

DATE: March 21, 2023

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Three-Year Capital Plan 2024–2027

ORIGINATOR: Cliff Richard, Chief Infrastructure and Technology Officer

RESOURCE STAFF: Shauna Bland, Josephine Duquette, Terri Gosine, Scott Humphrey, Roland Labbe, Valerie Leclair, Andrew Lowerre, Coreen Moccia, Shaminder Parmar, Jennifer Thompson, Christopher Wright

REFERENCE [Infrastructure Planning Principles Policy \(EA.BP\)](#)
[Strategic Plan 2022–2026](#)
[Three-Year Capital Plan 2023–2026](#)
[Ten-Year Facility Plan 2023–2032](#)
[Government of Alberta School Capital Manual - Chapter 2](#)
[McKinnon Report on Alberta’s Finances](#)
[Edmonton Public Schools - Environmental Sustainability](#)

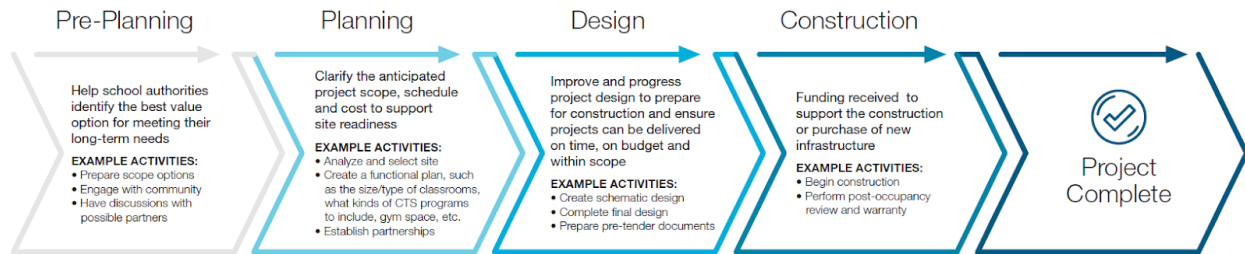
ISSUE

The Province requires that a Division’s Three-Year Capital Plan be approved by the Board of Trustees and submitted to Alberta Education annually by April 1.

BACKGROUND

The current Three-Year Capital Plan 2023–2026 was approved by the Board of Trustees on March 22, 2022 and amended on September 20, 2022. On March 1, 2023, the Province announced construction funding for a K–9 school in Edgemont, design funding for a Grade 7–12 school in Glenriding Heights, planning funding for a K–6 school in Glenriding Heights and a K–6 school in Rosenthal, as well as pre-planning funding for a 7–9 school in McConachie.

- The design funding approval allows the project management team to complete the front-end project work, such as procurement of the consulting team, additional geotechnical investigation and permit applications that may otherwise impact the schedule.
- Planning funds are intended to allow for further development of project scope to advance site investigation work, and to help clarify potential risks and identify mitigating strategies and costs. The goal is to remove barriers and better position the project for consideration of design and construction funding approval in a future budget cycle.
- Pre-planning funding allows for a conceptual project to define basic scope elements, such as grade configuration, capacity and location. This funding is intended for projects that are anticipated to significantly increase in priority in the next three to five years.



Construction of Joey Moss School was completed in the Keswick neighbourhood, and opened for the 2022–2023 school year. The Division also anticipates opening the new high school in The Meadows in the fall of 2024, and the K–9 school in Edgemont is preliminarily estimated to open no earlier than the fall of 2026.

RELATED FACTS

- The Three-Year Capital Plan is required to be approved by the Board of Trustees for submission to the Province by April 1, 2023.
- The Three-Year Capital Plan identifies the Division's capital priorities.
- A high school construction project in The Meadows plan area, approved from a previous capital plan submission, is anticipated to open in the fall of 2024.
- On March 1, 2023, the Province announced construction funding for a K–9 school in Edgemont, the only priority identified in the previous Capital Plan that has been funded for construction.
- Only an aggregated list of project priorities can be submitted to the Province, combining new construction projects with modernization, replacement and solution (e.g., consolidation of multiple schools into a single modern facility) projects.
- The provincial requirement to blend new construction, modernizations, replacements and solution priorities into a single aggregated list creates a situation where serving new communities competes against modernizing facilities within the mature areas of our city. This is in contrast with the Division's Infrastructure Planning Principle to provide equitable access to modern, high quality learning environments, regardless of where resident students live.
- In each year of the three years outlined in the plan, new construction priorities are ranked ahead of modernization, replacement and solution projects based on previous provincial messaging indicating that new construction to accommodate resident student growth outscores the modernization and replacement of existing school facilities.
- This plan introduces an additional new high school priority in the west end of the city, an elementary school in Marquis in northeast Edmonton, a pre-planning study for a junior/senior high also in Marquis, and an elementary/junior high school in Decoteau in southeast Edmonton.
- Updated facility condition data supported a re-evaluation of priorities for modernization, replacement, and solution projects, resulting in a number of projects replacing previously recommended priorities.
- Given the high number of aging school buildings within the Division and the incremental repairs and improvements made on an ongoing basis, ranking buildings by condition will lead to subtle ranking changes which could cause priorities to rise or shift on an annual basis.
- Three modernization, replacement and solution projects are proposed to be retained as priorities: Delton School replacement, Spruce Avenue School modernization/replacement and the Britannia Cluster solution.
- Five previous modernization/replacement projects are recommended to be replaced as priorities by

buildings now ranking in poorer condition.

- Four new modernization/solution priorities are introduced.
- While the Division remains committed to future mature community ‘cluster’ (solution) discussions and ensuring a legacy of excellent infrastructure across the city, two “Space for Students in Mature Communities” school clusters are proposed to be removed from the plan, given the challenges in securing funding to meet community needs with desired infrastructure.
- Ongoing and predictable funding of modernization, replacement and solution projects is required to address the Division’s growing deferred maintenance deficit.
- Requests for temporary additional space through the addition of modular classrooms occurs through a separate provincial process, typically submitted by November 1 annually.

RECOMMENDATION

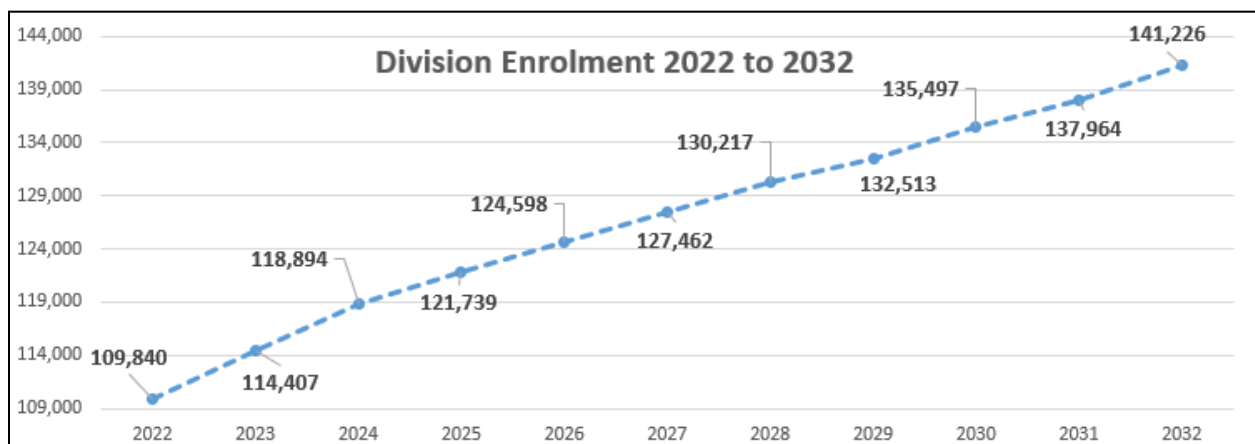
That the draft *Three-Year Capital Plan 2024–2027* for submission to the Provincial Government, be approved.

CONSIDERATIONS and ANALYSIS

The strategic direction for the Division’s facility planning is outlined within the Ten-Year Facility Plan 2023–2032. The capital priorities in this proposed Three-Year Capital Plan 2024–2027 (Attachment I) align with the Division’s Infrastructure Planning Principles, Strategic Plan 2022–2026 and Ten-Year Facilities Plan 2023–2032.

