retention and attraction of students	Double gymnasium
	New section nicely laid out

Challenges for Kindergarten to Grade 12 School	
New	**Modernization**
	Circulation - student movement
	Site issue
	Water issues in North and East wings
	Barrier free/accessibility
	Have excess space for decanting

COSTING OF THE IDENTIFIED OPTIONS

Ryan Makar, Cost Consultant with Tech-Cost Consultants, then explained the general process used to establish a cost for a given scope of work. In order to prepare a cost estimate for a particular design, they capture information from recent new school construction projects and use that to develop a cost model to use in benchmarking.

He used a graphic which illustrated the Value Analysis process with the main steps:

- the pre-workshop gathering of information and analysis;
- the context setting presentations;
- the application of the group's creativity and judgement to the information to create priorities and draft designs;
- the development of the cost estimates.

From this information, a cost per m² for new construction is developed. Currently, the cost of new school construction in Edmonton is about $2,700/m². Then, the location of the work is considered. The location factor for Valleyview is 25%. For the purpose of these estimates, the new construction cost for Valleyview is $3,375 /m².

The school is broken down into components and a cost per m² is established for each. The types of elemental components considered include structure, exterior envelope, roofing, interior construction, interior finishes, conveying, plumbing and fire protection, HVAC, electrical, equipment and furnishings, building site work, general requirements and fee, special construction and demolition and allowances.

Each component is evaluated based on whether the proposed changes constitute a minor, medium or major modernization or new construction. Minor modernization involves no structural changes or demolition. Medium modernization requires some structural work but no change to load-bearing walls, and major modernization involves major structural changes including such items as load-bearing walls, demolition and slab-on-grade. A cost per m², based on the cost of new construction, is assigned to each category and multiplied by the number of square metres affected. The cost consultant then looks at the areas that are being changed and brings together the areas and the rates to establish a construction cost.

Amounts are also assigned for the estimated cost of hazardous material abatement, a 5% contingency and any required demolition. Soft costs (such as fees, furniture and equipment) and phasing and decanting (if required) are also included. The estimates are done in current 2016 dollars, and no escalation has been applied.

Consideration is also given to Life Cycle costs to operate the facility for 25 years (e.g., maintenance, caretaking, water, gas, power). The purpose of life-cost planning is to use discounted cash flow analysis to determine the total costs of a building over a specified time frame in order to objectively assess the performance of the design in terms of durability, quality, energy usage and the like. All of these considerations need to be applied and an analysis done of how the changes will impact each other.
The cost estimating process also involves calculating what the 25-year operations and maintenance life cycle costing would be following the modernization.

The estimates for each of the draft designs are as follows:

- Option 1 - $25.3 million
- Option 2 - $29.4 million
- Option 3 - $32.6 million
- Option 4 - $36.8 million

Detailed costing information is contained in Appendix 5.

EVALUATION OF OPTIONS

Participants then evaluated the options using the Criteria for Evaluating Options - Valleyview Schools. Each participant was given a series of 17 criteria to rate each option, based on a Likert scale of 1 to 5, with 1 being "does not meet criteria" and 5 being "exceeds criteria".

Based on the total ranking of projects:

- Option 4 received the highest number of points = 1,248.5
- Option 3 received = 812.5
- Option 2 received = 780.5
- Option 1 received = 515

The Total Points for each option were then divided by the Total Estimated Cost for each option.

The subtotals for how each option meets the criteria resulted in the most expensive option receiving the highest score. By dividing the score into the estimated cost for each option and multiplying it by 10,000 the model identifies which option provides a relative indicator of how each option compares from a functional perspective compared to the capital cost (value for money).

Note that the scoring of the options reflected the viewpoints of the stakeholders. Further discussion between Alberta Education and the school jurisdiction is required to ensure all feasible options are explored with careful attention to capital costs of each option. A final decision on project scope rests with Alberta Education.

In the context of this value scoping, Option 4 provides the best value and Option 1 provides the least value.

