

**DATE:** April 7, 2015

**TO:** Board of Trustees

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

**SUBJECT:** Proposed Three-Year Capital Plan 2016-2019

**ORIGINATOR:** Dr. Lorne Parker, Acting Executive Director, Infrastructure

**RESOURCE STAFF:** Jane Crowell-Bour, Josephine Duquette, Jon Dziadyk, Jenifer Elliott, Ken Erickson, Terri Gosine, Kim Holowatuk, Gary Holroyd, Roland Labbe, Fraser Methuen, Jim Ray, Larry Schwenneker, Christopher Wright

**REFERENCE:** School Capital Manual – October 2013

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#### ISSUE

The District's Three-Year Capital Plan must be approved by the Board of Trustees on an annual basis (Attachment I). *The deadline for submission of the Three-Year Capital Plan 2016-2019 to Alberta Education was April 1, 2015.* Administration has advised Alberta Education that the plan will be submitted after the deadline.

#### RECOMMENDATION

**That the capital priorities for modernizations and new school construction identified in the *Three-Year Capital Plan 2016-2019* be approved.**

#### BACKGROUND

##### *Infrastructure Planning Principles*

In September 2013, the Board of Trustees approved the Infrastructure Planning Principles to guide capital, facility and student accommodation planning. The principles are as follows:

1. **Accountability:** Infrastructure decisions shall be transparent, evidence based and reflect meaningful engagement with stakeholders.
2. **Centres for Educational Excellence:** Infrastructure assets shall serve as centres for educational excellence that meet the needs of district students, as well as their families and staff, where appropriate.
3. **Environmental Stewardship:** All decisions relating to infrastructure management shall demonstrate a commitment to environmental stewardship.
4. **Equitable Access:** All students and staff shall have fair access to safe, welcoming, high quality learning and working environments that will increase their opportunities and decrease their vulnerabilities.
5. **Fiscal Responsibility:** Decisions on infrastructure shall consider long-term needs and current realities, and reflect effective management of district resources.
6. **Service to Community:** District infrastructure assets are public buildings intended to serve our students, families, and staff as well as the broader community where appropriate. Capital investment shall consider the demographics, long-term plans, and needs of the community.
7. **Supports for the Whole Child:** Space shall be available to enable partnerships with shared responsibilities in order to provide integrated services that support district students.

These principles guide the actions of the Board, the Superintendent and Administration when allocating financial resources, creating priorities for capital funding, maintaining and building new school buildings, acquiring land or declaring it surplus, establishing programming, exploring partnerships and creating places for safe, caring, healthy, respectful, diverse, inclusive and equitable learning. The Three-Year Capital Plan reflects these principles through designing the methodology for establishing the capital priorities for modernizations and new construction.

### ***District Infrastructure Strategy***

The Infrastructure Planning Principles will guide the District Infrastructure Strategy, which is aimed at transforming the District's inventory of infrastructure assets to ensure outstanding educational opportunities and facilities are available for all students. The strategy will identify timelines and goals to provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit, and right size district space to efficiently meet short-term and long-term needs. The desired outcomes of the District Infrastructure Strategy include the following:

- Ensure the District has sufficient infrastructure to offer high quality learning environments, geographically located to serve district demographics;
- Align district infrastructure operations to effectively support the infrastructure management plan;
- Asset management plans for all buildings;
- Sufficient space available for partnerships and community supports;
- Sustainable transportation system designed to serve district needs;
- Commitment to continuous evergreening of infrastructure needs beyond 2022; and
- Create financial efficiencies to ensure district funds are directed to the areas that provide benefits for the most students.

Consistent application of the Planning Principles through the development of the District Infrastructure Strategy and its implementation through the Ten-Year Facilities Plan and Three-Year Capital Plan, is expected to build confidence and trust of all stakeholders in the District's infrastructure planning and management. Government stakeholders and the public will see that the District's infrastructure is effectively supporting optimum learning opportunities and supports for students, responding to community needs, where appropriate, and enabling the realization of the District's vision and mission. The District will create opportunities for ongoing engagement with partners, community members, the City of Edmonton and the Provincial Ministries to implement the District Infrastructure Strategy.

### ***New Provincial Capacity Measure - Instructional Area Model (IAM)***

The Province has approved a new method of calculating school capacity that applies student capacity only to instructional areas in a school (Instructional Area Model or IAM). This replaces the previous provincial Area, Capacity and Utilization (ACU) measure, which calculated a capacity based on a building's total area. The District capacity and utilization under the new model will be applied using the IAM measure; however, capacity and utilization will not be confirmed until late spring or early summer. As a result, the *Ten-Year Facilities Plan 2015-2024* cannot be updated to reflect the new measure. Capacity and utilization data contained in the *Three-Year Capital Plan 2016-2019* can only be based on the ACU measure at this time.

***Ten-Year Facilities Plan***

The *Ten-Year Facilities Plan 2015-2024* provides a broad overview of the District's facilities and identifies long-range facility needs. As per Alberta Education guidelines, the plan provides an overview of district facility information by sector and includes enrolment trends and projections, demographic data, facility condition information, current and projected utilization rates and programming opportunities. The plan identifies future modernization and expansion needs, and informs the development of the District's Three-Year Capital Plan. No update is proposed at this time, as capacity and utilization data for schools and by sector under the new IAM methodology is not yet confirmed.

***Capital Planning Methodology***

The *Three-Year Capital Plan 2016-2019* outlines the District's capital priorities for the next three-year period. It must include a detailed breakdown of costs by facility required, and demonstrate that the District has evaluated its ability to deliver the requested projects during the three-year period. Once approved, the priorities must be entered into the provincial database system, including copies of Site Readiness Checklists for new or replacement school projects included in Year 1 of the submission, as well as completion of associated New School Project Application and the Expansion and Modernization Project Application forms.

The District recognizes the critical need to reinvest in our existing buildings. At 50 years, major building components such as mechanical and electrical systems reach the end of the expected life-cycle and require replacement. In 2014, according to the provincial Real Estate Capital Asset Priority Planning (RECAPP) database, the District had a current deferred maintenance total of \$216 million. This figure will increase to approximately \$710 million by 2017, as 40 additional schools will reach 50 years of age. By 2026, 130 schools will be 50 years old or older, and the value of deferred maintenance is on track to exceed \$1 billion.

Criteria for determining modernization projects are based on an evaluation of the following factors:

- Condition of building (as per five-year Facility Condition Index and lifecycle cost reduction);
- School utilization trend;
- Sector utilization trend;
- Cost-benefit analysis (project cost/number of students enrolled); and
- Schools involvement in previous consolidation processes.

Predominantly, the requests for new construction are located within developing suburban areas. However, in many mature neighbourhoods, the age of school buildings and their deferred maintenance is a challenge for the District. A replacement school in the Greater Highlands Area, which would include a consolidation of three schools in close proximity, will allow the District to serve students living in a mature area with a modern facility and to better manage the District's infrastructure and maintenance needs. Additional modernizations and replacement school projects will be included in future capital plans and will be guided by the Infrastructure Planning Principles as well as recommendations outlined in the District Infrastructure Strategy. Replacement school projects provide the District with the opportunity to collaborate with Provincial and Municipal governments, partner agencies, as well as community groups as per the objectives of the ELEVATE initiative, where new thinking about school buildings and what they are used for is encouraged.

In recent years, the City of Edmonton has experienced significant residential growth in new suburban areas that has affected our ability to provide local accommodation to students within these growth areas. According to municipal census data, the City of Edmonton has grown by 95,487 residents between 2009 and 2014. Developing neighbourhoods have experienced the highest population growth and have gained over 113,000 people over the last decade, including 30,400 children between the ages of 0 and 19. In addition to having the highest numbers of school aged children in the City, developing neighbourhoods have the highest average household size at 2.87 people per unit.

In 2013, housing starts were at their highest level in over a decade, increasing 12 per cent from 2012. Despite various infill initiatives happening in Edmonton, 83 per cent of new housing units were built in developing neighbourhoods in 2013. Approximately half of all newly serviced residential lots are located in new neighbourhoods in the southeast and southwest, where the majority of development activity is happening. Residential development trends have seen a slight decrease in the number of lot registrations and servicing activity, though the number of building permits issued and housing starts have increased, indicating that building construction activity is on the rise. In 2013, three developing neighbourhoods (Laurel, Windermere and McConachie) had the greatest number of housing unit gains for a combined total of 1,728 units. This is more than the 1,708 new housing units realized in all of the core, mature and established neighbourhoods in the City combined (Attachment II).

Between 2002 and 2010, no new school buildings were opened in the District despite the significant amount of student population growth in new suburban areas during this time. The District's inability to keep up with providing local accommodation for significant residential growth has resulted in critical enrolment pressures at many schools serving the students from the new suburban areas. In October 2014, the Province announced funding for the District to receive 10 modular classrooms. These modular units will be located at district schools facing enrolment pressures due to the growth in developing neighbourhoods.

The proposed priorities for new construction and major additions are based on a review of all land development plans, policies and data for the City of Edmonton, and analysis of pre-school and student residency data in suburban areas, including but not limited to:

- Number of 0-4 year olds living in the new areas;
- Number of Edmonton Public Schools' students currently residing in the new areas;
- Available student capacity in the plan areas;
- Future growth potential in the new areas;
- Status of school site assembly;
- Average travel time by yellow bus to a designated receiving school; and
- Ability of nearby schools to accommodate current and projected growth in the new areas.