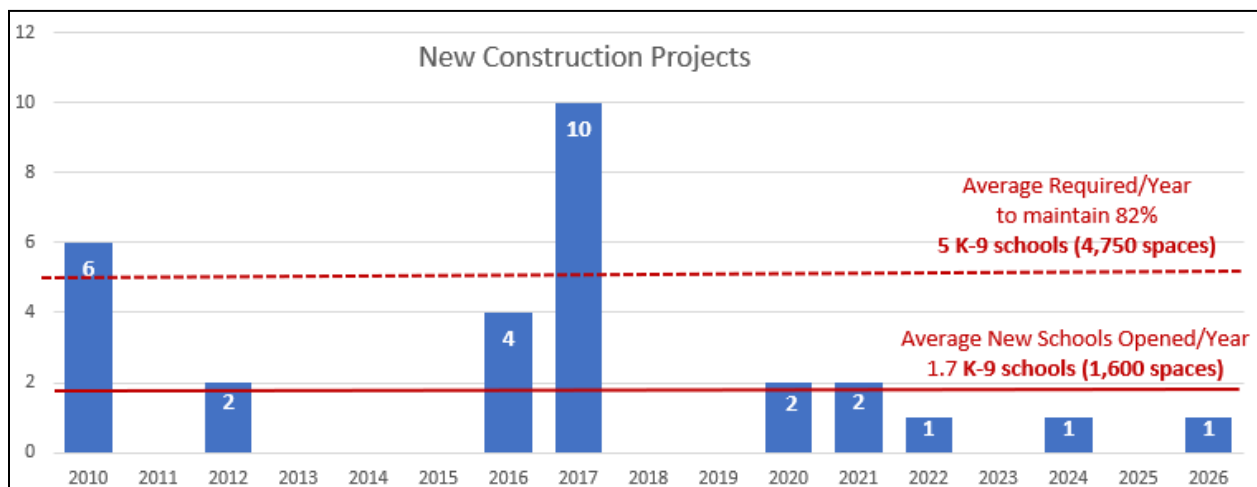
Enrolment Growth

The Division has experienced a pronounced increase in the enrolment growth rate as the Division grew by almost 29,929 students or 37 per cent between 2010 and 2022. Over the same time period, the Division only gained 24,000 new student spaces, and the overall space utilization rate of the Division has risen from 66 per cent to 82 per cent. The Division’s official enrolment as of September 30, 2022, represented an increase of 4.2 per cent, or 4,455 new students over the September 30, 2021, enrolment. This growth was the largest one-year enrolment increase for the Division since the annexation of Jasper Place in 1964–1965, when the West Jasper Place School Division was amalgamated with Edmonton Public Schools, including students and school buildings. The Division is projecting a similar increase in enrolment of 4,567 students for the 2023–2024 school year (an increase of 4.2 per cent). In three to five years, the Division is projected to have between 12,000 and 18,000 additional new students, bringing the deficit of new space versus enrolment growth to between 14,000 to 20,000 spaces. Enrolment is projected to continue to rise to 2032, to total over 141,000 students.



If all of the proposed capital requests for new construction in Year 1 of the proposed Three-Year Capital Plan 2024–2027 were to receive full construction funding this year, the Division would receive a total of 5,065 additional student spaces, with the opening of a new high school in The Meadows in 2024 and a K–9 in Edgemont opening in the fall of 2026 at the earliest (as it can take between three and five years to build a new school). These additional student spaces are critical in reducing the growing deficit of new space versus enrolment growth. The new construction projects identified in Year 2, requesting funding for 4,650 additional student spaces, are required to meet crucial need. Year 3 new construction priorities are intended to address anticipated needs in a strategic manner, requesting funding for 3,740 additional student spaces.

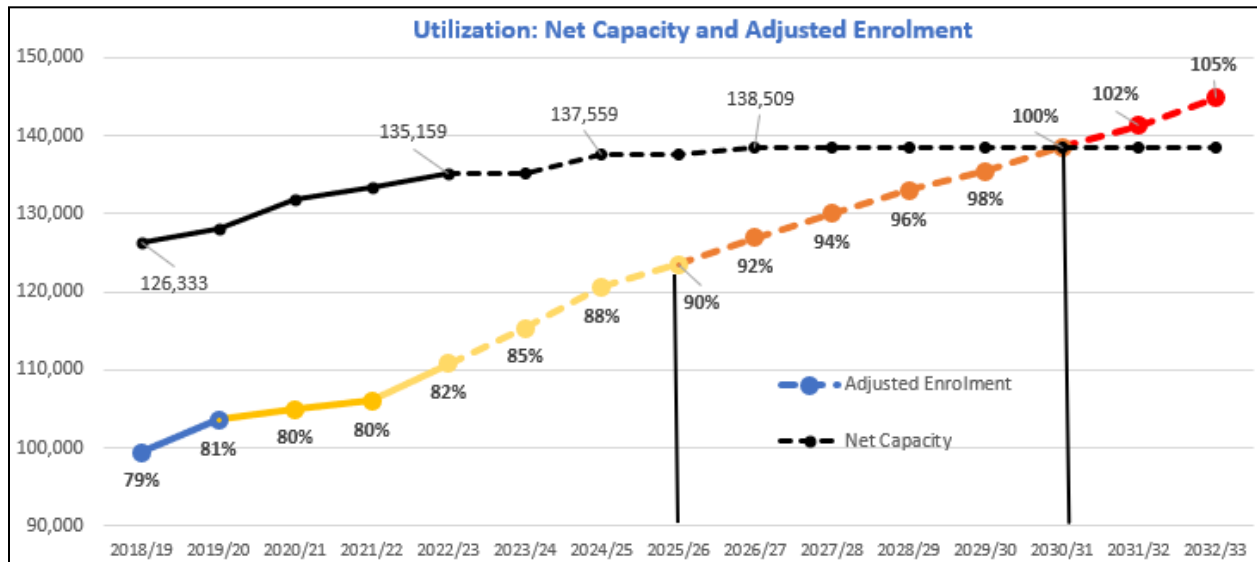
For the period 2010 to 2026, the Division will have opened 29 new schools in new growth areas of the city, which is an average of less than two new schools per year. To maintain the current utilization rate in our current enrolment growth context, the Division would need to open five schools with a capacity of 950 spaces every year. Currently, only two new schools will open in our Division—a new high school in The Meadows in 2024 and a K–9 in Edgemont in 2026 (at the earliest). Even if additional new school construction funding is announced immediately, it would take three to five years before these schools would be ready to accommodate resident students.



The Division’s overall utilization has increased to 82 per cent for the current school year—an increase of two per cent over the previous year. School utilization rates vary across the Division. The Division currently has 78 schools at or above 85 per cent utilization. In response to the increases in enrolment, the Division has:

- added as many modular classrooms as possible (within funding and physical space limitations)
- adopted a Growth Control Model to manage enrolment at schools

The Division’s overall utilization rate will reach 90 per cent in 2025 and 100 per cent in 2030, in the absence of additional new school projects being funded for construction.



Of note, once a school increases above 80 per cent utilization, space for enrolment growth becomes limited, program expansion at the site may not be possible, dedicated child care space may need to be reclaimed, and specialized classrooms such as art or science rooms may need to be utilized as full-time classrooms for regular programming. In short, choice for students and families becomes limited.

Schools at Level 3 in the Growth Control Model have reached capacity. In 2020–2021, three schools implemented the lottery process in some of their grades. In 2022–2023, two more schools implemented the lottery process for a total of five schools. In 2023–2024, a total of seven schools will be implementing the lottery process in some grades. An added challenge and cost related to lottery schools and accommodating families at overflow schools is related to student transportation. In all cases, yellow bus capacity was added in order to support families attending their “overflow designated school”. In two instances, yellow bus capacity was required for junior high school students given that acceptable Edmonton Transit Service (ETS) service was not available.

Capital Planning Methodology

New Construction Considerations

The proposed priorities for new construction and major additions are based on a review of all City of Edmonton development plans and data, analysis of demographic data sets from all three orders of government, building and development insights from the development industry, analysis of current and projected Division resident student residency, the utilization rate of schools where students reside, the average distance traveled by resident students to their designated school, the impact of recent or projected changes in capacity nearby (e.g., recently constructed schools), and site readiness as defined by the Province.

Pressure for new schools to serve developing areas is expected to continue, as the majority of projected new resident students will reside in developing areas where schools are at or nearing capacity. All of the

requests for new construction are located in developing neighbourhoods, with most being in the south and west areas of the city. Resident students from new growth areas will continue to be accommodated in schools in mature and established areas where there is available space. If no new construction is realized, resident students will face increasing travel times to their designated schools, adding to the logistical and cost-related challenges that families and the Division experience related to student transportation.

An annual submission through the Provincial Modular Classroom Program can provide additional infrastructure to accommodate resident students. Over the past 10 years, the Province has funded an average of 54 per cent of the modular classrooms requested annually by the Division. The timing of modular funding decisions combined with fluctuating modular funding envelopes from the Province contribute to the challenges in relying on modular classrooms to address emergent localized growth pressures.

The 2024–2027 Three-Year Capital Plan (the Plan) includes 14 new construction priorities in newly developing areas, including one addition and one study (Attachment II). The Plan adds four new priorities: a high school in west Edmonton in Year 2 of the plan and an elementary/junior high in Decoteau in southeast Edmonton in Year 3 of the Plan. It also adds two priorities in northeast Edmonton: an elementary in Marquis and a design study on the Horse Hill campus site. Some shifts have occurred to acknowledge the construction funding of the school in Edgemont and some rises in priority for high school projects.

Year 1 new construction priorities are critically needed to meet growing enrolment. Year 2 priorities are requested to meet crucial need and Year 3 priorities are intended to address anticipated needs in a strategic manner. The plan includes:

- Three projects in the Southwest 2 sector
 - Glenridding Heights K–6, Glenridding 7–12 and an addition to Dr. Anne Anderson School
- Two projects in each of the North, West, Southeast 2 and Northwest sectors
 - McConachie 7–9 and Crystallina Nera West K–6
 - Riverview K–9 and a High School in the west end
 - Rosenthal K–6 and Hawks Ridge K–6
 - The Orchards South K–9 and Decoteau K–9
- One project in each of the Southeast 1 and Northeast sectors
 - Aster K–9
 - Marquis K–6

This list highlights the urgency for capital funding to accommodate resident students in developing communities in seven of 10 geographic sectors in the Division. Schools in the Southeast, Southwest, North and West sectors are already experiencing high utilization. New residential development in these sectors and surrounding neighbourhoods will continue to increase accommodation pressures at existing schools. The sites in Crystallina Nera, Riverview, Aster, The Orchards South, Marquis and Decoteau are not yet quite ready for school construction. Developers working in these areas anticipate sites to be dedicated for future school projects in the coming years; as such, they are not included as Year 1 priorities. The development of sports fields and final grading for school sites is the responsibility of the City of Edmonton and is typically funded shortly after the school project receives funding.

