

## EDMONTON PUBLIC SCHOOLS

May 23, 2006

TO: Board of Trustees

FROM: Edgar Schmidt, Acting Superintendent of Schools

SUBJECT: Ten-Year Facilities Plan 2007-2016

ORIGINATOR: Corinne McCabe, Executive Director

### RESOURCE

STAFF: Jenise Bidulock, Randy Billey, Meredith Colgan, Michael Ediger, Leanne Fedor, Andrea Furness, Kerry-Ann Kope, Roland Labbe, Sandra Mason, Deanne Patsula, Amy-Irene Seward, Cindy Skolski

### RECOMMENDATION

That the Ten-Year Facilities Plan 2007-2016 be approved.

\* \* \* \* \*

The province requires that school boards review their Ten-Year Facilities Plan on an annual basis to confirm its continued relevance and then submit an updated plan if needed. Through the course of this year, and in accordance with this expectation, the administration has reviewed and updated the district's Ten-Year Facilities Plan (2007-2016). The plan will be forwarded to Alberta Education after being approved by the Board of Trustees (Attachment I).

### Introduction

The district's Ten-Year Facilities Plan 2007-2016 includes a new component aimed specifically at ensuring the sustainability of schools over the long term. This component will form the basis for the district's Three-Year Capital Plan, which identifies the needs for construction of new schools and the modernization of existing schools. It will also form the basis for an Annual Implementation Plan, which identifies planning strategies to be undertaken at selected district schools to ensure the long-term viability of the school or adjacent schools.

The new component is added to the Ten-Year Facilities Plan as a result of input and advice from communities, who through the review of the school closure process requested three key enhancements to the district's facility planning process:

- advance notice regarding schools where long-term viability may be in question,
- a transparent process for identifying schools where viability may be in question,
- opportunity for meaningful input with regard to strategies going forward to ensure the viability of schools.

The attached plan will be augmented with information that will be received directly from the communities over the next several months. These are referred to as local conditions which will be included within the plan document and will be considered during future actions and decisions impacting on schools (Appendix I). The district will continue to simplify and improve accessibility, relevance and readership of the plan.

### Approach

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

*Equitable Access to Quality Learning Environments and Choice of Programs*

*Creative Re-Use of Surplus Space*

*Efficient Use of School Space in Sectors and Retention of Schools in Aging Neighbourhoods*

*Accommodation and Program Needs Met Within Sectors*

*Capital Investment Contingent Upon Confirmation of Long-term Viability*

### Plan Sequence

The Provincial Government directs that facilities and capital plans must be submitted by June 30th of the year. However, the Minister of Education has communicated that the current Ten-Year Facilities Plan need not be submitted unless they are updated. As such, the district's new Ten-Year Facilities Plan will be submitted because it has been significantly updated.

CS:cp

Appendix I Proposed Facility Strategies and Location Maps

Attachment I Ten Year Facilities Plan 2006 - 2015

**PROPOSED FACILITY STRATEGIES AND LOCATION MAPS**

**The following schools will be identified in the Ten-Year Facilities Plan under Years 1 to 3:**

Sustainability Review	Program Fit	Facility Alteration
Allendale	Amiskwaciy	Balwin
Beacon Heights	Fulton Place	Belvedere
Britannia	Hillview	Eastglen
Coronation	Killarney	Forest Heights
Donnan	Laurier Heights	Holyrood
Eastwood	Lendrum	Horse Hill
Gold Bar	L'Académie Vimy Ridge	Kenilworth
Grovenor	Major General Griesbach *	Major General Griesbach *
Hardisty	McKernan	McNally
High Park	Mount Pleasant	Prince Charles
Malmo	Richard Secord	Ritchie *
Mill Creek	Ritchie *	Rosslyn
Montrose	Talmud Torah	Strathcona
Mount Royal	Youngstown	Victoria
Newton		Weinlos
Parkdale		
Rio Terrace		
Sherwood		
Westglen		
Woodcroft		

**The following schools will be identified in the Ten-Year Facilities Plan under Years 4 to 6:**

Sustainability Review	Program Fit	Facility Alteration
Avonmore	Academy at King Edward	Aldergrove
Belgravia	Ekota	Belmead
Duggan	Elmwood	Callingwood
Glendale	Garneau	Crawford Plains
Highlands	Glengarry	Grace Martin
Inglewood	Homesteader	Greenview
James Gibbons	Kameyosek	Hillcrest
Lawton	Lauderdale	Julia Kiniski
McArthur	Norwood	Kate Chegwin
McCauley	Rideau Park	Lee Ridge
R.J. Scott	Scott Robertson	Lymburn
Riverdale	Winterburn	Malcolm Tweddle
Rutherford		McKee
Spruce Avenue		Menisa
		Ormsby
		Parkallen
		Pollard Meadows
		Satoo
		Thorncliffe

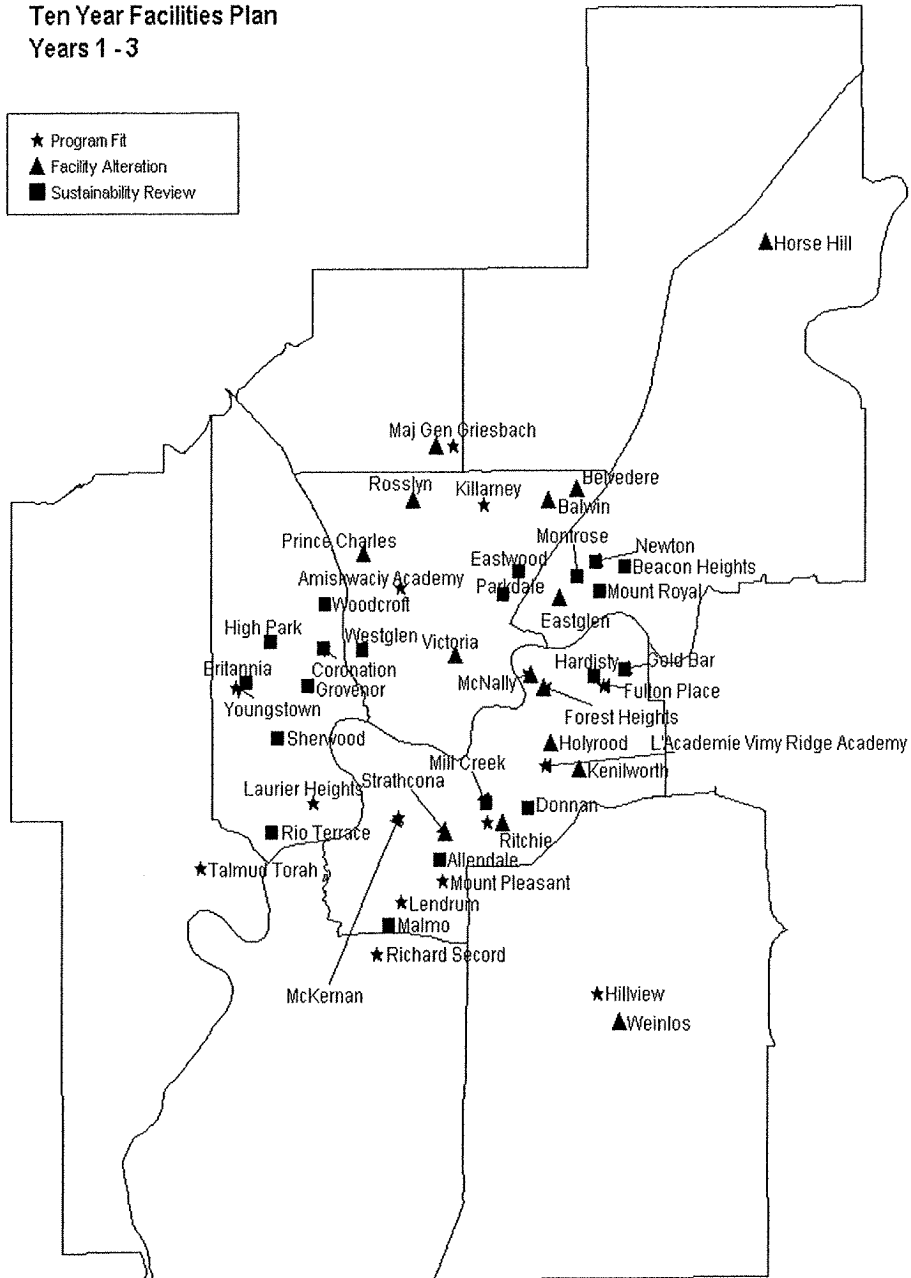
**The following schools will be identified in the Ten-Year Facilities Plan under Years 7 to 10:**

Sustainability Review	Program Fit	Facility Alteration
Capilano Clara Tyner King Edward Rundle Waverley	Meyonohk	

\*school identified for more than one facility strategy

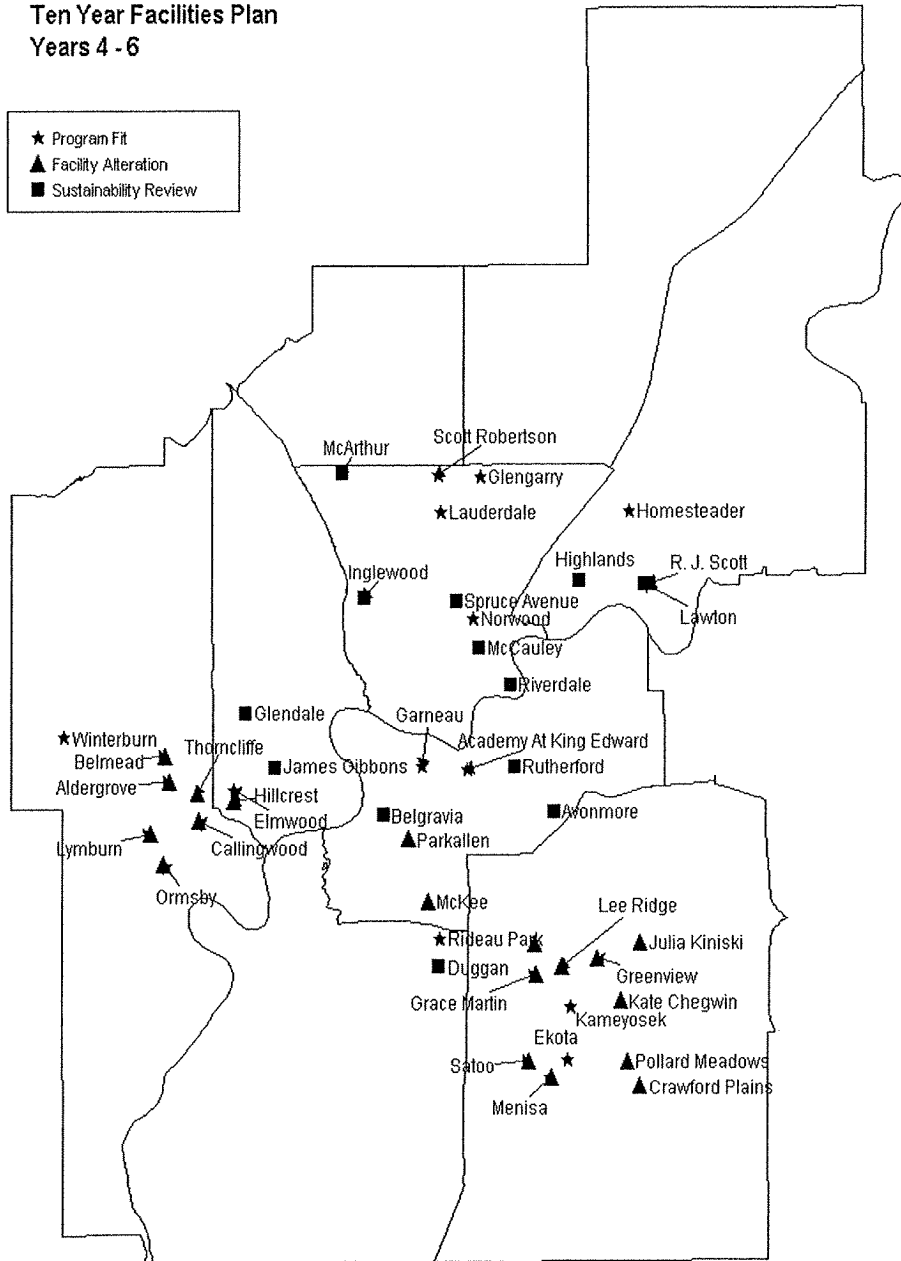
# Ten Year Facilities Plan Years 1 - 3

- ★ Program Fit
- ▲ Facility Alteration
- Sustainability Review



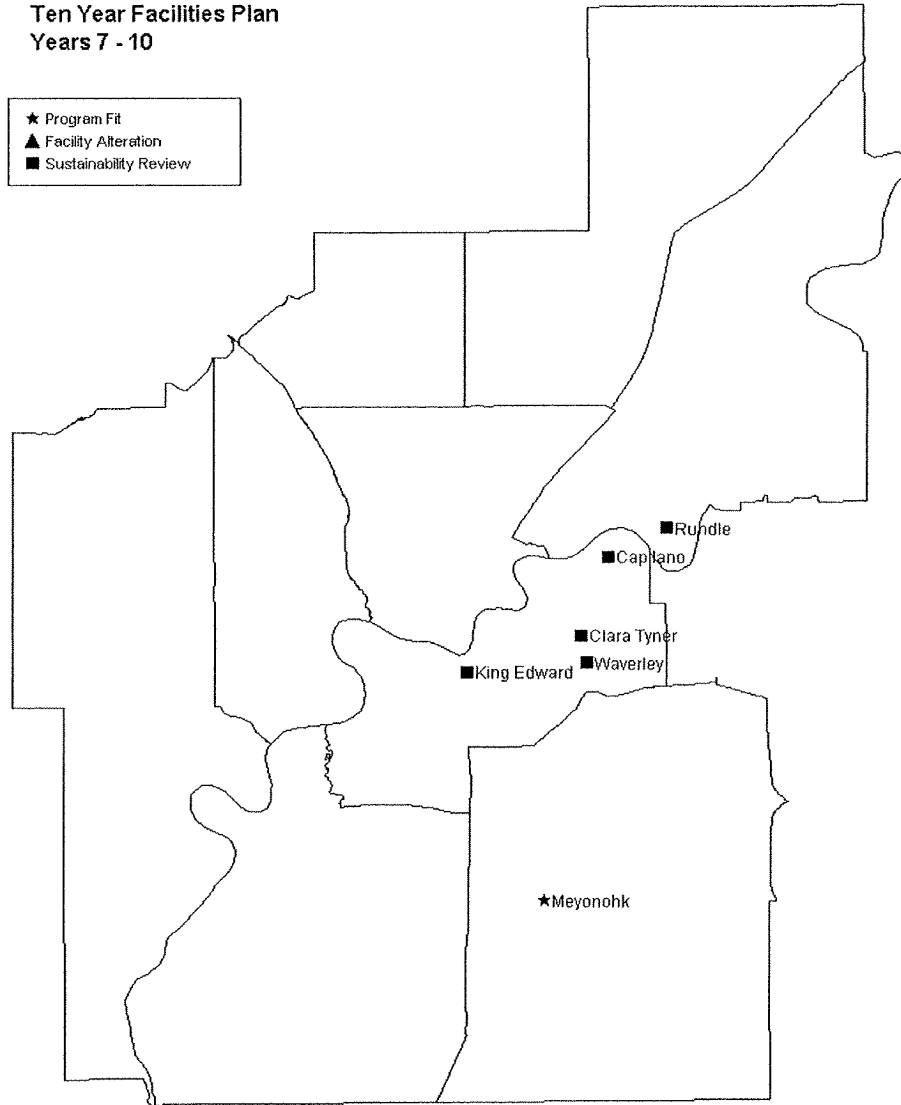
# Ten Year Facilities Plan Years 4 - 6

- ★ Program Fit
- ▲ Facility Alteration
- Sustainability Review



**Ten Year Facilities Plan  
Years 7 - 10**

- ★ Program Fit
- ▲ Facility Alteration
- Sustainability Review



# Ten-Year Facilities Plan • 2007-2016

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Prepared by the Planning Department, May 2006





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## Plan Overview

### 1.1 Provincial Policy Context

The submission of Edmonton Public Schools' *Ten-Year Facilities Plan (2007 – 2016)* to the Minister of Alberta Education is consistent with the requirements set out in Alberta Infrastructure and Transportation's *School Infrastructure Manual*.

#### *Policy 4.2.1 Ten Year Facilities Plan*

- 1. A school board must submit a Ten- Year Facilities Plan to Alberta Infrastructure and Transportation.*
- 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 and Transportation 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, 2006 for the 2007-10 Three-Year Capital Plan and 2007 - 2016 Ten- Year Facilities Plan).*



### 1.2 Purpose

The Edmonton Public Schools *Ten-Year Facilities Plan (2007 - 2016)* is intended to assist the Edmonton Public School Board and Alberta Education with the identification of the district's long-term facility needs. As a 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 issues of student accommodation and transportation, program distribution and capital investment. In providing this framework, the plan will serve to bring further focus to the district in supporting ***“Superb Results from all Students”***.

