

DATE: March 15, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Three-Year Capital Plan 2017-2020

ORIGINATOR: Lorne Parker, Executive Director, Infrastructure

RESOURCE

STAFF: Jane Crowell-Bour, Josephine Duquette, Jon Dziadyk, Jenifer Elliott, Terri Gosine, Leanne Fedor, Gary Holroyd, Roland Labbe, Fraser Methuen, Aaron Seltz, Jennifer Thompson, Christopher Wright

REFERENCE: [School Capital Manual – March 2015](#)

ISSUE

The District's Three-Year Capital Plan must be approved by the Board of Trustees on an annual basis (Attachment I). The deadline for submission of the *Three-Year Capital Plan 2017-2020* to Alberta Education is April 1, 2016.

BACKGROUND

Infrastructure Planning Principles

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

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

These principles guide the actions of the Board, the Superintendent and Administration when allocating financial resources, creating priorities for capital funding, maintaining and building new school buildings, acquiring land or declaring it surplus, establishing programming, exploring partnerships and creating places for safe, caring, healthy, respectful, diverse, inclusive and equitable learning. The capital priorities

for modernizations and new construction proposed in this Three-Year Capital Plan reflects these principles.

District Infrastructure Plan

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

- ensure the District has sufficient infrastructure to offer high quality learning environments, geographically located to serve district demographics
- align district infrastructure operations to effectively support the infrastructure management plan
- asset management plans for all buildings
- sufficient space available for partnerships and community supports
- sustainable transportation system designed to serve district needs
- commitment to continuous evergreening of infrastructure needs beyond 2022
- create financial efficiencies to ensure district funds are directed to the areas that provide benefits for the most students

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

The District has incorporated administrative space into the new schools and modernizations that allows for wrap around services. These spaces can be used by service providers that support students, staff and parents. In addition, the learning commons, food service and food dispensary areas have been relocated to create an area that can be used by the community in a variety of ways. Furthermore, the new schools can easily be adapted to facilitate potential attached partnership spaces, should partner funding be made available. The District will work with the City of Edmonton to identify potential partnership opportunities as projects are funded. Through the Space for Students in Mature Communities projects, we have the opportunity to design space in schools to reflect the needs of the community, as was the case in Ivor Dent School. The Ivor Dent School was designed to allow for increased use by the community. As we go forward with additional new school construction and Space for Students in Mature Communities projects, we will explore the opportunity to incorporate spaces that respond to the unique community needs and foster connections to partner space.

Edmonton Public Schools recognizes that minimizing environmental impacts will act to enhance its operational efficiency. The District has identified the need to monitor and calculate our carbon footprint so that strategies can be put in place to manage and reduce it. In 2015, the District EnviroMatters Office partnered with EcoAmmo Sustainable Consulting to create an Annual Carbon and Sustainability Report in

an effort to increase the accuracy and reliability of our environmental footprint data. Having consistent environmental reporting and being able to analyze the District's annual carbon footprint will play an informative role in the infrastructure planning process and will lead to sustainable improvement suggestions. Formal carbon reports will assist in determining the sustainable cost of all buildings to the District, including closed schools, and help the District adapt to the new Alberta Carbon tax in coming years. Environmental report trends can inform new school construction and modernization designs based on the District's specific sustainability needs and areas for improvement.

The capital planning process remains challenging from a few perspectives. Through the District's Infrastructure Plan, Edmonton Public Schools will remain committed to a responsive, representative approach to capital plan requests. Continued advocacy for a process that is collaborative, responsive, and sustainable when requesting capital projects is a priority for administration. Dynamic factors such as the progress of Space for Students in Mature Communities discussions with stakeholders, program distribution based on demographics, and the evolution of maintenance needs within school buildings will require a more rigorous capital planning mechanism than the current static aggregated list entered annually into the Building and Land Information Management System.

Ten-Year Facilities Plan

The *Ten-Year Facilities Plan 2015-2024* provides a broad overview of the District's facilities and identifies long-range facility needs. As per Alberta Education guidelines, the plan provides an overview of district facility information by sector and includes enrolment trends and projections, demographic data, facility condition information, current and projected utilization rates and programming opportunities. The plan identifies future modernization and expansion needs, and informs the development of the District's Three-Year Capital Plan.

Capital Planning Methodology

The *Three-Year Capital Plan 2017-2020* outlines the District's capital priorities for the next three-year period. It includes a detailed breakdown of project costs by facility required, and demonstrates that the District has evaluated its ability to deliver the requested projects during the three-year period. Once approved, the priorities are entered into the provincial database system, including copies of Site Readiness Checklists for new or replacement school projects included in Year 1 of the submission.

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

- schools involvement in previous consolidation processes
- condition of building (as per five-year Facility Condition Index and lifecycle cost reduction)
- school enrolment trend
- sector utilization trend
- cost-benefit analysis (project cost/number of students enrolled)

Predominantly, the requests for new construction are located within developing suburban areas. Two recent initiatives were completed in mature areas of the District, which serve as a model for addressing the need to reinvest in aging facilities with excess capacity. The Greater Lawton project led to a community desire to see three local aging school facilities combined into one new replacement facility - the new Ivor Dent School. The Greater Highlands Area Consolidation Plan, once funded, will also serve to demonstrate how better to serve students and community in a mature area through a modernized historic building and re-imagined new addition. Whether through new replacement schools or re-envisioned existing buildings, Ivor Dent School and the Greater Highlands Area Consolidation Plan provide a model for future engagement efforts with other communities. A number of placeholders are proposed

within the project priorities to support the outcomes of future Space for Students in Mature Communities projects, as part of the Infrastructure Plan. These initiatives provide opportunities to collaborate with provincial and municipal governments, partner agencies, as well as community groups, to contribute positively to community sustainability, such as ELEVATE.

In recent years, the City of Edmonton has experienced significant residential growth in new suburban areas that has affected our ability to provide local accommodation to students within these growth areas. According to municipal census data, the City of Edmonton has grown by 60,428 residents between 2012 and 2014. Edmonton's population is expected to grow by another two per cent over the next four years. Young families with small children are concentrated in developing neighbourhoods, creating pressure for services such as new schools (Attachment II). Developing neighbourhoods have experienced the highest population growth and have gained over 76,000 people since 2009 - over 50,000 more than all core, mature and established neighbourhoods combined (Attachment III).

According to Applications Management Consulting Ltd, "Overall, it is projected that the population of school age children in the City of Edmonton will increase by 1.6% in 2015 and 2.0% in 2016, with significant variation in the magnitude of population change across neighbourhoods. It is estimated that almost 50% of Developing Area neighbourhoods will experience greater than 5% growth between 2014 and 2015. The overall rate of school age population growth is down from previous years, reflecting the general slowdown of the economy in Alberta and the Capital Region." "The core area, encompassing 12 neighbourhoods is projected to grow by 4.1%, equal to an estimated 138 school age students (5-17 years)." The 99 mature area neighbourhoods student population is projected to increase in 2015 by 277 students from 2014 levels, representing an increase of about one per cent. The 90 established neighbourhoods are projected to decline in the K-12 student population in 2015.

Despite various infill initiatives happening in Edmonton, developing neighbourhoods have accounted for 83 per cent of total residential growth in 2014. Approximately half of all newly serviced residential lots are located in new neighbourhoods in the southeast and southwest, where the majority of development activity is happening. Residential development trends in 2014 have seen an increase in the number of lot registrations and servicing activity, building permits issued and housing starts. Permitting realized the largest increase, indicating that building construction activity continues to be on the rise. In 2014, three developing neighbourhoods (Windermere, McConachie and Summerside) had the greatest number of housing unit gains for a combined total of 1,971 units. These three neighbourhoods gained more new housing units than in all of the core and established neighbourhoods in the City combined.