The criteria for prioritizing new construction projects places an emphasis on locations experiencing rapid growth and students traveling a significant distance to a school with space to accommodate them.

**RELATED FACTS**

- The Province expects a Three-Year Capital Plan to be submitted annually and an up to date Ten-Year Facilities Plan must be available upon request.

- Modernization projects are evaluated based on facility condition and confirmed long-term operational need.
- Schools located in the Central, North East, South Central and West 1 sectors were not considered when determining the modernization priorities, if they were not involved in previous consolidation processes or retained as an outcome of previous consideration for closure.
- Replacement schools are considered in mature areas where enrolment and utilization trends are low, and where facilities are oversized and require significant infrastructure investment.
- Replacement schools are recommended in mature areas where schools have received students through previous school closure and consolidation processes, and replacement versus modernization is confirmed as the most cost-effective approach.
- New school construction projects are considered in growing suburban areas where the District is challenged to provide local accommodation to students.
- A District Infrastructure Strategy will be developed to guide all future decisions regarding district facilities based on the Infrastructure Planning Principles.

### OPTIONS

The following options are selected for consideration as they are deemed the most admissible:

1. Approve the *Three-Year Capital Plan 2016-2019*, as presented for submission to Alberta Education.
2. Approve the *Three-Year Capital Plan 2016-2019*, with amendments for submission to Alberta Education.

### CONSIDERATIONS & ANALYSIS

The uncertainty of capital funding creates challenges in prioritizing projects, for both modernizations and new school construction. Funding for modernization projects has been consistently below levels required to maintain high quality learning environments in all of the District's aging infrastructure. The pace of residential development in new suburban areas has outpaced capital funding for constructing new local accommodation for the large numbers of students residing in these areas. The *Three-Year Capital Plan 2016-2019* reflects investment in both mature areas and new growth areas in the District's capital priorities, though more new construction is ranked higher in each of the three years. Population growth in Edmonton since 2012 has been very rapid (7.4 per cent). Although this trend is city-wide, the majority of population growth is occurring in the developing neighbourhoods in the south. Nine of the top ten fastest growing neighbourhoods over the last five years are in the south (Summerside, Windermere, Walker, Laurel, Rutherford, South Terwillegar, Ambleside, Tamarack and Charlesworth). These 10 neighbourhoods alone combined for a total population growth of approximately 42,000 over the last five years. All mature and established neighbourhoods combined for a population increase of 11,000 over the same time frame (Attachment II).

It is difficult to prioritize a list of new construction projects as each one listed is required to meet the immediate or imminent demands for school capacity in new growth areas. The large number of concurrently developing neighbourhoods puts increased pressure on the District to meet the expectations of communities for school construction in their neighbourhood.

Based on capital priorities outlined in the previous *Three-Year Capital Plan 2015-2018*, the Province announced funding for the design and construction of four schools as well as funding for the design of five additional new school construction projects and two modernization

projects at Mill Creek School and Caernarvon School. In addition to the four new school projects announced in early 2014, these new schools will serve students living in new suburban areas.

Although these projects will increase the District's capacity to accommodate students residing in these areas, there are now 62 developing neighbourhoods in the City of Edmonton, as of December 2013. Fifty-six of these neighbourhoods are less than 75 per cent complete so we can expect that student residency numbers will continue to climb across the City as development of these areas continues, and more schools will face organizational and program delivery challenges as they struggle to accommodate these students. In order to meet the demand for student learning spaces in these areas, students will continue to be designated to schools with space to accommodate them. Many of these schools are aging facilities in mature neighbourhoods located a significant distance away from where these students live. This accommodation pattern of designating students to aging buildings is reflected in the District modernization priorities, as modernization projects should provide the most benefit to the most students in today's context.

Busing is generally provided to elementary students residing in neighbourhoods where there is no neighbourhood school. Currently, the greatest pressures on these fixed route ride times exist in southwest Edmonton due to the long distances to designated schools. Edmonton Transit System (ETS) is the preferred means of student transportation for junior high and senior high school students. Where ETS to the designated school is not available or does not provide an acceptable level of service, yellow bus service will be provided.

A replacement school project for a mature neighbourhood was also funded by the Province in 2014. This type of project is the first of its kind for the District and was contingent upon the consolidation of three or more school buildings into one facility. By consolidating educational programming into a replacement school, the District will improve its environmental footprint and reduce the amount of deferred maintenance that needs to be addressed. Upon consultation with communities, parents, staff and relevant stakeholders, the Board of Trustees recommended the consolidation of R.J. Scott, Rundle and Lawton schools into a new K-9 school located at the Rundle School site. Feedback from the Greater Lawton Area was very positive and there was strong support for this investment in their community. The Greater Lawton Area replacement school and the two modernization projects provide an opportunity for the District to serve students in mature areas with modern facilities that can enhance educational opportunities.

#### **NEXT STEPS**

The approved *Three-Year Capital Plan 2016-2019* will be submitted to Alberta Education.

#### **ATTACHMENTS & APPENDICES**

ATTACHMENT I *Proposed Three-Year Capital Plan 2016-2019*

ATTACHMENT II *Neighbourhood Classification (City of Edmonton 2014 Annual Growth Monitoring Report)*

APPENDIX I *Excerpt from Alberta School Capital Manual*

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## Three-Year Capital Plan 2016-2019

### Introduction

The proposed Three-Year Capital Plan identifies the District's capital priorities for two project types: modernizations and new school construction/major additions. In accordance with provincial direction, the overall priorities for these two categories must be submitted as one aggregated list. A separate list for each of the two categories is included to provide clarity of priorities within each category. It is important to note that capital priorities are not rolled over from one year to the next. The priorities indicated in the *Three-Year Capital Plan 2016-2019* are based on a review of all current data, with no consideration given to rankings indicated in previous years. It is difficult to prioritize new construction projects as each one listed is required to meet the immediate and imminent future demands of new growth areas.

The *Three-Year Capital Plan 2016-2019* is guided by a set of Planning Principles to guide decision-making around infrastructure capital investment. The Planning Principles are as follows:

1. Accountability
2. Centres for Educational Excellence
3. Environmental Stewardship
4. Equitable Access
5. Fiscal Responsibility
6. Service to Community
7. Supports for the Whole Child

The District places a high priority on providing access to school space for a number of wrap around services to support children and families. These tenants and partners provide a broad range of supports and services fostering student success and achievement.

### ***District Infrastructure Strategy***

The Infrastructure Planning Principles will guide development of a District Infrastructure Strategy, as a framework aimed at transforming the District's inventory of infrastructure assets, to ensure outstanding educational opportunities and facilities are available for all students. The strategy will identify timelines and goals to provide high quality learning opportunities, respond to community needs, address the deferred maintenance deficit, and right size district space to efficiently meet short-term and long-term needs. The desired outcomes of the District Infrastructure Strategy include the following:

- Ensure the District has sufficient infrastructure to offer high quality learning environments, geographically located to serve district demographics;
- Align district infrastructure operations to effectively support the infrastructure management plan;
- Asset management plans for all buildings;
- Sufficient space available for partnerships and community supports;
- Sustainable transportation system designed to serve district needs;
- Commitment to continuous evergreening of infrastructure needs beyond 2022; and
- Create financial efficiencies to ensure district funds are directed to the areas that provide benefits for the most students.

Consistent application of the Infrastructure Planning Principles through the development of the District Infrastructure Strategy and its implementation through Ten-Year Facilities Plans and Three-Year Capital Plans, is expected to build confidence and trust of all stakeholders in the District's infrastructure planning and management. Government stakeholders and the public will see that the District's

infrastructure is effectively supporting optimum learning opportunities and supports for students, responding to community needs, where appropriate, and enabling the realization of the District’s vision and mission. The District will create opportunities for ongoing engagement with partners, community members, the City of Edmonton and the Provincial Ministries to implement the District Infrastructure Strategy.

Initiatives that form a part of the Infrastructure Strategy include the 2014 Growth Accommodation Plan, the Greater Lawton School Consolidation/Replacement project, the current Greater Highlands School Consolidation/Replacement community engagement process, the Site Selection Community Engagement process, and the initiation of the High School Accommodation Strategy development, which will be completed by January 2016, addressing:

- Future growth and development patterns;
- Program location assessment;
- Boundary review; and
- Enrolment limit assessment.

### Modernization Projects

Over the past 26 years, the Province has provided funding to the District for modernization projects at 60 schools within the mature areas. Over \$250 million has been invested in mature area schools through Infrastructure Maintenance Renewal (IMR), Capital Projects or other provincial capital funding programs. In 2014, the Province announced funding for six modernization projects as per the District’s capital priorities. These projects are for Alberta School for the Deaf, Belgravia School, Ross Sheppard School and Vimy Ridge Academy in terms of design and construction funding, and Caernarvon and Mill Creek schools for design only. The District has not historically received modernization project funding on an annual basis. The funding for modernizing mature area schools has been consistently below the levels needed to keep the District’s entire aging infrastructure in fair to good condition.