The plan will help guide the district in 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;
- provide broad direction in the identification 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 issues of student accommodation and transportation, program distribution and capital investment; and
- facilitate effective planning for quality learning environments that will benefit all students wherever they may live within the district.

### 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 excellence in teaching and learning by ensuring that all students within the Edmonton Public School system enjoy equity in terms of access to quality learning environments and programs.*

## 1.4 Plan Review

In June 2005, Edmonton Public Schools submitted its Ten-Year Facilities Plan to Alberta Education for the period 2006 - 2015. The current Edmonton Public Schools *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 region 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.

## 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 in nature. It is not intended to be prescriptive. It is, however, intended to provide clear direction for the identification of the district's long-term facilities needs and emerging capital priorities.

It is intended that the plan be implemented directly through the Three-Year Capital Plan. The Three-Year Capital Plan specifically identifies the district's priorities for capital investment (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 a variety of planning initiatives undertaken by the district aimed at addressing a range of issues around student accommodation and transportation, program distribution and capital investment. Through its implementation, the plan will attempt to merge together the notions of "sustainable facilities" and "sustainable funding".

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

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## 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 be an important element in its annual review. The annual review of the plan is a requirement of Alberta Education 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 the City of Edmonton and Surrounding Region

### 2.1 Learning Opportunities

The Census Metropolitan Area (CMA) of Edmonton has a population that has recently surpassed 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 Edmonton Public Schools and the availability of choice from a range of alternative and special education programs attracts students to the district from a very broad area.

Edmonton Public Schools' location within a major regional urban centre benefits the district through 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 the district. Often, students re-locate to Edmonton because of the availability of these specialized programs. Fully addressing the needs of all students continues to be Edmonton Public Schools' highest priority.

In addition, the recently instituted Class Size Initiative from Alberta Education has changed the configuration of learning spaces in Edmonton Public Schools. More space will be required within schools as a result, causing a greater disparity between the Provincially Rated Capacity, and what schools require in the way of space to provide programming for students.

#### ***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.*
- *The district will need to address the demands for more space to meet class size ratios, in particular for elementary schools.*

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*Quality and choice  
attract students to  
Edmonton Public Schools.*

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## 2.2 Demographics and Growth

### 2.2.1 Declining Birthrates

A 2003 Statistics Canada report based on Federal Census and tax data provides information on the population of the nation, including changes in the pre-school and elementary/junior high school-aged populations from 1996 to 2003. The chart below provides national and provincial statistics.

**Figure 1: Changes in the pre-school and elementary/junior high school-aged populations (1996-2003)**

Age in Years	0 - 4	5 - 9	10 - 14
Canada	- 13%	- 3%	+ 5%
Alberta	- 4%	- 4%	+ 6%

*Source Data: Statistics Canada Annual Demographic Statistics 2003*

Declines in the birth rate and a drop in immigration are identified as key contributors to the national trend of slower population growth and an aging population. Declines in the 0-4 and 5-9 year old age groups reflect a continued decline in the percentage of the population that are school-aged, as the average age of residents continues to rise.

#### ***Implications for Edmonton Public Schools:***

- *Smaller families impact directly on the requirements for school facilities, both in terms of size and number.*
- *The need for school space is directly impacted by the fact that the typical household is likely to have fewer children.*

### 2.2.2 Edmonton 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 between 795,530 and 820,239 in 2010. This represents an increase of approximately 11 per cent over that period of time. The 2005 City of Edmonton census indicated the city's overall population was 712,391, representing an increase of 16.8 per cent over the 1996 census population of 609,740. This would suggest that the higher projection for 2010 population is more likely to be realized.

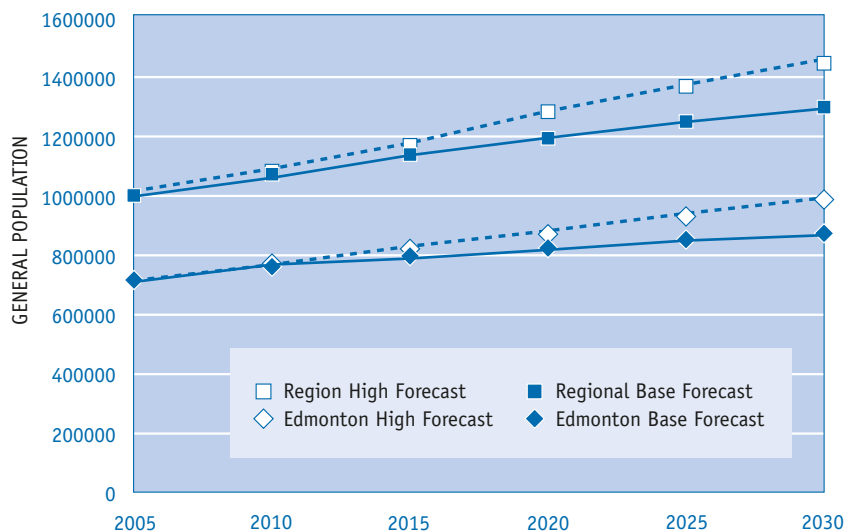
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*The City of Edmonton is projecting an 11 per cent increase in total population by the year 2010.*

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A Statistics Canada analysis of the Edmonton Census Metropolitan Area (CMA), or the Edmonton region, indicated that the total population grew by 12 per cent for the period 1996-2001. The CMA includes the City of Edmonton and both urban and rural municipalities in the surrounding metropolitan region. The rate of total population increase for just the City of Edmonton over this period was 8 per cent. The following graph illustrates the City of Edmonton's base and high projections for general population growth and growth within the entire region through to the year 2030.

**Figure 2: Population Forecast for City of Edmonton versus Edmonton Metropolitan Region (2005-2030)**



Source Data: City of Edmonton Population and Employment Forecast Allocation Study Summary Report 2003 - 2030, May 2005

N.B.: The City has introduced a conservative base scenario and a more optimistic high scenario in this forecast.



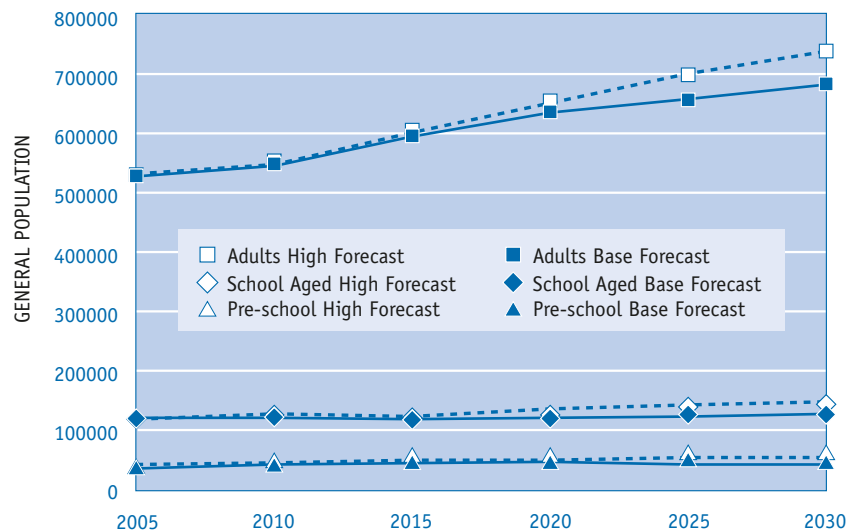


While the City of Edmonton and surrounding region's total population is increasing, the total population of school-age children (i.e. the 5-19 year old age group) within the City is in decline and is projected to continue doing so through to the year 2015. This is consistent with both national and provincial trends.

While this trend of decline in the school-aged population is projected to moderate somewhat after 2015, the total school aged population is not projected to return to 2005 levels until 2025 in the "high" scenario and 2030 in the "base" scenario (see Figure 3 below).

Figure 3 compares the projected decline in the City of Edmonton's school-aged population with the projected growth in the City's adult population through to the year 2030.

**Figure 3: City of Edmonton Population Forecast (2005-2030)**

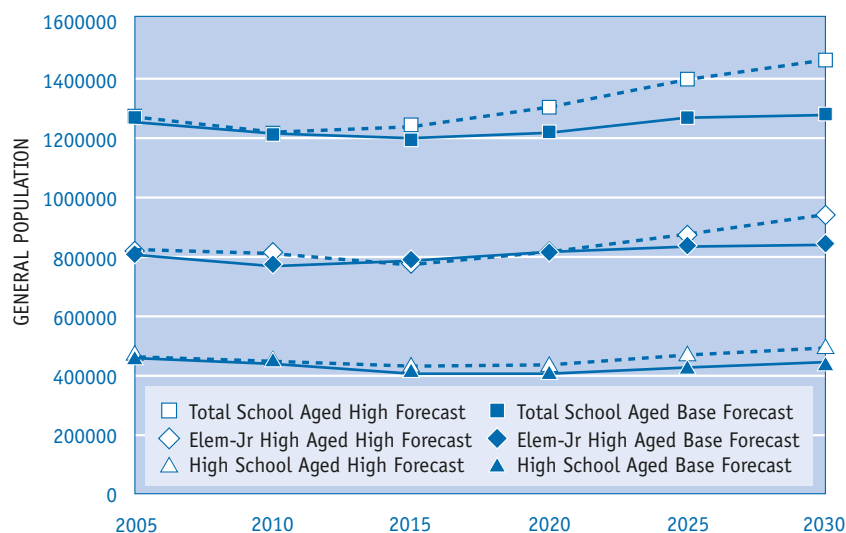


Source Data: City of Edmonton Population and Employment Forecast Allocation Study Summary Report 2003 - 2030, May 2005

N.B.: The City has introduced a conservative base scenario and a more optimistic high scenario in this forecast.

A further breakdown of the projected decline in the number of school-aged residents within the City of Edmonton is illustrated in Figure 4 (next page).

**Figure 4: City of Edmonton School Aged Resident Projections (2005-2030)**



Source Data: City of Edmonton Population and Employment Forecast Allocation Study Summary Report 2003 - 2030, May 2005

N.B.: The City has introduced a conservative base scenario and a more optimistic high scenario in this forecast.

#### **Implications for Edmonton Public Schools:**

- *Edmonton and region growth trends indicate that families with school aged children are as likely to locate outside the boundaries of the City of Edmonton and thus outside the district's boundary.*
- *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 school-aged population to 2015.*
- *The projected decline in the percentage of resident that are school-aged within the City of Edmonton significantly impacts on the district's future needs for student space.*

## **2.3 Residential Growth Patterns**

Another factor influencing school aged population totals in City of Edmonton and surrounding region is the changing nature of residency patterns as communities continue to grow. Most of the growth in the City's population is occurring in newly developing suburban areas. In coming years, the City forecasts that the areas within its limits that will experience the greatest amount of growth in population are Southwest (42,900 to 67,700 residents in the areas of Kaskitayo, Heritage Valley, Terwillegar Heights, Windermere), the Southeast (33,800 to 51,000 residents

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

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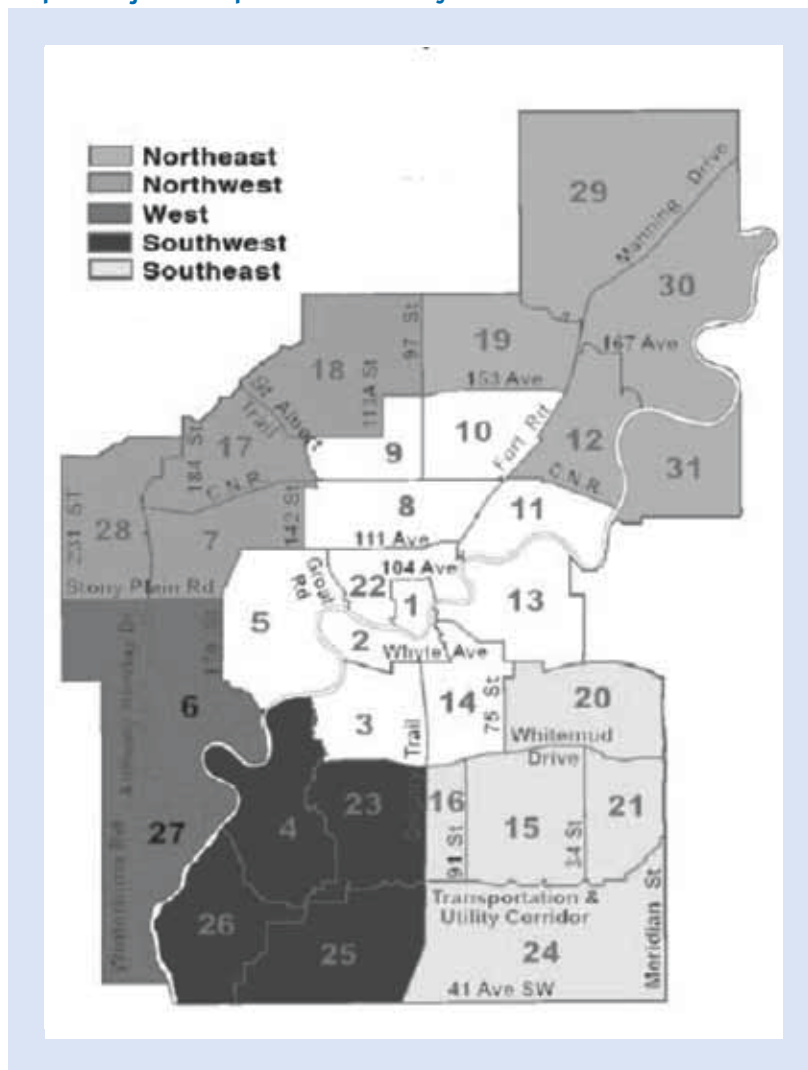
in the areas of Ellerslie, Ellerslie East , The Meadows), Northwest (28,400 to 41,100 residents in the areas of Castle Downs Extension, Griesbach, The Palisade), West (25,400 to 39,900 residents in the areas of Cameron Heights, Lewis Farms, The Grange), and Northeast (25,000 to 38,600 residents in the areas of Clareview and Pilot Sound).

The following map illustrates the City of Edmonton's anticipated residential growth by area to the year 2030.

**Map 1: Projected Population Growth by Area to 2030**



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



Source Data: City of Edmonton Population and Employment Forecast Allocation Study Report 2003-2030, May 2005

N.B. The City has introduced a conservative base scenario and a more optimistic high scenario for this forecast.

\*Griesbach Neighbourhood projections have been included in the Northwest Sector statistics for the purposes of this plan.

### City of Edmonton Projected Population Growth by Area to 2030

Area	Base Projected Increase	High Projection Increase
<b>Northeast</b> Clareview, Pilot Sound	25,000	38,600
<b>Northwest*</b> Castle Downs Extension, Griesbach, The Palisades	28,400	41,100
<b>West</b> Cameron Heights, Lewis Farms, The Grange	25,400	39,900
<b>Southwest</b> Kaskitayo, Heritage Valley, Terwillegar Heights, Windermere	42,900	67,700
<b>Southeast</b> Ellerslie, Ellerslie East, The Meadows	33,800	51,000

Source Data: City of Edmonton Population and Employment Forecast Allocation Study Report 2003-2030, May 2005

N.B. The City has introduced a conservative base scenario and a more optimistic high scenario for this forecast.

\*Griesbach Neighbourhood projections have been included in the Northwest Sector statistics for the purposes of this plan.



The City of Edmonton 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). A significant shift in the number of residents, including school aged residents, from mature areas to newer development areas has been occurring over the past twenty-five years and it is projected to continue to the year 2025.

#### ***Implications for Edmonton Public Schools:***

- *Suburban areas will have a larger population than mature inner city areas by 2010.*
- *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.*
- *Requirements for the upgrading of aging infrastructure in mature inner city neighbourhoods will continue to increase while the number of students residing within these areas is projected to decline or at best remain unchanged.*

## 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 and the size of the average household is also decreasing. It is becoming more evident that final build-out densities in new areas are significantly lower than projected in the neighbourhood development plans. Neighbourhoods planned at densities of approximately 18 – 22 units per hectare are yielding densities of only around 12 – 15 units per hectare. In addition, most if not all multi-family housing is heavily oriented to the adult and senior's market, both in newly developing and infill areas. This housing generates few students. 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 district's annual enrolment to 2015.