Between 2002 and 2010, no new school buildings were opened in the District despite the significant amount of student population growth in new suburban areas during this time. The District's inability to keep up with providing local accommodation for the significant residential growth has resulted in critical enrolment pressures at many schools serving the students from the new suburban areas.

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

- number of 0-4 year olds residing in the new areas
- number of Edmonton Public Schools' students currently residing in the new areas
- available student capacity in the plan areas
- future residential growth potential in the new areas
- pace of residential development in the new areas

- status of school site assembly
- average travel time by yellow bus to a designated receiving school
- ability of nearby schools to accommodate current and projected growth in the new areas
- number of K-6 students who will enter high school beginning in three years

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

RELATED FACTS

- The Province requires that a Three-Year Capital Plan to be submitted annually and an up to date Ten-Year Facilities Plan must be available upon request.
- The District Infrastructure Plan will guide all future decisions regarding capital priorities for district facilities based on the Infrastructure Planning Principles.
- Modernization and replacement school priorities will be identified through outcomes of future Space for Students in Mature Communities initiatives conducted where enrolment and utilization trends are low, facilities are oversized and significant infrastructure investment is required.
- New school construction projects are considered in growing suburban areas where the District is challenged to provide local accommodation to students.
- Priorities for modernizations, additions, replacement schools and new construction projects are required by the Province to be aggregated within one priority list.
- A two school tender package closed on March 1, 2016 with an average bid 19 per cent below the budgeted amount. Indicating that there is a value in investing in infrastructure at this time.
- Advocacy for school infrastructure investment is required to emphasize to other levels of government that investment in school infrastructure is a responsible economic stimulus action, given the current economic downturn, low interest rates and our high need for new schools and modernizations.

RECOMMENDATION

That the Board of Trustees approve the proposed capital priorities for modernizations and new construction identified in the *Three-Year Capital Plan 2017-2020*.

OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Forward the approved *Three-Year Capital Plan 2017-2020*, as presented for submission to Alberta Education.
2. Forward the approved *Three-Year Capital Plan 2017-2020*, as amended for submission to Alberta Education.

CONSIDERATIONS & ANALYSIS

The uncertainty of access to capital funding creates challenges in prioritizing projects, for both modernizations and new school construction. Funding for modernization projects has been consistently below levels required to maintain high quality learning environments in all of the District's aging infrastructure. The pace of residential development in new suburban areas has outpaced capital funding for constructing new local accommodation for the large numbers of students residing in these areas. The *Three-Year Capital Plan 2017-2020* reflects investment in both mature areas and new growth areas in the District's capital priorities. Population growth in Edmonton since 2012 has been very rapid (7.4 per cent). Although this trend is city-wide, the majority of population growth is occurring in the developing neighbourhoods in the south. Nine of the top 10 fastest growing neighbourhoods between 2010 and 2014

are in the south (Summerside, Windermere, Walker, Laurel, Rutherford, South Terwillegar, Ambleside, Tamarack and Charlesworth). These 10 neighbourhoods have a combined total population growth of approximately 42,000 over the last five years. All core, mature and established neighbourhoods, encompassing 201 neighbourhoods, have a combined total population increase of less than 20,000 over the same time frame (Attachment III).

Based on capital priorities outlined in the previous *Three-Year Capital Plan 2016-2019*, the Province announced funding for the construction of five schools that were previously funded for design. In addition to the eight other new school projects announced in 2014, these new schools will serve students living in new suburban areas. In January 2016, the Province approved the District's request for 13 modular classrooms at schools currently accommodating students residing in growing neighbourhoods.

Although these projects will increase the District's capacity to accommodate students residing in these areas, there are now 83 developing neighbourhoods in the City of Edmonton, as of December 2014. Forty-six of these neighbourhoods are less than 75 per cent complete so we can expect that student residency numbers will continue to climb across the City as development of these areas continues. More schools will face organizational and program delivery challenges as they struggle to accommodate these students. In order to meet the demand for student learning spaces in these areas, students will continue to be designated to schools with space to accommodate them. Many of these schools are aging facilities in mature neighbourhoods located a significant distance away from where these students live. This accommodation pattern of designating students to aging buildings is reflected in the District modernization priorities, as modernization projects should provide the most benefit to the most students in today's context.

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

NEXT STEPS

The approved *Three-Year Capital Plan 2017-2020* will be submitted to Alberta Education by April 1, 2016.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Draft Three-Year Capital Plan 2017-2020
ATTACHMENT II	<i>Percentage of Families with Children by Neighbourhood (City of Edmonton 2015 Annual Growth Report)</i>
ATTACHMENT III	<i>Population Growth by Residential Neighbourhood (City of Edmonton 2015 Annual Growth Report)</i>
ATTACHMENT IV	Excerpt from <i>School Capital Manual</i>

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Three-Year Capital Plan 2017-2020

Introduction

The proposed Three-Year Capital Plan identifies the District's capital priorities for two project types: modernizations and new school construction/major additions. In accordance with provincial direction, the overall priorities for these two categories must be submitted as one aggregated list. A separate list for each of the two categories is included to provide clarity of priorities within each category. It is important to note that capital priorities are not rolled over from one year to the next. The priorities indicated in the *Three-Year Capital Plan 2017-2020* are based on a review of all current data, with no consideration given to rankings indicated in previous years. It is difficult to prioritize new construction projects as each one listed is required to meet the immediate and imminent future demands of new growth areas.

The *Three-Year Capital Plan 2017-2020* is guided by a set of planning principles to guide decision-making around infrastructure capital investment. The Infrastructure Planning Principles are as follows:

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

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

District Infrastructure Plan

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

- ensure the District has sufficient infrastructure to offer high quality learning environments, geographically located to serve district demographics
- align district infrastructure operations to effectively support the infrastructure management plan
- asset management plans for all buildings
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- sustainable transportation system designed to serve district needs
- commitment to continuous evergreening of infrastructure needs beyond 2022
- create financial efficiencies to ensure district funds are directed to the areas that provide benefits for the most students

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

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

Modernization priorities will be informed through the evaluation of factors such as building condition, utilization rates and project cost-benefit analysis. Priorities in future Three-Year Capital Plans may change, based on the outcome of conversations to be held with communities as per the Space for Students in Mature Communities initiative.

Modernization Projects

Over the past 27 years, the Province has provided funding to the District for modernization projects at 60 schools within the mature areas. Over \$250 million has been invested in mature area schools through Infrastructure, Maintenance and Renewal (IMR), Capital Projects or other provincial capital funding programs. The District has not historically received modernization project funding on an annual basis. The funding for modernizing mature area schools has been consistently below the levels needed to keep the District's entire aging infrastructure in fair to good condition.

Three-Year Capital Plan	Number of Projects Funded	Number of Projects Requested	Number of Projects Carried Over from Previous Year
2016-2019	0	7	7
2015-2018	2	9	4
2014-2017	4	16	8
2013-2016	0	17	17
2012-2015	2	19	19
2011-2014	0	19	17
2010-2013	0	18	16

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

- schools involvement in previous consolidation processes
- condition of building (as per five-year Facility Condition Index and lifecycle cost reduction)
- school enrolment trend
- sector utilization trend
- cost-benefit analysis (project cost/number of students enrolled)

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

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

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

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

The District recognizes the critical need to reinvest in our existing buildings. At 50 years, major building components such as mechanical and electrical systems reach the end of the expected life-cycle and require replacement.