The Division will continue to monitor new growth in all current plan areas, as well as planned future growth that may come to be approved in the most recently annexed areas in south Edmonton.

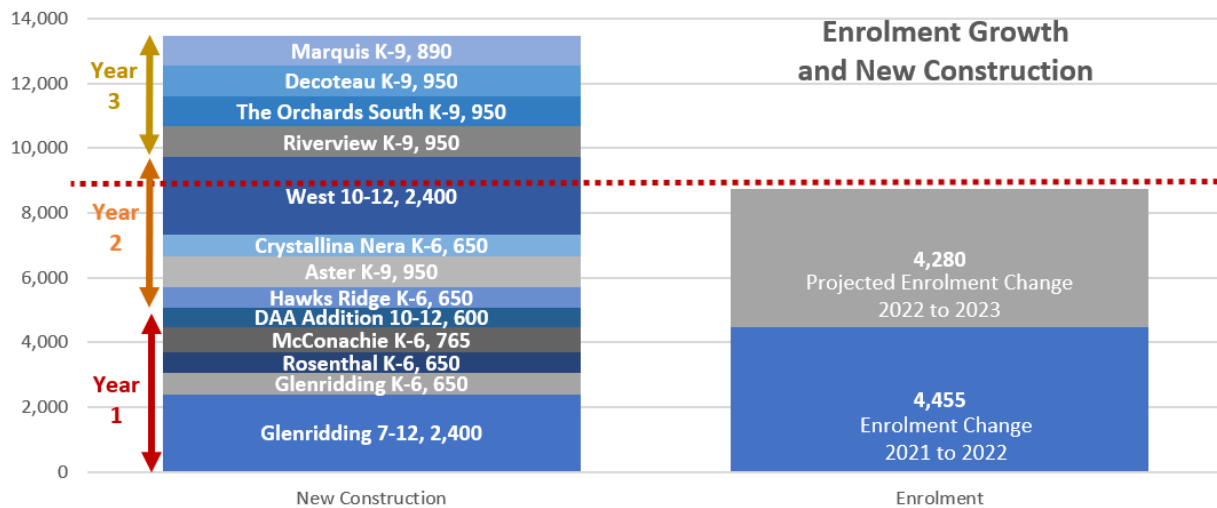
Three of the projects in the previously approved Three-Year Capital Plan 2023–2026 are proposed to be reprioritized.

- First, the Year 1 Glenridding Heights K–6 project is proposed to be moved from Priority 5 to Priority 2. The proposed reprioritization is due to the existing and projected number of resident students living in the neighbourhoods of Glenridding Heights and Glenridding Ravine, the current and projected utilization of existing schools, and the inclusion of area schools in the Growth Control Model. All three schools in the Windermere area are at Level 2 or 3 on the Growth Control Model:
 - Dr. Margaret-Ann Armour School has reached Level 3, including implementation of the lottery process in grades where demand exceeds available space.
 - Constable Daniel Woodall School has reached Level 2, including closing the attendance area boundary.
 - Joey Moss School will reach Level 2, and will have a closed attendance area boundary for the 2023–2024 school year.

Area or Neighbourhood	Remaining Planned Low Density Units	Percentage of Planned Units Developed	Average Annual Development Rate Over Five Years	Planned Student Population	EPSB Student Population (September 2022)	EPSB Five Year Student Growth Projection
Glenridding 7–12	7864	51%	2.5%	2378	1331	1859
Glenridding K–6	1501	51%	2.4%	591	458	689
Rosenthal K–6	1489	49%	3.6%	448	342	582
McConachie 7–9	468	92%	4.6%	469	448	538

- Second, the Year 2 Aster K–9 project is proposed to move from Priority 15 to Priority 10. The proposed reprioritization is due to the existing and proposed level of development in the near future, projected utilization of existing schools, the projected number of resident students, and the inclusion of area schools in the Growth Control Model. Svend Hansen School reached Level 3 in the Growth Control Model, including implementation of the lottery process in grades where demand exceeded available space. A. Blair McPherson School is a Level 2 school with open boundaries in the Growth Control Model.
- Third, an addition to Dr. Anne Anderson School is proposed to move from Priority 17 to Priority 5 given the acute need for additional high school space on the south side of the city, and the fact that the school will be at capacity in the 2023–2024 school year, its third year of operation.

Enrolment growth from this school year and projected into next school year could fill almost all of the new construction priorities in Year 1 and Year 2 of the Plan.



Modernization, Replacement and Solution Project Considerations

Funding for modernization projects and annual capital grants (Capital Maintenance and Renewal {CMR} and Infrastructure Maintenance and Renewal {IMR}) has been consistently below the levels required to prevent deferred maintenance from increasing within the Division’s aging building inventory. The average age of an operational school in the Division is 52 years, with 108 buildings (53 per cent) having been built prior to 1971. Due to many schools being built in the same era, a large cohort of schools will likely require emergent funding within a short period of time. Aging building components and an inadequate level of capital funding to address them contribute to the mounting deferred maintenance the Division is facing, estimated to reach \$1.0 billion by 2027. Ongoing and predictable funding of modernization, replacement and solution projects would align with findings of the McKinnon Report which “strongly encourage the Government of Alberta to establish a stable and sustainable level of annual capital spending and put an end to the ‘boom and bust’ cycles.”

Stable enrolment and student residency in core and mature areas, combined with aging infrastructure, supports the need for the modernization and replacement/solution priorities that are included in the Plan (Attachment III). Five of the recommended modernization, replacement or solution project priorities are proposed to remain unchanged from the previous capital plan, as there has been no funding announced for these types of projects since March 2018. Solution projects are described by the Province in the School Capital Manual as, “a new project type that is designed to allow for the submission of a project request for an integrated solution where, in order to meet the project delivery objective, more than one school facility will require construction activity”.

The proposed modernization/replacement/solution school project priorities (Attachment III) propose Delton and Spruce Avenue schools remain as the Division’s first and second priorities, respectively. The Spruce Avenue School replacement project has been in 16 previous capital plans (going back to 2008), while the Delton School replacement project has been in 14 previous capital plans (going back to 2010). As long as the projects remain unfunded, the Division must continue to invest heavily in maintenance while enduring significant functional and accessibility limitations. Both projects are expected to continue to serve large geographic areas with a vulnerable student population, and are the receiving schools

established through several past school closures and consolidations. Replacing and/or modernizing the aging infrastructure at these two sites will ensure that resident students in these areas have equitable access to high-quality learning environments, enhancing educational programming opportunities for resident students attending schools in the City's core. Accessibility, safety and building condition challenges remain for these two schools. Delton School is currently inaccessible for resident students, staff and parents/guardians with mobility challenges. The building is located on a number of floors with multiple changes in floor height on the lower level. The addition of stair lifts, ramps or an elevator at this school to make the building accessible is neither functionally possible nor cost efficient. In addition, both schools will serve portions of the newly developing neighbourhood of Blatchford and the Edmonton Exhibition Lands once housing development is realized in these major city intensification initiative areas.

The Plan continues to include a solution project in the mature area of Britannia. A preferred concept for the Britannia cluster was identified and approved by the Superintendent in the fall of 2018. The project was determined through comprehensive consultation with the community including an extensive review of current and projected student enrolment, school utilization, deferred maintenance, cost of utilities, accessibility and program suitability. The approved concept would consolidate Brightview, Britannia, Mayfield and Youngstown schools into a new Pre-Kindergarten to Grade 3 school on the Mayfield School site and a new Kindergarten to Grade 9 school on the Britannia School site. This proposed consolidation solution remains unfunded.

Queen Elizabeth and McNally high schools remain as Division priorities for modernization or replacement due to the condition of the major building components. The determination of a modernization versus replacement project will be based on a detailed review of the cost to modernize the building versus the cost to replace the building. A modernization project within an occupied and highly-utilized high school building can be challenging in terms of staging the construction and providing the necessary programming spaces throughout construction. The Division will work with the Provincial Government to ensure the most efficient use of public funds in terms of how these projects would best be addressed.

Three-year capital plans dating back to 2018 have carried forward priorities for the modernization or replacement of Harry Ainlay, Lendrum, McKee, Weinlos and Westglen schools. In recent years, investments have been made at these schools through IMR, CMR, operating surplus or other funding to improve facility conditions. A summary of improvements made or underway at these schools follows:

- Harry Ainlay School received several upgrades including replacement of boilers and the heat distribution system; replacement of all windows, skylights, interior and exterior doors; upgrades to interior and exterior lighting; replacement of the electrical distribution panel and fire alarm system; north parking lot reconstruction and site drainage system replacement; gym floor replacement; gender neutral washroom installation; and functional upgrades to instructional space for art, music and foods studies, as well as other Career and Technology Studies (CTS) spaces.
- Lendrum School received improvements including a major ceiling and lighting upgrade, main electrical service upgrade, fire alarm system upgrade, window replacements, and the installation of a new gym floor.
- McKee School received upgrades including full renewal of the parking lot, a complete boiler and univent upgrade, fire alarm replacement, clerestory window replacement, new windows added, some flooring replaced, washroom renovations and some instructional area reconfiguration.
- Weinlos School received upgrades including new boilers, a fire alarm upgrade, partial window replacements, flooring and lighting upgrades, gym floor replacement, door replacements, new exterior lighting and concrete sidewalks, and installation of new modular classrooms.

