

Ten-Year Facilities Plan • 2005-2014

Prepared by the Planning Department, May 2004

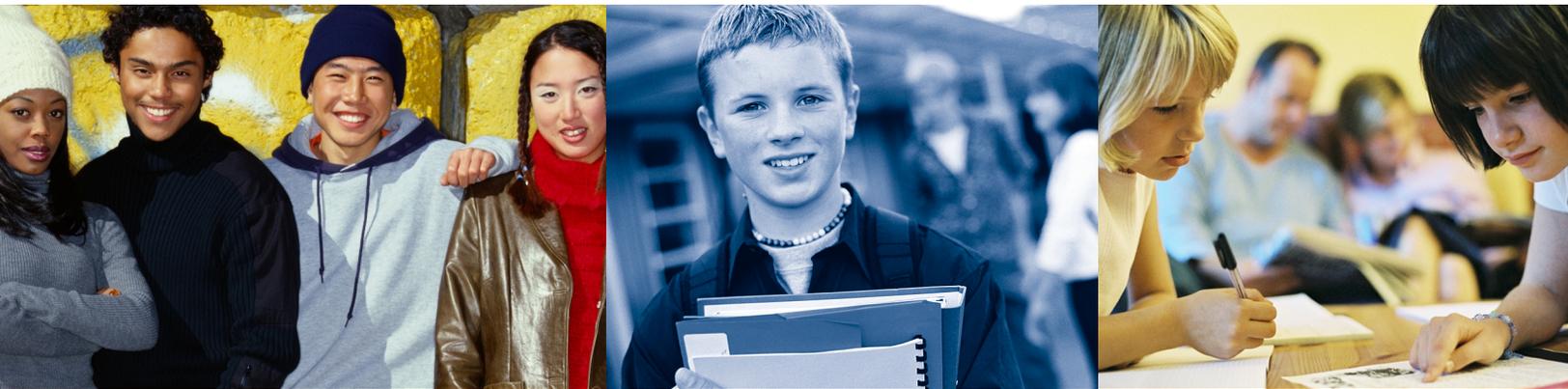


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Plan Overview

1.1 Provincial Policy Context

The submission of Edmonton Public Schools' *Ten-Year Facilities Plan (2005 – 2014)* to the Minister of Infrastructure is consistent with the requirements set out in Alberta Infrastructure's *School Infrastructure Manual*.

Policy 4.2. Ten Year Facilities Plan

1. *A school board must submit a ten- year facilities plan to Alberta Infrastructure.*
2. *A school board must review its ten- year facilities plan on an annual basis to confirm its continued relevance and submit an updated plan to Alberta Infrastructure if needed.*
3. *The fiscal year for facilities plans will be April 1st to March 31st.*

Policy 4.2.1 General Procedures

The plans must be submitted by June 30th of the year prior to the commencing year of the plans or as requested by the Minister (i.e. June 30th, 2004 for the 2005-08 capital plan and 2005 - 2014 facilities plan).



1.2 Purpose

Edmonton Public Schools' *Ten-Year Facilities Plan (2005-2014)* is intended to assist the Edmonton Public School Board and Alberta Infrastructure with the identification of the district's long-term facility needs. As an informative planning tool, it also presents the district with the opportunity to work within a more strategic and comprehensive framework to appropriately plan and make decisions around the issues of student accommodation and transportation, program distribution and capital development. In providing this framework, the plan will serve to bring further focus to the district in supporting *The Work: "Superb Results from all Students"*.

The plan will help to guide the district through the challenging task of ensuring that capital priorities are appropriately identified and that its long-term investment in facilities is effective in maintaining the critical relationship between quality learning environments and excellence in teaching and learning.

In supporting the success of Edmonton Public Schools in this work, the plan will:

- guide the district in the annual preparation of its *Three-Year Capital Plan*;
- broadly identify the district's long-term facility needs;
- communicate the district's long-term facility needs to the public and others;
- further contribute to the effective and efficient use of capital funding;
- provide assistance to the Board in policy development and decision-making around the issues of student accommodation and transportation, program distribution and capital development; and
- guide and facilitate effective planning for quality learning environments for all students throughout the entire district in a manner that demonstrates a clear and consistent focus on supporting teaching and learning.



1.3 Objectives

The plan provides a basis, or “point of reference”, for actions and decisions aimed at preserving and improving the quality of public education for all students within the City of Edmonton, present and future. Through an annual review of the plan, Edmonton Public Schools is also afforded the opportunity of revisiting and refining its focus and energies in the coordination of policies, programs and capital investment in the work of meeting its goals and responsibilities as a public Board.

The essential objectives of the plan can be summarized as follows:

- A. To maximize the district's advantage in securing the levels of provincial capital funding needed to ensure that its priorities for school space can be strategically addressed over the long term;
- B. To ensure the effective and efficient use of capital funding that the district does receive; and
- C. To support and promote the district-wide focus on excellence in teaching and learning by ensuring that all students within the Edmonton Public School system have equity in terms of their access to quality learning environments and programs.