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

Edmonton Public Schools recognizes that minimizing environmental impacts will act to enhance its operational efficiency. The District has identified the need to monitor and calculate our carbon footprint so that strategies can be put in place to manage and reduce it. In 2015, the District EnviroMatters Office partnered with EcoAmmo Sustainable Consulting to create an Annual Carbon and Sustainability Report in an effort to increase the accuracy and reliability of our environmental footprint data. Having consistent environmental reporting and being able to analyze the District's annual carbon footprint will play an informative role in the infrastructure planning process and will lead to sustainable improvement suggestions. Formal carbon reports will assist in determining the sustainable cost of all buildings to the District, including closed schools, and help the District adapt to the new Alberta Carbon tax in coming years. Environmental report trends can inform new school construction and modernization designs based on the District's specific sustainability needs and areas for improvement.

The uncertainty of capital funding creates challenges in prioritizing projects, for both school modernizations and new schools. The challenges are intensified when blending the priorities of modernizations with new construction projects, a requirement of the submission to the Province. A balance of investment in both mature areas and new growth areas is represented in the proposed aggregate priority order. The criteria for both modernization and new construction projects are aligned

with the provincial capital funding criteria (Attachment IV - School Capital Manual).

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

Priority 2017-2020	Previous Plan	School Name	Project Description	Sector	Costs (millions)
1	Y	Brander Gardens*	Major Modernization	SW	\$9
2	Y	Gold Bar	Major Modernization	SC	\$8.6
3	Y	Lansdowne	Major Modernization	SC	\$7.8
4	Y	Hillcrest	Major Modernization	W1	\$14.7
5	Y	Belmont*	Major Modernization	NE	\$9.0

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

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

- space reconfigurations including expansions and reductions to total floor areas
- upgrading of educational areas to meet specialized program requirements in the school
- changes to circulation and way-finding within the building

Minor modernizations would achieve the following objectives:

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

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

Modernization Requests Project Descriptions

Brander Gardens School

Brander Gardens School opened in 1976 and currently serves 553 elementary students. Brander Gardens School offers Regular and French Immersion programming.

Project Rationale:

- provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- provincial Utilization Rating (IAM) of 93 per cent
- measures required to manage growing student enrolment were included in the report on *Managing Student Growth in New and Developing Neighbourhoods*
- two new schools will open in 2016 to serve some students currently designated to Brander Gardens School
- long-term student stability is anticipated given the French Immersion program parallel to accommodation of Regular programming

Gold Bar School

Gold Bar School opened in 1959 and currently serves 144 elementary students. Gold Bar School offers Regular and Behaviour and Learning Assistance programming.

Project Rationale:

- viability was confirmed as a result of the Greater Hardisty sector review in 2009-2010
- provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- provincial Utilization Rating (IAM) of 47 per cent

Lansdowne School

Lansdowne School opened in 1969 and currently serves 273 elementary students. Lansdowne School offers Regular programming.

Project Rationale:

- designated receiving school for students residing in a developing neighbourhood (Terwillegar South) in the 2014 Growth Accommodation Plan
- provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- provincial Utilization Rating (IAM) of 73 per cent

Hillcrest School

Hillcrest School opened in 1962 and currently serves 421 junior high students. Hillcrest School offers Regular, Literacy and Opportunity programming.

Project Rationale:

- designated receiving school for students residing in developing neighbourhoods (Glastonbury and Granville)
- provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- provincial Utilization Rating (IAM) of 69 per cent

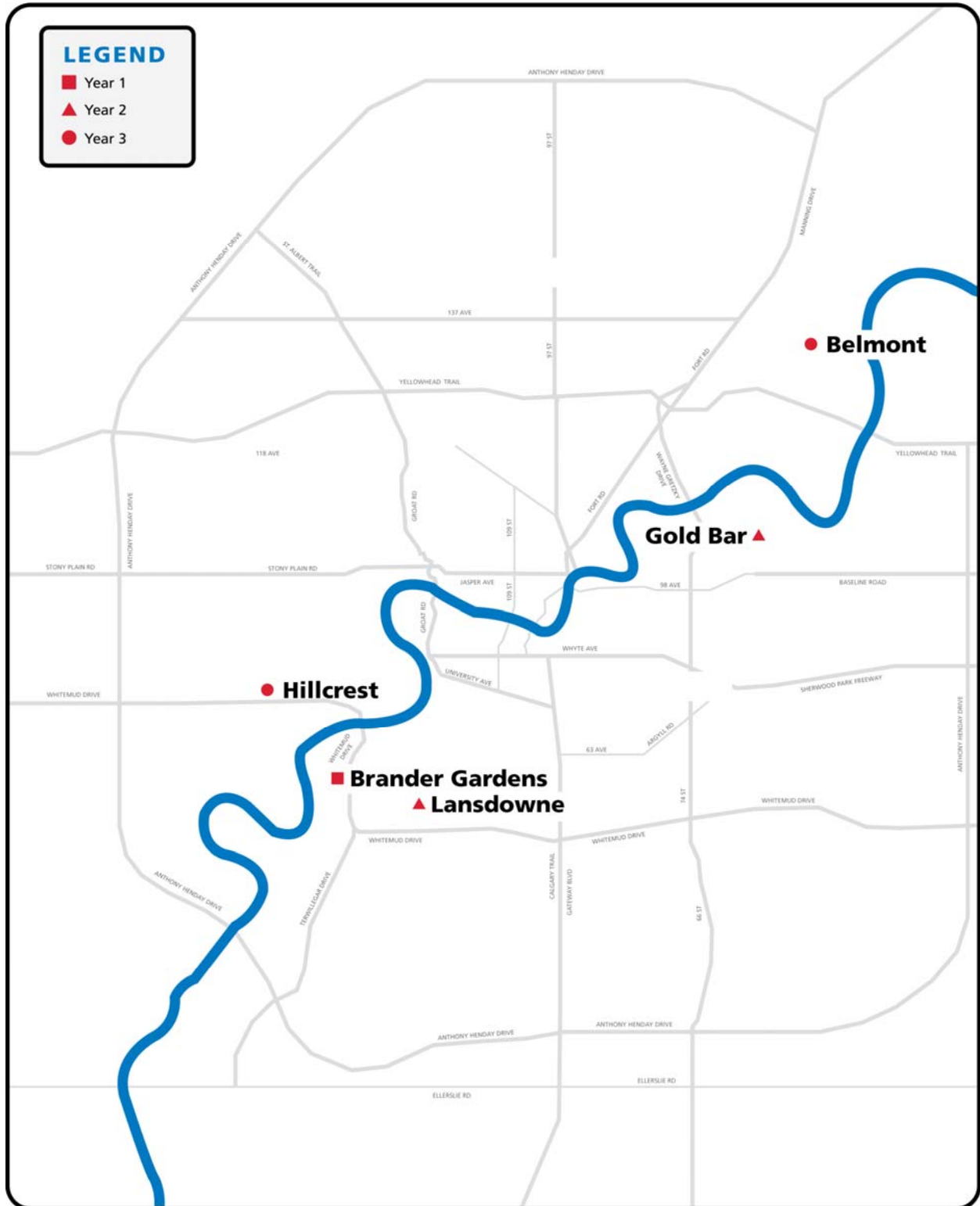
Belmont School

Belmont School opened in 1979 and currently serves 295 elementary students. Belmont School offers Regular and Logos programming.

Project Rationale:

- provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- provincial Utilization Rating (IAM) of 84 per cent
- could be a future receiving school for students residing in the Horse Hill Plan Area in northeast Edmonton

Proposed Modernization Priorities



Space for Students in Mature Communities

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

In April 2014, the District began an extensive consultation process with the Greater Highlands Area around school consolidation concepts. A working committee was created to explore this concept with the ultimate goal of placing a community driven plan for consideration in the *Three-Year Capital Plan 2016-2019*. The working committee consisted of principals, parents and community representatives. The concepts developed through the committee were taken to the general public in February 2015 and a preferred design was identified and approved by the Superintendent in the spring of 2015. The approved concept will consolidate Highlands, Montrose and Mount Royal schools at a modernized Highlands K-9 School. The approved design is in the conceptual stage. Detailed design work will begin once funding is announced and a budget is confirmed.