Three-Year Capital Plan	Number of Projects Funded	Number of Projects Requested	Number of Projects Carried Over from Previous Year
2015-2018	2*	9	4
2014-2017	4	16	8
2013-2016	0	17	17
2012-2015	2	19	19
2011-2014	0	19	17
2010-2013	0	18	16
2009-2012	0	18	4

\*Caernarvon and Mill Creek schools received funding from the Province in 2014 for design work related to these projects. The District is now requesting additional funding to complete the construction work identified in the design.

The proposed priorities for modernizations are based on the following factors:

- Condition of building (as per five-year Facility Condition Index and lifecycle cost reduction);
- School utilization trend;
- Sector utilization trend;
- Cost-benefit analysis (project cost/number of students enrolled); and
- School retained as an outcome of a previous closure/consolidation review process.

Schools located in the Central, North East, South Central and West 1 sectors were not considered when determining the modernization priorities, if they were not involved in previous consolidation processes or retained as an outcome of previous consideration for closure.

Absence of schools from identification as a modernization priority is not indicative of a future closure, or permanent removal from future modernization consideration. The intent is to include these schools in future replacement school reviews prior to eligibility for modernization consideration. The Infrastructure Strategy will guide the identification of priorities for future consolidation/replacement reviews to determine which schools within these sectors should be modernized.

Building condition data is based on a revised provincial, five-year Facility Condition Index (FCI) for all buildings. The FCI is based on the deferred maintenance of the building divided by the replacement building cost, categorized as good, fair or poor. Condition changes and ratings will be reassessed annually. Buildings with an FCI of less than 15 per cent are classified by the Province to be in good condition; buildings with an FCI between 15 per cent and 40 per cent are classified to be in fair condition; and buildings with an FCI greater than 40 per cent are classified to be in poor condition.

<b>Condition</b>	<b>FCI Definition</b>	<b>Capital Planning Initiative Definition</b>
<b><i>Good</i></b>	Facilities with an FCI of less than 15%.	Adequate for intended use and expected to provide continued service life with average maintenance.
<b><i>Fair</i></b>	Facilities with an FCI that is equal to or greater than 15% or equal to or less than 40%.	Aging components are nearing the end of their life cycle and require additional expenditures for renewal or refurbishing.
<b><i>Poor</i></b>	Facilities with an FCI of greater than 40%.	Upgrading is required to comply with current codes or standards and deterioration has reached the point where major repairs or replacement are necessary.

The District recognizes the critical need to reinvest in our existing buildings. At 50 years, major building components such as mechanical and electrical systems reach the end of the expected life-cycle and require replacement. In 2014, according to the provincial Real Estate Capital Asset Priority Planning (RECAPP) database, the District had a current deferred maintenance total of \$216 million. This figure will increase to approximately \$710 million by 2017, as 40 additional schools will reach 50 years of age. By 2026, 130 schools will be 50 years old or older, and the value of deferred maintenance is on track to exceed \$1 billion.

The District believes that all students should have access to a quality learning environment regardless of the age of the building or the socio-economic status of the neighbourhood. In that regard, the Infrastructure Maintenance Renewal (IMR) program is an annual block capital grant distributed across the District, based on component by component building needs through the annual Major Maintenance Plan. The IMR program grant funds are separate and distinct from the annual three-year capital planning process. IMR is used to prevent or address emergent building issues, to address health and safety situations as they arise, and to address component by component programs across the entire inventory of school buildings across the District.

The uncertainty of capital funding creates challenges in prioritizing projects, for both school modernizations and new schools. The challenges are intensified when blending the priorities of

modernizations with new construction projects, a requirement of the submission to the Province. A balance of investment in both mature areas and new growth areas is represented in the proposed aggregate priority order. The criteria for both modernization and new construction projects are aligned with the provincial capital funding criteria (Appendix I - School Capital Manual).

The chart below indicates the District’s proposed modernization priorities based on the considerations listed above.

Priority 2016-2019	Previous Plan	School Name	Project Description	Sector	Costs (millions)
1	Y	Caernarvon*±	Major Modernization - Construction Funding	NW	\$15.1
2	Y	Mill Creek±	Major Modernization – Replacement: Construction Funding	SC	\$14.9
3	Y	Brander Gardens*	Major Modernization Design and Construction	SW	\$8.9
4	Y	Gold Bar	Major Modernization Design and Construction	SC	\$2.7
5	Y	Lansdowne	Major Modernization Design and Construction	SC	\$7.8
6	Y	Hillcrest	Major Modernization Design and Construction	W1	\$14.9
7	Y	Belmont*	Major Modernization Design and Construction	NE	\$9.0

±Caernarvon and Mill Creek schools received funding from the Province in 2014 for design work related to these projects. The District is now requesting additional funding to complete the construction work identified in the design.

\*Belmont, Brander Gardens and Caernarvon schools each have modular additions on their buildings that have reached the end of their lifecycle. Through a modernization project, it will be determined whether or not they should be removed, upgraded, or replaced with new modular units or a permanent addition to the school building.

\*\*Mill Creek School design review indicates that a full replacement may be the most cost effective approach when compared with the costs for a major modernization.

Caernarvon and Mill Creek schools received funding from the Province in 2014 for design work related to these projects. The District is now requesting funding to complete the construction work identified through the designs. Other mature area capital projects are addressed within the new construction category of projects, as they are potentially to be new construction/replacement projects.

All modernization requests in this plan are to be categorized as major modernizations. Major modernizations are intended to achieve all of the objectives of a medium modernization, as well as address improvements to the learning environment through:

- Space reconfigurations including expansions and reductions to total floor areas;
- Upgrading of educational areas to meet specialized program requirements in the school; and
- Changes to circulation and way-finding within the building.

Minor modernizations would achieve the following objectives:

- Replacement of components at risk of failure or that are posing a life, health/safety risk and/or are creating an immediate need of repair/replacement;
- Replacement of mechanical, electrical and structural components based on age and condition;
- Ensuring school facility upgrades meet all regulatory agency requirements;
- Meeting the requirements of students with disabilities or special educational needs through provision of barrier-free accessibility; and
- Correcting components to address environmental and energy concerns that will positively impact life cycle costs.

Medium modernizations would intend to prolong the life of the facility through replacement of major components, as identified in provincial facility condition audits, district condition assessments, or as identified by external consultants. They would not typically address deficiencies in program requirements or reconfigure existing space.

### **Modernization Requests Project Descriptions**

#### **Brander Gardens School**

Brander Gardens School opened in 1976 and currently serves 527 elementary students. Brander Gardens School offers Regular and French Immersion programming.

#### **Project Rationale:**

- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair;
- Provincial Utilization Rating (ACU) of 137 per cent;
- Measures required to manage growing student enrolment were included in report on *Managing Student Growth in New and Developing Neighbourhoods*;
- Two new schools will open in 2016 to serve some students currently designated to Brander Gardens School; and
- Long-term student stability is anticipated given the French Immersion program parallel to accommodation of Regular programming.

#### **Gold Bar School**

Gold Bar School opened in 1959 and currently serves 161 elementary students. Gold Bar School offers Regular and Behaviour and Learning Assistance programming.

#### **Project Rationale:**

- Viability was confirmed as a result of the Greater Hardisty sector review in 2009-2010;
- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair; and
- Provincial Utilization Rating (ACU) of 51 per cent.

#### **Lansdowne School**

Lansdowne School opened in 1969 and currently serves 205 elementary students. Lansdowne School offers Regular programming.

#### **Project Rationale:**

- Designated receiving school for students residing in a developing neighbourhood (Terwilligar South) in the 2014 Growth Accommodation Plan;
- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair; and
- Provincial Utilization Rating (ACU) of 65 per cent.

**Hillcrest School**

Hillcrest School opened in 1962 and currently serves 414 junior high students. Hillcrest School offers Regular, Literacy and Opportunity programming.

Project Rationale:

- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair;
- Provincial Utilization Rating (ACU) of 59 per cent; and
- Designated receiving school for students residing in developing neighbourhoods (Glastonbury and Granville).

**Belmont School**

Belmont School opened in 1979 and currently serves 306 elementary students. Belmont School offers Regular and Logos programming.