1.4 Preparation

In November, 2003, Edmonton Public Schools submitted its ten-year facilities plan to Alberta Infrastructure for the period 2003 - 2013. This *Ten-Year Facilities Plan* follows from that plan as well as from previously submitted ten-year facilities plans.

As with the previous plan, the current plan sets out a framework and context for planning the district's facilities over the next ten years. The plan provides an overview of both the City of Edmonton and surrounding area and of the district. The district overview outlines the district's future geographic, demographic and fiscal challenges. The plan's strategy to address these challenges is articulated within a framework of planning principles intended to support planning and decision-making around the issues of student accommodation and transportation, program distribution and capital development.

In its review of the previous plan, and with the plan having been submitted to Alberta Infrastructure late last year, the administration concluded that only minor changes are warranted. A full consultative review of the current ten-year facilities plan will be undertaken by the administration early in 2005. This will enable the preparation of the district's ten-year facilities plan and three-year capital plan to follow in the sequence set out by the province and for the Board to deal with them in a timely manner each year.

A comprehensive and strategic approach to capital planning within the district will be of great benefit to the process.

1.5 Interpretation and Implementation of the Plan

The planning and decision-making processes must be flexible enough to respond appropriately to emerging opportunities and changing conditions. The *Ten-Year Facilities Plan* is a long-range planning document and, as such, it does not pre-suppose immediate outcomes. The plan is intentionally general and conceptual in its nature. It is not intended to be prescriptive. However, it is, intended to provide clear direction for the identification of the district's long-term facilities needs and emerging priorities.

It is intended that the plan be implemented directly through the three-year capital plan. The three-year capital plan is intended to specifically identify the district's priorities for capital development (e.g. preservation and new construction projects) over a three year period. On an ongoing basis, the plan will also give direction and focus to planning initiatives undertaken within the district aimed at addressing a variety of issues around student accommodation and transportation, program distribution and capital development. Through its implementation, the plan will act as a guide and frame of reference for the district's planning and decision-making processes and attempt to merge together the notions of "sustainable facilities" and "sustainable funding".

1.6 Monitoring and Review

A key element in the effectiveness of any plan is a sound process of monitoring and review. The application of the plan as a useful reference document and planning tool will continue to be monitored, informally, within the district throughout the year. The plan provides the district with a direction; it does not prescribe a final outcome. The success of the plan, in terms of its fundamental objectives, will become more or less evident each year as the district works through the process of confirming existing capital priorities and identifying new ones.

The process of monitoring the success of the plan will also be an important element of its annual review. The annual review of the plan is a requirement of Alberta Infrastructure and it will logically precede the district's preparation of its three-year capital plan. The plan's review should involve an inclusive process of consultation providing all identified stakeholders with the opportunity to provide meaningful input.



Public Education in Edmonton

2.1 Learning Opportunities

The Census Metropolitan Area (CMA) of Edmonton has a population of almost one million. While the district's boundary corresponds with Edmonton's city limits, students attend district schools from throughout the CMA and beyond. The quality of education offered by the district and the availability of choice from a range of alternative and special education programs attracts students to Edmonton Public Schools from a very broad area.

Quality and choice attract students to Edmonton Public Schools.

Edmonton Public Schools' location within a major regional urban centre benefits the district in terms of its ability to offer a rich variety of learning opportunities to a large number of students. The district's concentration of specialized teaching and learning resources attracts students with special needs from outside of the district. Often, students re-locate to Edmonton because of the availability of these specialized programs. Fully addressing the needs of all children continues to be Edmonton Public Schools' highest priority.

Implications for Edmonton Public Schools:

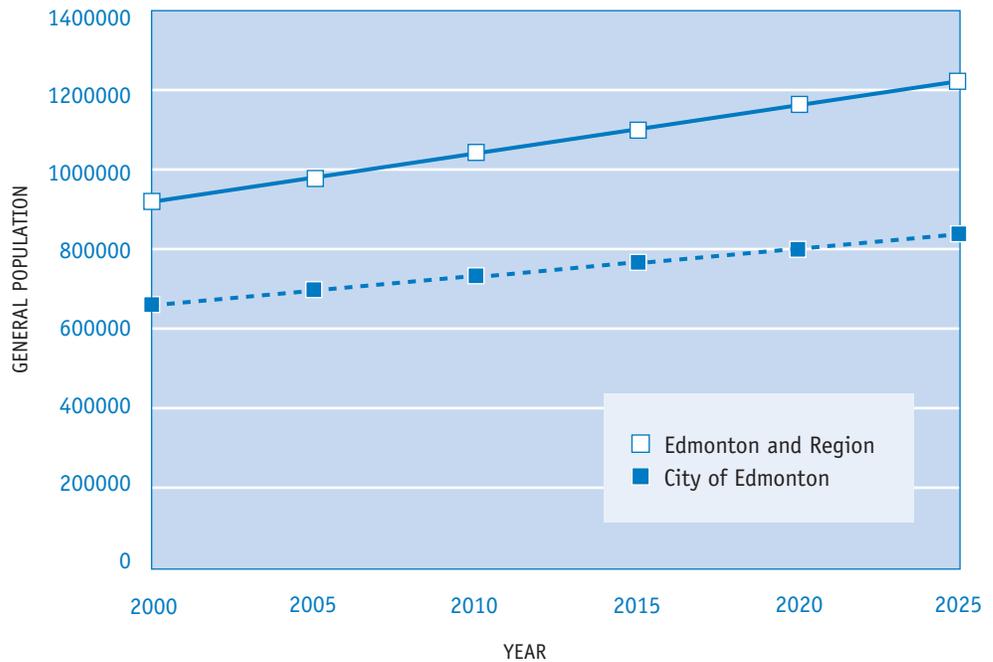
- *Space requirements within schools for both moderate and severe special education programs are greater than for regular programs.*
- *The district will need to remain both receptive and responsive in terms of providing the variety of choices in education demanded by the public.*
- *The district will need to continue to ensure that the distribution of programs is balanced throughout the district in order to maximize opportunities for all students.*