Space for Students in Mature Communities Project Descriptions

Greater Highlands Area Consolidation Plan

- In 2014, the Province announced funding for a replacement school in a mature neighbourhood.
- Based on the consultation process that took place for this project, the Greater Highlands Area expressed interest in being considered for a future consolidation/replacement project.
- A working committee was formed with the goal of developing a community supported concept for this project.
- Three options were designed and cost-estimated for consideration following stakeholder input, including a replacement school at Mount Royal and two options for a partial demolition/new addition at Highlands School.
- Based on feedback received, the Superintendent approved a Highlands School Modernization Concept that will include the consolidation of Highlands, Montrose and Mount Royal schools

A replacement of Delton and Spruce Avenue schools on a one-to-one basis, outside of consolidation discussions, is included in the plan. These schools were involved in previous consolidation and closure processes, which determined their long-term sustainability. For each school, a Value Management Study will be conducted to determine if a replacement school or a modernization approach is most cost-effective.

Delton School

Delton School opened in 1946 and currently serves 411 elementary students. Delton School offers Regular, Early Learning, Opportunity and Behaviour and Learning Assistance programming.

Project Rationale:

- viability was confirmed after undergoing sector review in 2009-2010
- designated receiving school for students relocated due to the closure of Eastwood and Parkdale schools in 2010
- provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- provincial Utilization Rating (IAM) of 64 per cent

Spruce Avenue School

Spruce Avenue School opened in 1929 and currently serves 213 junior high students. Spruce Avenue School offers Regular, Literacy and Behaviour and Learning Assistance programming.

Project Rationale:

- viability was confirmed for the junior high program after undergoing a sector review in 2009-2010; the elementary program was closed in 2010
- designated receiving school for students relocated due to the closure of Eastwood, McCauley and Parkdale schools in 2010
- provincial Five-Year Facility Condition Index (FCI) Ranking: Fair
- provincial Utilization Rating (IAM) of 57 per cent
- will be future receiving school for students residing in the City Centre Airport (Blatchford) re-development

New Construction Projects

Between 2002 and 2010, no new school buildings were opened in the District despite the significant amount of student population growth in new suburban areas during this time, however, ASAP I and ASAP II schools were funded in 2007 and 2008. In June 2007, the Government of Alberta announced funding for six schools that opened in 2010: A. Blair McPherson, Elizabeth Finch, Esther Starkman, Florence Hallock, Dr. Donald Massey and Johnny Bright. An additional three schools were announced in 2008 that opened in 2012: Bessie Nichols, Michael Strembitsky, and Major-General Griesbach. The following table indicates the number of projects requested versus approved since 2010:

Three-Year Capital Plan	Number of Projects Funded	Number of Projects Requested	Number of Projects Carried Over from Previous Year
2016-2019	5*	27	18
2015-2018	4 (+6*)	27	13
2014-2017	6	18	7
2013-2016	0	7	6
2012-2015	0	6	6
2011-2014	0	7	3
2010-2013	0	3	2

**Project funded only for design. Construction funding for five of these projects was funded in 2015.*

Suburban growth within the City of Edmonton accounts for the majority of the residential growth; the rate of growth has been substantial and is projected to continue at a rapid pace. This has resulted in a significant rise in student population in new suburban areas. Over the course of 2014 and 2015, the Province announced funding for 13 new construction projects and a 600 capacity addition to Lillian Osborne School. These projects are underway and are expected to open in 2016 and 2017. These projects were all based on priorities outlined in the *Three-Year Capital Plan 2014-2017* and *Three-Year Capital Plan 2015-2018*.

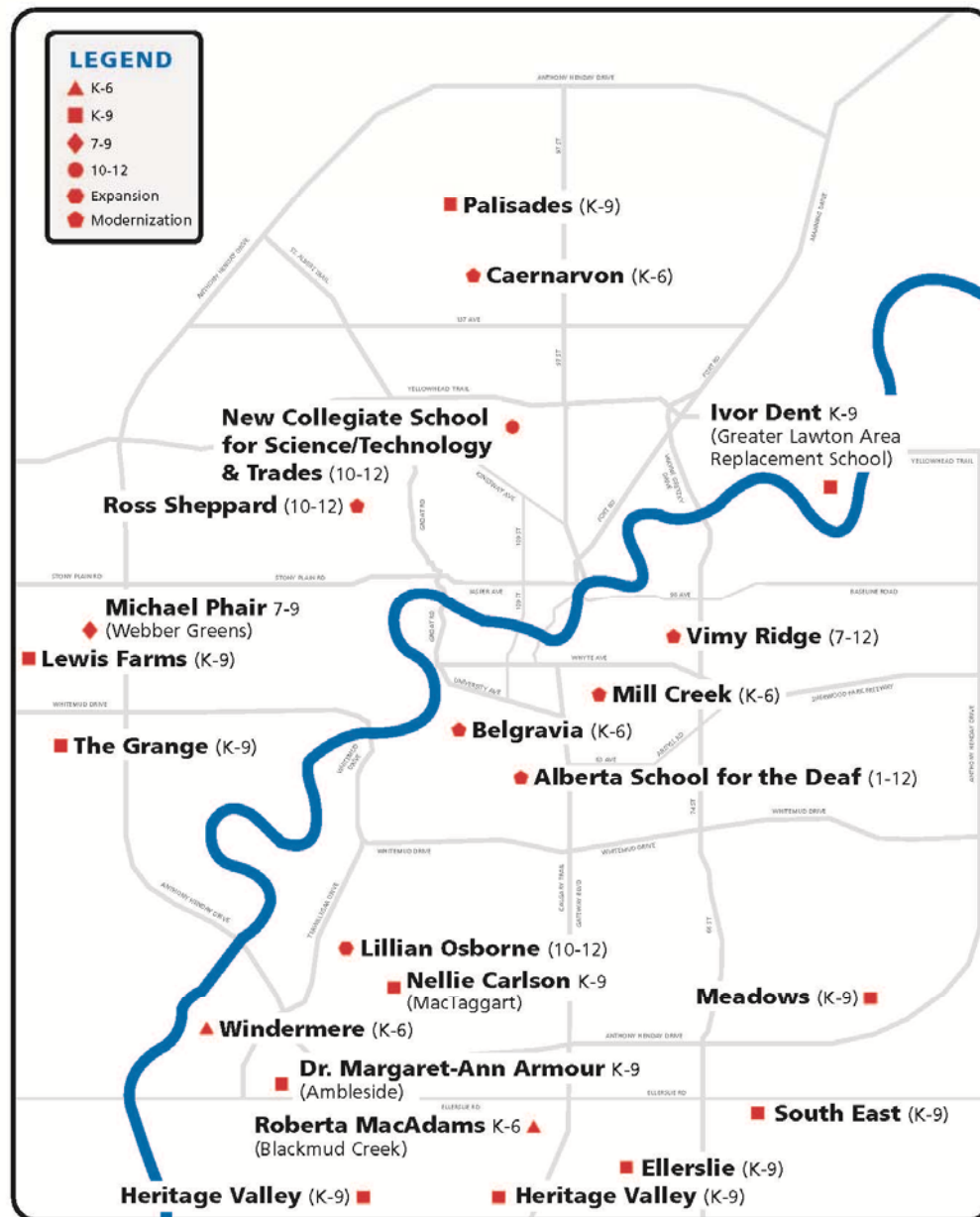
The District is currently tendering construction packages for nine new school projects projected to open in 2017. One of the tender packages closed in early March 2016 with an average bid 19 per cent below the budgeted amount, indicating that there is a value in investing in infrastructure at this time.