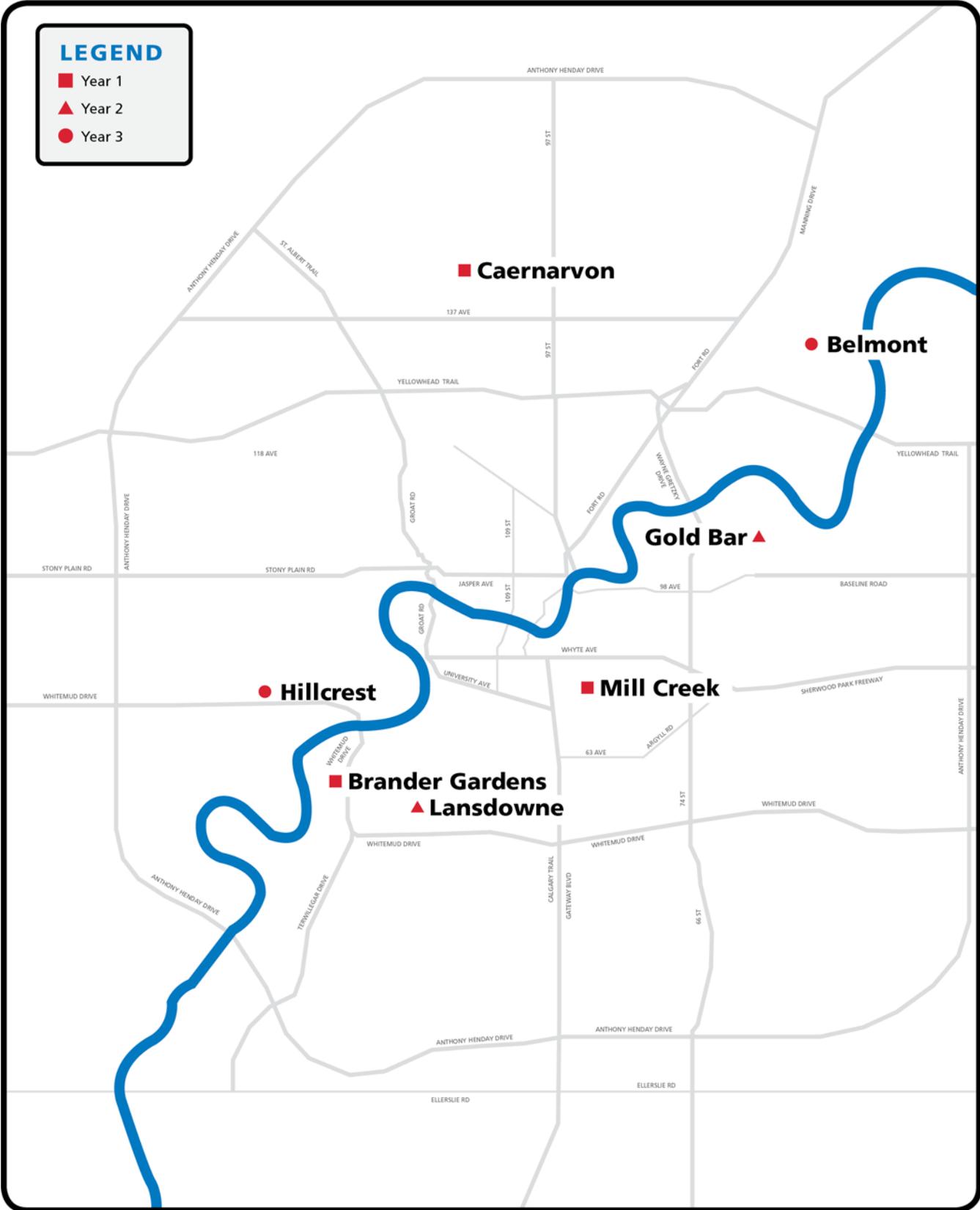
Project Rationale:

- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair;
- Provincial Utilization Rating (ACU) of 72 per cent; and
- Could be a future receiving school for students residing in the Horse Hill Plan Area in northeast Edmonton.

# Proposed Modernization Priorities

**LEGEND**

- Year 1
- ▲ Year 2
- Year 3



## **Replacement School Projects**

Predominantly, the requests for new construction projects are located within the new suburban areas. However, a request for a replacement school is included in each year of the plan to be located within a mature neighbourhood. Each project could include a consolidation of a number of schools. The District Infrastructure Strategy will influence future capital priorities in this category. Requests will be made as a result of a consultative process that may be similar to the ones outlined below.

In February 2014, the Province approved funding for Edmonton Public Schools to complete consultative planning processes and value management studies for the recently approved replacement school in a mature area of the City. Upon consultation with communities, parents, staff and relevant stakeholders, the Board of Trustees recommended the consolidation of R.J. Scott, Rundle and Lawton schools into a new K-9 school located at the Rundle School site. The feedback from the Greater Lawton Area was very positive and there was strong support for this investment into their community. Planning and design work for this project is underway and the new school is expected to open in 2017.

Through this consultative process, the Greater Highlands Area expressed interest in being considered for a similar consolidation/replacement project. A working committee was created to explore this concept with the ultimate goal of placing a community driven plan for consideration in the *Three-Year Capital Plan 2016-2019*. The working committee consisted of principals, parents and community representatives. The concepts developed through the committee were taken to the general public in February 2015. A minor amendment may be brought forward subsequent to approval of the *Three-Year Capital Plan 2016-2019* requesting funding for one option.

A replacement of Delton and Spruce Avenue schools on a one to one basis, outside of consolidation discussions, is included in the plan. These schools were involved in previous consolidation and closure processes, which determined their long-term sustainability. For each school, a Value Management Study will be conducted to determine if a replacement school or a modernization approach is most cost-effective. Currently, the District is awaiting the results of a Value Management Study for Mill Creek School as a modernization or one-to-one replacement school was requested in the *Three-Year Capital Plan 2015-2018* and the design was funded by the Province.

## **Replacement Request Project Descriptions**

### **Highlands Consolidation/Replacement School**

- In 2014, the Province announced funding for a replacement school in a mature neighbourhood.
- Based on the consultation process that took place for this project, the Greater Highlands Area expressed interest in being considered for a future consolidation/replacement project.
- A working committee was formed with the goal of developing a community supported concept for this project.
- Three options have been designed and cost-estimated for consideration following stakeholder input, including a replacement school at Mount Royal and two options for a partial demolition/new addition at Highlands School.
- Community engagement around the concept and facility options will be concluded subsequent to approval of the Three-Year Capital Plan by the Board of Trustees.

### **Delton School**

Delton School opened in 1946 and currently serves 410 elementary students. Delton School offers Regular, Early Learning, Opportunity and Behaviour and Learning Assistance programming.

#### Project Rationale:

- Viability was confirmed after undergoing sector review in 2009-2010;
- Designated receiving school for students relocated due to the closure of Eastwood and Parkdale schools in 2010;
- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair; and
- Provincial Utilization Rating (ACU) of 66 per cent.

### **Spruce Avenue School**

Spruce Avenue School opened in 1929 and currently serves 240 junior high students. Spruce Avenue School offers Regular, Opportunity, Literacy and Behaviour and Learning Assistance programming.

#### Project Rationale:

- Viability was confirmed for the junior high program after undergoing a sector review in 2009-2010. The elementary program was closed in 2010;
- Designated receiving school for students relocated due to the closure of Eastwood, McCauley and Parkdale schools in 2010;
- Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair;
- Provincial Utilization Rating (ACU) of 60 per cent; and
- Will be future receiving school for students residing in the City Centre Airport (Blatchford) re-development.

### **New Construction Projects**

Between 2002 and 2010, no new school buildings were opened in the District despite the significant amount of student population growth in new suburban areas during this time. The following table indicates the number of projects requested versus approved since 2009:

<b>Three-Year Capital Plan</b>	<b>Number of Projects Funded</b>	<b>Number of Projects Requested</b>	<b>Number of Projects Carried Over from Previous Year</b>
<b>2015-2018</b>	4 (+6*)	27	13
<b>2014-2017</b>	6	18	7
<b>2013-2016</b>	0	7	6
<b>2012-2015</b>	0	6	6
<b>2011-2014</b>	0	7	3
<b>2010-2013</b>	0	3	2
<b>2009-2012</b>	0	2	2

*\*Project funded only for design.*

Suburban growth within the City of Edmonton accounts for the majority of the residential growth; the rate of growth has been substantial and is projected to continue at a rapid pace. This has resulted in a significant rise in student population in new suburban areas. In early 2014, the Province announced funding for four new construction projects and a 600 capacity addition to Lillian Osborne School. These

projects are underway and are expected to open in 2016. In October 2014, the Province announced funding for construction of the first 250 student spaces of four schools (referred to as starter schools) and funding for the design and planning processes for five additional projects, each based on the priorities outlined in the *Three-Year Capital Plan 2015-2018*. In February 2015, the Province announced that they will provide funding for the full build out of the previously announced starter schools.

Current funded new construction project details are presented in the following table:

Location	Sector	Grade Configuration	Final Capacity	Project Scope*
Lillian Osborne School-Addition	SW	10-12	1600	Scheduled to open September 2016
Blackmud Creek	SW	K-6	600	Scheduled to open September 2016
MacTaggart	SW	K-9	900	Scheduled to open September 2016
Ambleside	SW	K-9	900	Scheduled to open September 2016
Webber Greens	W2	7-9	900	Scheduled to open September 2016
Greater Lawton Area Replacement School	NE	K-9	650	Scheduled to open in 2017
Windermere (Windermere)	SW	K-6	600	Design and Construction
The Grange (Granville)	W2	K-9	900	Design and Construction
Heritage Valley (Allard)	SW	K-9	900	Design and Construction
Ellerslie (The Orchards)	SE	K-9	900	Design and Construction
Meadows (Laurel)	SE	K-9	900	Design Only
South East (Walker)	SE	K-9	900	Design Only
Lewis Farms (Secord)	W2	K-9	900	Design Only
Heritage Valley (Chappelle West)	SW	K-9	900	Design Only
The Palisades(Hudson)	NW	K-9	900	Design Only
Collegiate School for Science, Technology & Trades	C	10-12	1600 (of 2400)	Design Only

\*Project scope is based on what has been funded by the Province thus far.