- Westglen School received improvements including upgrades to electrical controls, lighting, full hardwood flooring repair or replacement, improvements to instructional areas adjacent to the gymnasium and significant lot grading improvements to improve surface drainage.

The Division assesses the condition of buildings using a two-stage approach. The first stage compares all school buildings based on their operating expenses per square meter and amount of emergent costs per square meter. The assumption is school buildings with higher levels of operating cost per square meter and a higher level of emergent spending would benefit the most from capital investment. In turn, the investment will have the greatest impact on the Divisions' operating costs and deferred maintenance. Improvements to the school buildings through capital projects are intended to reduce operating costs, increase energy efficiency and potentially introduce clean energy solutions (e.g., solar energy production) that will support reducing the Division's carbon footprint. The school buildings with the highest costs are then evaluated based on eight categories: mechanical, architectural, civil/site, structural, electrical, programming, accessibility and construction complexity.

Given the high number of aging school buildings and the incremental improvements made on an ongoing basis, ranking buildings by condition leads to subtle ranking changes which may cause priorities to rise and shift on an annual basis. As a result, the five previous modernization/replacement projects are recommended to be replaced as priorities with buildings now ranking in poorer condition. Removal of the previous five schools does not mean all of the deferred maintenance and possible improvements to the learning environments at those schools were resolved. These schools could still benefit from additional upgrades and improvements; however, the ranking of the school in comparison with other Division schools (in terms of the amount of maintenance and repairs required) is lowered, thereby shifting the priority of the project.

Condition ranking supports recommending the following schools be added to the Capital Plan: Lansdowne, Grovenor, Brander Gardens and Ellerslie Campus schools. The condition of the major building components at each of these sites was rated with the highest need for capital investment relative to other school buildings. This does not mean that these buildings are unsafe. The Division ensures that all of its school and non-operational buildings are safe. The Division prioritizes the health and safety of students, staff, visitors, tenants and community members that access our buildings. These schools are identified for a number of improvements to the buildings that are best addressed comprehensively by a capital plan modernization project.

The Britannia School Cluster Solution remains unfunded and proposed for priority retention in the Plan. The remaining two "Space for Students in Mature Communities" school clusters, the Rosslyn Cluster and an undetermined cluster, are proposed to be removed from the Plan given the lack of assurance that consolidation solution school initiatives would be funded. The Division remains committed to future mature community 'cluster' discussions when there is greater assurance that community-desired solutions can be achieved more predictably.

Aggregation and Provincial Consideration

The Three-Year Capital Plan 2024–2027 outlines the Division's capital priorities for the next three-year period. The Plan reflects capital investment in both mature areas and new growth areas. It includes a breakdown of project costs and demonstrates the Division is able to deliver projects during the three year period. In each of the three years of the Plan, new construction priorities are ranked ahead of modernization, replacement and solution priorities as a result of messaging by the Province that indicated enrolment growth areas were of higher priority. The requirement to blend priorities into a

single aggregated list for large metro school jurisdictions creates a situation where serving new communities competes against mature areas of our city. This works against the Division's Infrastructure Planning Principles Policy to provide equitable access to modern, high-quality learning environments regardless of where students live. It also does not align with objectives in the City of Edmonton's City Plan to intensify mature areas, and see a greater percentage of new residents reside in these communities, including families with children.

Once approved, the Plan will be submitted to Alberta Education and Alberta Infrastructure. Alberta Education reviews and prioritizes the Division's school capital projects among all school divisions in the province, in accordance with their criteria as listed in the Government of Alberta School Capital Manual – Chapter 2 (Attachment VI), based on the following project drivers: building condition, community renewal, efficiency solutions, enrolment pressures, functionality and programming, health and safety, and legal. Additional information, such as regional plans and/or partnership opportunities can be entered into the system for consideration.

NEXT STEPS

Once approved, the Plan is communicated by the Board Chair to the Ministers of Alberta Education and Alberta Infrastructure. The priorities and supporting documentation are also entered by Administration into the Province's Building and Land Information System (BLIMS), which includes copies of provincially required Site Readiness Checklists for all school projects identified in Year 1 of the Plan.

ATTACHMENTS and APPENDICES

ATTACHMENT I - 2024–2027 Three-Year Capital Plan Aggregated List of Priorities

ATTACHMENT II - Proposed New Construction Priorities

ATTACHMENT III - Proposed Modernization/Replacement/Solution Priorities

ATTACHMENT IV - Proposed Year 1 New Construction Priorities - Additional Information

ATTACHMENT V - Proposed Year 1 Modernization/Replacement/Solution Priorities - Additional Information

ATTACHMENT VI - Government of Alberta School Capital Manual - Chapter 2.0

JD:jl

2024–2027 Three-Year Capital Plan Aggregated List of Priorities

	Priority		Project	Capacity	Sector	Cost (millions)
	Prop.	App.				
Year 1	1	1	Glenridding Heights 7–12 (D)	2,400	SW2	\$101
	2	5	Glenridding Heights K–6 (P)	650	SW2	\$26
	3	3	Rosenthal K–6 (P)	650	NW	\$26
	4	4	McConachie 7–9 (PP)	765	N	\$39
	5	17	Dr. Anne Anderson School Addition	600	SW2	\$15
	6	6	Delton Replacement K–6	650	C	\$26
	7	7	Spruce Avenue Modernization/Replacement 7–9	450	C	\$14
	8	8	Space for Students in Mature Communities Britannia Cluster: Mayfield PK–3 and Britannia K–9 Replacements	1,100	NW	\$56
Year 2	9	9	Hawks Ridge K–6	650	NW	\$26
	10	15	Aster K–9	950	SE1	\$43
	11	10	Crystallina Nera K–6	650	N	\$26
	12	N	West 10–12	2,400	W	\$101
	13	N	Lansdowne K–6 Modernization	TBD	SC	\$13
	14	N	Grovenor K–6 Modernization	TBD	NW	\$11
	15	11	Queen Elizabeth Modernization/Replacement	TBD	N	TBD
	n/a	12	Harry Ainlay Modernization	TBD	SW1	TBD
	n/a	13	McKee Modernization/Replacement	350	SE	\$13.5
	n/a	14	Westglen Modernization/Replacement	350	E	\$13.5

	Priority		Project	Capacity	Sector	Cost (millions)
	Prop.	App.				
Year 3	16	16	Riverview K-9	950	W	\$43
	17	18	The Orchards South K-9	950	SE2	\$43
	18	N	Ellerslie K-9 Solution	TBD	SE2	\$45
	19	N	Decoteau K-9	950	SE2	\$43
	20	N	Marquis (Horse Hill) K-6	890	NE	\$33
	n/a	19	Space for Students in Mature Communities Rosslyn Cluster: Concept TBD	1,800-2, 400	N	\$62-73
	n/a	20	Lendrum Modernization/Replacement	350	SC	\$9
	n/a	21	Weinlos Modernization/Replacement	350	SE1	\$13.5
	21	N	Brander Gardens K-6 Modernization	TBD	SW1	\$15
	22	22	McNally Modernization/Replacement	TBD	SC	\$56-\$89
	23	N	Horse Hill School Pre-Planning Study	TBD	NE	TBD
	n/a	23	Space for Students in Mature Communities: Cluster TBD	TBD	TBD	TBD