2.2 Population Growth and Demographics

The City of Edmonton is one of the fastest growing urban municipalities in the nation. In recent years, migration into the city has remained at a relatively high level of approximately 6,000 people each year. With this trend expected to continue over the next several years, the City of Edmonton is projecting an increase in the city's total population from approximately 666,000 in 2002 to 738,500 in 2010. This represents an increase of approximately 72,500 people, or 11 per cent, over that period of time.

The graph below illustrates the City of Edmonton’s anticipated growth in the general population over the next 25 years.

Population Projections for City of Edmonton and Region (2000-2025)



Source: City of Edmonton Planning and Development, March 2002

The City of Edmonton is projecting an 11 per cent increase in total population by the year 2010.

Over the long term, the City of Edmonton’s fertility rate indicates a declining trend even though there was a slight rise in the rate over the last two year period. Other factors having the potential of affecting school populations over the long term are related to significant changes in the makeup of the typical household. Family sizes are decreasing, couples are waiting longer before having children and single parent and one person households are becoming more common.

Implications for Edmonton Public Schools:

- *Even with Edmonton’s population shown to be increasing, the decreasing fertility rate and other factors are contributing to a trend of decline in the size of the district’s annual Kindergarten enrolment.*
- *Smaller families and other changes in the makeup of the typical household impact directly on the requirements for school facilities.*
- *Student generation projections need to be closely scrutinized to ensure that future school sites can be rationally planned.*

2.3 Residential Growth Pattern

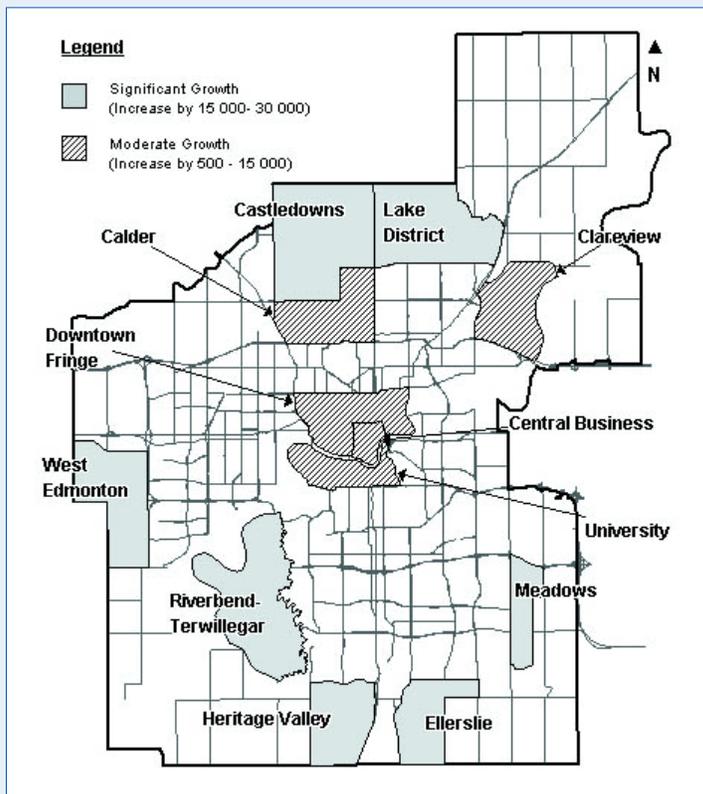
Most of the growth in Edmonton’s population is occurring in the city’s suburban areas. In coming years, the City expects that the areas within its limits that will experience the greatest amount of growth in population are West Edmonton (west), The Lake District (north) and The Meadows (southeast). Other areas also expected to be growth nodes include Riverbend-Terwillegar (southwest), Castle Downs (northwest), Ellerslie (south) and Heritage Valley (southwest).