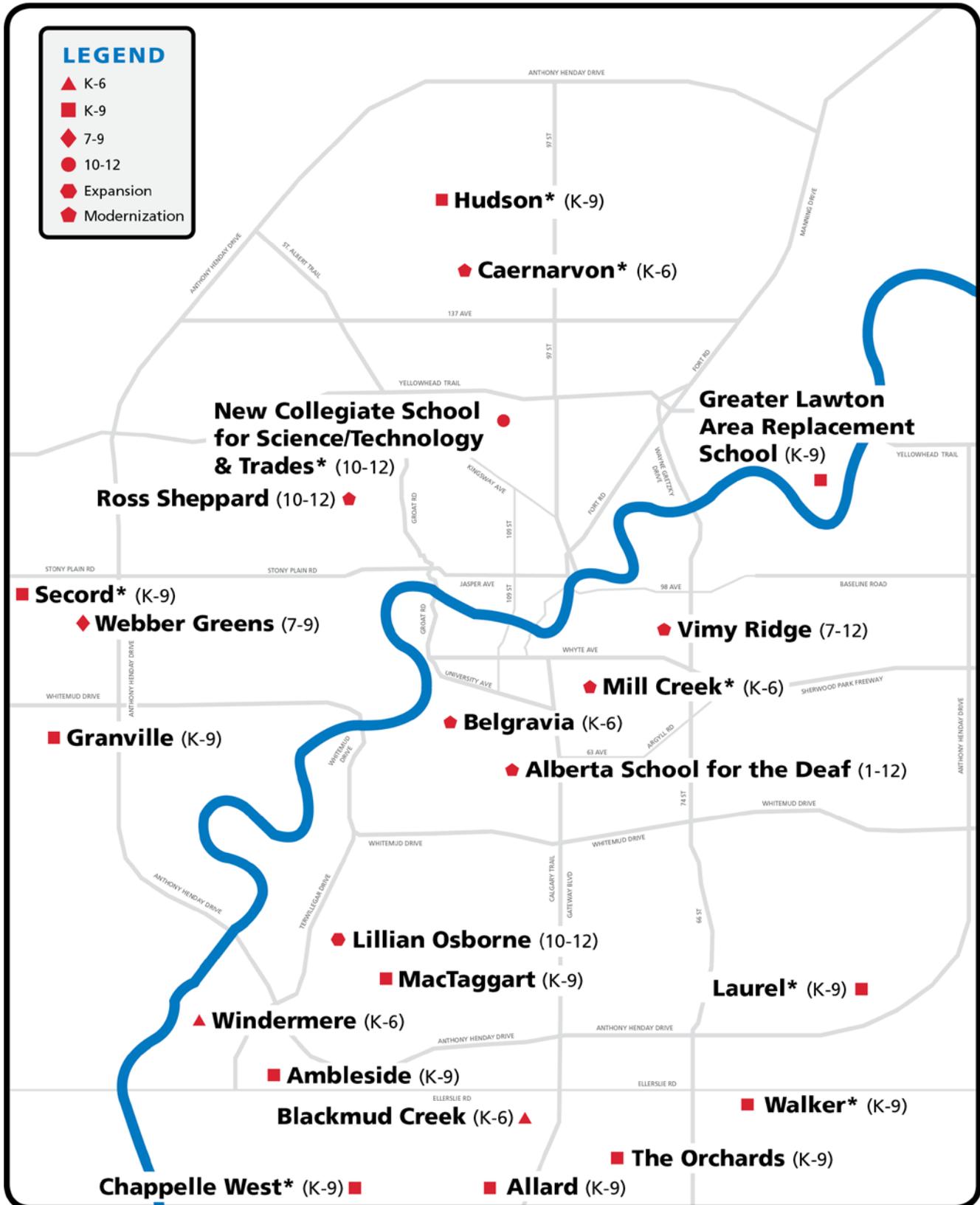
Based on instruction from Alberta Education, construction funding for each of the projects approved for design only will be retained at the top of the new construction project priorities. This will allow for the District to obtain much needed student capacity sooner by accommodating students in rapidly growing neighbourhoods in a more expedient, fiscally efficient manner. As per the *Three-Year Capital Plan 2015-2018*, the Province announced design funding for a Collegiate School for Science, Technology & Trades in the Blatchford area. This project will support the growth and success of students through high school completion and beyond by utilizing partnership opportunities to offer students alternative educational programming. This project is currently in the planning stage which has included drafting a partnership charter and

developing working committees for areas such as curriculum and space design. In collaboration with Edmonton Catholic Schools, the District has recently had the opportunity to meet with key ministries from the Province in regards to this project. Discussions are also ongoing with the City of Edmonton concerning the placement of the school within the Blatchford area.

The District will conduct an analysis of standard-core design schools to explore the concept of shortening the overall building footprint for use on more constrained sites. This could be achieved by delivering more classrooms through permanent construction on two levels as opposed to utilizing single-storey modular units, if cost-effective. Standard-core design flexibility will also be analyzed to evaluate the ability to position additional classroom space on one end of a building, to facilitate attached partner space additions such as child care, health clinics, small library spaces, etc.

For future capital priority consideration, the District will analyze the concept of smaller capacity, standard-core school designs to assess their potential as temporary starter schools. The concept of having extra space for a temporary period, when peak student capacity exceeds what a larger core design school can accommodate, would provide an alternative to re-designating students outside of an attendance area, or adding free-standing portable/modular classrooms. Core building components could be retained and repurposed for alternative community uses once no longer required for temporary student accommodation. Opportunities would be subject to site availability, cost-effectiveness, community and municipal support. If cost-effective, smaller temporary schools could be incorporated into future Three-Year Capital Plans.

# Approved New School and Modernization Projects



\*Funded for design only.

Although these projects will increase the District's capacity to accommodate students in new neighbourhoods, the pace of residential development in suburban areas has outpaced capital funding for constructing local accommodation. Existing schools will face organizational and programming challenges as they struggle to accommodate students residing in new neighbourhoods. The District's report on *Managing Student Growth in New and Developing Neighbourhoods* outlines recommendations for certain schools to manage student growth and meet the demand for student learning spaces due to large enrolment increases. As the City continues to develop, a growing number of schools will face enrolment pressures and similar measures will need to be taken to ensure all students are provided with a quality learning environment.

The proposed priorities for new construction and major additions are based on a review of all land development plans, policies, and data for the City of Edmonton, and analysis of pre-school and student residency data in suburban areas, including but not limited to:

- Number of 0-4 year olds living in the new areas;
- Number of Edmonton Public Schools' students currently residing in the new areas;
- Available student capacity in the plan areas;
- Future growth potential in the new areas (based on remaining single family lots to be developed);
- Total population potential in the new areas;
- Status of school site assembly;
- Ability of nearby schools to accommodate current and projected growth in new areas; and
- Average travel time by yellow bus to a designated receiving school.

These criteria take into consideration both current demand and projected future growth in the new suburban areas that have a site available and a Neighbourhood Structure Plan (NSP) in place. A NSP is required for development activity in a neighbourhood to begin. This document provides the land use framework, population and density estimates and the number of housing units by type. Twenty of the 62 developing neighbourhoods in Edmonton do not have NSP's as of December 2013. Although the District has school sites in many of these neighbourhoods, they will not be requested in the *Three-Year Capital Plan 2016-2019* as development has yet to begin there.

Neighbourhoods or groups of neighbourhoods are given priority if they have the population required to sustain a school, keeping in mind that maximum capacities for schools are larger than they have been in the past. In some cases, a neighbourhood will not be considered for new school construction if sufficient student accommodation options exist in nearby communities.

The District is currently working on a high school accommodation plan which will address the changing needs of the District over the next several years. Among the concerns to be addressed are the changing feeder patterns, the growth of developing neighbourhoods and the programming requirements of current and future high school students. Additionally, the new *Education Act* will give students access to provincially funded high school education until the age of 21. The Collegiate School for Science, Technology & Trades would support the District in being able to accommodate these additional students in the future, as will a request for new high school capacity in the Windermere Plan area.

While new construction funding will continue to be requested from the Provincial Government through the annual submission of a capital priorities plan, the increasing need for new capacity in developing areas will warrant exploration of alternative approaches to funding and delivering new school facilities. This could include developer participation in new schools, or other creative funding avenues which might be possible through discussions with Provincial and Municipal governments and the development industry.

The following chart indicates the District’s proposed new construction and replacement priorities based on the considerations listed above.