Criteria	Option 1	Option 2	Option 3	Option 4
Total Points	515	780.5	812.5	1,248.5
Total Estimated Costs	$25.3	$29.4	$32.6	$36.8
Value for Money	0.21	0.27	0.25	0.34

For the complete analysis by question, see Appendix 3.

COMMENTS ON OPTIONS AND PROCESS

Kevin thanked the team and all participants for their hard work. He appreciated the participation of the Town of Valleyview and the MD of Greenview as they have a better understanding of Northern Gateway School Division educational facilities. They would be meeting in the near future. Kevin also thanked the trustees for identifying Valleyview as a capital priority.

Participants then commented on the options and process:

- Looking forward to next steps and recommendations from the school division
- One participant wanted to know when the project would go to concept design - response was that it would not go until approved, so the school division needed to get everything together, develop a site plan and discuss the playgrounds and sports field. Robert indicated that some engineering at a high level could be started with an architect.
- The session was interesting. The challenge will be sharing the vision with parents and students and anticipating a grieving process for the loss of the current school structures.
- Was appreciative that the discussion was around the project as it had been discussed years ago.
- The process will support school division staff to explain to parents that all participants and government do care about the parents and students. The process gave the opportunity to talk about concepts and issues.
- Better understanding of what is involved; will have to sell to the community the challenges involved.
- Was delighted that the municipalities were invited and is looking forward to working together.
- Felt way more informed and enjoyed the tours. The MD of Greenview is open to new visions, participating and discussing new concepts.
- Appreciated that government had compassion for the community and want the very best for children in the future. Northern Gateway Regional Division has an excellent education system and a new building will make it even better. The Town of Valleyview wants to complement and make the community better.
- Observed that the scores on the Evaluation Criteria reflected the complexity of the facilities and the need to bring them up to the standards. Whether a new or attached school, there is a lot of potential for the options. This was a very strong stakeholder group.
- Thanks for the tours and the open and constructive conversation.
- The cross section of expertise allowed the process to move smoothly.

WRAP UP AND NEXT STEPS

The session concluded with the identification of next steps and some concluding comments by Robert Craig.

Robert indicated it was a pleasure to spend time with the participants on the important work. Additional work needs to be done before the project approval and decisions will not be easy. Robert shared that if the school division and the municipalities wish to partner; they will need to have everything in place prior to approval of the project. A request for a replacement school would need to demonstrate that the full opportunities for use of existing amenities at the recreation centre have been explored.

Robert indicated that a draft report will be developed and reviewed by Alberta Education and Alberta Infrastructure and will then be provided to Northern Gateway Regional Division for their review. Robert will organize a meeting with Northern Gateway Regional Division to discuss and finalize the report.

Robert thanked everyone and indicated that there are now 20 project champions to share and discuss the information with the community. Participants can advocate for the project and eventually the facility will be one that all can be proud of and will meet the program needs of students.

Robert also identified that the success of the session was a clear reflection of stakeholder engagement, the high energy level of participants, and all collective efforts of all the participants during the session.

CONCLUSION

This value scoping session is the beginning of a planning process that is hoped will lead to a Valleyview School solution to enhance Northern Gateway School Division's ability to continue providing good learning opportunities for the students of Valleyview and area.

VALUE SCOPING SESSION **Appendix 1**
NORTHERN GATEWAY REGIONAL DIVISION #10

VALLEYVIEW SCHOOLS

VALLEYVIEW, ALBERTA
November 16 & 17, 2016

Agenda

Location: Paradise Valley Inn & Suites **(**3609 Highway Street)