Along with growth in the suburban areas, the city is also forecasting a modest increase in the population of the inner-city over the next 25 years. This development will be primarily in a form consistent with the city’s strategies intended to increase the residential population of the downtown core and utilize exiting infrastructure (i.e. higher density and infill).

The map below illustrates the City of Edmonton’s anticipated pattern of residential growth over the next 25 years.

Most of the city’s growth is occurring in the suburban areas.

City of Edmonton Population Projections
 -Cumulative change in the general population between 2000-2025



Source: City of Edmonton Planning and Development, March 2002



In newer neighbourhoods, student populations are growing at a slower rate than in the past.

Implications for Edmonton Public Schools:

- *The demand for new school construction nearer the student population base will intensify over the next ten years as the student population in the suburban areas of the city continues to increase.*
- *With most of the district's schools located in the older areas of the city, it will be critical for the district, with support from the province and the city, to secure the means of providing new schools in new areas to ensure equity of access to public education for all students in the city.*

2.4 Residential Densities

Currently, there are over 45 new and developing neighbourhoods in the City of Edmonton. Within these new residential developments, the density of housing is decreasing. As the district continues to plan for future school sites, it is becoming more evident that final, built-out densities in new areas are significantly lower than what had been projected in the original neighbourhood plans. Neighbourhoods planned at densities of approximately 18 – 22 units per hectare, for example, are yielding densities of only around 12 – 15 units per hectare. The demand for lots that yield these results within neighbourhoods is a trend within today's housing market.

Implications for Edmonton Public Schools:

- *The decrease in density and the resulting decrease in overall student generation within developing neighbourhoods in the city will be a significant challenge for the district as it works to appropriately address the needs of students in growth areas and throughout the rest of the district.*
- *The traditional practice of planning for an elementary school serving each new neighbourhood will need to be re-examined within capital plans that envision new elementary schools serving larger geographic areas.*
- *Within the municipal planning process, the district will need to continue to advocate for larger neighbourhoods and road configurations that facilitate safe walking access to schools.*
- *Several factors such as the desire for lower densities and the staged development of neighbourhoods contribute to the fact that, within newer neighbourhoods, student populations grow slowly over time making it difficult for the district to secure needed capital from Alberta Infrastructure to fund new schools in these areas.*

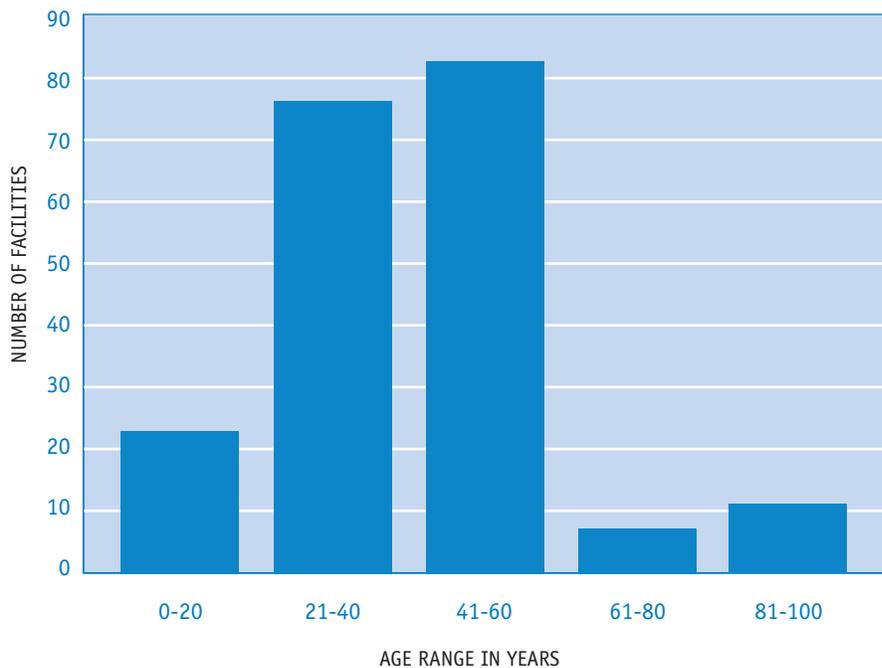
Inside the District

3.1 School Buildings

Edmonton Public Schools currently operates over 200 school buildings with an average age of 42 years. Based on an average provincial rate of \$1,300 per square metre for the cost of constructing new schools from K-12, the replacement value of the district's inventory of school space is over \$1.325 billion.

The chart below illustrates the age of school buildings currently operated by Edmonton Public Schools.

Age of Edmonton Public Schools' Facilities



Source: Edmonton Public Schools

Implications for Edmonton Public Schools:

- *Ongoing consideration needs to be given to the fact that the district has a sizeable investment in an aging inventory of school buildings.*

3.2 Open Boundaries

Edmonton Public Schools is committed to providing choices to students, both in terms of schools and educational programming. Student choice is facilitated through the district's system of open boundaries, enabling students to attend any school within the district subject only to the availability of space in the school. The district also offers approximately 30 alternative programs and 13 special education programs in over 100 locations.