### ***Implications for Edmonton Public Schools:***

- *The traditional practice of planning for an elementary school serving each new neighbourhood has been revised and capital plan priorities now reflect schools serving larger geographic areas comprised of multiple neighbourhoods.*
- *Within the municipal planning process, the district advocates for larger neighbourhoods and road and neighbourhood configurations that facilitate safe walking access and linkages between neighbourhoods.*
- *Local school planning and facility development may need to incorporate more student transportation for students residing within a larger local attendance areas.*
- *The number of new neighbourhoods developing concurrently makes it challenging to determine optimum site locations and to secure suitable sites in a timely fashion for new school construction.*
- *Capital resources to fund new schools in newly developing areas are scarce and resident student populations in these areas are projected to continue to grow through to the year 2025.*

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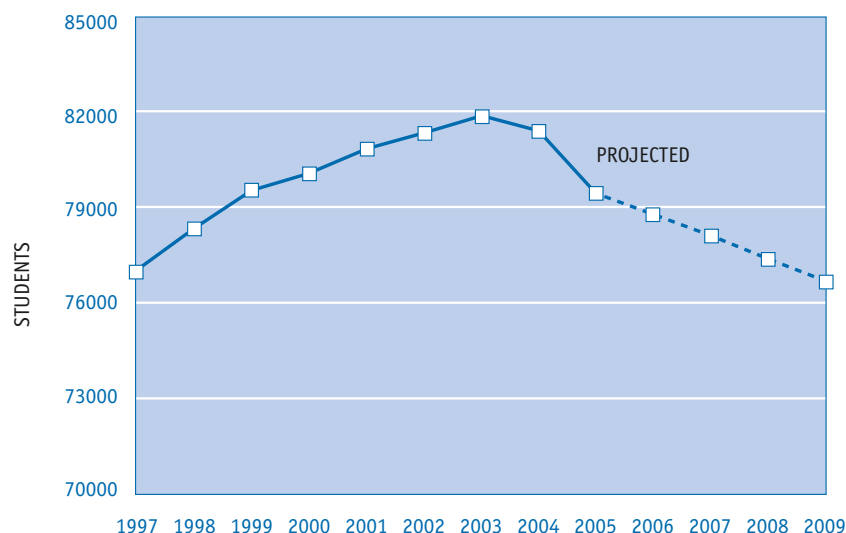
*Declining enrolment will be a challenge for all but a few sectors within the district.*

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## 2.5 District Enrolment and Distribution of Students

The district prepares five-year enrolment projections annually. Current projections indicate that, for the next five years and perhaps beyond, declining enrolment will be a challenge for the district. The following graph illustrates district enrolment projected over the next five year period.

**Figure 5: Edmonton Public Schools Enrolment History and Five Year Projection**



Source: Edmonton Public Schools

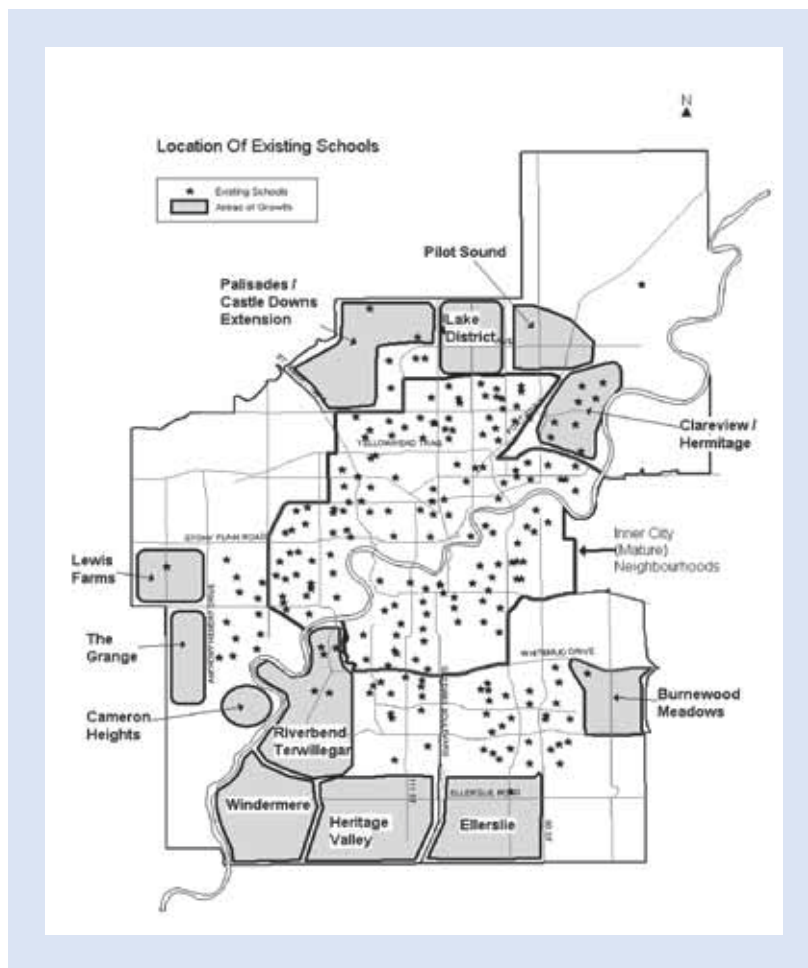
*Fully utilizing space within schools maximizes the availability of funds to build, operate and maintain district facilities.*

**Implications for Edmonton Public Schools:**

- Declining enrolment means that the district must reduce its total number of currently available student spaces.
- 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. This will place increased pressure on the district to reduce space where it is not needed.
- 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.
- In situations where two or more neighbouring schools require capital investment, but their long-term viability may be questionable, the district will need to give consideration to the option of new replacement schools.
- Schools will continue to require assistance to both rationalize the use of school space and to ensure that class size targets are met.

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

**Map 2: Location of Existing Schools**



Source: Edmonton Public Schools

***Implications for Edmonton Public Schools:***

- *Where enrolments are projected to decline, various alternatives such as school consolidation or the demolition of space that is surplus to current and/or future needs will be considered to assist the district in improving efficiency and reduce the costs of operating and upgrading excess space.*
- *Where student populations are anticipated to increase as a result of new residential development, additional funding will be required for the construction of new school facilities.*
- *With most of the district's schools located in the mature areas of the city, it will be critical for the district, with support from the province, the city and the community, to balance its investment in facilities so that it can provide new schools in new areas and ensure equity of access to public education for all students in the city.*



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*Twenty-five per cent of the district's elementary students live in neighbourhoods without a local elementary school.*

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## 2.6 Future Directions for Edmonton Public Schools

Given the national and provincial aging trend, and the higher growth rate of municipalities outside of the City of Edmonton and the district's boundaries, it is likely that the overall district enrolment numbers will continue to experience slight overall decline for the next ten years.

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. Currently, twenty-three 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.

### ***Implications for Edmonton Public Schools:***

- *Even with Edmonton's population shown to be increasing, a trend of decline in the district's annual enrolment is projected to 2015.*
- *More families with school-aged children are choosing to locate in newer development areas, whether within the City of Edmonton or to surrounding bedroom municipalities.*
- *There is a significant and growing number of students residing in newly developing areas without local schools.*
- *There is a continuing decline in the number of students residing in the mature areas of the City, where many large and aging school buildings are located.*
- *Capital priorities will need to be distributed between preservation and new construction projects and investment in preserving older facilities will require increased scrutiny to include the assessment of long-term viability.*

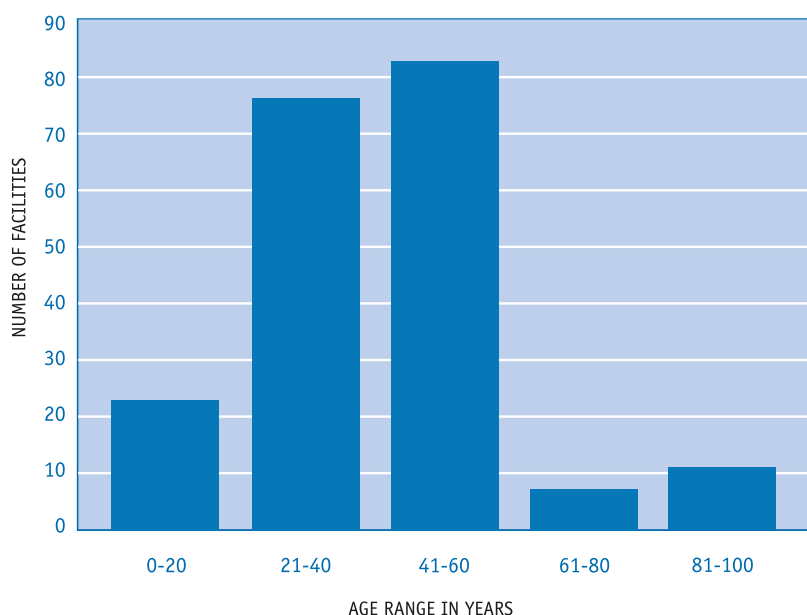
## Inside the District

### 3.1 School Buildings

Edmonton Public Schools currently operates over 200 school buildings, with an average age of 45 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.

**Figure 6: 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 36 alternative programs and 14 special education programs in over 103 locations.




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

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Edmonton Public Schools 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, 51 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, 56 per cent and 50 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 the 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.*
- *Students attending schools other than the one to which they have been designated increases demands on private and public transportation (as an alternative to walking to school).*

### **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 fulfill 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.

***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 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.*

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

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### 3.4 Space Utilization

Edmonton Public Schools provides quality programming and learning environments to a total of 79,133 (September 30, 2005) students within a total gross area of 1.07M square metres. According to the Province, the net capacity of the district's schools is 108,352 students and the district's utilization rate is 70 per cent.

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. The provincial government 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 85 per cent figure does not mean, however, that should a school go beyond the 85 per cent, that the school is overcrowded. The approval of capital support for the construction of new schools within the city's areas of growth is negatively impacted by the provincial 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 funds are 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.

***Implications for Edmonton Public Schools:***

- *Within its schools, the district needs to maintain and operate a volume of space that is 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. This means that consolidation of schools continues to be necessary.*
- *When space within schools is fully utilized, less capital is required to operate and maintain space that is not being used by students for instructional purposes.*
- *The demolition of any space that is surplus to current and/or future district needs would require provincial funding support that might then be recovered through savings in the costs of heating, cleaning and maintenance.*
- *The district needs to continue to work with the Province to ensure that "provincially rated school capacity" reflects the ability of schools to accommodate students and provides considerations which recognize the greater space requirements associated with programming for students with mild and moderate special education needs and the class size limits prescribed by Alberta's Learning Commission.*

## Planning for the Future

### 4.1 The Challenge

Edmonton Public Schools, through its capital planning process, will continue to work toward greater 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. This means that there will continue to be a very real need for the district to reduce excess space wherever it may exist.

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

---

### 4.2 Sector-Based Planning

The Province has recognized that school jurisdictions across the province all face a variety of unique challenges. One of the unique challenges faced within the province’s 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.

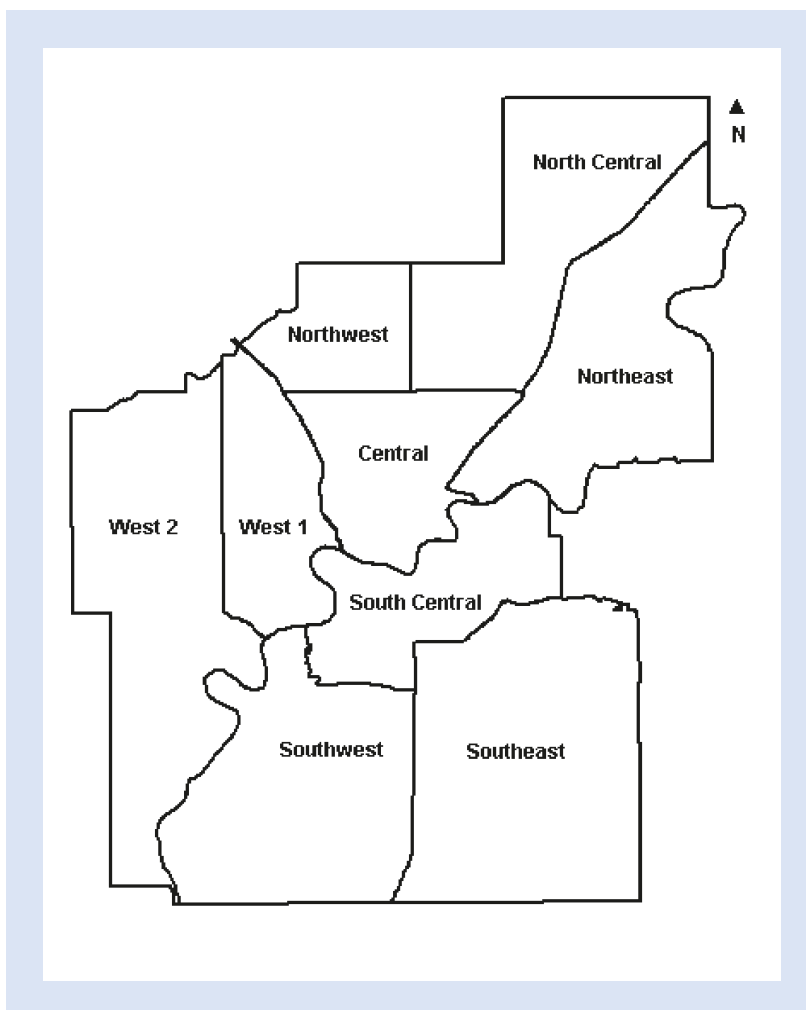
By focusing on manageable geographic areas that share both common and unique challenges, the sector-based approach enhances the district’s capacity to plan more effectively for the accommodation of students throughout the district. Sector-based planning also helps to focus the district’s efforts on ensuring 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 geographic sectors within the city. The tenth district sector is the district-wide High School sector.

### Map 3: Edmonton Public Schools Planning Sectors

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



A map and a profile of each sector are outlined in Appendix I. The total number of student spaces in a sector is equal to the provincial total capacity. The number of students residing in the sector and enrolled in the sector is compared to the sector's capacity. Residency and enrolment values have been weighted to reflect the adjustment that is currently applied to kindergarten students (0.5 full-time equivalent) and students with severe special education needs (3.0 full-time equivalent). All other students are counted as 1.0 full-time equivalent.



An additional weighting has been applied to the residency and enrolment values in order to reflect the class-size targets prescribed by Alberta's Commission on Learning. The adjustments that have been applied are identified in the chart below.

**Figure 7: Weighting applied to residency and enrolment values reflecting class-size targets**

Level	Class Size	Weighting (full-time equivalent)
Kindergarten	17	0.74
Division I	17	1.47
Division II	23	1.09
Division III	25	1.00
Division IV	27	0.93



Sectors with schools in mature neighbourhoods typically have more student spaces than both the number of students residing in the sector and the number of students enrolled in the sector (e.g. Central, South Central and West 1 Sectors). A significant proportion of the enrolment within these sectors includes students who do not reside in the sector. Some of the schools within these sectors are designated as receiving schools for students who reside in new or developing neighbourhoods where there are no local schools. These schools may also have sufficient surplus space to accommodate district alternative and special education programs.

Sectors that include new or developing neighbourhoods typically have fewer student spaces than the number of students residing in the sector (e.g. North Central, North East, North West, South East, South West and West 2 Sectors). A significant proportion of the students who reside in these sectors do not have a local school and have to be designated to schools in mature neighbourhoods where most of the district's excess space is located. Some students may also leave the sector to attend district alternative and special education programs, also typically offered in schools located in mature areas of the city.



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*The teaching and learning environment is comprised of several elements.*

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### 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, 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 Education 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.*

---

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

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Backing the objectives of the Province's School Capital Plan and Funding Process are a set of provincial principles several of which 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.*

These principles are consistent with the aims and directions of the work done by the district in its endeavors 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.

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

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## The Plan: A Principled Approach

### 5.1 Making It Work

Edmonton Public Schools *Ten-Year Facilities Plan (2007 - 2016)* 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.

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

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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 Use of School Space in Sectors and Retention of Schools in Aging Neighbourhoods***

- (a) In sectors with excess space, 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 schools in aging neighbourhoods, although consolidation, rightsizing or closure will 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.*

### ***5.1.5 Capital Investment Contingent Upon Confirmation of Long-term Viability***

- (a) In the identification of existing schools for preservation projects, the school's long-term viability, in terms of programming and student enrolment, will be considered first and foremost.*
- (b) In instances where long-term viability is confirmed within existing oversized buildings, space reduction initiatives will be incorporated as a component of a proposed preservation project.*
- (c) The district will continue to maintain and invest in existing school buildings where long-term viability has not been confirmed to ensure that all matters of life, health and safety are addressed.*

## 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 “***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.

## **APPENDIX I**

### **ANNUAL IMPLEMENTATION PLAN**

The Ten-Year Facilities Plan embodies the general planning principles and strategies that Edmonton Public Schools will use to achieve its overall goals for district facilities. The Annual Implementation Plan is the yearly mechanism through which those principles, strategies and goals are translated into action, thereby ensuring equitable access to quality learning environments across the district. The recommendations of the Annual Implementation Plan will be derived from analyzing the School Profiles of all district schools. School Profiles will include information about a school's viability, local conditions in the community and a recommended facility strategy.