D = Design Funding


P = Planning Funding

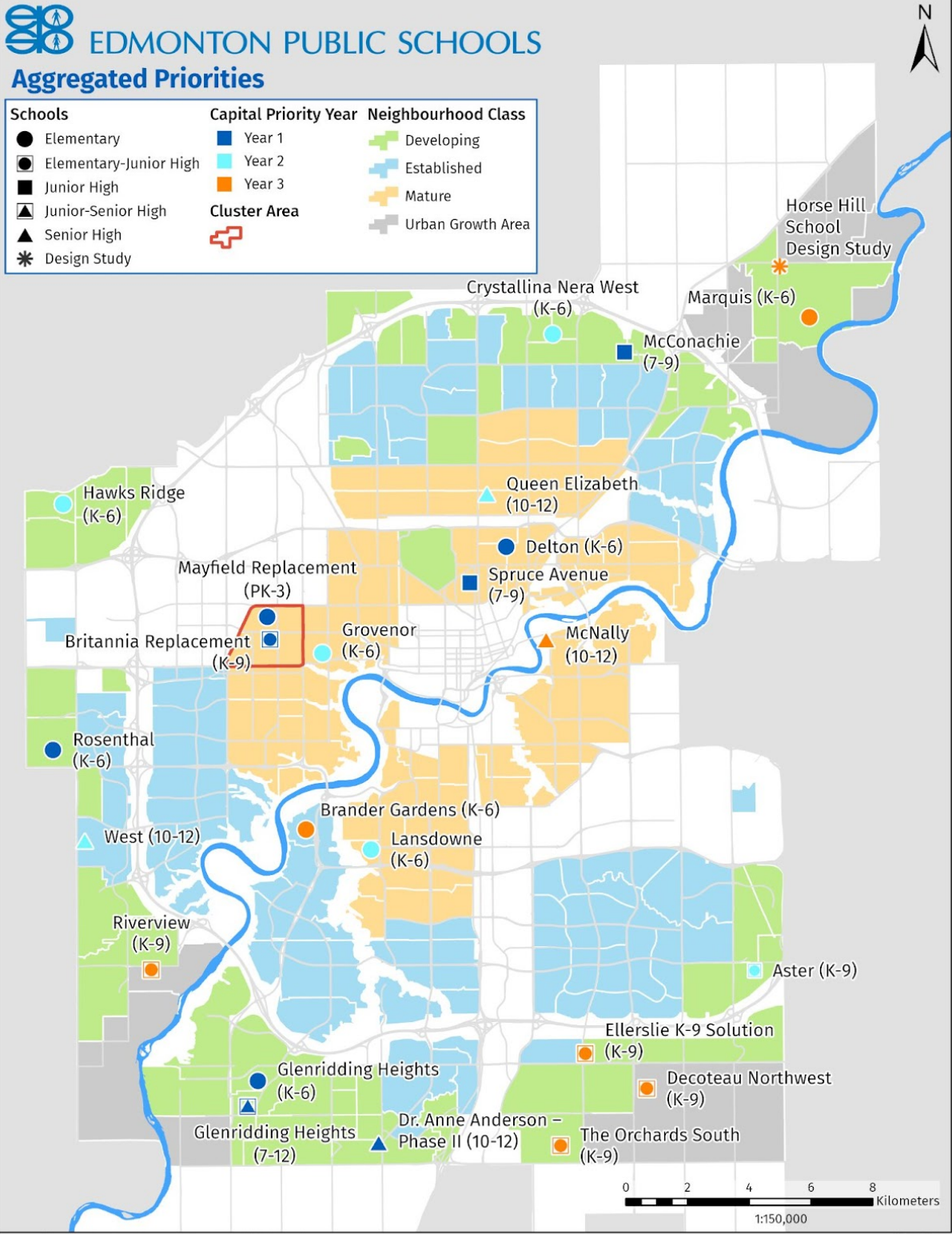
PP = Pre-Planning Funding

N = New Priority Project

n/a = Project Proposed to be Removed

Aggregated Priorities

Schools	Capital Priority Year	Neighbourhood Class
● Elementary	■ Year 1	■ Developing
● Elementary-Junior High	■ Year 2	■ Established
■ Junior High	■ Year 3	■ Mature
▲ Junior-Senior High	Cluster Area	■ Urban Growth Area
▲ Senior High		
* Design Study		



Prepared by Infrastructure Planning, Edmonton Public Schools

3/2/2023

Proposed New Construction Priorities

Priority			Project	Capacity	Sector	Cost (millions)
	Prop.	App.				
Year 1 (Critical)	1	1	Glenridding Heights 7–12 (D)	2,400	SW2	\$101
	2	5	Glenridding Heights K–6 (P)	650	SW2	\$26
	3	3	Rosenthal K–6 (P)	650	NW	\$26
	4	4	McConachie 7–9 (PP)	765	N	\$39
	5	10	Dr. Anne Anderson School Addition	600	SW2	\$15
Year 1 Total				5,065		\$207
Year 2 (Crucial)	6	6	Hawks Ridge K–6	650	NW	\$26
	7	8	Aster K–9	950	SE1	\$43
	8	7	Crystallina Nera K–6	650	N	\$26
	9	N	West 10–12	2,400	W	\$101
Year 2 Total				4,650		\$196
Year 3 (Strategic)	10	9	Riverview K–9	950	W	\$43
	11	11	The Orchards South K–9	950	SE2	\$43
	12	N	Decoteau K–9	950	SE2	\$43
	13	N	Marquis (Horse Hill) K–6	890	NE	\$33
	14	N	Horse Hill School Pre-Planning Study	TBD	NE	TBD
Year 3 Total				3,740		\$162
Total				13,455		\$565

D = Design Funding

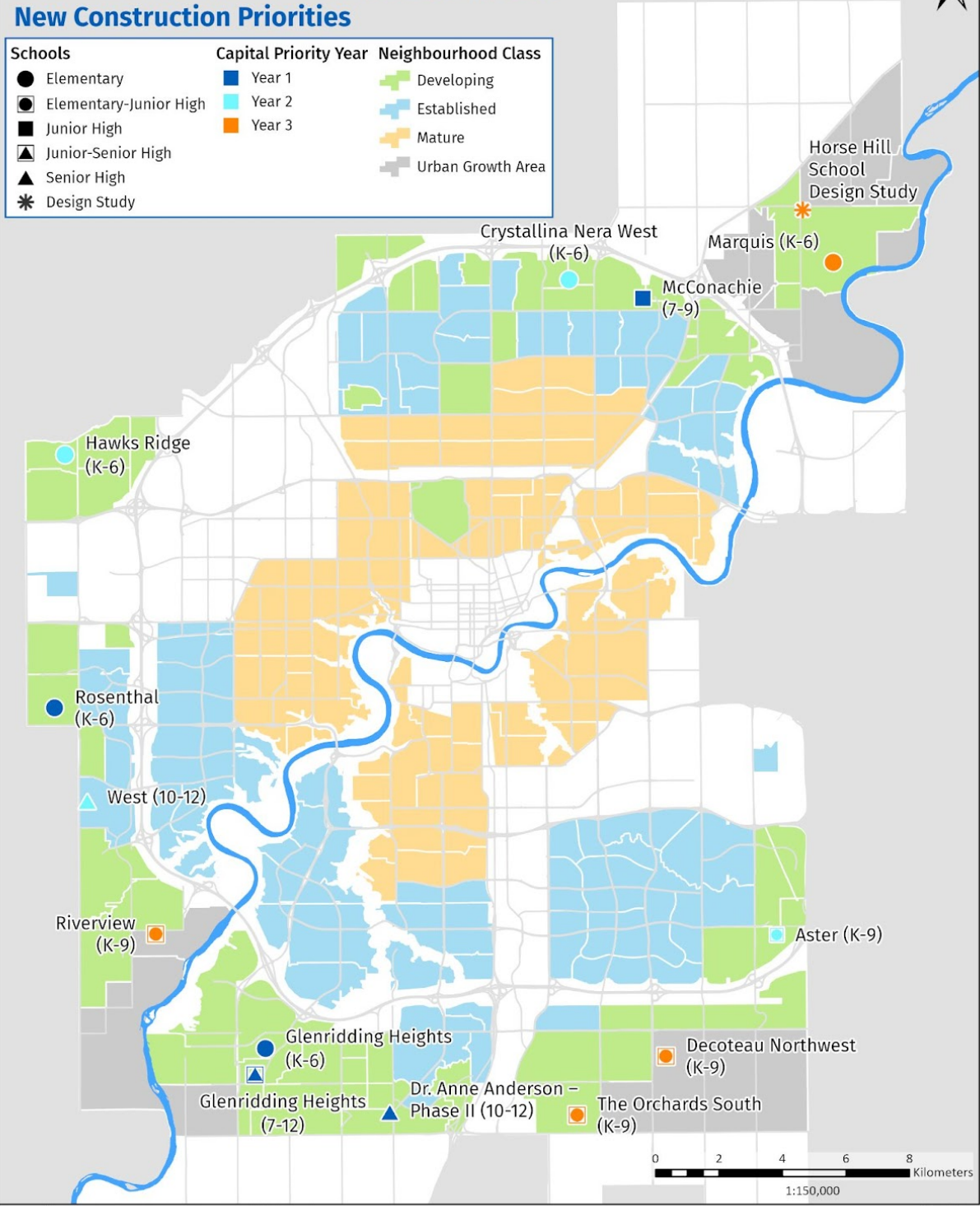
P = Planning Funding

PP = Pre-Planning Funding

N = New Priority Project

EDMONTON PUBLIC SCHOOLS
New Construction Priorities

Schools	Capital Priority Year	Neighbourhood Class
● Elementary	■ Year 1	■ Developing
● Elementary-Junior High	■ Year 2	■ Established
■ Junior High	■ Year 3	■ Mature
▲ Junior-Senior High		■ Urban Growth Area
▲ Senior High		
* Design Study		



Proposed Modernization/Replacement/Solution Priorities

	Priority		Project	Capacity	Sector	Cost (millions)
	Prop.	App.				
Year 1	1	1	Delton Replacement K-6	650	C	\$26
	2	2	Spruce Avenue Modernization/Replacement 7-9	450	C	\$14
	3	3	Space for Students in Mature Communities Solution - Britannia Cluster: Mayfield PK-3 and Britannia K-9 Replacements	1,100	NW	\$56
Year 2	4	N	Lansdowne K-6 Modernization	TBD	SC	\$13
	5	N	Grovenor K-6 Modernization	TBD	NW	\$11
	6	4	Queen Elizabeth Modernization/Replacement	TBD	N	TBD
	n/a	5	Harry Ainlay Modernization	TBD	SW1	TBD
	n/a	6	McKee Modernization/Replacement	350	SE	\$13.5
	n/a	7	Westglen Modernization/Replacement	350	E	\$13.5
Year 3	n/a	8	Space for Students in Mature Communities Rosslyn Cluster: Concept TBD	1,800-2,400	N	\$62-73
	n/a	9	Lendrum Modernization/Replacement	350	SE	\$9
	n/a	10	Weinlos Modernization/Replacement	350	SE1	\$13.5
	7	N	Ellerslie K-9 Solution	TBD	SE2	\$45
	8	N	Brander Gardens K-6 Modernization	TBD	SW1	\$15
	9	11	McNally Modernization/Replacement	TBD	SC	\$56-89
	n/a	12	Space for Students in Mature Communities: Cluster TBD	TBD	TBD	TBD