Wednesday November 16, 2016

8:30 - 10:00 am	Welcome	Kevin Andrea
	Introductions	All
	Outline of the process for the two days	Patricia Cox
	Context setting, purpose, criteria and goals of Value Scoping sessions	Robert Craig
	Review of school facility modernization history for Hillside Jr/Sr High School Harry Gray Elementary School, Oscar Adolphson Primary School,	Randy Lovich/Mark Latimer
	School Division context setting presentations for Hillside Jr/Sr High School, Harry Gray Elementary School, Oscar Adolphson Primary School	Kevin Andrea
10:00 - 12:00 pm	Tour of Hillside Jr/Sr High School Harry Gray Elementary School, Oscar Adolphson Primary School	Randy Lovich
12:00 – 12:30	Lunch	
12:30 - 6:00 pm	Presentation regarding school modernizations	Group2 Architects
	Identification of facility and programming needs and functional analysis at Hillside Jr/Sr High School, Harry Gray Elementary School, Oscar Adolphson Primary School,	All
	Prioritization exercise	All
	Break	
	Possibilities and Opportunities for Facilities	Doug Ramsey
	Incorporation of high priority items into facility options using school floor plans	Small groups, Group2 Architects

Thursday, November 17, 2016

9:30 – 10:00	Recap of previous day; reflection on learnings	All
10:00 – 12:30	Discussion of modernization options	Group2 Architects, Groups
	Presentation regarding the preparation of cost estimates	Tech Cost
	Discussion of cost implications of options	Tech Cost
	Evaluation of the options	All
12:30 - 1:00	Wrap-up and next steps	Robert Craig
1:00 – 1:30	Lunch	

PARTICIPANTS

Northern Gateway Regional Division

Kevin Andrea, Superintendent
Rhett Czaban, Director of Transportation
Mike Gramatovich, Secretary-Treasurer
Sherry Howey, Principal, Oscar Adolphson Primary School,
Bonnie Countryman, Principal, Harry Gray Elementary School
Randy Lovich, Director of Maintenance
Les Serediak, Assistant Principal, Hillside Junior/Senior High School
Gerry Steinke, Trustee, Valleyview
Darlene Wood, Principal, Hillside Junior/Senior High School

Community Members

Vern Lymburner, Mayor, Town of Valleyview
Dennis Mueller, General Manager Community Services MD of Greenview
Marty Paradine, CAO, Town of Valleyview

Alberta Education

Robert Craig, Acting Director, Capital Planning

Alberta Infrastructure

Mark Latimer, Manager, Manager, School Facilities North
Greg Leitch, Director, North Region, Edmonton

Facilitation Team

Caitlin Biggar, Intern Architect, Group2 Architects
Brandon Heger, Cost Consultant, TCCL
Patricia Cox, Facilitator
Ryan Makar, Cost Consultant, TCCL
Doug Ramsey, Architect, Group2 Architects

Appendix 2

VALLEYVIEW SCHOOLS

The table below provides the results of the priority-setting exercise related to the programming priorities for Division I, II and III & IV students in the Valleyview Schools. It identifies the number of high and low priority 'votes' received by each element, as well as the source of the votes. The table is organized according to the numbers of positive votes given by the participants from Northern Gateway Regional Division and the municipalities. Where there were no positive votes from the division, the table is then organized according to the number of high priority votes from government staff and consultants. If there were no positive votes at all, the table is organized according to the total number of low priority votes, with the items receiving the most low priority votes at the bottom.

PRIORITY ELEMENTS FOR THE MODERNIZATION OF THE VALLEYVIEW SCHOOLS

Programming Priority For Division I Students	NG High	Government High	Total High	NG Low	Government Low	Total Low
Site - separation of drop off, bus, and parking	7	3	10	1	3	4
Daily Physical Activity	6	3	9	1	0	1
Learning Commons (library)	5	4	9	2	1	3
Natural lighting	5	3	8	0	3	3
Technology - WIFI, charging stations, additional outlets	5	2	7	0	0	0
Wrap Around Services	4	4	8	0	1	1
Handicapped/accessible washrooms	4	3	7	0	0	0
Raise low ceilings	4	0	4	2	0	2
High speech language - need Speech Language Pathology/Occupational Therapy/Physical Therapy/space for movement	3	2	5	2	3	5
Sensory room with supervision	3	1	4	0	1	1
Kitchen	3	1	4	1	1	2
Storage	3	0	3	4	1	5
Playground	2	0	2	6	1	7
Art room with sinks	1	0	1	1	1	2
Opportunity to offer Full Day Kindergarten	1	0	1	3	0	3
Video Conferencing suite	1	0	1	3	1	4