#### **5.1 Involving the Public**

Edmonton Public Schools is committed to consultation to help ensure that its decisions continue to reflect the values of the communities it serves. For this reason, The Annual Implementation Plan was developed in consultation with the public, as well as other education stakeholders. Public input will continue to be sought with respect to facility strategies outlined in the Annual Implementation Plan.

#### **5.2 District Accommodation Planning Principles**

The Annual Implementation Plan was designed according to the same planning principles that form the foundation of the previous Ten Year Facilities Plan and the Three Year Capital Plan. These principles are currently being refined and simplified based on input from the district's public consultation process. The new forms of the principles will be available for the next school year.

## 5.3 Annual Implementation Plan

The Annual Implementation Plan will run in a yearly cycle, beginning in September and ending in June.



### 1. September/October

- School Profiles updated with current enrolment data.
- Annual Implementation Plan developed and approved by the board of trustees.
  - o Plan focuses on facility strategies for each school indicated in the Ten-Year Facilities Plan for years one to three.
  - o Plan indicates which schools with a one to three year facility strategy will be examined in year one.
  - o Plan shows annual timeline for the year for each of these schools.
- Schools for which the recommended strategy in the Annual Implementation Plan is Sustainability Review commence data gathering.
- Meetings with each School Council to complete Sustainability Review.

**2. November/December**

- *Sustainability Review Reports on schools completed and presented as information to public board.*
- *Recommendations that require Board approval (for example, beginning a school closure process) approved at public board.*
- *Recommendations that require the superintendent approval (for example, boundary or program changes) approved by the superintendent.*

**3. January/February**

- *Conduct public meetings and consultation processes required for any of the facility strategies.*

**4. March/April**

- *Recommendations that require board approval (for example, school closure) approved by public board.*
- *Recommendations that require superintendent approval (for example, new district sites for programs or moving programs) approved by the superintendent.*
- *Schools profiles updated.*
- *Schools identified for inclusion in district Three-Year Capital Plan for any facility alternations.*

**5. May/June**

- *Three-Year Capital Plan and Ten-Year Facilities Plan revised and approved by the board of trustees.*
- *School Councils' update local conditions in school profiles.*



### 5.3.1 School Profiles

A School Profile will synthesize information about a school's viability, local conditions in the community and a recommended facility strategy. A School Profile will be created by:

- gathering data about a school's health from financial, physical and educational program perspectives;
- comparing that information to various benchmarks, giving an indication of the school's viability;
- identifying conditions in the local community; and
- recommending a facility strategy for the school.

School Profiles for all district schools will then be analyzed. The results of this will determine the action recommended for each school in the Annual Implementation Plan. The School Profile for a fictitious school is included on the next page. In this example, the school does not meet the benchmarks in any area. Results from real district schools will vary.

#### 5.3.1.1 School Profile Terms

**Regular:** *students not enrolled in Alternative or District site programs for students with special needs.*

**Alternative:** *students enrolled in Board Approved Alternative Programs.*

**District Centre:** *students enrolled in District Site Programs for students with special needs.*

**Early Education:** *Pre-School students enrolled in District site programs for students with special needs.*

**Attendance Area:** *neighbourhoods where resident students are designated to attend a certain school.*

**Plant Operation and Maintenance:** *funding received by district exclusively to heat, light, clean and maintain buildings.*

**Provincial Audit Score:** *Provincially assigned score given to facilities to indicate their relative condition.*

**District Capital Inspection:** *rating given to a school by the district indicating its condition.*

**Provincially Eligible for Transportation:** *students living more than 2.4 km from designated school.*

**Local Conditions:** *information from schools and communities taken into consideration when identifying facility strategy.*

## School Profile

DRAFT

## EDMONTON PUBLIC SCHOOL: School

Viability Benchmark for each category in brackets ( )

STUDENT ENROLMENT BY PROGRAM 2005/06										Meets Viability Benchmark					No				
Number of Students Per Grade:					Elementary (140)					Jr High (150)					Sr High (400)				
K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	TOTAL						
14	14	16	25	24	19	19	76	62	64	180	172	188	873						
Student Enrolment:																			
Regular	Alternative	Dist. Centre	Early Ed	Total															
527	253	93	0	873															
Historical Enrolment:																			
2001	2002	2003	2004	2005															
890	905	921	899	873	2%	Overall % Decline from 2001													

EDMONTON PUBLIC SCHOOL POPULATION										Meets Viability Benchmark		No
168	Total Number of EPS Elementary Students Residing in School A Attendance Area										(280)	
94	Total Number of EPS Students Residing in School A Attendance Area Attending School A										(140)	
279	Total Number of EPS Jr High Students Residing in School A Attendance Area										(300)	
182	Total Number of EPS Jr High Students Residing in School A Attendance Area Attending School A										(150)	
876	Total Number of EPS Sr High Students Residing in School A Attendance Area										(800)	
415	Total Number of EPS Sr High Students Residing in School A Attendance Area Attending School A										(400)	

STUDENT SPACE AND COST										Meets Viability Benchmark		No
750	Total Number of Student Spaces funded through Provincial Plant Operations & Maintenance allocation											
48	Percentage of Funded Space (50%)					123	Amount of Unfunded Student Space					
15760	Area of School m2					11808	Cost of Unfunded Student Space					
1450	Provincial School Capacity					58%	Provincial Utilization Rate (50%)					
0	Number of Portable Classrooms on Site											

FACILITY INFORMATION AND CONDITION				Meets Viability Benchmark		No
1954	Year School was Built			815	Provincial Facility Audit Score (700)	
910	Facility Re-Audit Score			5	District Capital Inspection	

LOCATION & ACCESSIBILITY		Meets Viability Benchmark	No
5	Number of EPS Schools with Available Space within a 1.6 km Radius (3)		
1026	Number of Unfunded Student Spaces in the Sector		
Existing Leases in the School:			
Transportation:			
204	Number of Students in the Attendance Area Attending the School and living more than 2.4km from the School (Provincially Eligible for Transportation Services)		

Local Conditions:												
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Recommended Facility Strategy and Timeline: TO BE DETERMINED												
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### **5.3.1.2 Draft School Viability Benchmarks**

*To be considered viable, a school must meet or exceed the following benchmarks:*

#### **Student Enrolment**

*1. The total enrolment of the school, or total enrolment of the regular program, or the total enrolment of an alternative program, is greater than:*

- Elementary – 140 students (average of 1 class per grade \*)*
- Junior High – 150 students (average of 2 classes per grade \*)*
- Senior High – 400 students (average of 5 classes per grade \*)*

*\* based on the Learning Commission's recommended class size requirements*

#### **Edmonton Public Schools Population**

*2. There are:*

- more than 280 EPSB elementary students residing in the school attendance area; or*
- more than 140 EPSB elementary students residing in the school attendance area and attending the school.*
- more than 300 EPSB junior high students residing in the junior high attendance area; or*
- more than 150 EPSB junior high students residing in the junior high attendance area and attending the school.*
- more than 800 EPSB senior high students residing in the senior high attendance area; or*
- more than 400 EPSB senior high students residing in the senior high attendance area and attending the school.*

#### **Student Space and Cost**

*3. The school is funded for more than 50 per cent of its existing space by provincial plant operation and maintenance funding or the provincial utilization rate is greater than 50 per cent.*

#### **Facility Information and Condition**

*4. The school facility audit score, as defined by provincial standards, is rated at less than 700 points or the district's capital inspection rates the school as acceptable to excellent.*

#### **Location and Accessibility**

*5. There are fewer than three district schools within a 1.6 kilometer radius of the school that could offer similar programs and have excess capacity.*

*Please note: On the sample School Profile on the previous page, the draft viability benchmark for each category is in brackets.*

### 5.3.2 Facility Strategies

Facility strategies are the recommendations that could be made for a school, based on comparing data about the school with viability benchmarks. One of the following four Facility Strategies will be proposed for each school:

1. **Status Quo:** the school meets all or most of the viability benchmarks. Generally, the facility is in reasonable condition and the programs are viable and well supported in the community. Demographic information suggests continued viability into the future.
2. **Facility Alterations:** the school meets several of the viability benchmarks, particularly in the program area. The facility requires upgrading or adjustment to capacity (size) in order to ensure viability into the future. These facilities will be considered within the district's Three-Year Capital Plan.
3. **Program Fit:** the school does not meet viability benchmarks in the program or demographic areas. The facility is in reasonable condition or is in an important location in terms of proximity to other schools. The mix of programs within this school will be reviewed to ensure viability into the future.
4. **Sustainability Review:** the school meets few viability benchmarks. A review will be conducted to confirm outcomes of which may be; program change, adjustment to capacity, essential or general upgrade, boundary change, school closure, or status quo.

### 5.3.3 Local Conditions

Local Conditions are aspects of a school's situation that may not be immediately apparent from district-level data. Information about Local Conditions will provide valuable insight into the unique features of a school. This element of the School Profile is also an important opportunity for schools and communities to have direct input into the planning process.

Because this is the first Annual Implementation Plan, information about local conditions is not yet available. As a result, the Facility Strategies recommended in the following section are tentative. The proposed facility strategy for each school will be reviewed by October 2006, when information about local conditions and updated viability data become available.

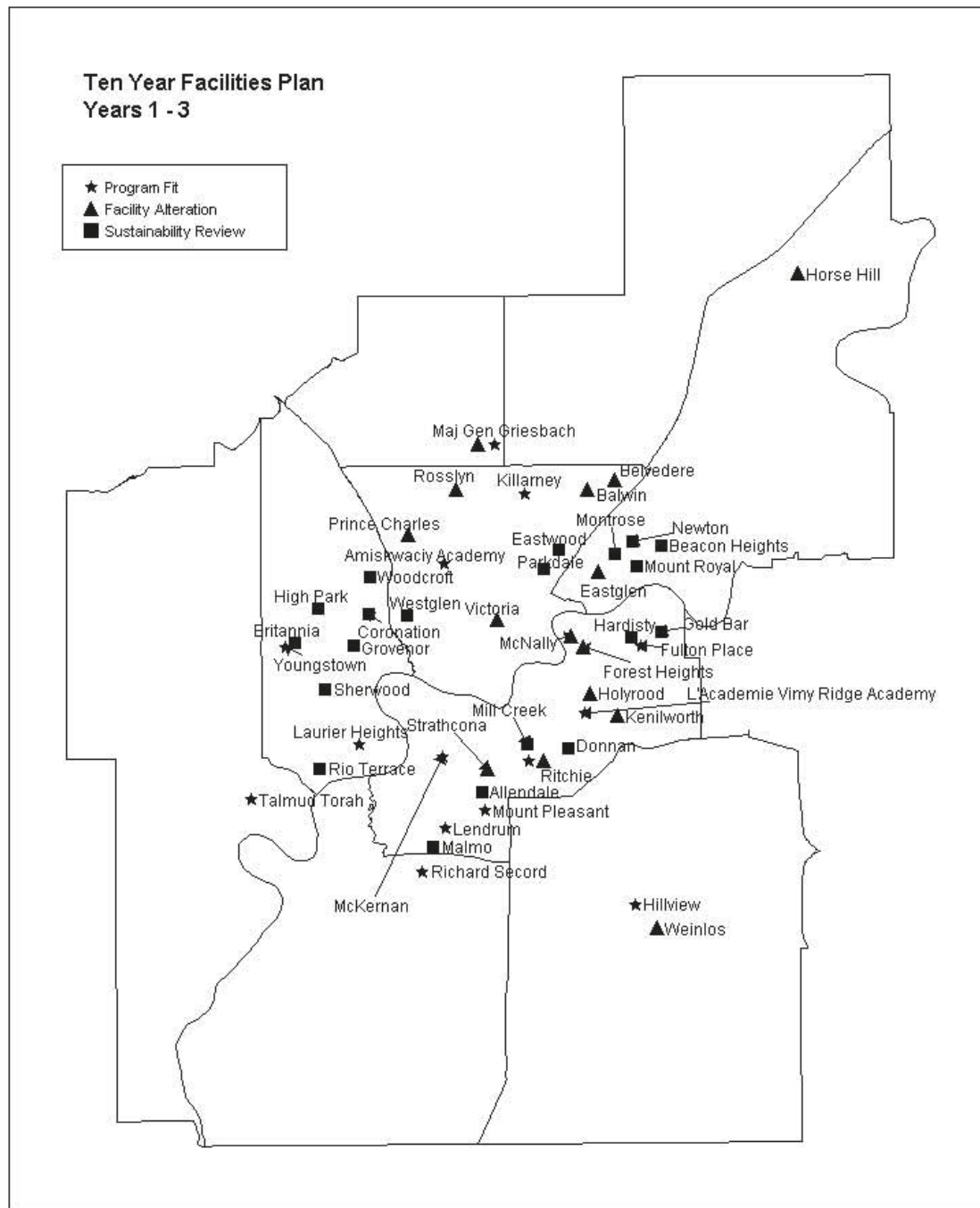
## Proposed Facility Strategies And Location Maps

The proposed Facility Strategy for each school will be reviewed by October 2006, when information about local conditions and updated viability data become available.

The following schools will be identified in the Ten-Year Facilities Plan under Years 1 to 3:

	Sustainability Review	Program Fit	Facility Alteration
<i>Proposed Facility Strategies will be reviewed when Local Conditions are available.</i>	Allendale	Amiskwaciy	Balwin
	Beacon Heights	Fulton Place	Belvedere
	Britannia	Hillview	Eastglen
	Coronation	Killarney	Forest Heights
	Donnan	Laurier Heights	Holyrood
	Eastwood	Lendrum	Horse Hill
	Gold Bar	L'Académie	Kenilworth
	Grovenor	Vimy Ridge	Major General
	Hardisty	Major General	Griesbach *
	High Park	Griesbach *	McNally
	Malmo	McKernan	Prince Charles
	Mill Creek	Mount Pleasant	Ritchie *
	Montrose	Richard Secord	Rosslyn
	Mount Royal	Ritchie *	Strathcona
	Newton	Talmud Torah	Victoria
	Parkdale	Youngstown	Weinlos
	Rio Terrace		
	Sherwood		
	Westglen		
	Woodcroft		

\* school identified for more than one facility strategy



## Proposed Facility Strategies And Location Maps

The proposed Facility Strategy for each school will be reviewed by October 2006, when information about local conditions and updated viability data become available.

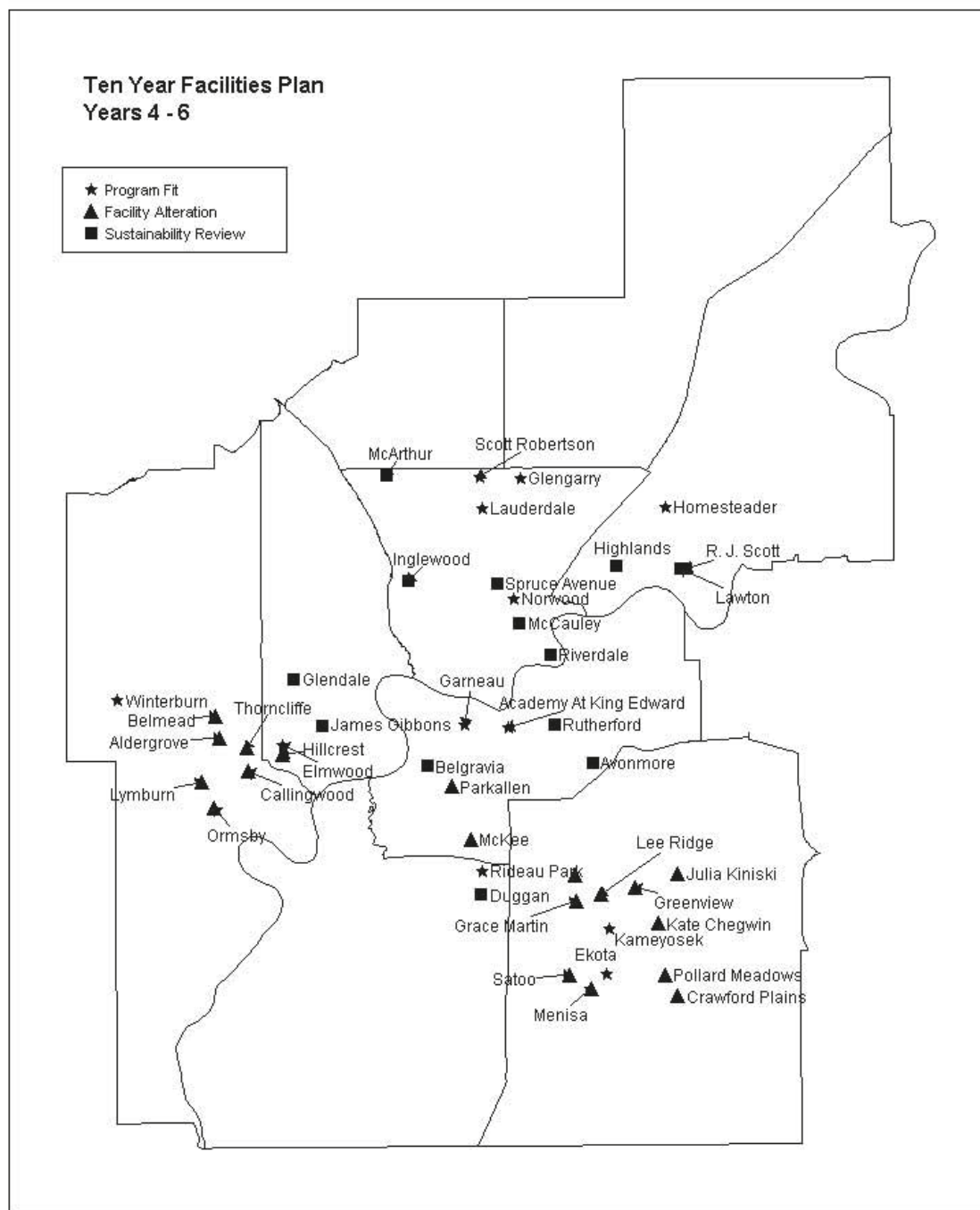
The following schools will be identified in the Ten-Year Facilities Plan under Years 4 to 6:

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*Proposed Facility Strategies will be reviewed when Local Conditions are available.*

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Sustainability Review	Program Fit	Facility Alteration
Avonmore	Academy at	Aldergrove
Belgravia	King Edward	Belmead
Duggan	Ekota	Callingwood
Glendale	Elmwood	Crawford Plains
Highlands	Garneau	Grace Martin
Inglewood	Glengarry	Greenview
James Gibbons	Homesteader	Hillcrest
Lawton	Kameyosek	Julia Kiniski
McArthur	Lauderdale	Kate Chegwin
McCauley	Norwood	Lee Ridge
R.J. Scott	Rideau Park	Lymburn
Riverdale	Scott Robertson	Malcolm Tweddle
Rutherford	Winterburn	McKee
Spruce Avenue		Menisa
		Ormsby
		Parkallen
		Pollard Meadows
		Satoo
		Thorncliffe



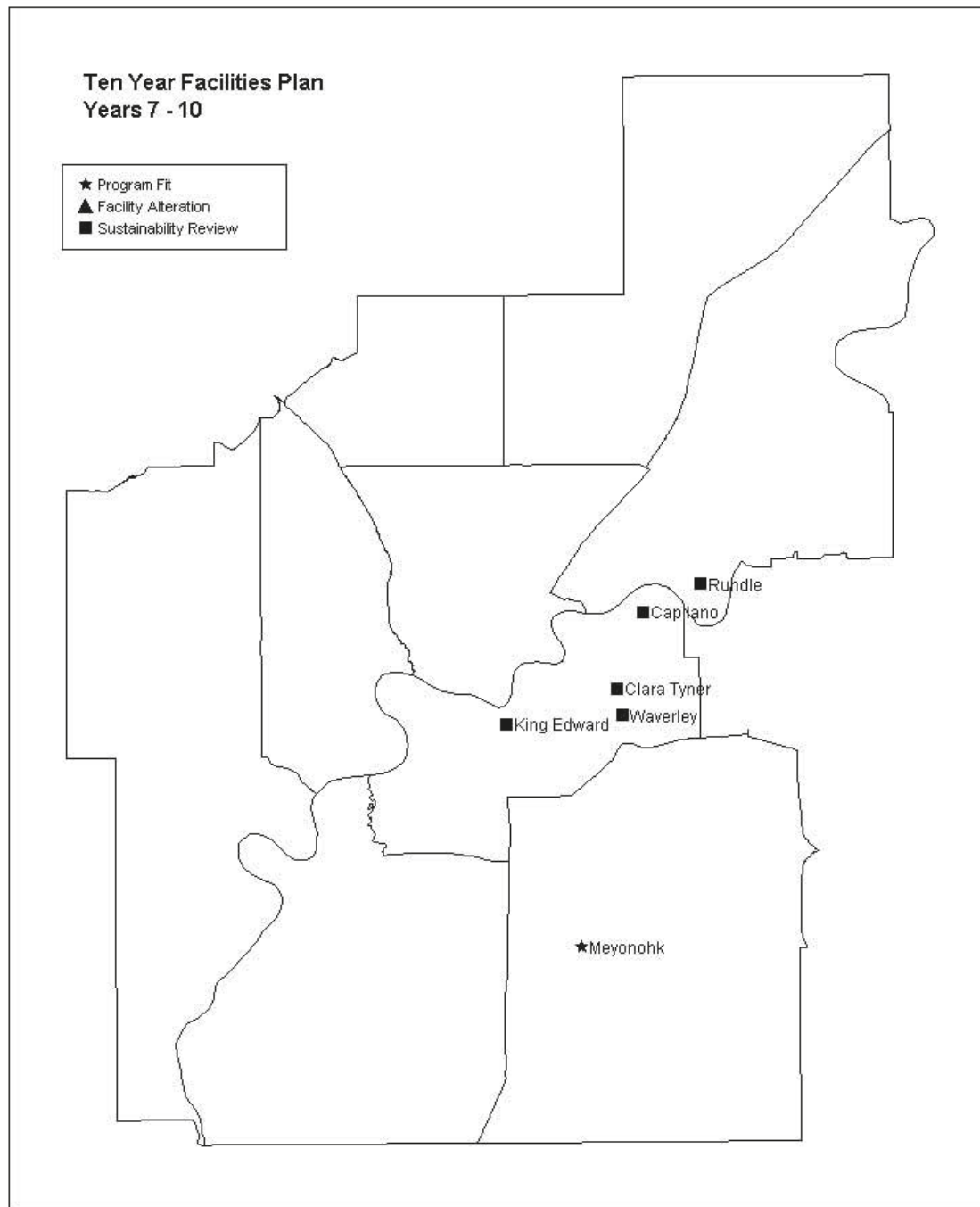


## Proposed Facility Strategies And Location Maps

The proposed Facility Strategy for each school will be reviewed by October 2006, when information about local conditions and updated viability data become available.

The following schools will be identified in the Ten-Year Facilities Plan under Years 7 to 10:

	Sustainability Review	Program Fit	Facility Alteration
<hr/> <i>Proposed Facility Strategies will be reviewed when Local Conditions are available.</i> <hr/>	Capilano	Meyonohk	
	Clara Tyner		
	King Edward		
	Rundle		
	Waverley		

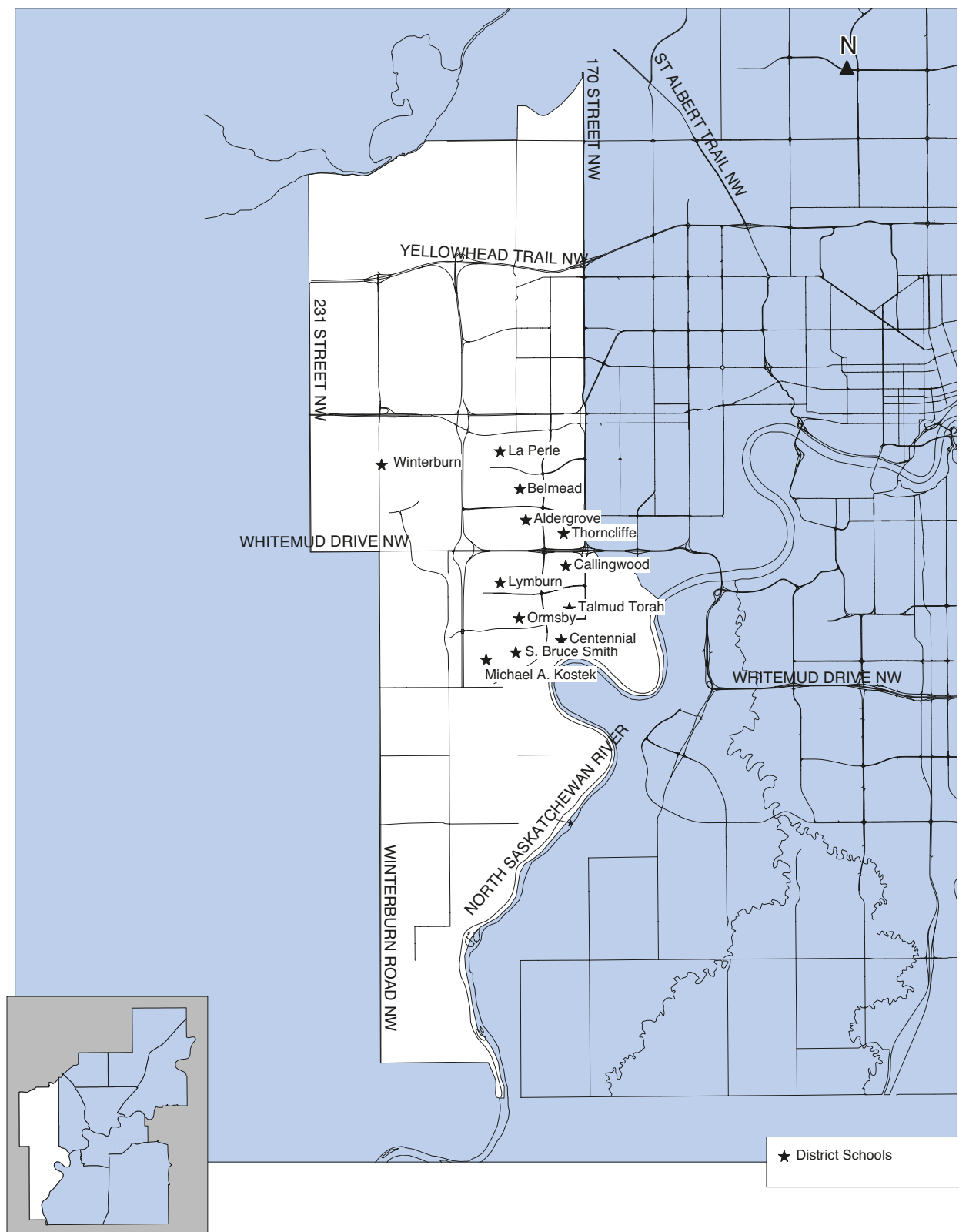




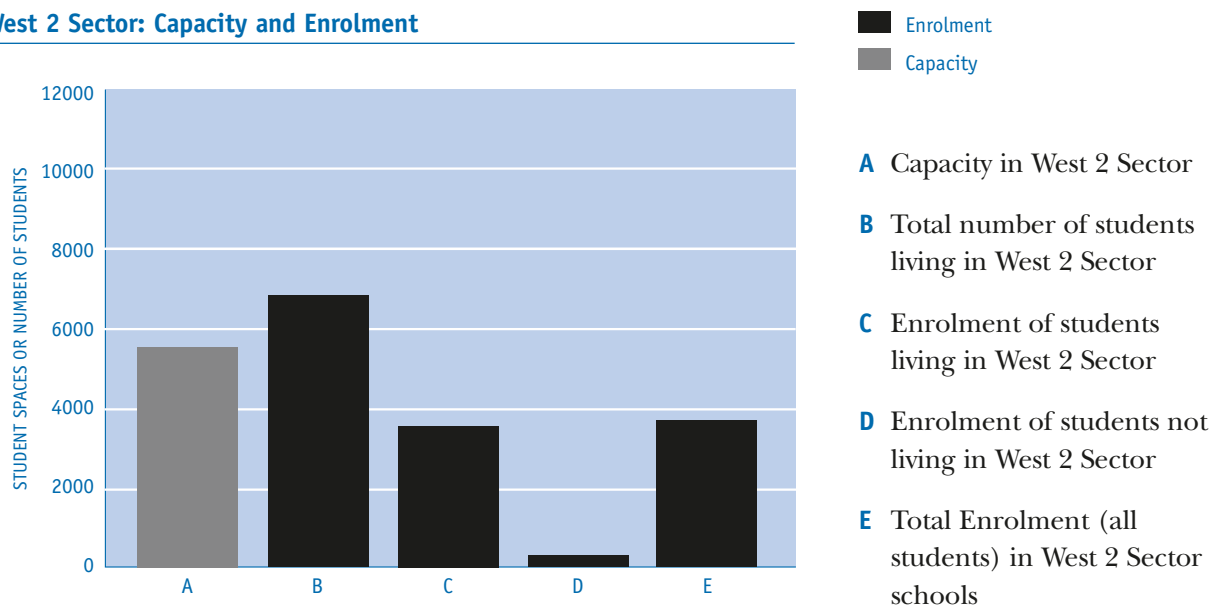
## **APPENDIX II**

### **SECTOR MAPS/CAPACITY AND ENROLMENT**

## West 2 Sector

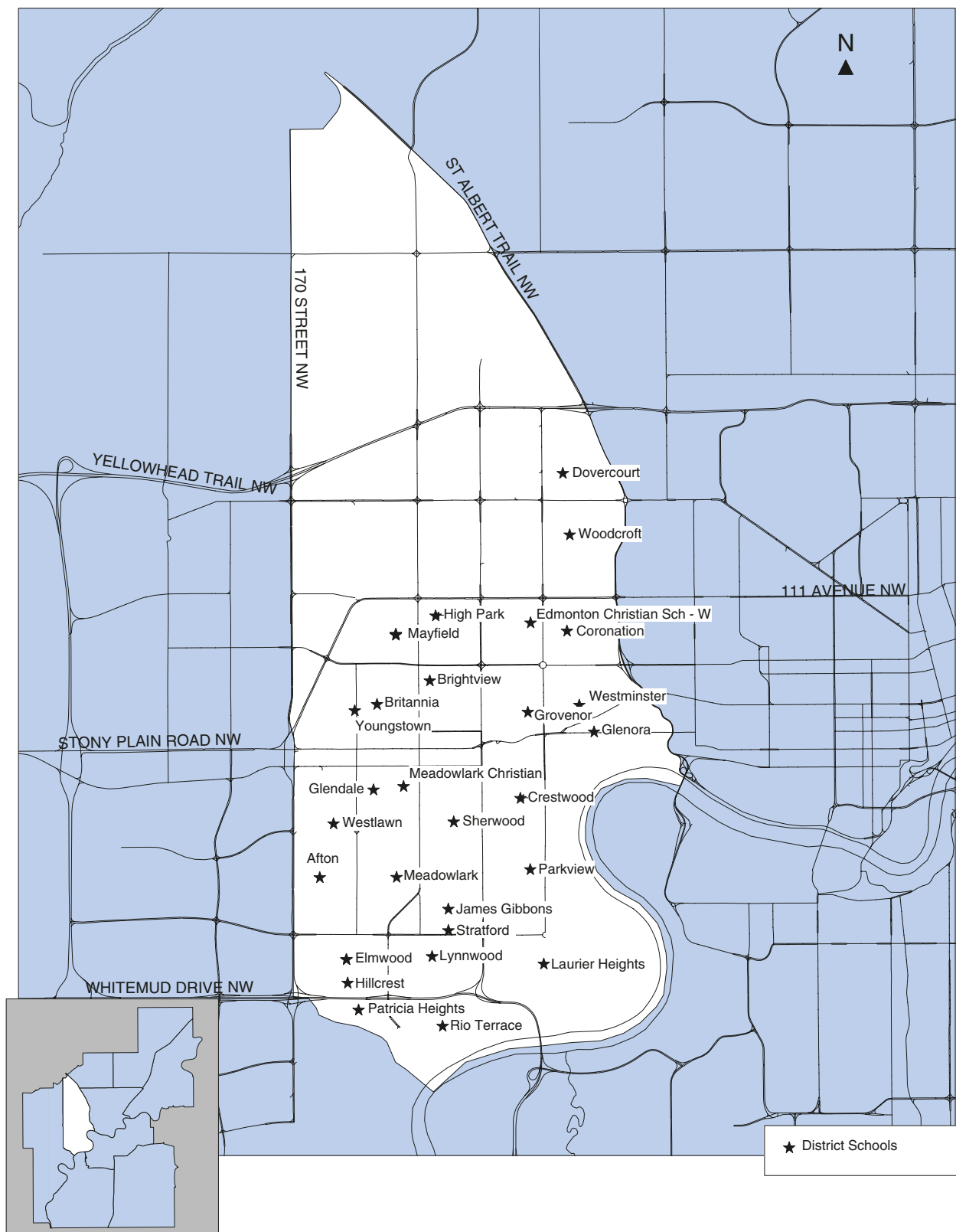


## West 2 Sector: Capacity and Enrolment

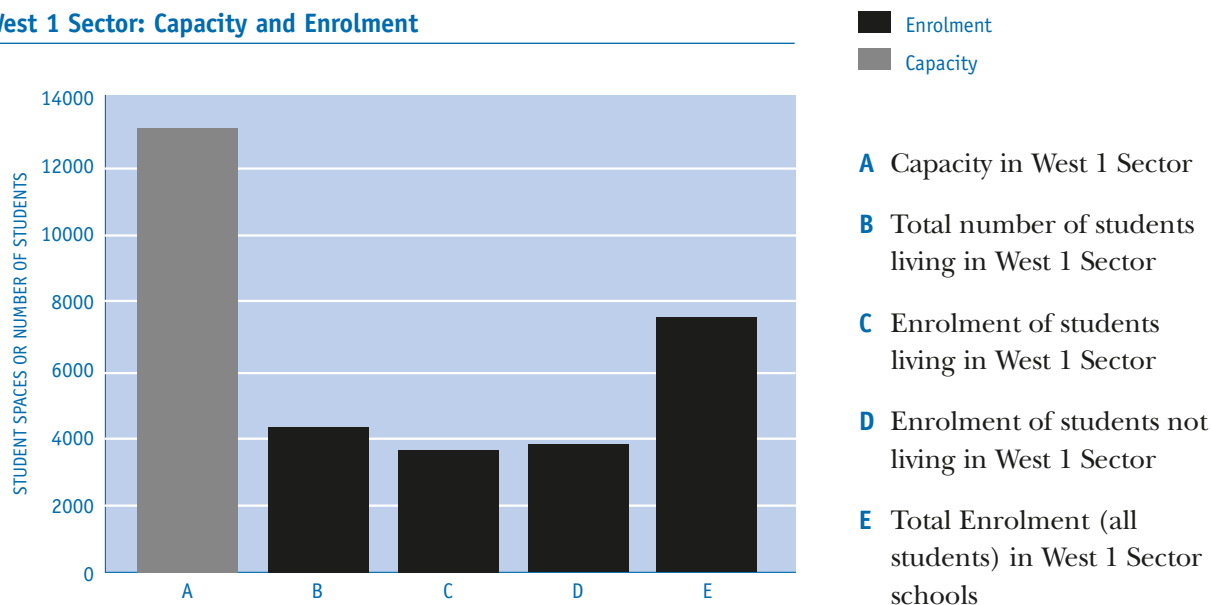


- *West 2 Sector includes many new and developing neighbourhoods.*
- *There are 6,675 elementary and junior high students living in West 2 Sector.*
- *There are 5,461 provincially rated student spaces in West 2 Sector.*
- *Fifty-four per cent of students living in this sector are enrolled at schools located in West 2 Sector; and 46 per cent are enrolled outside the sector at their designated receiving school, or at other schools offering regular and district alternative and special education programs.*
- *Six per cent of students enrolled in West 2 Sector live outside of the sector.*
- *Capital Investment will focus on the construction of new schools.*