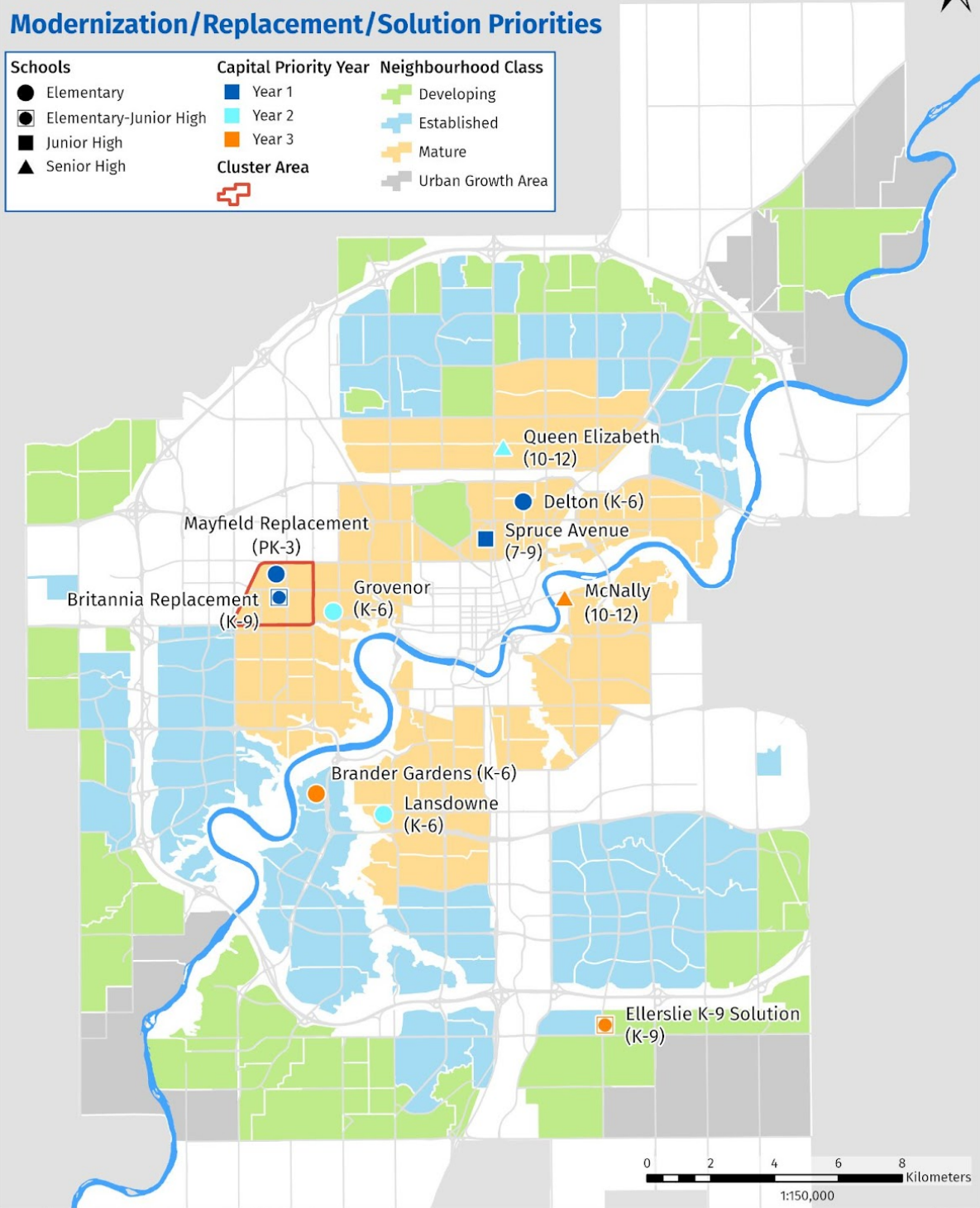
N = New Priority Project

n/a = Project Proposed to be Removed

Modernization/Replacement/Solution Priorities



Schools	Capital Priority Year	Neighbourhood Class
● Elementary	■ Year 1	■ Developing
● Elementary-Junior High	■ Year 2	■ Established
■ Junior High	■ Year 3	■ Mature
▲ Senior High	 Cluster Area	■ Urban Growth Area



Proposed Year 1 New Construction Priorities - Additional Information

Windermere District Park - Glenridding Heights New Construction 7–12 Project Drivers:

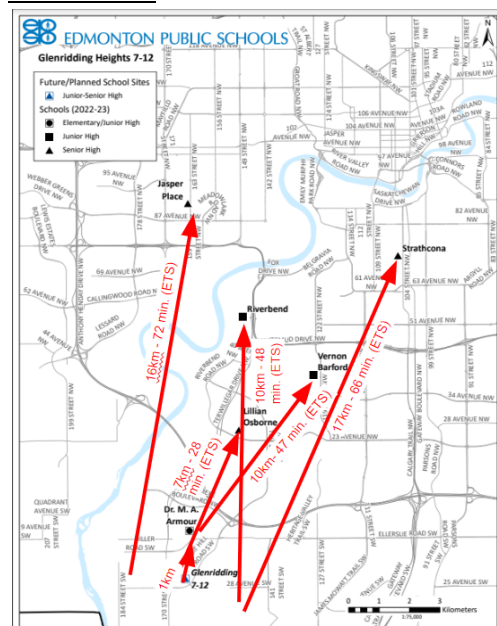
Enrolment Pressures

- Neighbourhoods in the Windermere area have experienced rapid growth since 2010.
- The rate of development remains high, with continued development in Keswick, Glenridding Heights and Glenridding Ravine neighbourhoods.
- Junior high utilization in the nearest southwest sector junior high schools ranges from 76 per cent to 117 per cent.
- Windermere area neighbourhoods that could populate this school include junior high residents in Windermere Estates, Glenridding Heights and Glenridding Ravine, and high school residents in Ambleside, Keswick, Glenridding Heights and Glenridding Ravine, Windermere Estates and the future Windermere Neighbourhood 5.
- This school would provide relief to Lillian Osborne School, which is operating over capacity and has implemented a lottery process to control enrolment, as well as other neighbouring high schools with high utilization rates, including Harry Ainlay and Strathcona schools.
- The new Dr. Anne Anderson High School in Heritage Valley added nearby capacity but is anticipated to be fully utilized next year, and will, therefore, not be able to accommodate students from Windermere area neighbourhoods.
- High schools in south Edmonton are nearing their capacity and ability to accommodate students from their respective attendance areas. New high schools are required to increase capacity for current and future students in south Edmonton.
- A high school in the neighbourhood would significantly reduce commute times for students residing in the Windermere area who are attending Harry Ainlay, Jasper Place, Lillian Osborne and Strathcona high schools.
- The Windermere District Park site is owned by the City of Edmonton. Typically, the City will commence sports field and park development after construction funding for the school building has been committed.

Google Images



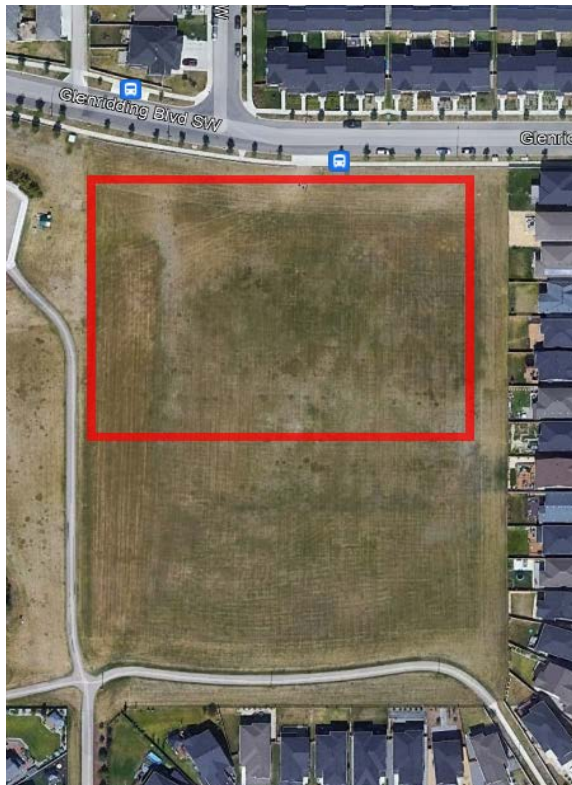
Travel Times



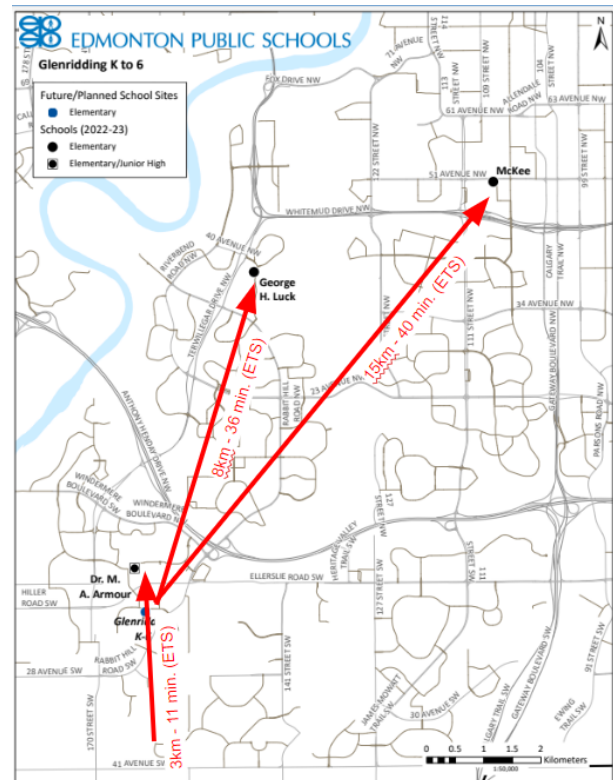
Glenriding Heights New Construction K–6 Project Drivers:
Enrolment Pressures