Programming Priority For Division II Students	NG High	Government High	Total High	NG Low	Government Low	Total Low
Daily Physical Education	13	2	15	1	0	1
Learning Commons	9	4	13	1	1	2
Break out Spaces	6	4	10	3	0	3
Site - separation of bus and parent drop off/parking	6	3	9	2	2	4
Band room and Music program rooms	6	0	6	2	0	2
Wrap Around Services (including offices)	5	4	9	0	0	0
Maker space to Learning Commons/Library	5	0	5	2	1	3
Entire school barrier free - currently only on the south side of school	4	4	8	0	0	0
Natural light views to the outdoors	4	3	7	4	1	5
Technology, including WIFI, charging stations, additional outlets	2	2	4	5	1	6
Art room	2	0	2	3	0	3
Personal reflection space	2	0	2	4	0	4
Sinks in the classrooms for Grades 4 to 6	1	0	1	2	2	4
Storage	1	0	1	2	0	2
Kitchen/canteen	1	0	1	2	0	2
Indigenous classroom	1	0	1	6	3	9
Need assisted washroom with shower	0	1	1	2	0	2
Early Literacy Initiative	0	0	0	0	1	1
Video Conferencing suite	0	0	0	0	0	0
Lack of administration space/Infirmary	0	0	0	3	0	3
Playground	0	0	0	3	0	3
Sensory room	0	0	0	2	2	4
Stage is not accessible	0	0	0	3	2	5

Programming Priority For Division III & IV Students	NG High	Government High	Total High	NG Low	Government Low	Total Low
CTS - all current strands/clustered together (i.e. Industrial Arts, Foods and Fashion and Graphics)	15	3	18	1	2	3
Fine Arts: Drama, Band, Art, Performance Space/Stage	11	1	12	2	3	5
Playing Fields: football, track and field, soccer, baseball diamond	10	0	10	2	0	2
Open work spaces that open up to the flexible space	9	3	12	0	1	1
Wrap Around Services in a private location	7	4	11	1	2	3
Personal reflection space	7	0	7	1	0	1
Site - parking for staff and students; busing; parent drop off and drainage issues	6	5	11	0	1	1
Sports programs - curricular and extra curricular	6	0	6	7	1	8
Indigenous Support areas	6	0	6	0	2	2
Barrier free/accessibility	4	3	7	0	0	0
Loading area for supplies	4	0	4	5	0	5
Exterior cold storage	2	0	2	1	0	1
Student flow - ease current congestion	2	0	2	1	1	2
Security of building for after hours use	2	0	2	3	2	5
Assisted washroom	1	1	2	3	1	4
Video Conferencing suite (also for Dual Credit use)	1	0	1	2	0	2
Food service/lunch program	1	0	1	2	0	2
Satellite Maintenance Department area	1	0	1	6	0	6
Break out spaces	0	3	3	1	1	2
Student gathering	0	2	2	4	2	6

Appendix 3

Criteria for Evaluating Value Scoping Options - Valleyview Schools

The table below provides the results of the exercise to assist participants in identifying their preferred option. Each participant was given a sheet of 17 criteria to rate based on a Likert scale of 1 to 5, with 1 being does not meet criteria and 5 being exceeds criteria. The table is organized by question and the average ranking for each option is presented, with an average total at the end of the chart.