## West 1 Sector



## West 1 Sector: Capacity and Enrolment

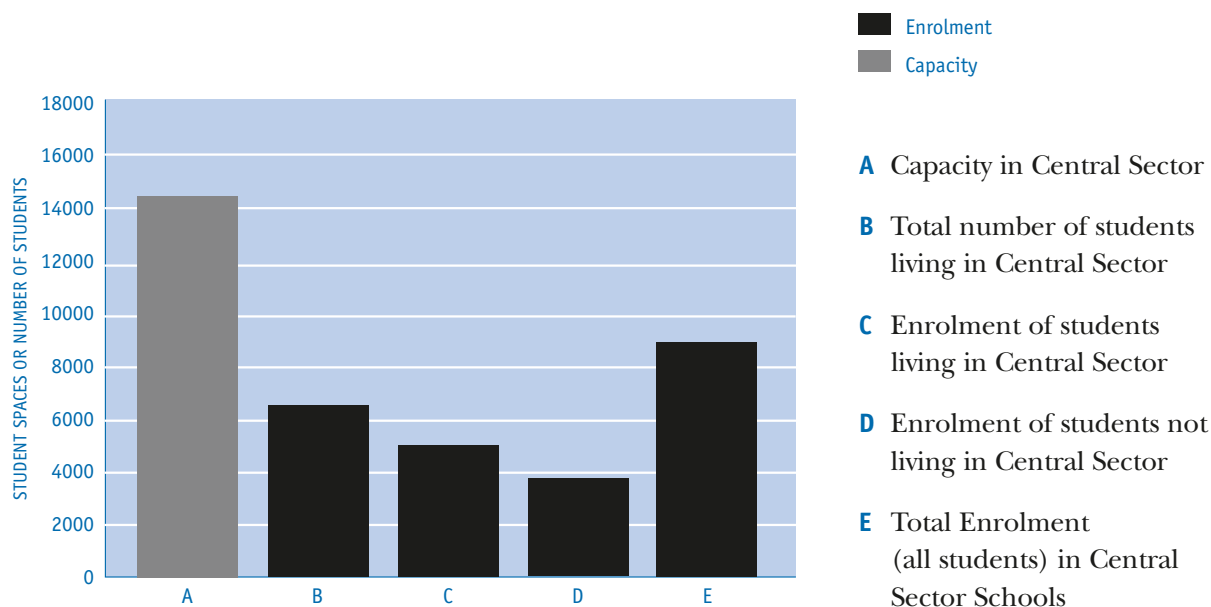


- *West 1 Sector is made up of mature neighbourhoods.*
- *There are 4,273 elementary and junior high students living in West 1 Sector.*
- *There are 13,042 provincially rated student spaces in West 1 Sector.*
- *Eighty seven per cent of students living in this sector are enrolled at schools located in West 1 Sector, and 13 per cent are enrolled outside the sector at their designated receiving school, or at other schools offering regular and district alternative and special education programs.*
- *Fifty-one per cent of students enrolled in West 1 Sector live outside of the sector.*
- *Many district alternative and special education programs are found within West 1 Sector. These programs enhance the viability of many West 1 Sector schools.*
- *Major capital investment in West 1 Sector schools will be contingent upon confirmation of their long-term viability.*



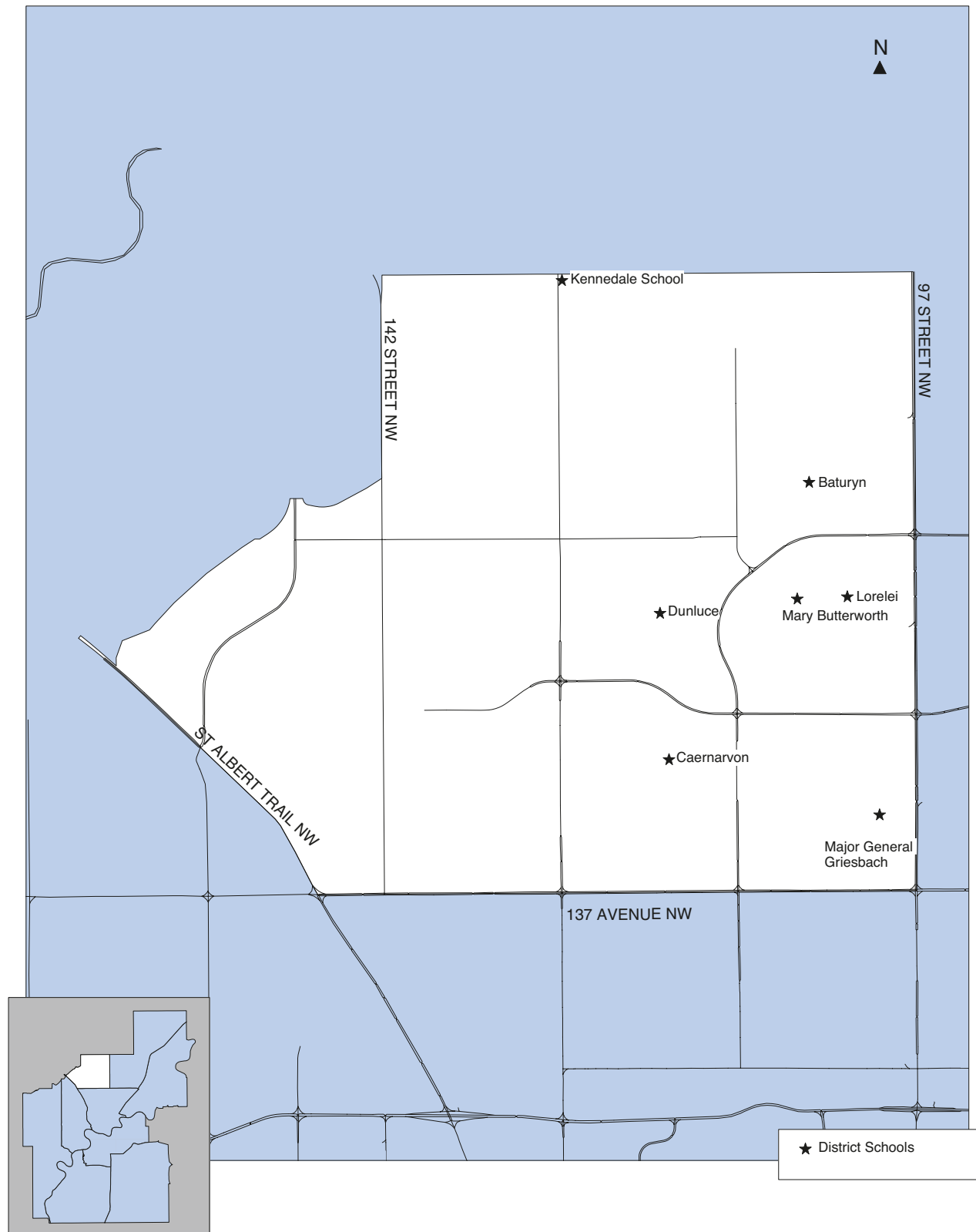
## Central Sector



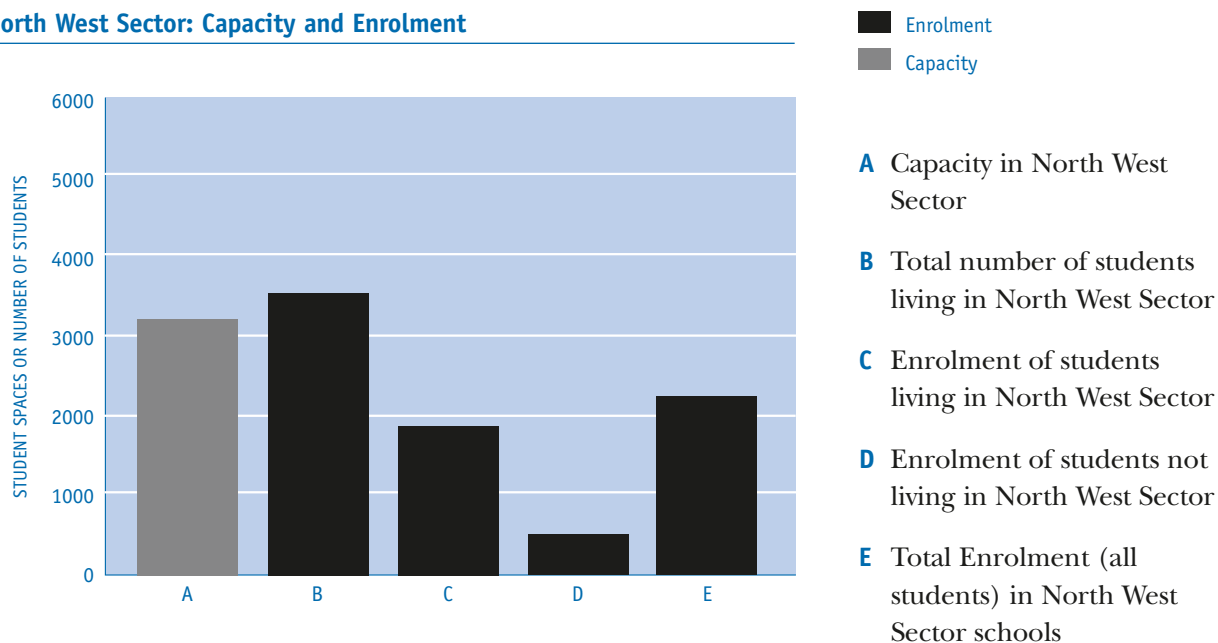


- *Central Sector is made up of some of Edmonton's oldest neighbourhoods.*
- *There are 6,557 elementary and junior high students living in Central Sector.*
- *There are 14,437 provincially rated student spaces in Central Sector.*
- *Seventy-seven per cent of students living in this sector are enrolled at schools located in Central Sector, and 23 per cent are enrolled outside the sector at their designated receiving school, or at other schools offering regular and district alternative and special education programs.*
- *Forty-four per cent of students enrolled in Central Sector live outside of the sector.*
- *Many district alternative and special education programs are found within Central Sector. These programs enhance the viability of many Central Sector schools.*
- *Major capital investment in Central Sector schools will be contingent upon confirmation of their long-term viability.*

## North West Sector

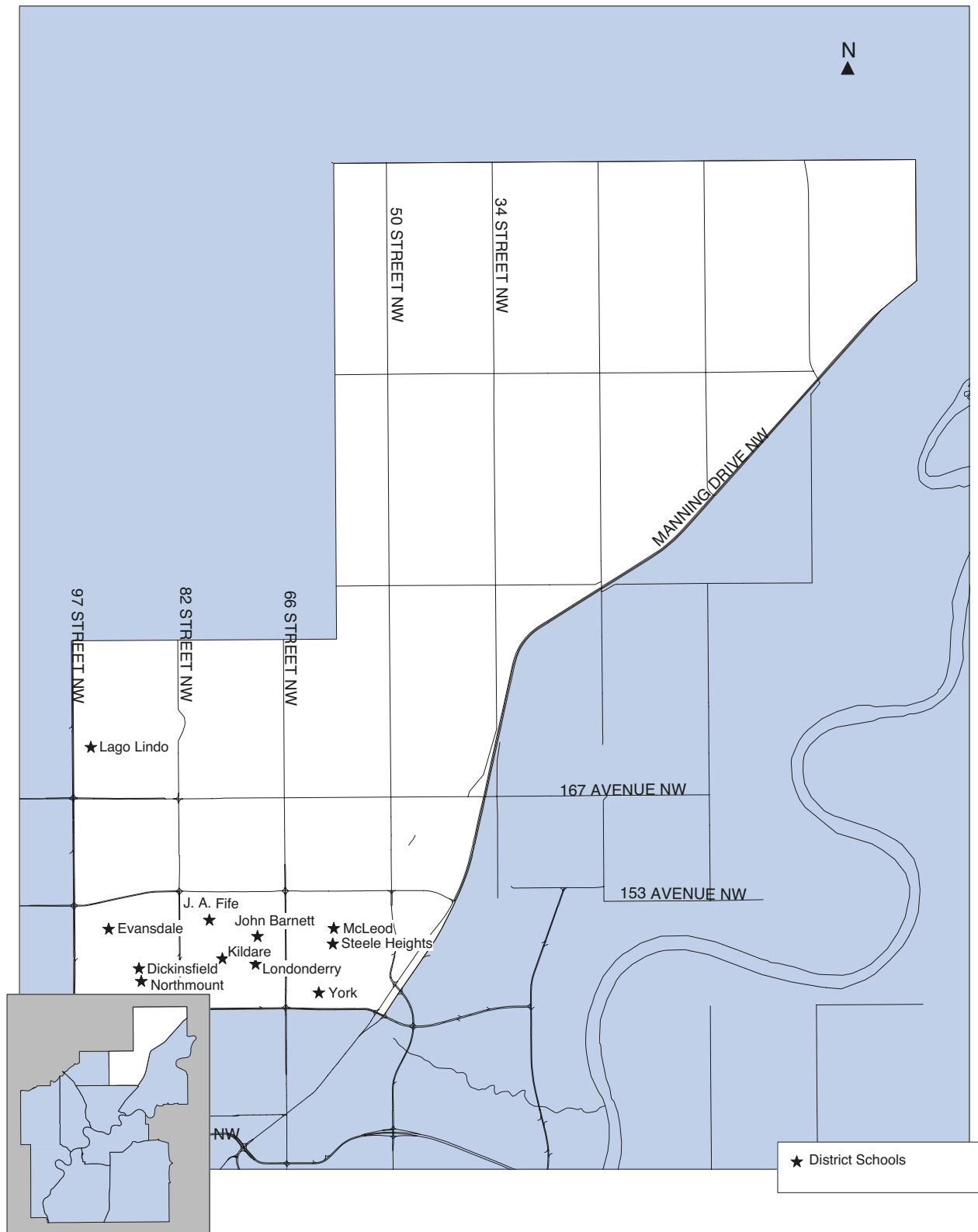


### North West Sector: Capacity and Enrolment

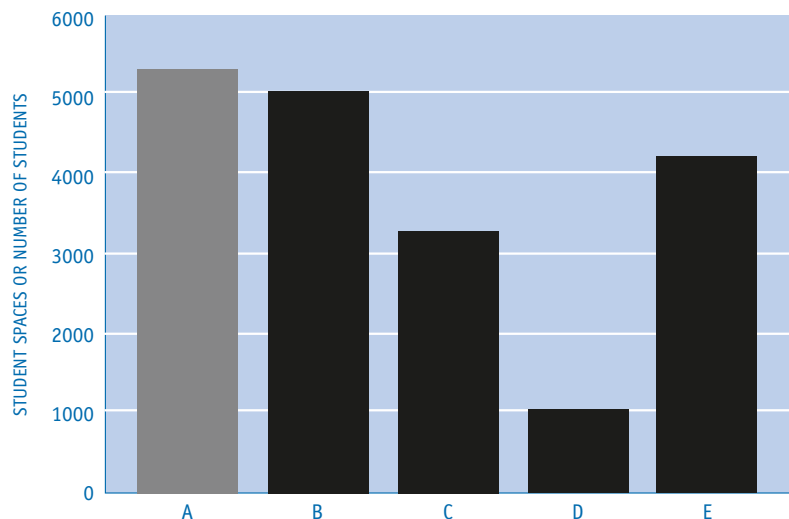


- North West Sector includes many new and developing neighbourhoods.
- There are 3,583 elementary and junior high students living in North West Sector.
- There are 3,167 provincially rated student spaces in North West Sector.
- Fifty-three per cent of students living in this sector are enrolled at schools located in North West Sector, and forty seven per cent are enrolled outside the sector at their designated receiving school, or at other schools offering regular and district alternative and special education programs.
- Eighteen per cent of students enrolled in North West Sector live outside of the sector.
- Capital investment will focus on the construction of new schools.