- Glenriding Heights neighbourhood has maintained a high rate of development since 2014, although there are relatively fewer lots remaining to be developed.
- Dr. Margaret-Ann Armour School in the adjacent neighbourhood, the receiving school for this neighbourhood, is conducting a lottery at grades where there are more resident students than there is space available to accommodate them.
- The neighbourhood is experiencing a significant increase in resident student generation, which is expected to continue in coming years.
- Utilization of space in the current receiving schools for the neighbourhoods of Glenriding Heights and Glenriding Ravines ranges from 98 per cent to 117 per cent.
- An elementary school in the neighbourhood would significantly reduce commute times for students who are attending George H. Luck or McKee schools.
- A site for the school is owned by the City of Edmonton and available for construction.

Google Images



Travel Times



Rosenthal New Construction K–6 Project Drivers:

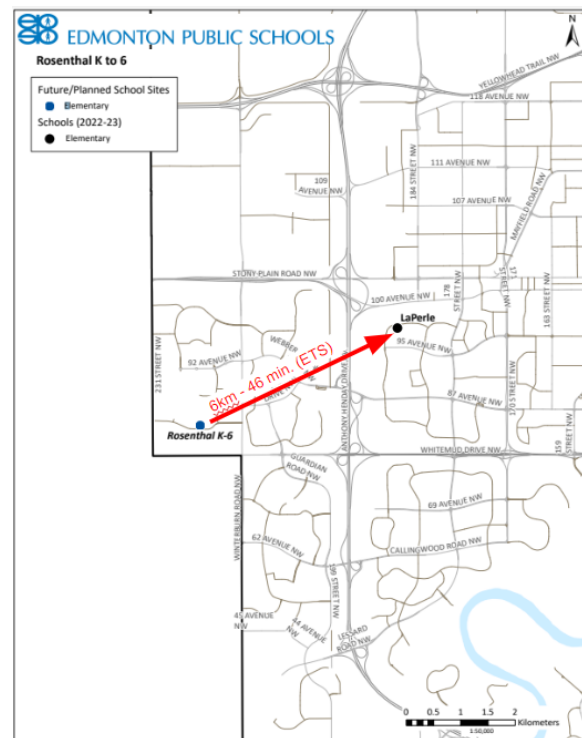
Enrolment Pressures

- The rate of development in the Rosenthal neighbourhood is accelerating and there are a significant number of lots remaining to be developed.
- The neighbourhood will see a significant increase in resident student generation in the coming years.
- Utilization of space in the sector and in nearby schools is high. LaPerle School receives elementary resident students from the neighbourhood and is running short on space to accommodate a growing demand. LaPerle School is at 101 per cent utilization.
- David Thomas King School in the adjacent neighbourhood is conducting a lottery at grades where there are more resident students than there is space available to accommodate them.
- An elementary school in the neighbourhood would significantly reduce commute times for students who are attending LaPerle or other schools.
- A site for the school is owned by the City of Edmonton and available for construction.

Google Images



Travel Times



McConachie New Construction 7–9 Project Drivers:

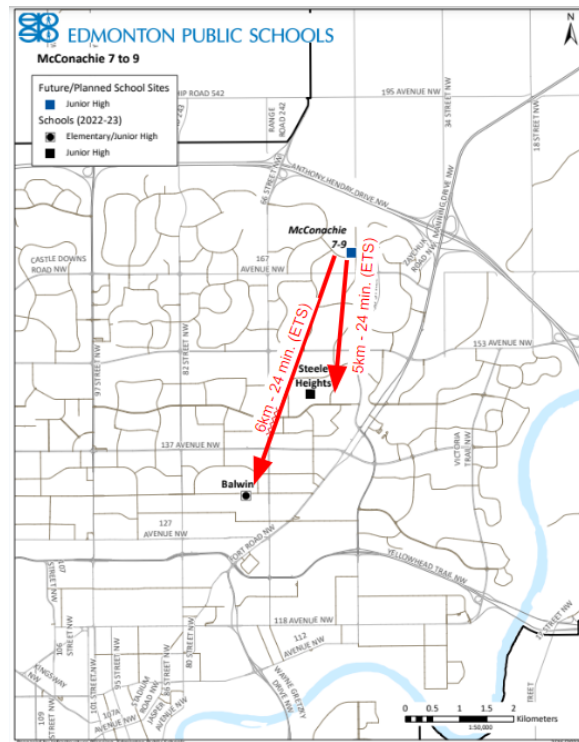
Enrolment Pressures

- McConachie and adjacent neighbourhoods have had a high rate of development since 2014.
- The neighbourhood will see a significant increase in resident student generation in the coming years.
- Neighbourhood residency is already high in lower grade levels.
- There is little junior high capacity available at the nearest schools to accommodate junior high resident students who reside in the neighbourhood.
- A new junior high school would ease the enrolment pressures faced by other junior high programs in the north sector.
- A junior high school in the neighbourhood would significantly reduce commute times for students who are attending Balwin or Steele Heights schools.
- The Division park site is fully serviced and the City of Edmonton is currently in the process of completing site assembly and sports field development.

Google Images



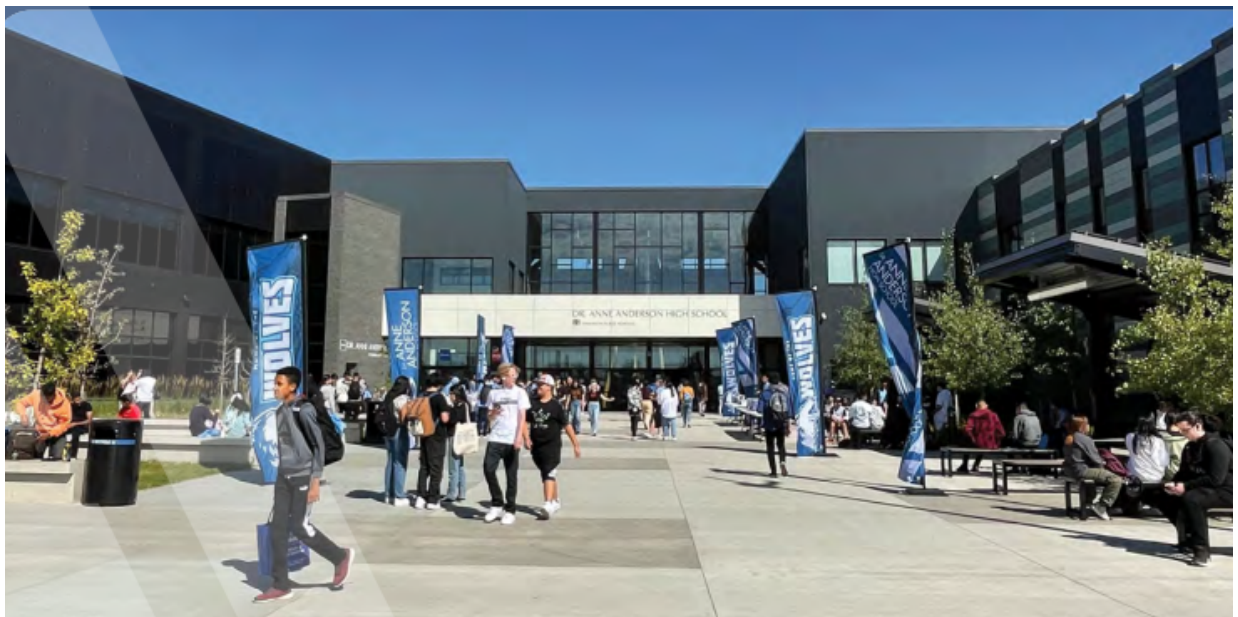
Travel Times



Dr. Anne Anderson High School Addition 10–12 Project Drivers:

Enrolment Pressures

- Senior high utilization in the southwest sector in 2022 was 99 per cent.
- Enrollment at Dr. Anne Anderson High School has increased significantly from September 2021 to September 2022 and is anticipated to continue to increase over the next 10 years.
- Dr. Anne Anderson High School opened in September 2021 with an enrolment of 764 students over two grades (Grades 10 and 11). The enrolment grew to 1,443 students over three grades (Grades 10, 11 and 12) in September 2022.
- The projected enrolment for the 2023/2024 school year is over 1,900 students. With a capacity of 1,940 student spaces, the school will be reaching capacity after three years of operation.
- Currently, the school is not part of the Division’s Growth Control model; however, this will be re-evaluated annually.
- Neighbourhoods in the Heritage Valley area are experiencing rapid growth.
- The rate of development remains high, with continued development in the following neighbourhoods: Chappelle, Desroches, Hays Ridge, Heritage Valley Town Centre and Heritage Valley Neighbourhood 14.
- Despite Dr. Anne Anderson School opening in September 2021 and The Meadows high school scheduled to open in September 2024, the Division will be out of high school space in 2027.