(1) Does Not Meet Criteria ---------- (5) Exceeds Criteria

Criteria	Option 1	Option 2	Option 3	Option 4
Optimizes grade and program configuration	1.2	2.9	2.7	4.4
Addresses current and projected student enrolment	1.2	3.1	3.2	4.0
Ability to maximize mandated curriculum and program requirements	1.2	3.0	3.2	4.6
Ability to maximize Option program requirements, (e.g. CTS & Fine Arts)	2.2	3.4	2.9	3.7
Optimizes use of existing facilities (e.g. utilization)	1.9	2.9	3.0	3.2
Positive Impact on Students (e.g. student gathering areas)	1.3	2.9	3.0	4.8
Technology enabled teaching and learning (e.g. also ability for distance and online courses)	2.4	3.2	3.1	4.4
Provides for partnership opportunities	1.4	2.0	2.0	4.4
Location of gymnasium, library and gathering areas are conducive to community use	1.7	2.5	2.6	4.6
Provides a welcoming environment (e.g. natural light, optimizes orientation)	1.5	2.5	2.8	4.6
Optimizes use of site (e.g. site safety, separation of parent drop off, bus drop off)	1.8	2.1	2.6	4.5
Addresses facility condition needs	2.1	2.8	3.1	4.6
Allows for future expansion and adaptability	1.4	1.8	2.1	4.3
Maximizes flexibility for program delivery	1.4	2.9	2.8	4.4
Maximizes the functionality for program delivery	1.4	2.6	2.8	4.4
Maximizes transportation efficiencies	1.7	2.4	2.5	4.4
Reduces operating and maintenance costs	2.6	2.9	3.2	4.5
Average Total Rating	**1.6**	**2.5**	**2.6**	**4.1**

Appendix 4

DESIGN CONCEPTS AND COSTING INFORMATION

Appendix 5

SITE TOUR REPORT - OCTOBER 9, 2015

SITE TOUR

SCHOOL FACILITIES: **NORTH**

BOARDS: **Northern Gateway DIVR No.10**

SCHOOL: Choose an item.

PHASE: **Phase 4**

DOCUMENT STATUS

VERSION	DATE	PREPARED BY	AUTHORIZED BY
1	**10/9/2015**	**Kenneth Wong**	**Mark Latimer**
Choose an item.	Click here to enter a date.	Choose an item.	Choose an item.
Choose an item.	Click here to enter a date.	Choose an item.	Choose an item.
Choose an item.	Click here to enter a date.	Choose an item.	Choose an item.
Choose an item.	Click here to enter a date.	Choose an item.	Choose an item.

SCHOOL: Choose an item.

Date: 10/9/2015

Meeting Attendees:

- Randy Lovich - Northern Gateway Regional Division No. 10
- Robert Craig - Alberta Education
- Mark Latimer - Alberta Infrastructure
- Kenneth Wong - Alberta Infrastructure
- Click here to enter text.Click here to enter text.

Project Description:

Oscar Adolphson Primary School (K-3)

Originally constructed in 1964, one portable was added in 1979 is considered a permanent addition to the school. Exterior upgrades and partial interior upgrades with a single classroom addition to the north elevation (library) were completed in 1994. The building is a single storey consists of 2,115 m² of space. The present school has 11 classrooms, 1 ECS classoom, one pre-school, a gymnasium, and a library. There are also staff rooms, a main office, kitchen, copy room, janitor rooms, child and staff washrooms, and service rooms.

Current enrollment for 2015 is 192 students; total capacity is 306 students at a 63% utilization rate.

FCI is 11.68%
Replacement Cost is $7,714,000

Harry Gray Elementary School (4-6)

The original buildings constructed in 1954 and 1956 were demolished and a replacement structure completed in 1957. There have been additions completed in 1976, 1984 and 1986, together with a modernization of the 1957 structure in 1986. In 1992 an addition to the staff room and office was completed. A cold storage building addition was completed in 2005 expanding the gymnasium storage area.

Current enrollment for 2015 is 167 students; total capacity is 321 students at a 52% utilization rate.

FCI is 19.10%
Replacement cost is $10,242,360

Hillside Jr./ Sr. High School (7-12)

The original one story 725m² school was constructed in 1959. Seven additions have been added between 1963 and 1984 totalling 7,258 m. A modernization/renovation of the original 1959 section and the 1963 addition was completed in 1984. The current total gross area of the school is approximately 7,984.1m².

Current enrollment for 2015 is 499 students; total capacity is 803 students at a 62% utilization rate.