Current funded new construction project details are as follows:

Location	Sector	Grade Configuration	Project Scope*
Blackmud Creek (Roberta MacAdams School)	SW	K-6	Scheduled to open September 2016
MacTaggart (Nellie Carlson School)	SW	K-9	Scheduled to open September 2016
Ambleside (Dr. Margaret-Ann Armour School)	SW	K-9	Scheduled to open September 2016
Lillian Osborne School - Addition	HS	10-12	Scheduled to open December 2016
Webber Greens (Michael Phair School)	W2	7-9	Tentatively scheduled to open September 2017
Rundle Heights (Ivor Dent School)	NE	K-9	Scheduled to open in 2017
Windermere	SW	K-6	Scheduled to open in 2017
The Grange(Granville)	W2	K-9	Scheduled to open in 2017
Heritage Valley (Allard)	SW	K-9	Scheduled to open in 2017
Ellerslie (The Orchards)	SE	K-9	Scheduled to open in 2017
Meadows (Laurel)	SE	K-9	Scheduled to open in 2017
South East (Walker)	SE	K-9	Scheduled to open in 2017
Lewis Farms (Secord)	W2	K-9	Scheduled to open in 2017
Heritage Valley(Chappelle West)	SW	K-9	Scheduled to open in 2017
Palisades (Hudson)	NW	K-9	Scheduled to open in 2017
Collegiate School for Science, Technology & Trades	C	10-12	Construction Completion Anticipated for 2018
Vimy Ridge	HS	10-12	Construction Completion Anticipated for November 2016
Ross Sheppard	HS	10-12	Construction Completion Anticipated for September 2018
Alberta School for The Deaf	SC	1-12	Construction Completion Anticipated for September 2017
Belgravia	SC	K-6	Completed January 2016
Mill Creek	SC	K-6	TBD
Caernarvon	NW	K-6	TBD

PROJECTS APPROVED OR UNDER CONSTRUCTION

New Schools and Modernizations



Note: Exact locations of new schools have not been determined. Locations are approximate only.

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

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

- number of 0-4 year olds living in the new areas
- number of Edmonton Public Schools' students currently residing in the new areas
- number of K-6 students who will enter high school beginning in three years
- available student capacity in the plan areas
- future growth potential in the new areas (based on remaining single family lots to be developed)
- total population potential in the new areas
- pace of residential development in the new areas
- status of school site assembly
- ability of nearby schools to accommodate current and projected growth in new areas
- average travel time by yellow bus to a designated receiving school

These criteria take into consideration both current demand and projected future growth in the new suburban areas that have a site available and a Neighbourhood Structure Plan (NSP) in place. A NSP is required for development activity in a neighbourhood to begin. This document provides the land use framework, population and density estimates and the number of housing units by type. At the end of 2014, 10 neighbourhoods in developing areas do not have NSP's. The Decoteau, Horse Hill and Riverview areas are expected to generate 15 neighbourhoods as well. Although the District has school sites in many of these neighbourhoods, they will not be requested in the *Three-Year Capital Plan 2017-2020* as development has yet to begin there.

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

Within the scope of the District's Infrastructure Plan, the High School Accommodation Plan will address the changing needs and shifting demographics within our high school population. To date, high school principals have provided initial expertise and perspective regarding possible supports required as students in younger grades reach high school. Conversations are now being expanded through a series of community stakeholder consultations.

The District believes discussions will identify a range of short, medium, and long term supports that will evolve in-step with high school demographics. No decisions have been made, yet possible supports could involve concepts such as:

- revised attendance areas and feeder school patterns
- shifts in program distribution

- alternate grade or program delivery configurations
- new school construction requests through the District's Capital Plan

Following at least two rounds of conversations with community, recommendations regarding proposed High School Accommodation Plan actions will be forwarded to the Superintendent for review and consideration. The anticipated timeline for final recommendations is spring 2017.

As per the *Three-Year Capital Plan 2015-2018*, the Province announced design funding for a Collegiate School for Science, Technology & Trades in the Blatchford area. This project will support the growth and success of students through high school completion and beyond by utilizing partnership opportunities to offer students alternative educational programming. This project is currently in the planning stage which has included drafting a partnership charter and developing working committees for areas such as curriculum and space design. In collaboration with Edmonton Catholic Schools, the District has recently had the opportunity to meet with key ministries from the Province in regards to this project. Discussions are also ongoing with the City of Edmonton concerning the placement of the school within the Blatchford area.

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

The following chart indicates the District's proposed new construction and Space for Students in Mature Communities priorities based on the considerations listed above.

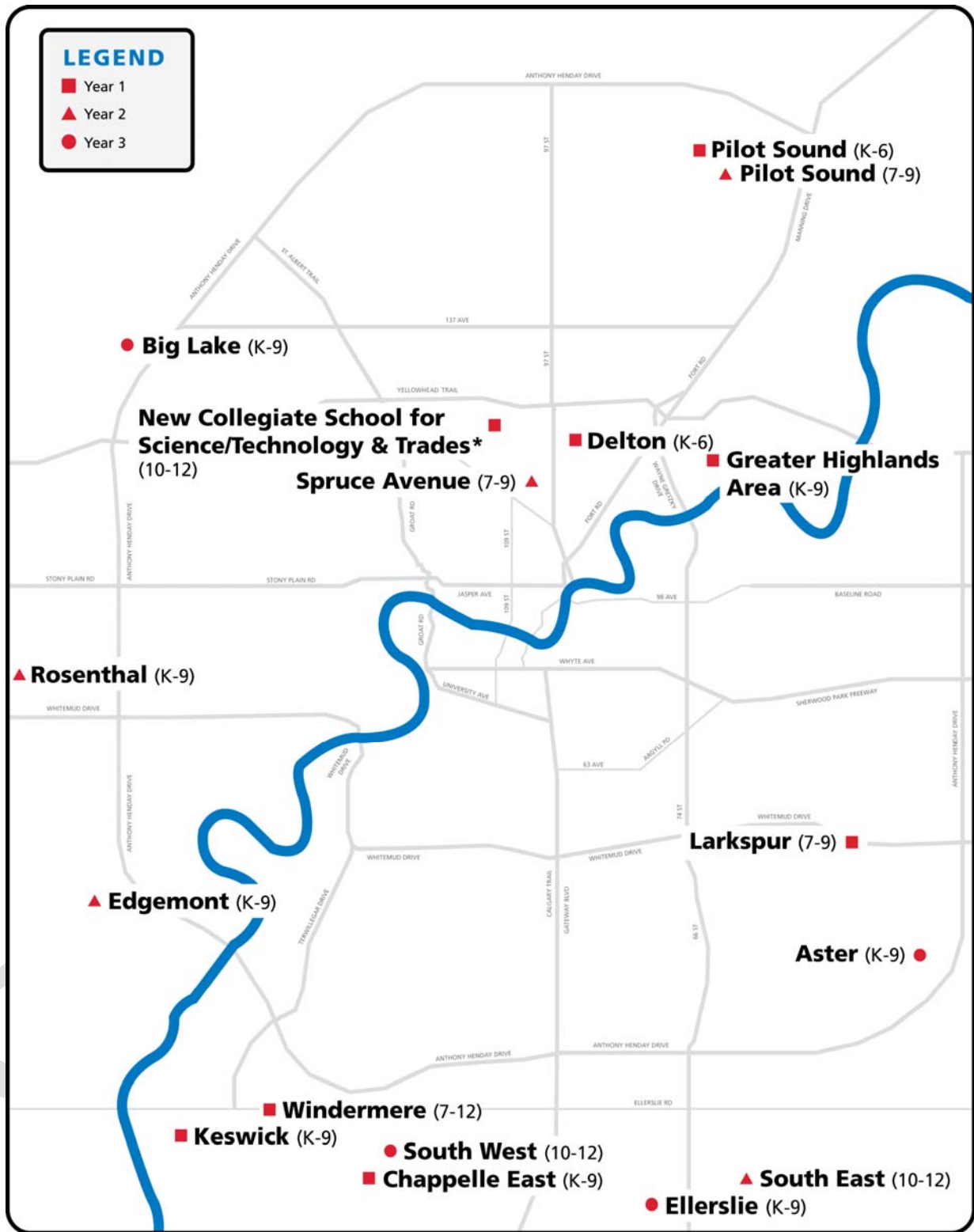
Priority 2017-2020	New Construction Project Location	Capacity	Sector	Cost (millions)
Year 1				
1	K-9 Highlands Modernization Concept 2	800	NE	\$27
2	7-9 Meadows (Larkspur)	900	SE	\$31
3	K-6 Pilot Sound (McConachie)	650	NC	TBD
4	7-12 Windermere (Glenridding Heights)	2400	SW	TBD
5	K-9 Heritage Valley (Chappelle East)	900	SW	\$28
6	K-9 Windermere (Keswick)	900	SW	\$28
7	Delton	Replacement or Modernization**	C	TBD
8	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD

Priority 2017-2020	New Construction Project Location	Capacity	Sector	Cost (millions)
9	Collegiate School for Science, Technology & Trades *	1600 (of 2400)	C	TBD
Year 2				
10	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD
11	7-9 Pilot Sound (McConachie)	900	NC	\$31
12	K-9 Edgemont	900	W2	\$28
13	K-9 Lewis Farms (Rosenthal)	900	W2	\$28
14	South East High School (10-12)	2400	HS	\$86
15	Spruce Avenue	Replacement or Modernization**	C	TBD
16	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD
Year 3				
17	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD
18	K-9 Meadows (Aster)	900	SE	\$28
19	K-9 Ellerslie (Ellerslie Neighbourhood #4)	900	SE	\$28
20	South West High School (10-12)	2400	HS	\$86
21	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD
22	K-9 Big Lake (Hawks Ridge)	900	W2	\$28

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

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

Proposed New School Construction and Replacement Priorities



Proposed Three-Year Capital Plan 2017-2020 Aggregated Priorities

Priority 2017-2020	Project Description	Category	Capacity	Sector	Cost (millions)
Year 1					
1	K-9 Highlands Modernization Concept 2	Modernization	800	NE	\$27
2	7-9 Meadows (Larkspur)	New	900	SE	\$31
3	K-6 Pilot Sound (McConachie)	New	650	NC	TBD
4	7-12 Windermere (Glenridding Heights)	New	2400	SW	TBD
5	K-9 Heritage Valley (Chappelle East)	New	900	SW	\$28
6	K-9 Windermere (Keswick)	New	900	SW	\$28
7	Delton School	Replacement/ Modernization	TBD	C	TBD
8	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD
9	Collegiate School for Science, Technology & Trades	New	1600	C	TBD
10	Brander Gardens School	Modernization	-	SW	\$9.0
Year 2					
11	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD
12	7-9 Pilot Sound (McConachie)	New	900	NC	\$31
13	K-9 Edgemont	New	900	W2	\$28
14	K-9 Lewis Farms (Rosenthal)	New	900	W2	\$28
15	South East High School (10-12)	New	2400	SE	\$86
16	Spruce Avenue School	Replacement/ Modernization	TBD	C	TBD

Priority 2017-2020	Project Description	Category	Capacity	Sector	Cost (millions)
17	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD
18	Gold Bar School	Modernization	-	SC	\$8.6
19	Lansdowne School	Modernization	-	SC	\$7.8
Year 3					
20	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD
21	K-9 Meadows (Aster)	New	900	SE	\$28
22	K-9 Ellerslie (Nbhd #4)	New	900	SE	\$28
23	South West High School (10-12)	New	2400	SW	\$86
24	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD
25	Hillcrest School	Modernization	-	W1	\$14.7
26	Belmont School	Modernization	-	NE	\$9.0
27	K-9 Big Lake (Starling)	New	900	W2	\$28

Proposed Three-Year Capital Plan 2017-2020 Aggregated Priorities including Rationale

Priority 2017-2020	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
Year 1						
1	K-9 Highlands Modernization Concept 2	Modernization	800	NE	\$27	<ul style="list-style-type: none"> • In 2014, the Province announced funding for a replacement school in a mature neighbourhood. • Based on the consultation process that took place for this project, the Greater Highlands Area expressed interest in being considered for a future consolidation/replacement project. • A working committee was formed with the goal of developing a community supported concept for this project. • A preferred option has been approved following stakeholder input, which shows a partial demolition/new addition at Highlands School.
2	7-9 Meadows (Larkspur)	New	900	SE	\$31	<ul style="list-style-type: none"> • Larkspur site (located adjacent to Velma E. Baker School) is assembled. • 1,222 junior high students currently reside in the Meadows and Burnewood areas. • A. Blair McPherson School is 107% utilized and is the only school with junior high capacity in the Meadows. • All existing junior high schools in the Meadows and Mill Woods are accommodating students residing in new neighbourhoods. • Kate Chegwin School, the current designated junior high school for Larkspur and Silver Berry, is 109% utilized. • T.D. Baker School, the current designated junior high school for Laurel, is 92% utilized. • K-9 students in the Meadows have been designated to schools in the South Central sector for junior high programming as space in the South East sector is limited. • Ottewell School, the current designated junior high school for Maple and Wild Rose, is 70% utilized. Ride times to Ottewell School range from 30-50 minutes. • There are 6,712 remaining potential single family lots to be developed in the Meadows.

Priority 2017-2020	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
3	K-6 Pilot Sound (McConachie)	New	650	NC	TBD	<ul style="list-style-type: none"> The 252 K-6 students currently residing in McConachie are designated to schools outside of Pilot Sound ASP. Travel time by yellow bus is 24 minutes. McConachie had the second largest number of housing units built in Edmonton in 2014. McConachie is 42% built out with 1,703 remaining potential single family lots. McConachie is projected to have 12,122 residents. As of Census 2014, 2,743 people reside in McConachie.
4	7-12 Windermere (Glenridding Heights)	New	2400	SW	TBD	<ul style="list-style-type: none"> Junior high and senior high school space in the Riverbend/Terwillegar area is becoming very limited as new areas continue to grow. With no junior high or senior high school space currently in the Windermere area, students will continue to be transported significant distances to go to school. Riverbend School, the current designated junior high school, is 89% utilized. Windermere Estates is almost double the size of a typical neighbourhood. The neighbourhood is 58% built out, with 1,758 remaining potential single family lots. There are 1,997 lots remaining in Glenridding Heights and Glenridding Ravine neighbourhoods. Windermere Estates neighbourhood is projected to have 16,771 residents. As of Census 2014, 5,336 people reside in Windermere Estates. There are 335 residing in Glenridding Area, with an anticipated population of 13,548.
5	K-9 Heritage Valley (Chappelle East)	New	900	SW	\$28	<ul style="list-style-type: none"> The nearest school able to accommodate students from Chappelle is 12 km away on average. Travel time by yellow bus is 25 minutes. Chappelle is almost double the size of a typical neighbourhood. Chappelle is 18% built out, with 3,588 remaining single family lots. Chappelle is projected to have 22,208 residents. As of Census 2014, 1,607 people reside in Chappelle.