Priority 2016-2019	New Construction Project Location	Capacity	Sector	Cost (millions)
<b>Year 1</b>				
1	K-9 Meadows (Laurel) Construction Funding	900	SE	\$27.4
2	K-9 South East (Walker) Construction Funding	900	SE	\$27.4
3	K-9 Lewis Farms (Secord) Construction Funding	900	W2	\$27.4
4	K-9 Palisades (Hudson) Construction Funding	900	NW	\$27.4
5	K-9 Heritage Valley (Chappelle West) Construction Funding	900	SW	\$27.4
6	K-9 Greater Highlands Area Consolidation/Replacement School Construction Funding	800	NE	\$20-\$25
7	Collegiate School for Science, Technology & Trades ***	1600 (of 2400)	C	\$56.8
<b>Year 2</b>				
8	Mature Neighbourhood Consolidation/Replacement School as determined by Infrastructure Strategy (Design and Construction Funding)	TBD	TBD	\$27.4
9	7-9 Meadows (Larkspur) Design and Construction Funding	900	SE	\$30.3
10	K-6 Pilot Sound (McConachie) Design and Construction Funding	650	NC	\$18.1
11	K-9 Heritage Valley (Chappelle East) Design and Construction Funding	900	SW	\$27.4
12	7-12 Windermere (Glenridding Heights) Design and Construction Funding	2100	SW	\$73.9
13	Delton - Replacement or Modernization** Design and Construction Funding	TBD	C	\$13.3*

Priority 2016-2019	New Construction Project Location	Capacity	Sector	Cost (millions)
<b>Year 3</b>				
14	Mature Neighbourhood Consolidation/Replacement School as determined by Infrastructure Strategy (Design and Construction Funding)	TBD	TBD	\$27.4
15	7-9 Pilot Sound (McConachie) Design and Construction Funding	900	NC	\$30.3
16	K-9 Windermere (Keswick) Design and Construction Funding	900	SW	\$27.4
17	K-9 Lewis Farms (Rosenthal) Design and Construction Funding	900	W2	\$27.4
18	K-9 Edgemont Design and Construction Funding	900	W2	\$27.4
19	K-9 Big Lake Design and Construction Funding	900	W2	\$27.4
20	Spruce Avenue Replacement or Modernization** Design and Construction Funding	TBD	C	\$11.5*

\*Reflects estimated cost for a major modernization only.

\*\*Modernization versus replacement is to be determined through completion of design review and cost analysis.

\*\*\*Collegiate School for Science, Technology & Trades is a partnership proposal with NAIT and Edmonton Catholic Schools (excludes potential land acquisition costs and costs for partner space component).

## Proposed Three-Year Capital Plan 2016-2019 Aggregated Priorities

Priority 2016-2019	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
Year 1						
1	K-9 Meadows (Laurel)	New	900	SE	\$27.4	<ul style="list-style-type: none"> <li>In 2014, the Province announced funding for the design of this project. The District is requesting additional funding be provided for the construction phase.</li> <li>This project was initially identified as a K-6 in the <i>Three-Year Capital Plan 2015-2018</i>.</li> <li>A K-9 is being requested as many students in the Meadows have been designated to schools in the South Central sector for junior high programming as space in the South East sector is limited.</li> <li>All existing junior high schools in the Meadows and Mill Woods are accommodating students residing in new neighbourhoods.</li> </ul>
2	K-9 South East (Walker)	New	900	SE	\$27.4	<ul style="list-style-type: none"> <li>In 2014, the Province announced funding for the design of this project. The District is requesting additional funding be provided for the construction phase.</li> </ul>
3	K-9 Lewis Farms (Secord)	New	900	W2	\$27.4	<ul style="list-style-type: none"> <li>In 2014, the Province announced funding for the design of this project. The District is requesting additional funding be provided for the construction phase.</li> </ul>
4	K-9 Palisades (Hudson)	New	900	NW	\$27.4	<ul style="list-style-type: none"> <li>In 2014, the Province announced funding for the design of this project. The District is requesting additional funding be provided for the construction phase.</li> </ul>
5	K-9 Heritage Valley (Chappelle West)	New	900	SW	\$27.4	<ul style="list-style-type: none"> <li>In 2014, the Province announced funding for the design of this project. The District is requesting additional funding be provided for the construction phase.</li> </ul>
6	K-9 Greater Highlands Area	Replacement/ Modernization	800	NE	\$20 to \$25	<ul style="list-style-type: none"> <li>In 2014, the Province announced funding for a replacement school in a mature neighbourhood.</li> <li>Based on the consultation process that took place for this project, the Greater Highlands Area expressed interest in being considered for a future consolidation/replacement project.</li> <li>A working committee was formed with the goal of developing a community supported concept for this project.</li> <li>Three options have been designed and costed for consideration following stakeholder input, including a replacement school at Mount Royal and two options for a partial demolition/new addition at Highlands School.</li> </ul>

Priority 2016-2019	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
<b>Year 1</b>						
7	Mill Creek School	Replacement/ Modernization	350	SC	\$14.9	<ul style="list-style-type: none"> <li>In 2014, the Province announced funding for the design of this project. The District is requesting additional funding be provided for the construction phase.</li> <li>Draft design study costing indicates that a full replacement may be the most cost effective approach when compared with the costs for a major modernization.</li> </ul>
8	Caernarvon School	Modernization/ Addition	550	NW	\$15.1	<ul style="list-style-type: none"> <li>In 2014, the Province announced funding for the design of this project.</li> <li>The District is requesting additional funding be provided for the construction phase.</li> <li>A new addition to replace an eight classroom pod unit is included in this project.</li> </ul>
9	Collegiate School for Science, Technology & Trades	New	1600 (800 spaces for ECSD not included)	C	\$56.8	<ul style="list-style-type: none"> <li>In 2014, the Province announced funding for the design of this project.</li> <li>The District is requesting additional funding be provided for the construction phase.</li> <li>Capacity and costing is preliminary, reflects Edmonton Public Schools' proportion of project, exclusive of NAIT and Edmonton Catholic Schools' component of the project, and excludes any potential land acquisition costs.</li> </ul>
10	Brander Gardens School	Modernization	-	SW	\$8.9	<ul style="list-style-type: none"> <li>Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair.</li> <li>Provincial Utilization Rating (ACU) of 137%.</li> <li>Measures required to manage growing student enrolment were included in the report on <i>Managing Student Growth in New and Developing Neighbourhoods</i>.</li> <li>Two new schools will open in 2016 to serve some students currently designated to Brander Gardens School.</li> </ul>
<b>Year 2</b>						
11	Mature Neighbourhood Consolidation Replacement School as determined by Infrastructure Strategy	Replacement/ Modernization	TBD	TBD	\$27.4	<ul style="list-style-type: none"> <li>In mature neighbourhoods, the combination of multiple schools in proximity, the age of these schools and their deferred maintenance is a challenge.</li> <li>A replacement school, which could include the consolidation of a number of schools, could address these challenges.</li> </ul>

Priority 2016-2019	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
Year 2						
12	7-9 Meadows (Larkspur)	New	900	SE	\$30.3	<ul style="list-style-type: none"> <li>• Larkspur site (located adjacent to Velma E. Baker School) is assembled.</li> <li>• 1,160 junior high students currently reside in the Meadows and Burnewood areas.</li> <li>• A. Blair McPherson School is 109% utilized and is the only school with junior high capacity in the Meadows.</li> <li>• All existing junior high schools in the Meadows and Mill Woods are accommodating students residing in new neighbourhoods.</li> <li>• Kate Chegwin School, the current designated junior high school for Larkspur and Silver Berry, is 106% utilized.</li> <li>• T.D. Baker School, the current designated junior high school for Laurel, is 89% utilized.</li> <li>• K-9 students in the Meadows have been designated to schools in the South Central sector for junior high programming as space in the South East sector is limited.</li> <li>• Ottewell School, the current designated junior high school for Maple and Wild Rose, is 70% utilized. Ride times to Ottewell School range from 30-50 minutes.</li> <li>• There are 3,505 remaining potential single family lots to be developed in the Meadows.</li> </ul>
13	K-6 Pilot Sound (McConachie)	New	600	NC	\$18.1	<ul style="list-style-type: none"> <li>• The 98 K-6 students currently residing in McConachie are designated to schools outside of Pilot Sound ASP.</li> <li>• Travel time by yellow bus is 12-45 minutes.</li> <li>• McConachie had the third largest number of housing units built in Edmonton in 2013.</li> <li>• McConachie is 33% built out with 1,961 remaining potential single family lots.</li> <li>• McConachie is projected to have 12,122 residents. As of Census 2014, 2,743 people reside in McConachie.</li> </ul>
14	K-9 Heritage Valley (Chappelle East)	New	900	SW	\$27.4	<ul style="list-style-type: none"> <li>• The nearest school able to accommodate students from Chappelle is 12 km away on average.</li> <li>• Travel time by yellow bus is 27-42 minutes.</li> <li>• Chappelle is almost double the size of a typical neighbourhood. Chappelle is 18% built out, with 3,588 remaining single family lots.</li> <li>• Chappelle is projected to have 22,208 residents. As of Census 2014, 1,607 people reside in Chappelle.</li> </ul>

Priority 2016-2019	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
Year 2						
15	7-12 Windermere (Glenridding Heights)	New	2100	SW	\$73.9	<ul style="list-style-type: none"> <li>• Junior high and senior high school space in the Riverbend/Terwillegar area is becoming very limited as new areas continue to grow. With no junior high or senior high school space currently in the Windermere area, students will continue to be transported significant distances to go to school.</li> <li>• Riverbend School, the current designated junior high school, is 101% utilized.</li> <li>• Windermere Estates is almost double the size of a typical neighbourhood. The neighbourhood is 58% built out, with 1,799 remaining potential single family lots. There are 2,023 lots remaining in Glenridding Heights and Glenridding Ravine neighbourhoods.</li> <li>• Windermere Estates neighbourhood is projected to have 16,771 residents. As of Census 2014, 5,336 people reside in Windermere Estates. There are 335 residing in Glenridding Area, with an anticipated population of 13,548.</li> </ul>
16	Delton School	Replacement/ Modernization	TBD	C	\$13.3*	<ul style="list-style-type: none"> <li>• Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair.</li> <li>• Provincial Utilization Rating (ACU) of 66%.</li> <li>• Viability was confirmed after undergoing sector review in 2009-2010.</li> <li>• Designated receiving school for students relocated due to the closure of H.A. Gray School in 1984 and Eastwood and Parkdale schools in 2010.</li> <li>• Value Management Study will be conducted to determine replacement versus modernization approach.</li> </ul>
17	Gold Bar School	Modernization	-	SC	\$2.7	<ul style="list-style-type: none"> <li>• Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair.</li> <li>• Provincial Utilization Rating (ACU) of 51%.</li> <li>• Viability was confirmed after undergoing sector review in 2009-2010.</li> </ul>
18	Lansdowne School	Modernization	-	SC	\$7.8	<ul style="list-style-type: none"> <li>• Designated receiving school for students residing in a developing neighbourhood (Terwillegar South) in the 2014 Growth Accommodation Plan.</li> <li>• Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair.</li> <li>• Provincial Utilization Rating (ACU) of 65%.</li> </ul>