FCI is 19.26%
Replacement cost is $27,740,528

According the Northern Gateway Regional Division's Capital Plan, All three Valleyview schools have relatively high deferred maintenance upgrade needs, and their utilization rates are relatively low and expected to diminish further over the next 5 years. The deferred maintenance liability for the 3 schools is in the order of $8,200,000.00. Since the IMR grant for the entire Division is in the $900,000.00 range, it is simply not feasible to fund the necessary upkeep using these dollars.
It does not make economic sense to continue running three moderately utilized schools that are costly to operate and maintain, and require significant life-cycle upgrades; therefore our recommendation is to construct a replacement 900 capacity K-12 school and then dispose of the existing schools. The Harry Gray Elementary School, Hillside High and Oscar Adolphson Primary sites could be sold and proceeds used to enhance the design of the new facility (for example, these funds could be used to help finance a connected performing arts theatre).

The board is requesting a 900 opening capacity replacement school. This will connect to a new rec centre being built on the same site.

- ***Structural Components***

Oscar Adolphson Primary School (K-3)

Consist of strip footing, load bearing concrete block walls, and concrete slab. The concrete foundation at the northeast corner is cracked and degraded. Wood roof assembly is composed of wood glue lam beams and wood decking.
Harry Gray Elementary School (4-6)

Slab on grade with standard foundation on strip footings, primarily concrete block with some structural steel constructio. OWSJ and steel Q deck in newer additions with dimensional wood deck in 1957 structure.

Hillside Jr./ Sr. High School (7-12)

Concrete pad footing supporting concrete grade beams in the 1959 and 1963 sections, and concrete piles supporting continuous grade beams in the remainder of the building. Load bearing perimeter and interior masonry walls and wood framed interior walls are present throughout the building.

The 1959 original building and the 1963 addition are assumed to be similar in structure, with cast in place concrete pad footings supporting concrete grade beams. The remainder of the building uses continuous concrete grade beams on concrete piles.

Steel beams and open web steel joists make up the structural frame. There are concrete block bearing walls in the 1969 and 1979 sections.

A crawl space was dug out in the 1963 hallway near the 1984 music room due to moisture problems. A sump pump was installed and the area was dried out.

- ***Building Envelope***

Oscar Adolphson Primary School (K-3)

Exterior cladding for the school consists mainly of painted stucco with a painted metal siding fascia. Roofing mainly consists of SBS membrane and a portion of the original 1984 BUR. The entrances to the school consist of painted metal doors with wired glass inserts set in painted metal frames.

Harry Gray Elementary School (4-6)

Exterior cladding for the school consists of a mixture of stucco and painted concrete block with some wood trim accents around the window openings. All entrance doors are steel and windows are double glazed aluminum. Pre-finished metal fascia accents the school perimeter with a acrylic skylight over the student lounge area of the 1984 addition. The roof consists both SBS and Inverted Ashphalt BUR with gravel ballast of varying ages. A section of the 1984 Inverted was replaced in 2011/2012 with SBS roof system.

Hillside Jr./ Sr. High School (7-12)
The exterior walls are clad in masonry brick, painted concrete block and pre-finished metal siding. Exterior windows are fixed and operable double pane glass in pre-finished metal frames. Exterior doors are insulated metal equipped with panic hardware and automated door closers. The roof consists of modified bitument (SBS) membrane on flat sections and metal roofing on sloped sections with pre-finished metal counter flashing. The SBS roof membrane was installed in 2002 and 2005.

- ***Interior Components/ Finishes***

Oscar Adolphson Primary School (K-3)

Flooring consists of resilient flooring (tile), ceramic tile in the washrooms, with some classrooms and offices having carpet. Wood flooring is provided in the gymnasium. Painted concrete floors are located in the mechanical rooms. The majority of the interior walls consist of painted masonry block and painted gypsum board partitions. The ceiling for the majority of the school consists of a suspended T-Bar assembly with acoustic tiles.