Edmonton Public is a district of choice and, as such, its students have the ability to choose which schools and programs best suit their needs and interests. Currently, 47 per cent of the district's elementary students attend a school other than the one to which they have been designated. Among the district's junior high and senior high school students, 53 per cent and 61 per cent, respectively, choose to attend schools outside their designated area.

These figures lend support to the district's belief that open boundaries offer a system of public education that provides benefits to students by enabling them to access programs best suited to their individual learning needs. Through Edmonton Public's system of open boundaries, students are also afforded valuable opportunities within district schools for positive interaction with others who may come from different socio-economic or cultural backgrounds and from all areas of the city.

Implications for Edmonton Public Schools:

- *The ongoing provision of choice impacts directly on the geographic requirements for school facilities within the district and on how capital investment in schools is distributed throughout the city.*
- *The "costs" of students attending schools other than the one to which they have been designated include impacts on neighbourhood schools, a decreased sense of community and an increased reliance on private and public transportation (as an alternative to walking to school).*



A large number of students choose to attend schools other than the one to which they have been designated.

3.3 Schools in the Community

In its October 2003 report *“Every child learns. Every child succeeds.”*, Alberta’s Commission on Learning called upon school authorities and government to “develop schools as hubs of services for children and communities” (p. 75). Recommendation 20 highlighted the need to “ensure that schools become the centre of a wide range of coordinated, community services targeted at meeting the needs of children and youth”.

Edmonton Public Schools acknowledges and maintains a high regard for the role of its schools within the city’s communities. Where it is feasible, the district enters into collaborative partnerships with other agencies, groups and service providers in an endeavour to meet the broad needs of both its students and the surrounding community. The Joint Use Agreement between Edmonton Public Schools, the City of Edmonton and Edmonton Catholic Schools is one means by which the district is able to fulfil this role.

In recent years, after-school bookings for youth and community sports, recreation and education programs and use by various community and service groups have become ongoing and widely accepted functions of the district’s school buildings. This helps to maximize the efficient utilization of school space during times when the facilities are not used for K-12 instruction.

Edmonton Public Schools also leases available space to partners within the community who provide services that complement the district’s role in serving Edmonton and area families through public education. The district’s various partners include providers of child care and health services and others involved in the delivery of educational services outside the K-12 envelope such as Head Start and groups offering early literacy programs. The existence of these and other non-profit services within district schools impact positively on the district’s ability to wisely utilize its space and improve cost-efficiency in the operation and maintenance of its facilities.



Edmonton Public Schools maintains a high regard for the role of its schools within communities.

Implications for Edmonton Public Schools:

- *Schools continue to play a wider role in the community, facilitating a variety of different functions in addition to traditional K-12 education.*
- *The district needs to continue to advocate with the Provincial Government for recognition of the wider role played by schools in the community and for needed changes to government policy and legislation which redefine the use of reserve lands.*
- *Any downward trend in the district’s student enrolment is likely to be mirrored, as well, by a decrease in the demand for other services for children within the community and, consequently, their reduced demand for space within district facilities.*

3.4 Space Utilization

Edmonton Public Schools provides quality programming and learning environments to a total of 81,500 students within a total gross area of 1.1 million square metres. According to the province, the total net capacity of the district's schools is 111,500 students and the district's utilization rate is approximately 70 per cent. With recent district initiatives aimed at improving the use of space, the district's utilization rate has improved by approximately 2 per cent over the past year.

The efficient utilization of space within its facilities enables the district to provide quality learning environments and thereby maximize the ability of each student to access the full range of learning opportunities and resources available within each of its schools. Alberta Infrastructure considers space within a school to be fully utilized when 85 per cent of the school's total area (i.e. capacity) is used for instructional purposes. The approval of capital support for the construction of new schools within the city's areas of growth is negatively impacted by Alberta Infrastructure's requirement that schools within the district must first be fully utilized.

The district acknowledges that fully utilizing space within its schools also maximizes the availability of provincial funding for the operation and maintenance of those schools. Efficiency in the use of these funds is further increased with full utilization since available capital is not being used to operate and maintain space within schools that is not being used by students for instructional purposes. Edmonton Public Schools affirms its goal of achieving full utilization with respect to school space throughout the district.

Fully utilizing space within schools maximizes the availability of funds to build, operate and maintain district facilities.

Implications for Edmonton Public Schools:

- *Within its schools, the district needs to maintain and operate a volume of space that is more consistent with its capacity requirements in order to help ensure the availability of provincial support for capital projects and the operation and maintenance of its schools.*
- *When space within schools is fully utilized, less capital is used to operate and maintain space that is not being used by students for instructional purposes.*
- *"Rightsizing" schools would require earmarked provincial funding support that could be recovered through savings in heating, cleaning and maintenance.*
- *The district will continue to work with Alberta Infrastructure to ensure that "provincially rated school capacity" reflects the ability of schools to accommodate students and provides considerations which exempt students with mild and moderate special needs as well as space which is made available for leases within the community.*

3.5 Student Enrolment

The district prepares five-year enrolment projections annually for each of its nine geographic sectors and for the district as a whole. The district is divided into nine sectors for the purpose of calculating space utilization throughout the district. Current projections indicate that, for the next five years and perhaps beyond, declining enrolment will be a challenge for all but a few sectors within the district.