Priority 2016-2019	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
Year 3						
19	Mature Neighbourhood Consolidation Replacement School as determined by Infrastructure Strategy	Replacement/ Modernization	TBD	TBD	\$25.9	<ul style="list-style-type: none"> <li>In mature neighbourhoods, the combination of multiple schools in proximity, the age of these schools and their deferred maintenance is a challenge.</li> <li>A replacement school, which could include the consolidation of a number of schools, could address these challenges.</li> </ul>
20	7-9 Pilot Sound (McConachie)	New	600	NC	\$30.3	<ul style="list-style-type: none"> <li>Junior high space in the Pilot Sound area is very limited.</li> <li>Dr. Donald Massey School is 94% utilized and is the only school with junior high capacity in Pilot Sound.</li> <li>Travel time by ETS to the designated school outside of the Pilot Sound area is 28 minutes.</li> <li>McConachie is 33% built out with 1,961 remaining potential single family lots.</li> <li>McConachie is projected to have 12,122 residents. As of Census 2014, 2,743 people reside in McConachie.</li> <li>Cy Becker junior high students might also be accommodated.</li> <li>Potential partnership opportunity on this site with Edmonton Public Libraries (discussions regarding this are ongoing).</li> <li>The site was not planned for a K-9 grade configuration, and anticipated peak student generation precludes combining this project with priority 13 as a single request.</li> </ul>
21	K-9 Windermere (Keswick)	New	900	SW	\$25.9	<ul style="list-style-type: none"> <li>With student spaces in the Riverbend/Terwillegar area becoming very limited as new areas continue to grow, students residing in Keswick will continue to be transported significant distances to go to school.</li> <li>The nearest school able to accommodate students from Keswick is 13 km away, located in the West 1 Sector.</li> <li>Travel time by yellow bus is 69-70 minutes.</li> <li>Keswick is still in the early stages of development (5% build-out). There are 3,780 single family lots remaining to develop. It is expected to generate a population of 15,430.</li> </ul>

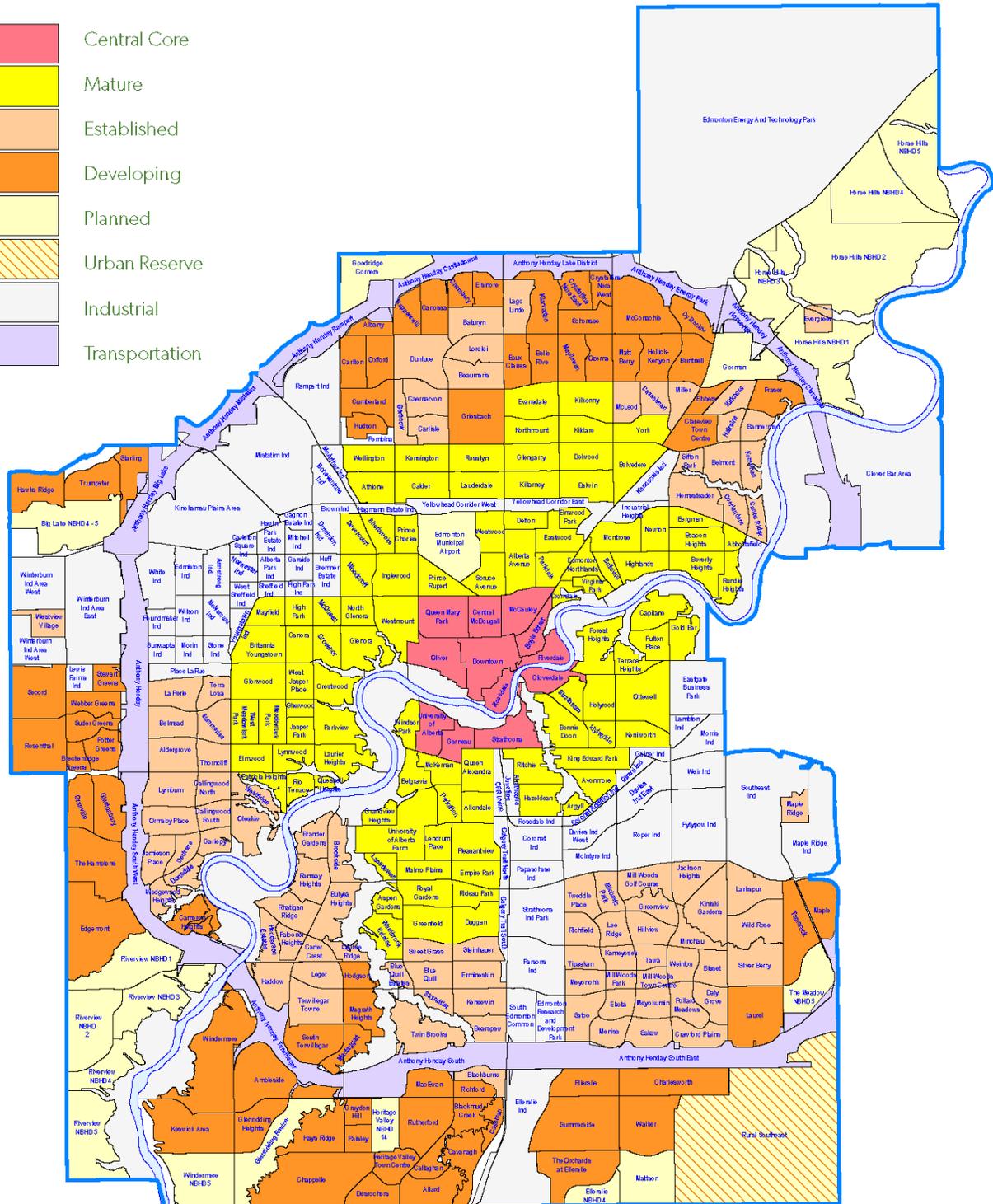
Priority 2016-2019	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
Year 3						
22	K-9 Lewis Farms (Rosenthal)	New	900	W2	\$25.9	<ul style="list-style-type: none"> <li>Students residing in Rosenthal are designated to schools outside of Lewis Farms ASP.</li> <li>Travel time by yellow bus is 38-39 minutes.</li> <li>Rosenthal is 18% built out with 2,457 remaining potential single family lots.</li> <li>Rosenthal is projected to have 12,294 residents. As of Census 2014, 106 people reside in Rosenthal.</li> </ul>
23	K-9 Edgemont	New	900	W2	\$25.9	<ul style="list-style-type: none"> <li>Edgemont is still in the early stages of development (7% build-out). There are 3,568 single family lots remaining to develop.</li> <li>Edgemont is projected to have 14,836 residents. As of Census 2014, 115 people reside in Edgemont.</li> <li>Travel time by yellow bus is 20-28 minutes.</li> </ul>
24	K-9 Big Lake (TBD)	New	900	W2	\$25.9	<ul style="list-style-type: none"> <li>The nearest school able to accommodate students from the Big Lake area is 9 km away, located in the Central Sector.</li> <li>Travel time by yellow bus is 31-44 minutes.</li> <li>As of Census 2014, there are 504 people residing in Trumpeter, 179 in Starling and 57 in Hawks Ridge. Starling and Trumpeter are expected to generate a combined population of 15,607.</li> <li>There are 3,068 remaining single family lots yet to develop in these neighbourhoods.</li> </ul>
25	Spruce Avenue School	Replacement/ Modernization	TBD	C	\$11.5*	<ul style="list-style-type: none"> <li>Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair.</li> <li>Provincial Utilization Rating (ACU) of 60%.</li> <li>Viability was confirmed for the junior high after undergoing sector review in 2009-2010. The elementary program was closed in 2010.</li> <li>Designated receiving school for students relocated due to the closure of H.A. Gray School in 1984, John A. McDougall School's junior high program in 2001, and Eastwood, McCauley and Parkdale schools in 2010.</li> <li>Value Management Study will be conducted to determine replacement versus modernization approach.</li> </ul>

Priority 2016-2019	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
Year 3						
26	Hillcrest School	Modernization	-	W1	\$14.9	<ul style="list-style-type: none"> <li>Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair.</li> <li>Provincial Utilization Rating (ACU) of 59%.</li> <li>Designated receiving school for students residing in developing neighbourhoods (Glastonbury and Granville).</li> </ul>
27	Belmont School	Modernization	-	NE	\$9.0	<ul style="list-style-type: none"> <li>Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair.</li> <li>Provincial Utilization Rating (ACU) of 72%.</li> <li>Could be a future receiving school for students residing in growth areas in the northeast.</li> </ul>

\*Reflects estimated cost for a general upgrade.