Harry Gray Elementary School (4-6)

Building interior consists of resilient tile, carpet and ceramic tile flooring; acoustic tile and painted ceilings; and mostly painted gypsum wall board, concrete block and some ceramic tile wall coatings. Wood millwork and plastic laminate countertops was noted throughout the facility in varying years of construction.

Hillside Jr./ Sr. High School (7-12)

Interior flooring consists of resilient flooring in the corridors, some washrooms and classrooms; ceramic tile flooring in the showers and some washrooms, clear finish hardwood in the gymnasiums; carpets in the music room, staff lounge, administration, stage and library. Interior walls are mostly painted concrete masonry units and some painted gypsum board. Ceramic wall tiles are present in the washrooms around toilets, urinals, sinks and showers. Interior ceiling finishes are generally suspended acoustic ceiling tiles and exposed roof deck. Interior doors are generally hollow core wood with and without vision glass inserts and turn knob handles. Interior doors have been replaced with hollow metal doors.

- ***Mechanical***

Oscar Adolphson Primary School (K-3)

The washrooms are provided with floor mounted flush tank toilets, urinals, stainless steel and vitreous china lavatories. Hot water is provided by one 50 gal gas fired heater with one booster pump for circulation. Heating for the main body of the school is provided by two natural gas fired boilers that supplies hot water/glycol to finned tube radiation, fan coil entrance heaters and coils in two air handling units. There are two indoor air handling units with glycol coils. There are no humidifiers. Room temperature controls are both DDC and pneumatic.

Harry Gray Elementary School (4-6)

The 1957 and 1984 sections consist of hot water heating through perimeter radiation cabinets and heat provided through boilers. Ventilation to these areas is provided through central air handling units and furnaces. The 1976 addition utilizes furnaces to provided heating and ventilation. Domestic hot water is provided through two domestic hot water heaters.

Hillside Jr./ Sr. High School (7-12)

Domestic water distribution is copper and waste water piping (storm and sanitary) is cast iron. Domestic hot water is provided by two bradford white and one JetGlasnatural gas-fired domestic water heaters as well as one Raypack gas-fired water heater located in the mechanical rooms. Heating is provided by two 'SuperHot' hot water boilers and one 'Peerless' hot water boiler located in the mechanical rooms and function to supply air handling units, fan coil units and dinned tube radiation units throughout. Fire protection is provided by standpipes and hoses present in corridors of the school.

- ***Electrical***

Oscar Adolphson Primary School (K-3)

The building is provided with an 800 Amp, 120/208 voly, 3 phase, 4 wire electrical service. Branch circuit panel boards are located throughout the facility. Branch wiring is standard insulated copper. The lighting has been upgraded to energy efficient T8 lamp and ballasts with some incandescent fixtures throughout. Emergency lighting consists of battery packs c/w remote heads with old incandescent style exit lights throughout. The fire alarm is a Edwards 2280. Cat 5 data cable network cabling is installed throughout.

Harry Gray Elementary School (4-6)

The incoming service to the school is 120/208V, 3 phase, 4 wire and rated 400A and the service is fed through an underground site pad mounted transformer. The T-8 lamp for fluorescent fixtures are used throughout most of the interior space. T-12 lamp fluorescent fixtures and incandescent fixture are still used at few locations. The exterior lighting is provided by wall packs around building perimeter.

Hillside Jr./ Sr. High School (7-12)

The electrical supply is fed underground from a utility owned pad-mounted transformer to the main electrical room. The main electrical panel is a Federal Pioneer 1200A, 120/208V, 3 phase, 4 wire service. The main distribution panel provides power to the other sub-panels that serve the various sections of the building. The lighting in the building is primarily T-8 fluorescent lighting.

- ***Equipment/Millwork***

Millwork consists of plastic laminated counter tops and painted and stained cabinetry.

- ***Functional Assessment***

Click here to enter text.

- ***Site***

Various drainage issues on all sites.