Declining enrolment will be a challenge for all but a few sectors within the district.

The graph below illustrates district enrolment projected over the next five year period.

Edmonton Public Schools Enrolment History and Five Year Projection

(N.B. Totals reflect Sept. 30 enrolments)



Source: Edmonton Public Schools

Implications for Edmonton Public Schools:

- *Where enrolments are projected to decline, various alternatives such as school consolidation, space rationalization and “right-sizing” of buildings will be examined to assist the district in moving toward its goal of full utilization.*
- *Where enrolments are anticipated to increase as a result of new residential development, additional funding will be required for the construction of new school facilities.*

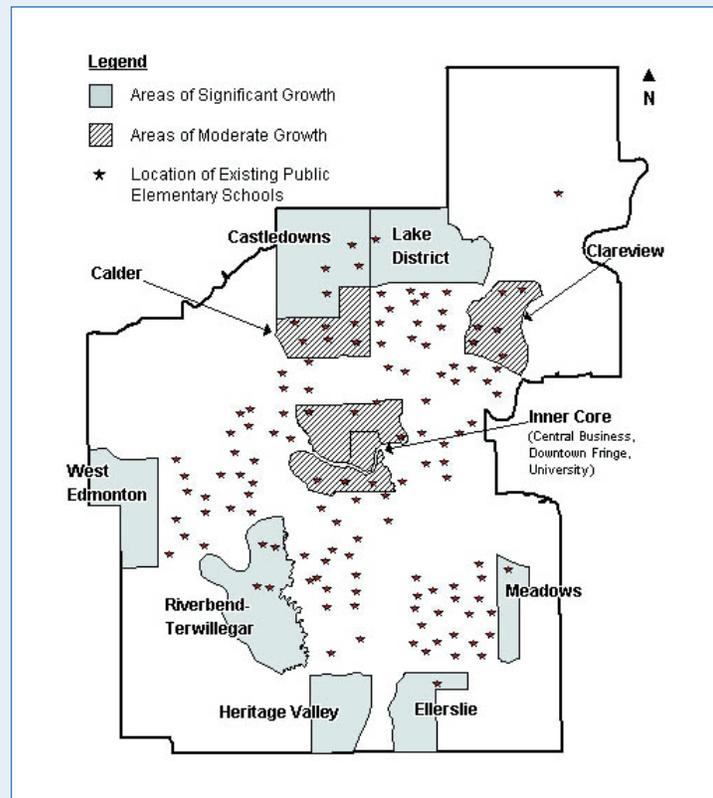
3.6 Distribution of Students and Schools

Eighteen per cent of the district's elementary students live in neighbourhoods without a local elementary school.

While most of the district's schools are located in the city's older, more established areas, growth in the district's student population is anticipated to occur primarily in newer suburban neighbourhoods. Only about one third of the district's schools are in newer areas where a large and growing number of students live. Eighteen per cent of the district's elementary students live in neighbourhoods without a local elementary school. Students living in the city's newer areas are currently transported by bus or private vehicles to schools toward the inner part of the city.

The map below illustrates the location of Edmonton Public's existing elementary schools in relation to the areas of the city where the most significant growth in population is anticipated to occur over the next 25 years.

New Neighbourhoods and Existing Schools
-Existing Public Elementary Schools in relation to areas of growth



Wherever possible, the district will accommodate students within the areas of the city in which they live. As well, preference will be given to accommodating students within permanent, core facilities rather than in portable classrooms. Throughout the district, the limited resources available for school preservation projects will be directed toward schools that are determined to be the most viable in terms of their relative location within the district, their existing condition and their suitability in terms of the district's current and future programming requirements.

Implications for Edmonton Public Schools:

- *Decreases in neighbourhood densities and in student generation per household will challenge the district in finding the most appropriate means to serve educational needs within growth areas.*
- *The pressure for new school construction nearer the student population base is likely to increase over the next ten years as the greater proportion of the district's student population shifts to the suburbs.*
- *With district high schools currently at or over capacity, the need for additional high school space is immediate.*
- *The district, with support from the province and the city, will need to secure the means of providing new schools in new areas in order to ensure equity of access to public education for all students in the city.*



Planning for the Future



The district is challenged to adopt a strategy that strikes a balance between “sustainable facilities” and “sustainable funding”.