## North Central Sector



## North Central Sector: Capacity and Enrolment

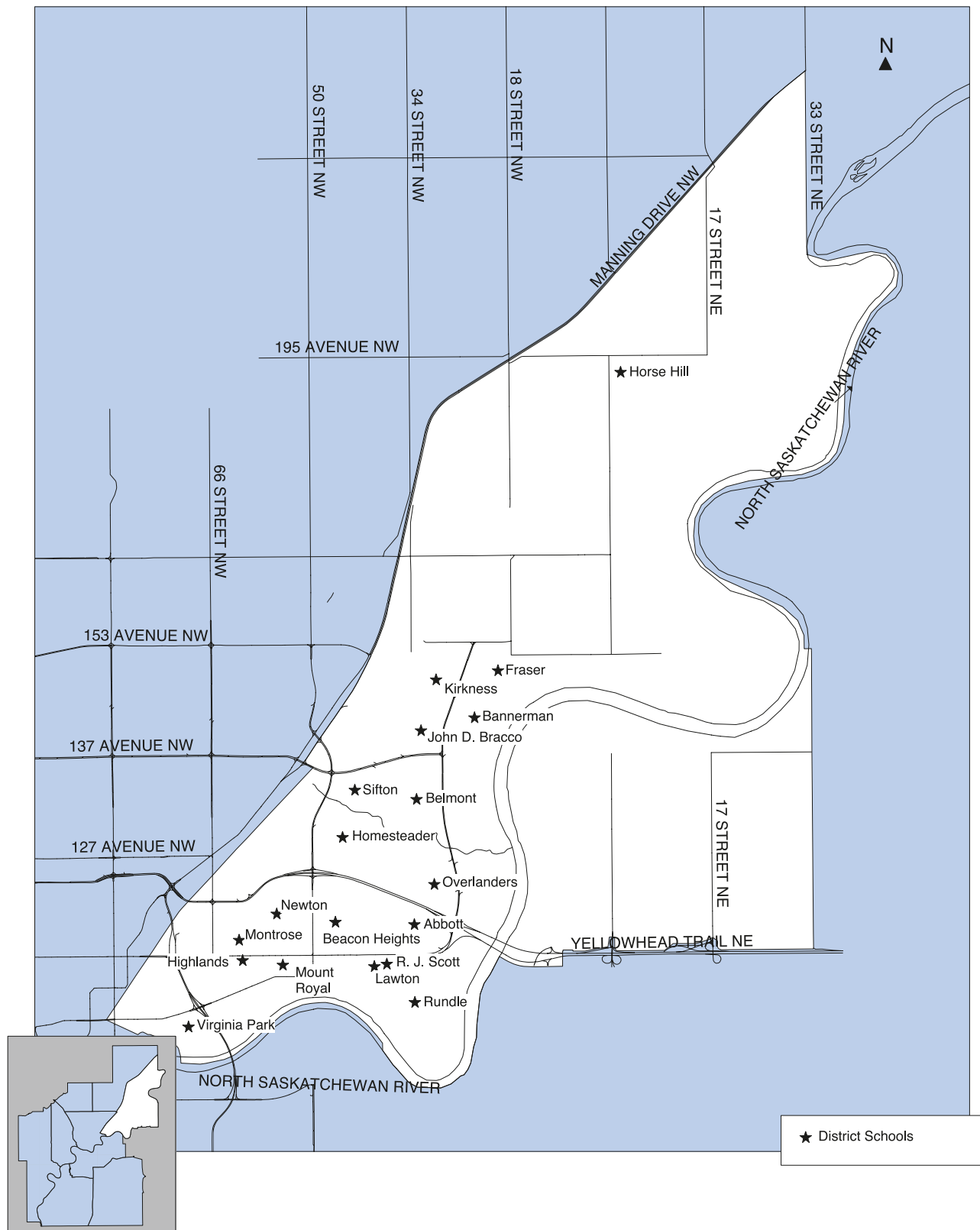


Enrolment  
Capacity

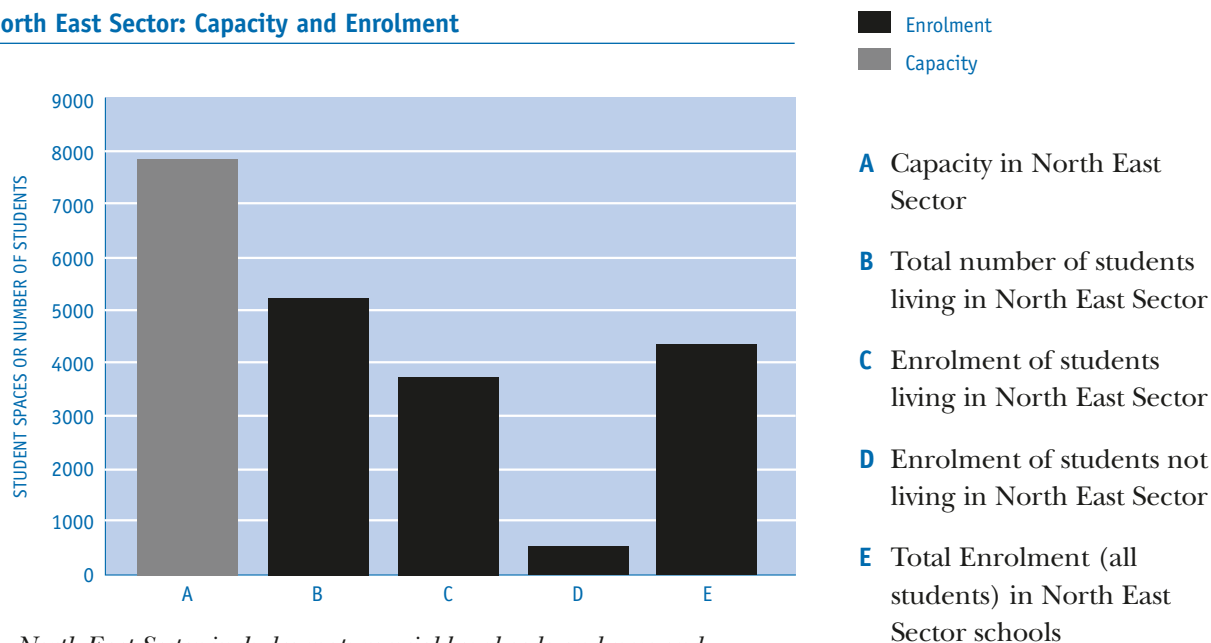
- A** Capacity in North Central Sector
- B** Total number of students living in North Central Sector
- C** Enrolment of students living in North Central Sector
- D** Enrolment of students not living in North Central Sector
- E** Total Enrolment (all students) in North Central Sector schools

- *North Central Sector includes many new and developing neighbourhoods.*
- *There are 4,906 elementary and junior high students living in North Central Sector.*
- *There are 5,347 provincially rated student spaces in North Central Sector.*
- *Sixty-six per cent of students living in this sector are enrolled at schools located in North Central Sector, and thirty-four per cent are enrolled outside the sector at their designated receiving school, or at other schools offering regular and district alternative and special education programs.*
- *Twenty-three per cent of students enrolled in North Central Sector live outside of the sector.*
- *Capital investment will focus on the construction of new schools.*

## North East Sector



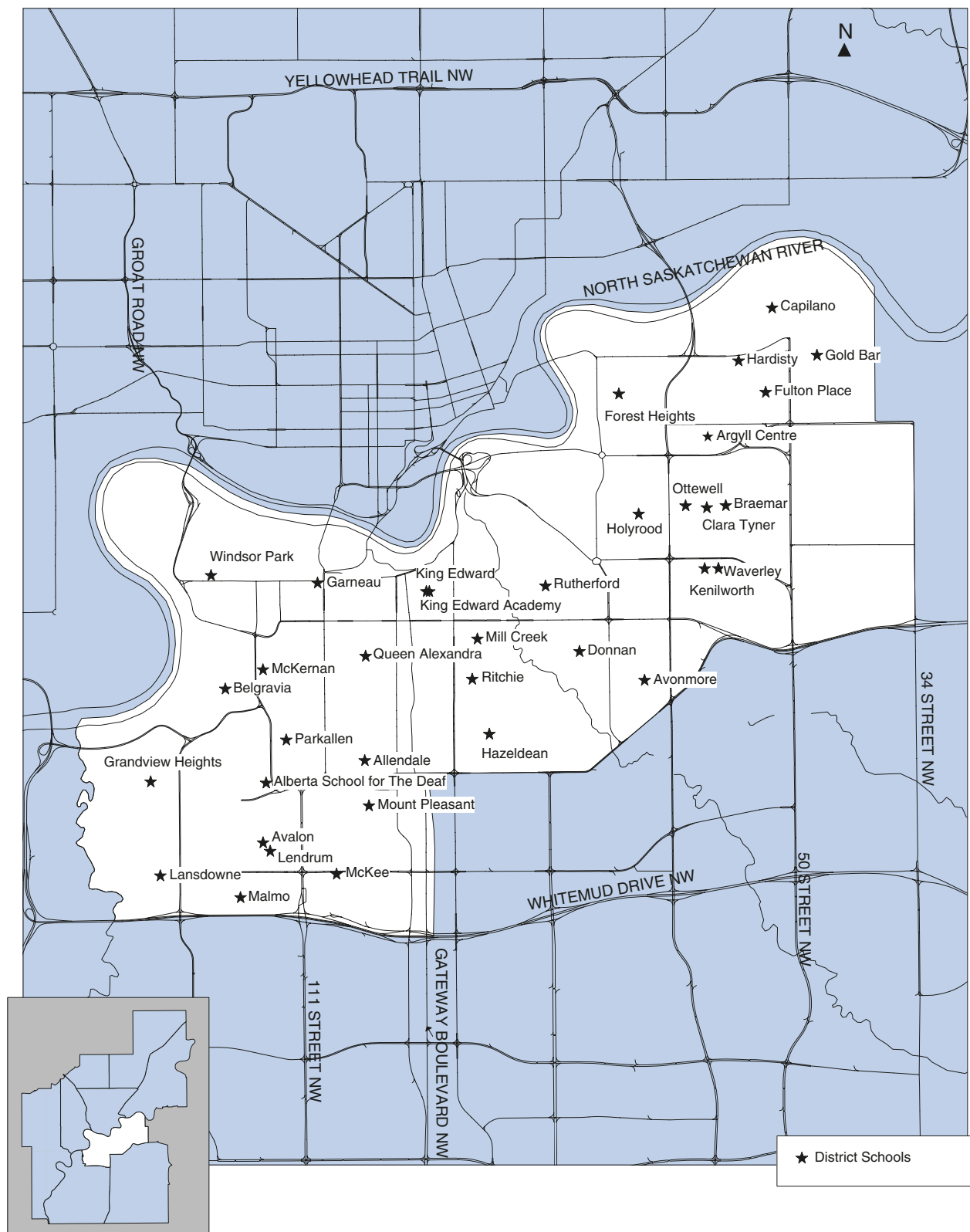
## North East Sector: Capacity and Enrolment



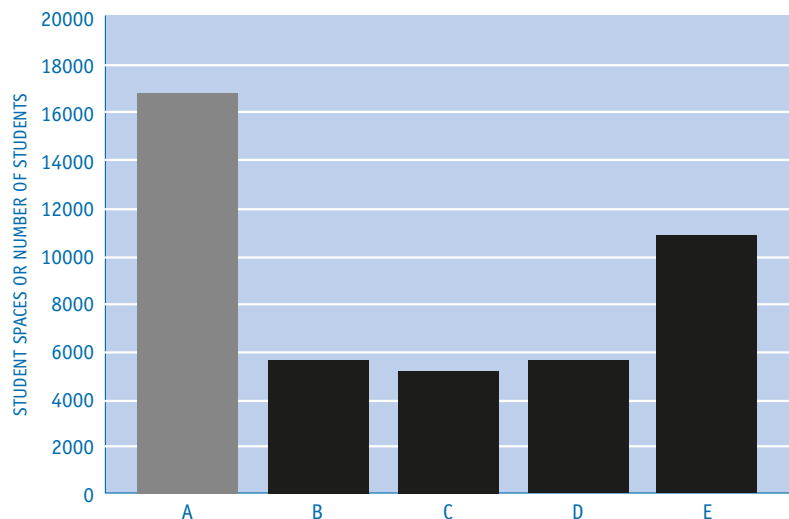
- North East Sector includes mature neighbourhoods and new and developing neighbourhoods.
- There are 5,059 elementary and junior high students living in North East Sector.
- There are 7,839 provincially rated student spaces in North East Sector.
- Seventy-four per cent of students living in this sector are enrolled at schools located in North East Sector; and twenty-six per cent are enrolled outside the sector at their designated receiving school, or at other schools offering regular and district alternative and special education programs.
- Twelve per cent of students enrolled in North East Sector live outside of the sector.
- Major capital investment in North East Sector schools will be contingent upon confirmation of their long-term viability.



## South Central Sector



## South Central Sector: Capacity and Enrolment



■ Enrolment  
■ Capacity

**A** Capacity in South Central Sector

**B** Total number of students living in South Central Sector

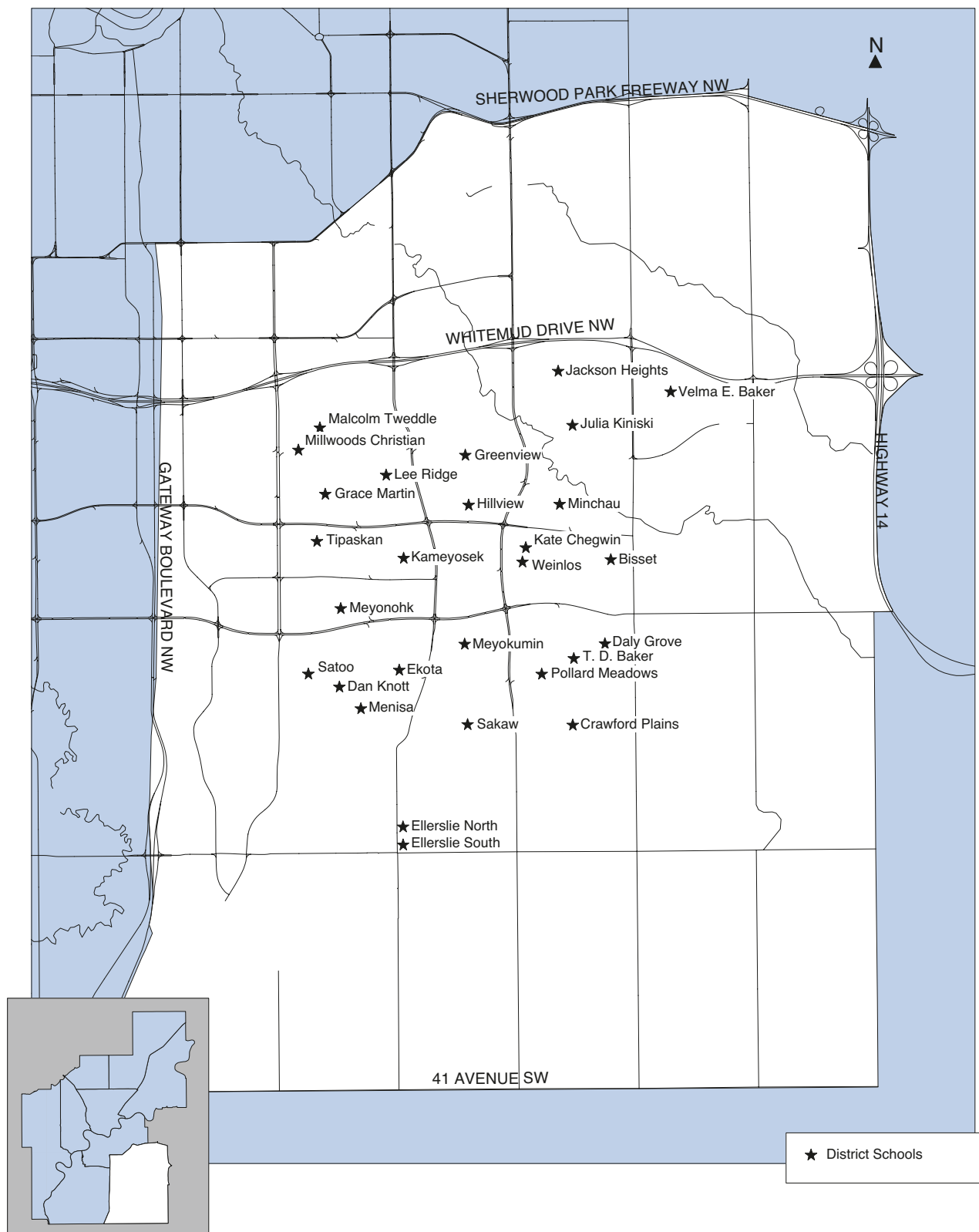
**C** Enrolment of students living in South Central Sector