Scope Discussion

Instructional Spaces:

Space Description	**Existing Capacity** Click here to enter text.	**Required Capacity** Click here to enter text.	**Difference**
Classrooms	Click here to enter text.	Click here to enter text.	Click here to enter text.
Science	Click here to enter text.	Click here to enter text.	Click here to enter text.
Elementary Science	Click here to enter text.	Click here to enter text.	Click here to enter text.
Large Ancillary	Click here to enter text.	Click here to enter text.	Click here to enter text.
Small Ancillary	Click here to enter text.	Click here to enter text.	Click here to enter text.
Info Services	Click here to enter text.	Click here to enter text.	Click here to enter text.
Gymnasium	Click here to enter text.	Click here to enter text.	Click here to enter text.
Gym Storage	Click here to enter text.	Click here to enter text.	Click here to enter text.
Library	Click here to enter text.	Click here to enter text.	Click here to enter text.
CTS	Click here to enter text.	Click here to enter text.	Click here to enter text.

NOTE:

The cost to replace school is $37,330,524

Scope of work includes core area of 7190m², along with 8 new modular classrooms (892m²), one vestibule, $350,000 for supernet (new site next to rec centre), hazardous materials abatement on three existing schools, demolition of existing three schools and allowance of $100,000 for CTS equipment.

Schedule is from April 2016, 5 months schematic design, 2 months design development, 3 months working drawings, 2 months pre-tender, 24 months construction.

Building Construction and Site Development: $28,042,386

Modular Cost	$1,600,000
Modular Cost - Setup	$976,680
Consultant Fees:	$2,282,331
Project Expenses:	$605,721
Furniture & Equipment:	$1,958,530
Career Technology Studies & Equipment:	$200,000
HazMat	$718,650
SuperNet	$350,000
Other:	$0
Sub-Total:	$36,734,297
Non-Refundable GST:	$596,227
Total Project Cost:	$37,330,524

The cost to modernize school is $29,955,716

Scope of work includes existing area of 7,976m², $50,000 for supernet, hazardous materials abatement on three existing schools, demolition of two schools (Oscar Adolphson and Harry Gray) and allowance of $300,000 for CTS equipment.

Schedule is from April 2016, 5 months schematic design, 2 months design development, 3 months working drawings, 2 months pre-tender, 24 months construction.

Building Construction and Site Development:	$23,405,787
Modular Cost	$0
Modular Cost - Setup	$0
Consultant Fees:	$2,561,254
Project Expenses:	$464,304
Furniture & Equipment:	$782,805

Career Technology Studies & Equipment:	$300,000
HazMat	$1,915,050
SuperNet	$50,000
Other:	$0
Sub-Total:	$29,479,200
Non-Refundable GST:	$476,515
Total Project Cost:	$29,955,716

Conclusion: Based on the cost to replace the school on a new site vs. modernization and rightsizing of Hillside Jr. Sr Highschool, where the modernization is estimated to cost more than 75% of a replacement facility may be eligible for a replacement facility. In this case, the modernization is approximately 80.2% to that of a replacement facility. Based on discussions with Randy Lovich, one option is that the town has expressed interest in Hillside Jr Sr. High School to use as multi-purpose space. A value scoping workshop could determine various potential options for the School Board.

Non-Instructional Spaces:

Space	**Existing Capacity** Click here to enter text.	**Required Capacity** Click here to enter text.	**Difference**	**Notes**
Administration and Staff	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Wrap-Around	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Mechanical	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Recycle Room	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Phys.Ed.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Circulation	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Storage	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Washrooms	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Accessible Washrooms	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Flexible Space	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Wiring Network	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Scope Summary

Click here to enter text.

Appendix 6

MULTI-PLEX DESIGN PRESENTATION - JUNE 3, 2015

Appendix 7

OSCAR ADOLPHSON PRIMARY SCHOOL SMALL SCALE PLANS

Appendix 8

HARRY GRAY ELEMENTARY SCHOOL SMALL SCALE PLANS

Appendix 9

HILLSIDE JUNIOR/SENIOR HIGH SCHOOL SMALL SCALE PLANS