4.1 The Challenge

Through its *Provincial School Capital Plan and Funding Process*, Alberta Infrastructure affirms its support for the equitable, effective and efficient provision of quality educational facilities to school boards for the purpose of accommodating educational programs and activities that meet the needs of Alberta students. Edmonton Public Schools has capitalized on this support by becoming a recognized leader among school districts across the continent in improved student achievement and also, through its operational efficiency and district-wide accountability with site-based decision-making and budgeting. In all of its endeavours to achieve the highest levels of success as a provider of public education, however, the district firmly maintains that it can do its very best work within an environment marked by stable, predictable capital funding for school infrastructure.

Edmonton Public Schools, through its capital planning process, works to maximize its efficiency in the allocation and use of available funding for the ongoing maintenance of existing facilities, for school preservation projects and for new construction. In an environment of scarce capital resources, however, the district finds itself under increased pressure to address, more directly, efficiencies in the utilization of space in schools and, at the same time, continue to provide quality environments for teaching and learning over the long term. The district is therefore challenged to adopt a strategy that strikes a balance between “sustainable facilities” and “sustainable funding” so that it is better positioned to capitalize on its ability to proactively plan and manage for real success, whatever the fiscal realities of the day may be.

4.2 Sector-Based Planning

Alberta Infrastructure has recognized that school jurisdictions across the province all face a variety of unique challenges. One of the unique challenges faced within the provinces larger urban centres is the differences that exist between and among areas and neighbourhoods within their jurisdictional boundaries. Edmonton Public Schools’ district boundary is the same as the City of Edmonton’s and, as a result, the diversity that exists within the city is the same diversity that the district is challenged with in providing Edmonton and area families with the opportunities inherent within a system of public education.

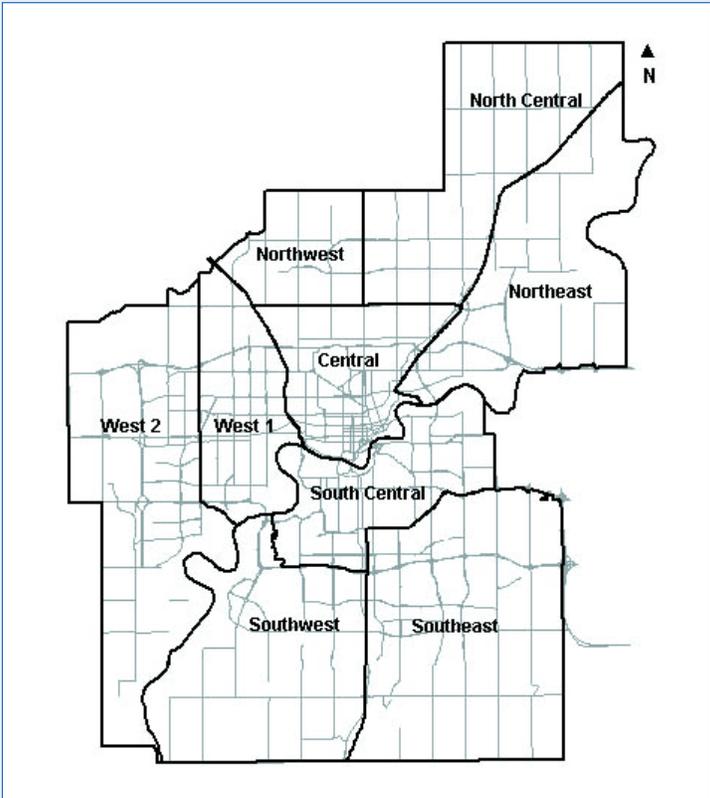
As a means of more equitably addressing the range of student needs within the district and, at the same time, more efficiently managing issues around the utilization of school space, the district established nine planning sectors within its boundaries and formalized them with provincial approval.

By focusing on manageable geographic areas that share both common and unique challenges, the sector-based approach enhances the district’s capacity to plan more effectively for the accommodation of students throughout the district. Sector-based planning also helps to focus the district’s efforts on ensuring an even distribution of viable school facilities throughout the entire district and equity of access to quality learning environments for all students.

The map below illustrates the location of Edmonton Public Schools’ nine planning sectors within the city. The tenth district sector is the district-wide High School sector.

Sector-based planning helps to focus efforts on ensuring the even distribution of viable school facilities throughout the entire district.

**Edmonton Public Schools
Planning Sectors**



Source: Edmonton Public Schools

The teaching and learning environment is comprised of several elements.

4.3 Quality Environments for Teaching and Learning

In its report, Alberta's Commission on Learning recognized that "Schools must be places where excellence is the hallmark of everything they do." (p. 8). Edmonton Public Schools believes that the learning environment is important to success in both teaching and learning. The learning environment is comprised of several elements including the school's physical condition, air quality, lighting and how the space within the school is configured and employed to support programming and curriculum.

The teaching and learning environment is also comprised of other non-facility related elements. These include the mix of program choices, the balance between regular and special needs, class sizes, extra-curricular opportunities and the availability and accessibility of learning resources for each student. A quality learning environment implies both a high quality school facility and an optimal level of enrolment in order to maximize the range and value of opportunities for both teaching and learning.