Proposed Year 1 Modernization/Replacement/Solution Priorities - Additional Information

Delton School (Built in 1946) Replacement K–6 Project Drivers:

Community Renewal

- Delton School serves a large area with a diverse and vulnerable student population.
- The City, through its community renewal program, has invested in the area by improving pedestrian safety and road infrastructure throughout the neighbourhood and constructing a school bus lay-by at the school site.

Enrolment Pressures

- Resident student population is projected to increase over the next decade, partially through development of the City's Exhibition Lands site and the east portion of Blatchford neighbourhood.

Functionality and Programming

- The school serves students and families with a range of programs, including full-day and pre-Kindergarten, Connections (previously referred to as Behaviour and Learning Assistance), and Opportunity programs for students requiring specialized supports.
- A new school at the Delton site would serve a large number of resident students who currently lack access to a modernized learning environment.

Efficiency Solutions

- Delton School receives resident students from three former school attendance areas that have been closed and redesignated to attend it.

Health and Safety

- Delton School is currently inaccessible for students, staff and parents/guardians with mobility challenges. The building is located on a number of floors with changes in floor height within one floor. The addition of stair lifts, ramps or an elevator at this school is neither functionally possible nor cost efficient.

Building Condition

- Delton continues to rank as a Year 1 priority due to its poor building condition.
- The building does not meet standards outlined in the School Capital Manual and has deficiencies in terms of mechanical and electrical systems, fire safety and barrier-free accessibility.
- A Cost Benefit Analysis was completed in 2021 for the redevelopment of Delton School as a replacement school.
- Replacing the facility will reduce deferred maintenance and operational costs, and ensure an environmentally friendly building design, best aligned with the Division's environmental strategies for energy efficiency and greenhouse gas reduction.



Spruce Avenue School (Built in 1929) Replacement 7–9 Project Drivers:

Community Renewal

- Since the consolidation of McCauley and Parkdale schools' junior high programs in 2010, Spruce Avenue is the only school offering a junior high program immediately north of the city's core.
- This junior high is the last of six junior high schools that once served the current attendance area.
- The school has a large attendance area and serves a diverse and vulnerable student population.
- The City completed a neighbourhood renewal project which improved pedestrian safety and road infrastructure around the school.

Functionality and Programming

- Spruce Avenue School offers regular, Literacy, and Connections (previously referred to as Behaviour and Learning Assistance) programs for students requiring specialized supports.

Health and Safety

- Spruce Avenue School presents mobility challenges for students, staff and parents/guardians due to the number of stairs that are required to access and navigate through the school.

Efficiency Solutions

- Replacing the facility will reduce deferred maintenance and operational costs.
- A replacement school would give students access to modernized learning spaces and allow for improved junior high program delivery.

Enrolment Pressures

- Student population is projected to increase over the next decade, partially through development of the City's Exhibition Lands site and Blatchford.

Building Condition

- Spruce Avenue School does not meet space standards outlined in the School Capital Manual and has deficiencies in terms of mechanical and electrical systems, fire safety and barrier-free accessibility.
- A Cost Benefit Analysis completed in 2021 concluded that partial modernization and partial demolition/addition would be most cost-effective.



Space for Students in Mature Communities

Britannia Cluster: Replacement Schools (Mayfield PreK–3 and Britannia K–9) Project Drivers:

Efficiency Solution

- Through extensive community engagement, which started in March 2016, ‘Concept C’ was selected as the preferred option to address the Division’s facility and enrolment challenges in the Britannia-Youngstown, Mayfield and Canora neighbourhoods.
- The concept would result in four aging schools being combined into two new schools—a Pre-Kindergarten to Grade 3 school for 400 students at the Mayfield site and a K–9 school for 700 students at the Britannia site.
- The four existing schools combine to provide a range of programs for students, including three special needs programs, full-day and pre-Kindergarten, and Logos Alternative.
- Although the four existing schools have seen declining enrolment in past years, enrolment is projected to be stable over the next five years with the exception of Youngstown School which is the overflow elementary school for David Thomas King School.
- Utilization is expected to remain below 85 per cent at all existing schools in their current configuration except Mayfield, which is currently at 91 per cent. Utilization at Youngstown is expected to increase due to it being an overflow school.
- The consolidation would eliminate deferred maintenance at the Mayfield and Britannia schools.
- The preferred concept addresses the challenges faced by the Division in terms of utilization, aging infrastructure, and costs of maintenance and operation, and allows for configuration to modernized learning spaces.
- In 2016, the Division commissioned building condition audits for each building involved in the consolidation, and the cost to fix deficiencies (not including costs to reconfigure the facilities to meet modern learning standards) are detailed below.

Britannia - \$5,293,571 Youngstown - \$2,804,421 Brightview - \$3,097,564 Mayfield - \$2,382,059	New Mayfield K–3 - \$0 New Britannia K–9 - \$0
Total Deferred Maintenance (2017 dollars) – \$13,577,615	Estimated Deferred Maintenance – \$0

School capital manual for the 2022/23 school year



Alberta

Chapter 2

Capital Planning Process

2.1 Provincial Capital Planning Process

The Government of Alberta (GOA) uses a province wide consolidated capital planning process. The purpose of this process is to identify current and future capital needs, and to develop strategies to address those needs in alignment with the Government of Alberta's prioritization criteria.

Each ministry has a unique project delivery mandate and must develop the criteria, methodologies and strategies to fulfill that mandate, measure success and work for continuous improvement. While each ministry's criteria must align with overall government prioritization in order to fulfill their mandate, each ministry may place different emphasis on the GOA criteria.

Each ministry evaluates and prioritizes its capital project needs using its program delivery criteria when developing their Ministry Capital Plan. In addition to evaluating the importance of a project to meet program delivery mandates, another critical factor for inclusion in a ministry's annual capital plan request is the readiness of the project to move forward in an effective and timely manner after approval. For Education, this means that the school jurisdictions must either have a suitable, serviced site, or there must be a suitable site identified with a written commitment from the municipality to provide and service the site before the scheduled start of construction. Any required access roadways and services need to be installed by the municipality prior to tendering school construction.

Once the individual ministries have completed and submitted their Ministry Capital Plans, the Provincial Capital Planning team consolidates the requests of all ministries. Projects are then evaluated from a provincial standpoint for criticality, readiness, alignment with government priorities and with consideration to the available budget allocation. The projects approved by Cabinet become part of that year's Provincial Capital Plan.

2.2 Education's Capital Planning Process

School jurisdictions are required to submit their capital project requests to Education by the April 1 submission deadline each year, unless otherwise communicated in writing by Education's Capital Planning team. Education's Capital Planning staff review and evaluate project submissions using the ministry's criteria for program delivery, as outlined in Section 2.5 and 2.8 of this chapter. Education staff provide recommendations to the ministry's senior leadership team, including the data and risk analysis, project drivers, readiness, rationale, and criticality of each project requested for possible inclusion in the upcoming Ministry Capital Plan.

Once the Education Minister reaches a decision, Education finalizes and submits the Ministry Capital Plan Submission to the province wide process for consolidation, further evaluation and funding consideration.

When Education is advised by Treasury board of the capital requests approved for funding, approval letters are prepared and sent to school jurisdictions.

2.3 Ten-Year Facilities Plan

The Ten-Year Facilities Plan provides a broad overview of the school jurisdiction's existing facilities, including age, condition, historical and current utilization, and anticipated needs as a result of projected changes in enrolment and facility condition. It assists school jurisdictions, Education and Infrastructure to identify trends affecting long-range facility requirements and strategies to support the school jurisdiction's planned program delivery.

School jurisdictions are required to develop a Ten-Year Facilities Plan, and should be prepared to submit this plan to Education upon request by Capital Planning staff. Each school jurisdiction should review its plan annually to confirm that it is up to date, relevant and that it aligns with their Three-Year Capital Plan.

The Ten-Year Facilities Plan is to include the following information:

- an overview of key strategies and objectives for the next 10 years or longer;
- the school jurisdiction's expected utilization rate, historical, current and projected enrolment (increase in enrolment that may lead to additional space being required or decrease in enrolment that may lead to closure of programs or school buildings);
- modernization and/or replacement needs;
- need for new schools or addition to existing schools;
- 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
- facility condition evaluation information.

2.4 Three-Year Capital Plan

Each year, school jurisdictions must assess their school capital needs and prioritize proposed projects based on the project drivers outlined in Section 2.5. The Three-Year Capital Plan must be approved by the board, and the board's meeting minutes must identify the dated version of the plan that has been approved.

There are typically hundreds of project requests made to Education each year. In order for Education staff to appropriately understand and assess the criticality of each project, it is important that project requests are clear and complete, and that substantiating data is provided.

Project requests are prioritized with consideration for the following criteria:

- the need has been clearly defined and is supported by data and evidence;
- the scope of work has been clearly defined;
- the educational solution is important to meet the mandate of program delivery for the school jurisdiction and for the ministry;
- there is alignment between the estimated timeframes for the project delivery and the need for the project solution;
- the project would be able to move forward expediently if funding were approved; and
- site readiness in alignment with the municipal, provincial and federal guidelines and regulation where applicable. Please refer to section 2.7 for further information on Site Suitability.