**D** Enrolment of students not living in South Central Sector

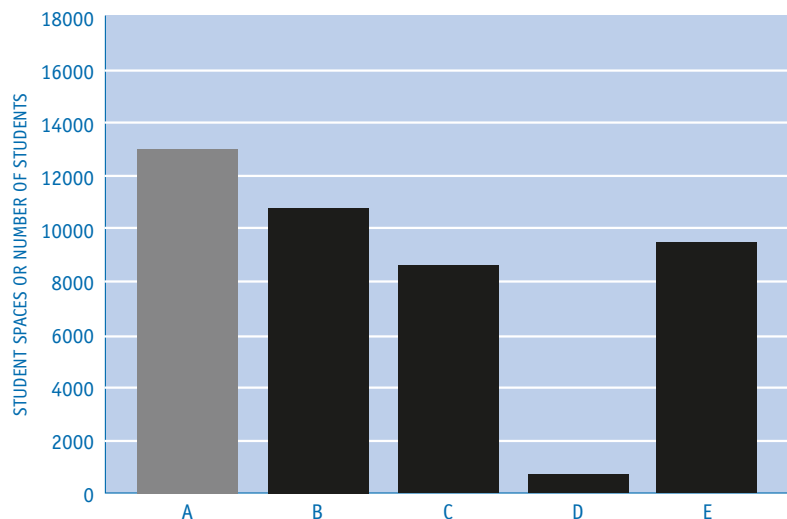
**E** Total Enrolment (all students) in South Central Sector schools

- *South Central Sector is made up of mature neighbourhoods.*
- *There are 5,758 elementary and junior high students living in South Central Sector.*
- *There are 16,666 provincially rated student spaces in South Central Sector.*
- *Ninety per cent of students living in this sector are enrolled at schools located in South Central Sector, and ten per cent are enrolled outside the sector at their designated receiving school, or at other schools offering regular and district alternative and special education programs.*
- *Fifty-two per cent of students enrolled in South Central Sector live outside of the sector.*
- *Major capital investment in South Central Sector schools will be contingent upon confirmation of their long-term viability.*

## South East Sector



## South East Sector: Capacity and Enrolment

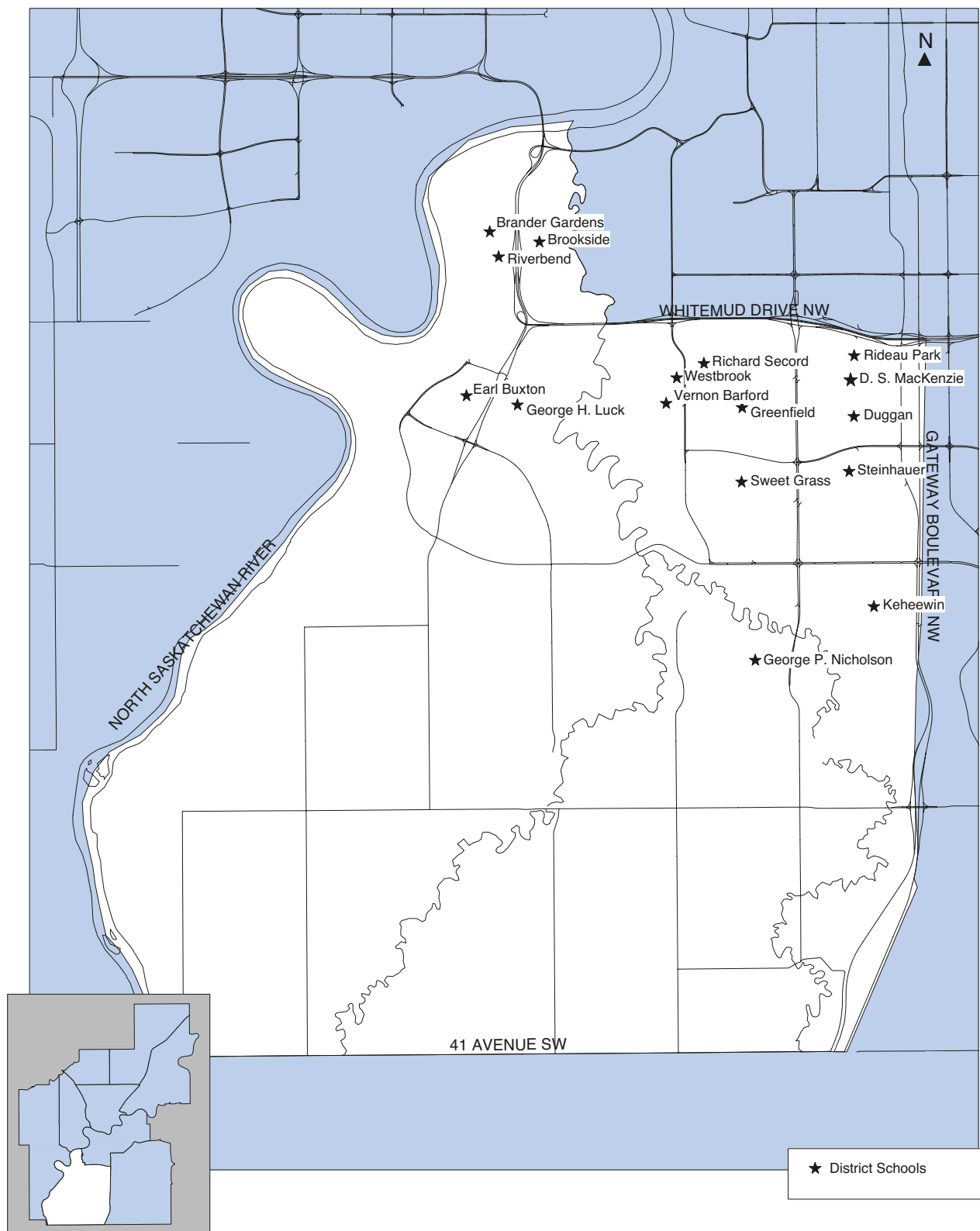


■ Enrolment  
■ Capacity

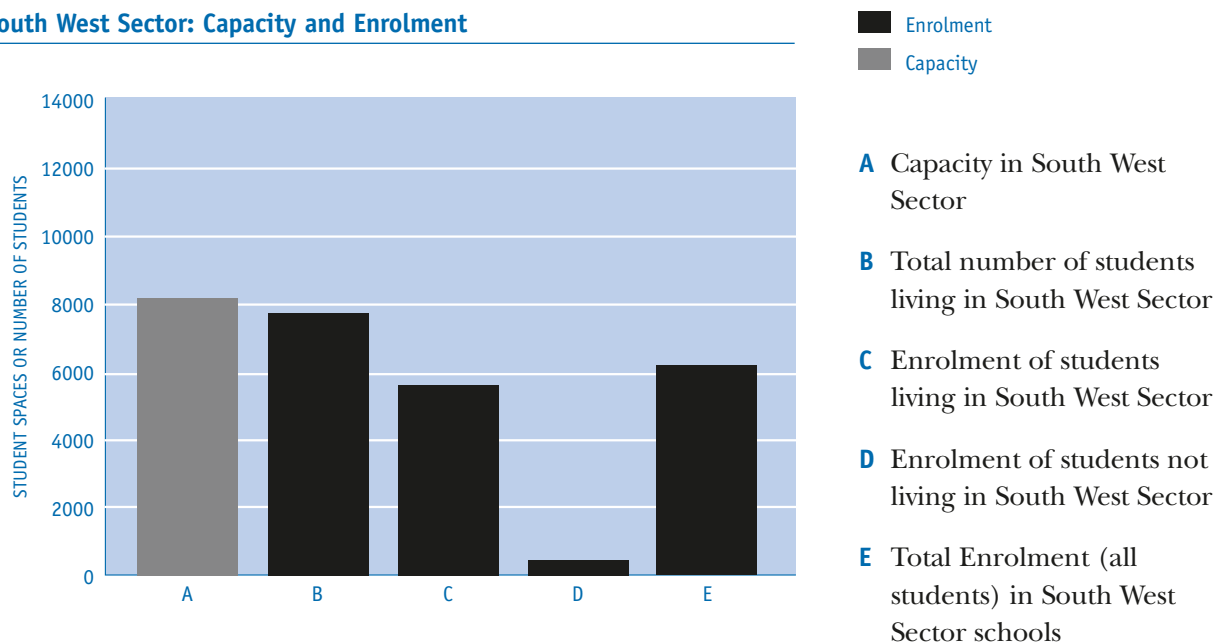
- A** Capacity in South East Sector
- B** Total number of students living in South East Sector
- C** Enrolment of students living in South East Sector
- D** Enrolment of students not living in South East Sector
- E** Total Enrolment (all students) in South East Sector schools

- *South East Sector includes new and developing neighbourhoods.*
- *There are 10,661 elementary and junior high students living in South East Sector.*
- *There are 12,950 provincially rated student spaces in South East Sector.*
- *Eighty per cent of students living in this sector are enrolled at schools located in South East Sector, and twenty per cent are enrolled outside the sector at their designated receiving school, or at other schools offering regular and district alternative and special education programs.*
- *Nine per cent of students enrolled in South East Sector live outside of the sector.*
- *Capital investment will focus on the construction of new schools.*

## South West Sector

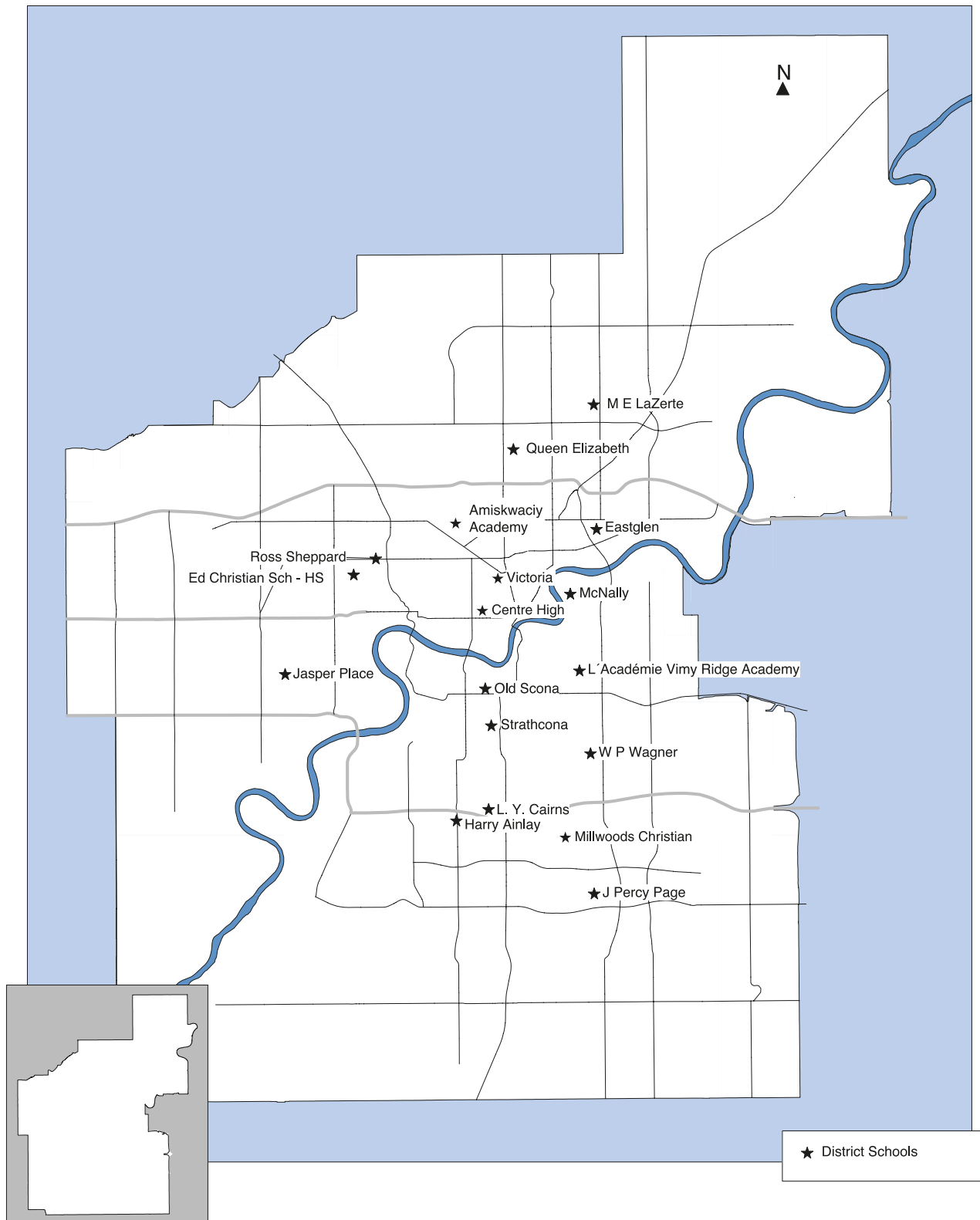


## South West Sector: Capacity and Enrolment

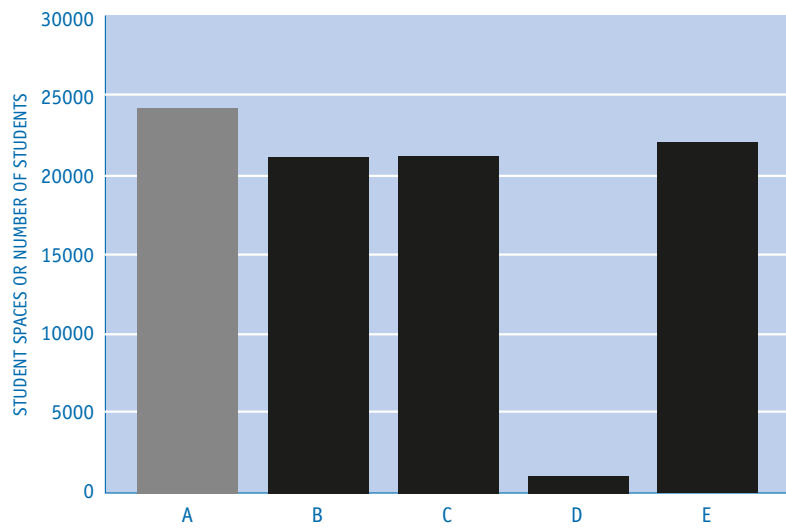


- *South West Sector includes mature neighbourhoods and new and developing neighbourhoods.*
- *There are 7,806 elementary and junior high students living in South West Sector.*
- *There are 8,092 provincially rated student spaces in South West Sector.*
- *Seventy-three per cent of students living in this sector are enrolled at schools located in South West Sector, and twenty-seven per cent are enrolled outside the sector at their designated receiving school, or at other schools offering regular and district alternative and special education programs.*
- *Seven per cent of students enrolled in South West Sector live outside of the sector.*
- *Capital investment will focus on the construction of new schools.*

## High School Sector



## Senior High Sector: Capacity and Enrolment



■ Enrolment  
■ Capacity

- A** Capacity in Senior High Sector
- B** Total number of students living in Senior High Sector
- C** Enrolment of students living in Senior High Sector
- D** Enrolment of students not living in Senior High Sector
- E** Total Enrolment (all students) in Senior High schools

- *There is one Senior High Sector for the entire city.*
- *There are 20,969 senior high students.*
- *There are 24,055 provincially rated student spaces in Senior High Sector.*
- *Four per cent of students enrolled in Senior High Sector live outside the City of Edmonton.*
- *Capital investment will focus on modernization in schools when long term viability is confirmed.*



## Notes

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