4.4 Sustainable Facilities

Alberta Infrastructure gives direction to school districts in terms of its perspective on priorities for capital projects. Funding for school capital projects is therefore based on a provincial review wherein priority is given to:

- projects vital to the health and safety of students and staff;
- projects designed to provide space to meet increases in enrolment where no other reasonable alternatives are available; and
- projects designed to meet essential facility needs arising from obsolescence or to address critical need for additional instructional space to accommodate educational programs.

Backing the objectives of Alberta Infrastructure's *School Capital Plan and Funding Process* are a set of provincial principles several of which, it could be argued, effectively frame the notion of "sustainable facilities" within school districts. They include:

- equity in the provision of educational facilities for all students;
- healthy and safe school facilities;
- the effective use of existing instructional space; and
- the prolonged life of school facilities.

The district endeavours to provide sustainable facilities that guarantee quality environments for teaching and learning.

These principles are consistent with the aims and directions of the work done by the district in its endeavours to provide sustainable facilities that guarantee quality environments for teaching and learning.

4.5 Sustainable Funding

Alberta's Commission on Learning acknowledges the need to maintain and build schools within the Province of Alberta. Recommendation 22 in its report encourages the provincial government to "ensure that sufficient and predictable funding is available to renovate existing schools and build new schools where and when they are needed".

In recent years, Edmonton Public Schools has been confronted with the challenge of uncertainty around levels of provincial funding for capital projects. While this has added a measure of complexity to its capital planning process, the district has managed to ensure that the financial resources requested for its capital priorities have been responsibly defined and prudently allocated.

The need for the district to work toward more sustainable levels of funding from one year to the next is becoming increasingly more apparent. Through a focus on achieving "sustainable funding" in its planning work around the issues of student accommodation and transportation, program distribution and capital development, Edmonton Public Schools can reasonably expect to continue to succeed in delivering the high standard in public education for which it has become internationally renowned.

The need for the district to work toward more sustainable levels of funding is apparent.



The Plan: A Principled Approach

5.1 Making It Work

A focus on principles will enhance the district's capacity to integrate planning and decision-making.

Edmonton Public Schools' *Ten-Year Facilities Plan (2005-2014)* presents a strategic approach to planning and decision-making that is focused on addressing the district's ongoing priorities for facility investment in a manner that will ensure the value of the educational experience for all students well into the future. It is anticipated that a focus on principles will enhance the district's capacity, in coming years, to integrate planning and decision-making around issues of program distribution, student accommodation and transportation and extensively augment the capital planning process. In addition, the application of a principled approach to a sector-based model will support the clearer and more systematic identification of the district's current and future capital priorities.

Principles that will serve as a guide and reference point for the district's work in capital planning, student accommodation and program distribution in the coming years include:

5.1.1 Equitable Access to Quality Learning Environments and Choice of Programs

- (a) *Students at all grade levels will have equity of access to high quality, modernized facilities wherever they live in the city.*
- (b) *A balanced range of regular, alternative and special education programs will be provided within each sector.*
- (c) *While district programs will be established and maintained to meet the needs of the public, their distribution will be intended primarily to accommodate students from inside sectors.*

5.1.2 Creative Re-Use of Surplus Space

- (a) *Surplus school space that is viable and has value to the community should be identified for potential partnership use.*
- (b) *Partnership agreements will be at no cost to the district.*

5.1.3 Efficient Sector Utilization and Retention of Small Schools

- (a) *In low utilization sectors, modernization projects will consist of targeted preservation of the school's required instructional space and this may be combined with demolition of unused and unneeded space within the school.*
- (b) *The process will lead to retention of smaller schools in neighbourhoods, although consolidation, rightsizing or closure may be required where enrolment is no longer viable.*
- (c) *In growth sectors, initiatives will be aimed at achieving a sector utilization rate of 85 per cent to enable construction of new schools where they are needed in developing communities.*
- (d) *The process will reduce the dependency on designated receiving schools and long ride times.*
- (e) *Consideration will be given to upgrading receiving schools identified as a result of school or program closure.*



5.1.4 Accommodation and Program Needs Met Within Sectors

- (a) *Where possible, student needs for programs will be met within the student's resident sector.*
- (b) *Consideration will be given to ensuring that there is sufficient space within the district so that students do not have to travel great distances to access basic programs.*
- (c) *The need to provide new schools in growth areas of the city is affirmed.*

5.2 Keeping It Working

Edmonton Public Schools is resolved to remain at the forefront of originality and innovation through the leadership it has shown in devising and working within an organizational structure that is fully responsive to demographic challenges and ever-changing facility needs. With stakeholder input, Edmonton Public Schools' *Ten-Year Facilities Plan* will be more process driven than results-based. As a framework for planning in support of *The Work: "Superb Results from all Students"*, it is anticipated that the plan will play a significant part in guiding the district toward continuing success in offering all young people unparalleled opportunity and unrivalled excellence in public education.

**Superb
Results**
*from all
students*



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