Priority 2017-2020	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
6	K-9 Windermere (Keswick)	New	900	SW	\$28	<ul style="list-style-type: none"> • With student spaces in the Riverbend/ Terwillegar area becoming very limited as new areas continue to grow, students residing in Keswick will continue to be transported significant distances to go to school. • The nearest school able to accommodate students from Keswick is 13 km away, located in the West 1 Sector. • Travel time by yellow bus is 51 minutes. • Keswick is still in the early stages of development (8% build-out). There are 3,656 single family lots remaining to develop. It is expected to generate a population of 15,430.
7	Delton School	Replacement/ Modernization	TBD	C	TBD	<ul style="list-style-type: none"> • Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. • Provincial Utilization Rating (IAM) of 64%. • Viability was confirmed after undergoing sector review in 2009-2010. • Designated receiving school for students relocated due to the closure of H.A. Gray School in 1984 and Eastwood and Parkdale schools in 2010. • Value Management Study will be conducted to determine replacement versus modernization approach.
8	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD	<ul style="list-style-type: none"> • In mature neighbourhoods, the combination of multiple schools in proximity, the age of these schools and their deferred maintenance is a challenge. • A replacement school, which could include the consolidation of a number of schools, could address these challenges.
9	Collegiate School for Science, Technology & Trades	New	1600	C	TBD	<ul style="list-style-type: none"> • In 2014, the Province announced funding for the conceptual design of this project. • The District is requesting additional funding be provided for the detailed design and construction phase. • Capacity and costing is preliminary, reflects EPSB proportion of project, exclusive of NAIT and Edmonton Catholic Schools' component of the project, and excludes any potential land acquisition costs.

Priority 2017-2020	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
10	Brander Gardens School	Modernization	-	SW	\$9.0	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (IAM) of 93%. Measures required to manage growing student enrolment were included in the report on <i>Managing Student Growth in New and Developing Neighbourhoods</i>. Two new schools will open in 2016 to serve some students currently designated to Brander Gardens School.
Year 2						
11	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD	<ul style="list-style-type: none"> In mature neighbourhoods, the combination of multiple schools in proximity, the age of these schools and their deferred maintenance is a challenge. A replacement school, which could include the consolidation of a number of schools, could address these challenges.
12	7-9 Pilot Sound (McConachie)	New	900	NC	\$31	<ul style="list-style-type: none"> Junior high space in the Pilot Sound area is very limited. Dr. Donald Massey School is 89% utilized and is the only school with junior high capacity in Pilot Sound. Travel time by ETS to the designated school outside of the Pilot Sound area is 32 minutes. McConachie is 42% built out with 1,703 remaining potential single family lots. McConachie is projected to have 12,122 residents. As of Census 2014, 2,743 people reside in McConachie. Potential partnership opportunity on this site with Edmonton Public Libraries (discussions regarding this are ongoing). The site was not planned for a K-9 grade configuration, and anticipated peak student generation preclude combining this project with priority 3 as a single request.

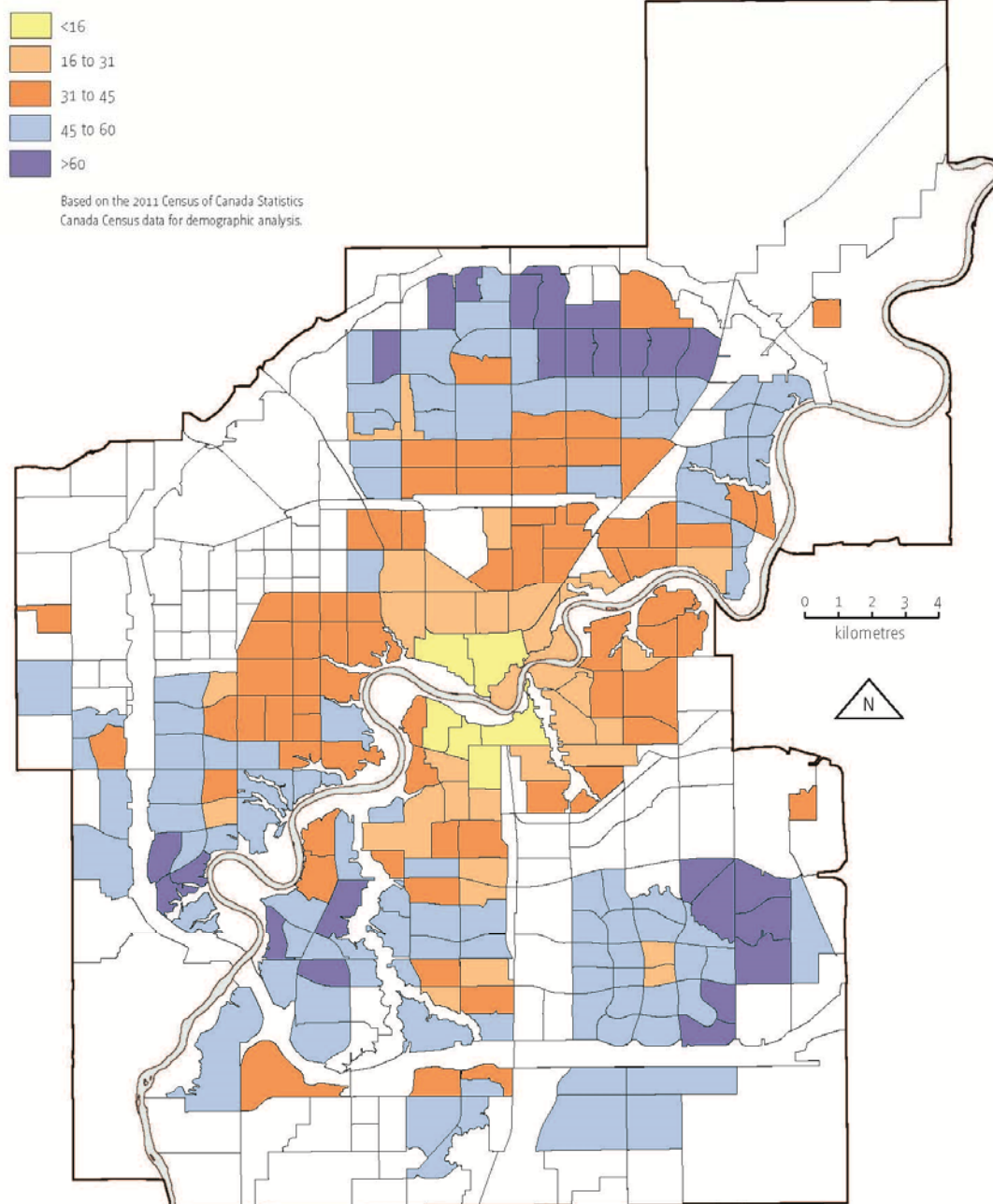
Priority 2017-2020	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
13	K-9 Edgemont	New	900	W2	\$28	<ul style="list-style-type: none"> Edgemont is still in the early stages of development (11% build-out). There are 3,426 single family lots remaining to develop. Edgemont is projected to have 14,836 residents. As of Census 2014, 115 people reside in Rosenthal. Travel time by yellow bus is 28-33 minutes.
14	K-9 Lewis Farms (Rosenthal)	New	900	W2	\$28	<ul style="list-style-type: none"> Students residing in Rosenthal are designated to schools outside of Lewis Farms ASP. Travel time by yellow bus is 33 minutes. Rosenthal is 20% built out with 2,383 remaining potential single family lots. Rosenthal is projected to have 12,294 residents. As of Census 2014, 106 people reside in Rosenthal.
15	South East High School (10-12)	New	2400	SE	\$86	<ul style="list-style-type: none"> Senior high school space in the South East area is becoming very limited as new areas continue to grow. J. Percy Page School, the current designated high school for most of the South East growth areas, is 102% utilized. Students will continue to be travel significant distances to go to school.
16	Spruce Avenue School	Replacement/Modernization	TBD	C	TBD	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (IAM) of 57%. Viability was confirmed for the junior high after undergoing sector review in 2009-2010. The elementary program was closed in 2010. Designated receiving school for students relocated due to the closure of H.A. Gray School in 1984, John A. McDougall School's junior high program in 2001, and Eastwood, McCauley and Parkdale schools in 2010. Value Management Study will be conducted to determine replacement versus modernization approach.