NEIGHBOURHOOD CLASSIFICATION

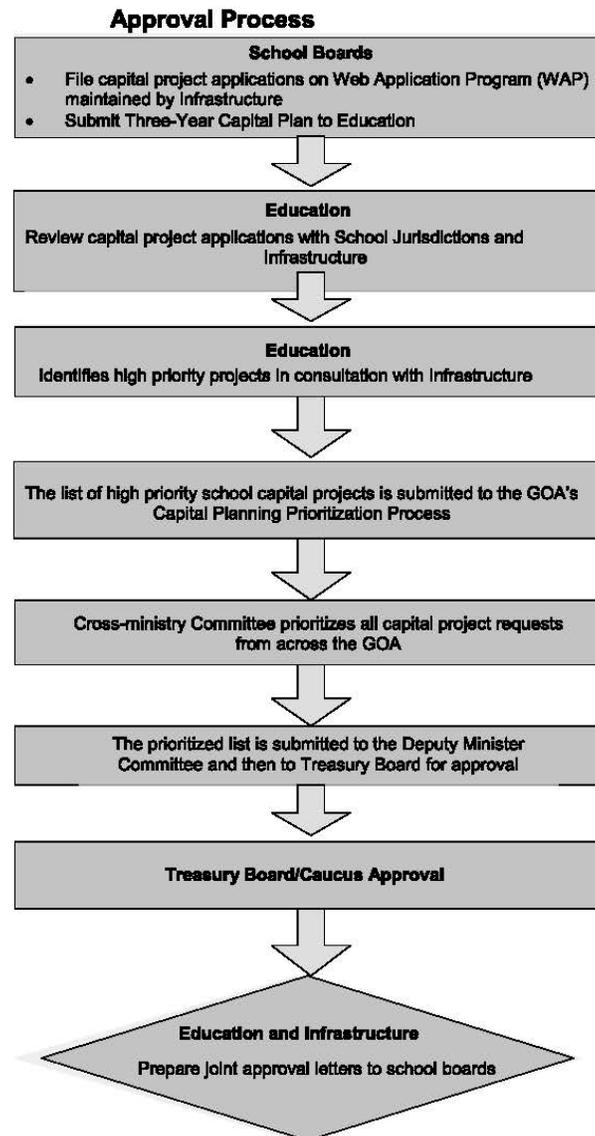
- Central Core
- Mature
- Established
- Developing
- Planned
- Urban Reserve
- Industrial
- Transportation



Source: City of Edmonton 2014 Annual Growth Monitoring Report

### 3. Approval Process for School Building Projects

As required by the *School Act*, Part 7, Division 2, Ministerial approval must be obtained prior to commencement of any capital project. **There will be no funding provided to a jurisdiction for a project commenced without prior written Ministerial approval.**



### 3.1 School Capital Funding Priorities

Capital projects are reviewed and prioritized by Education, with technical input from Infrastructure, prior to being submitted to the government's Capital Planning Prioritization Process led by Treasury Board.

The projects identified in the Three-Year Capital Plans should include sufficient information to support the identified priority ranking. Projects are first reviewed for accuracy and clarity, and staff from Education's Capital Planning Sector and Infrastructure's Learning Facilities Branch may meet with school jurisdictions to obtain further information as required.

Partnerships have become an important component of the capital planning submission. Please see section 4.2.4 for partnership considerations.

Education then prioritizes project requests by first considering school jurisdiction priorities and then the following criteria:

- **Health and Safety** – Impact on health and safety of occupants of not proceeding with the project (e.g., replacement or essential modernization to correct unsafe conditions or prevent a major building failure).
- **Building Condition** – Facility audit scores and the facility condition evaluation is a key tool for government and school boards' long-term capital planning processes. It assists with determining priorities for investing in maintenance, upgrades and new infrastructure.

Reviews are ongoing within a five-year cycle so that each school is re-evaluated five years following its last review. The evaluation report generated from each review provides a "snapshot" of the physical condition and building systems at that specific point in time. The review anticipates the amount and cost of maintenance work that may be required over the next five years to keep the school in good condition.

- **Utilization Rates** – Utilization of existing facilities. The utilization formula is used as a measure of the relative occupancy levels of a school. When a facility reaches or exceeds a utilization of 85 per cent capital expansion may be considered.  
A high utilization rate at a school will not automatically result in the construction of additional infrastructure. Demographic trends, total utilization of the area, funding considerations and overall provincial priorities are also taken into consideration, along with the relative priorities for school capital projects identified by each of the school jurisdictions in their Three-Year Capital Plans.
- **Enrolment Projections** - Trends and subsequent school board plans for the accommodation of students.
- **Education Program Delivery** – Alignment with the direction the board has described in the Three-Year Education Plan.

- **Additional Information**, including opportunities for partnership/collaborations between one or more school jurisdictions and/or other partners and other supplementary information such as site readiness, studies, regional plans.

Education then prepares the annual submission for the provincial Capital Planning Prioritization Process. Other considerations include:

- **Program Delivery Impact** – Importance of the project to achieving ministry program delivery requirements.
- **Infrastructure Performance** – Recognition of infrastructure that is generally in greater need of attention due to poor functionality or poor physical condition; or that high utilization results in the need to adjust program delivery capacity.

## **4. School Capital Planning**

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### **4.1 Approaches for Delivering Education Programs**

School jurisdictions should consider possible alternatives and approaches for delivering education programs and accommodating students. Examples are:

- Making more efficient use of existing space available in other schools or other facilities in the community, in other communities in the region, or in other school jurisdictions.
- Adjusting grade structures within the school(s).
- Operating schools for longer periods each day.
- Offering year-round schooling.
- Enhancing technology in schools (e.g. videoconferencing) to provide for additional opportunities for students to access education programs.

### **4.2 Three-Year Capital Plan Requirements**

School jurisdictions must prioritize projects submitted for funding based on safety of school facilities, enrolment pressures, modernization needs, etc., as identified through the Three-Year Capital Plan and Ten-Year Facilities Plan. The Three-Year Capital Plan submission must be approved by the Board of Trustees or Charter School Authority and signed off on an annual basis.

The fiscal year for Capital Plans is April 1 to March 31. The Three-Year Capital Plan must be submitted by April 1 of the year prior to the commencing year of the plan. For example, the plan submitted on April 1, 2014 is for the years 2015-2018.

#### **4.2.1 Three-Year Capital Plan**

The Three-Year Capital Plan:

- Identifies the highest priority school facility/infrastructure needs for the three-year period.
- Must be updated by the school jurisdiction and submitted on an annual basis.
- Must include, at a minimum, the detailed breakdown of costs by facility required to complete the web-based *New School Project Application* and the *Expansion and Modernization Project Application* (Forms 1 and 2 available on the WAP).
- Must demonstrate that the school jurisdiction has evaluated its ability to deliver the requested projects during the three-year period.
- Must include a completed copy of the Site Readiness Checklist (see Form 8) New or Replacement School projects. requested in the first year of the submission.

#### **4.2.2 Ten-Year Facilities Plan**

The Ten-Year Facilities Plan must be developed and be made available upon request by the Capital Planning Sector. School jurisdictions may also be asked to submit additional information or a business case in support of a project.

The Ten-Year Facilities Plan provides a broad overview of the school jurisdiction's facilities. It helps each school jurisdiction, Education and Infrastructure to identify long-range facility needs in support of school jurisdictions' education and technology plans.

A school jurisdiction should annually review its Plan to confirm its continued relevance and submit an updated plan to Education upon request. The plan should include the following information:

- Enrolment pressures and emerging learning opportunities that need to be addressed through expansion (new schools, additions, modular classrooms and leases). The plan must indicate the jurisdiction's expected facilities utilization for the ten-year period. This should include enrolment projections for areas of growth and for areas with declining enrolments.
- Modernization needs for schools over the ten-year period.
- Grade structures and forecast of program changes requiring capital funding either under the Modernization program to convert existing space, or construction under the Expansion program to facilitate the new program(s) and technology.
- Facility condition evaluation information.
- Declining enrolments that may lead to closure of programs or school buildings.
- Identify any impact on the need for capital funding to modernize or add space to the school(s) where students are being relocated.

#### **4.2.3 Site Readiness**

- Discussions with municipalities must occur prior to submitting a request for a new or replacement project, to ensure the site has been identified and services are available to construct the school.
- A Site Readiness Checklist (see Appendix I- Form 8) <http://www.education.alberta.ca/media/6414507/form8sitereadiness.doc> must be completed, signed and submitted for each New or Replacement School Project included in the first year of the jurisdiction's Three Year Capital Plan
- Areas that need to be considered include:
  - Title of land
  - Zoning appropriate
  - Topography of site
  - Any site assessments that have been completed
  - Adequate road access
  - Other concerns about the site.

#### **4.2.4 Partnership Opportunities**

The Ministers of Education and Infrastructure believe that schools serve as important hubs within communities. School Boards are expected to identify potential partnerships with local jurisdictions that would be of mutual benefit to both the students and community at large.

To assist school jurisdictions in identifying and establishing partnership opportunities, please refer to the Partnerships webpage online at <http://education.alberta.ca/department/ipr/capitalplanning/infrastructureresources/p>