Priority 2017-2020	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
17	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD	<ul style="list-style-type: none"> In mature neighbourhoods, the combination of multiple schools in proximity, the age of these schools and their deferred maintenance is a challenge. A replacement school, which could include the consolidation of a number of schools, could address these challenges.
18	Gold Bar School	Modernization	-	SC	\$8.6	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (IAM) of 47%. Viability was confirmed after undergoing sector review in 2009-2010.
19	Lansdowne School	Modernization	-	SC	\$7.8	<ul style="list-style-type: none"> Designated receiving school for students residing in a developing neighbourhood (Terwillegar South) in the 2014 Growth Accommodation Plan. Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (IAM) of 73%.
Year 3						
20	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD	<ul style="list-style-type: none"> In mature neighbourhoods, the combination of multiple schools in proximity, the age of these schools and their deferred maintenance is a challenge. A replacement school, which could include the consolidation of a number of schools, could address these challenges.
21	K-9 Meadows (Aster)	New	900	SE	\$28	<ul style="list-style-type: none"> The Neighbourhood Structure Plan (NSP) for Aster was approved in January 2016, rezoning and subdivision may now begin. Aster is projected to have 8,761 residents.
22	K-9 Ellerslie (Nbhd #4)	New	900	SE	\$28	<ul style="list-style-type: none"> Ellerslie Neighbourhood #4 and Mattson do not have approved NSP's and have not yet begun to develop. Ellerslie Neighbourhood #4 is projected to have 1,089 single family lots and Mattson is projected to have 3,680. Ellerslie Neighbourhood #4 is projected to have 5,517 residents and Mattson is projected to have 13,868 residents.

Priority 2017-2020	Project Description	Category	Capacity	Sector	Cost (millions)	Rationale
23	South West High School (10-12)	New	2400	SW	\$86	<ul style="list-style-type: none"> Senior high school space in the South West area is becoming very limited as new areas continue to grow. Harry Ainlay School, the current designated high school for most of the South West growth areas, is 87% utilized. Lillian Osborne School, which is undergoing a 600 capacity expansion, is 99% utilized.
24	Space for Students in Mature Communities Project as determined by Infrastructure Plan	New or Modernization	TBD	TBD	TBD	<ul style="list-style-type: none"> In mature neighbourhoods, the combination of multiple schools in proximity, the age of these schools and their deferred maintenance is a challenge. A replacement school, which could include the consolidation of a number of schools, could address these challenges.
25	Hillcrest School	Modernization	-	W1	\$14.7	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (IAM) of 69%. Designated receiving school for students residing in developing neighbourhoods (Glastonbury and Granville).
26	Belmont School	Modernization	-	NE	\$9.0	<ul style="list-style-type: none"> Provincial Five-Year Facility Condition Index (FCI) Ranking: Fair. Provincial Utilization Rating (IAM) of 84%. Could be a future receiving school for students residing in growth areas in the northeast.
27	K-9 Big Lake (Starling)	New	900	W2	\$28	<ul style="list-style-type: none"> The nearest school able to accommodate students from the Big Lake area is 9 km away, located in the Central Sector. Travel time by yellow bus is 15 minutes. As of Census 2014, there are 504 people residing in Trumpeter, 179 in Starling and 57 in Hawks Ridge. Starling and Trumpeter are expected to generate a combined population of 15,607. There are 2,796 remaining single family lots yet to develop in these neighbourhoods.

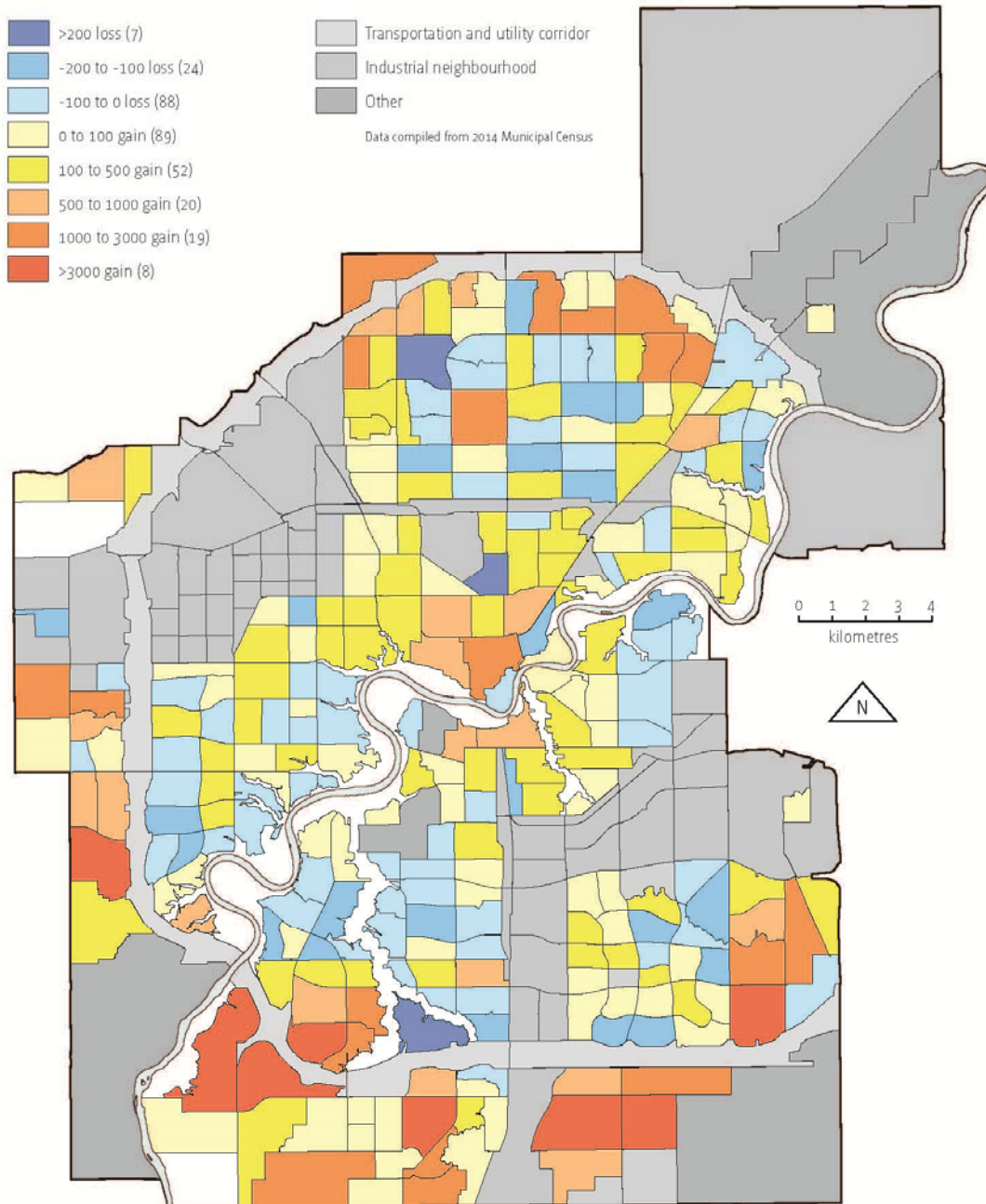
Note: Provincial Utilization Rating (IAM) or utilization rates in the above table are referenced from the Area Capacity & Utilization Report 2014/15, Alberta Infrastructure, September 16, 2015.

PERCENTAGE OF FAMILIES WITH CHILDREN BY NEIGHBOURHOOD



Source: City of Edmonton 2015 Annual Growth Report

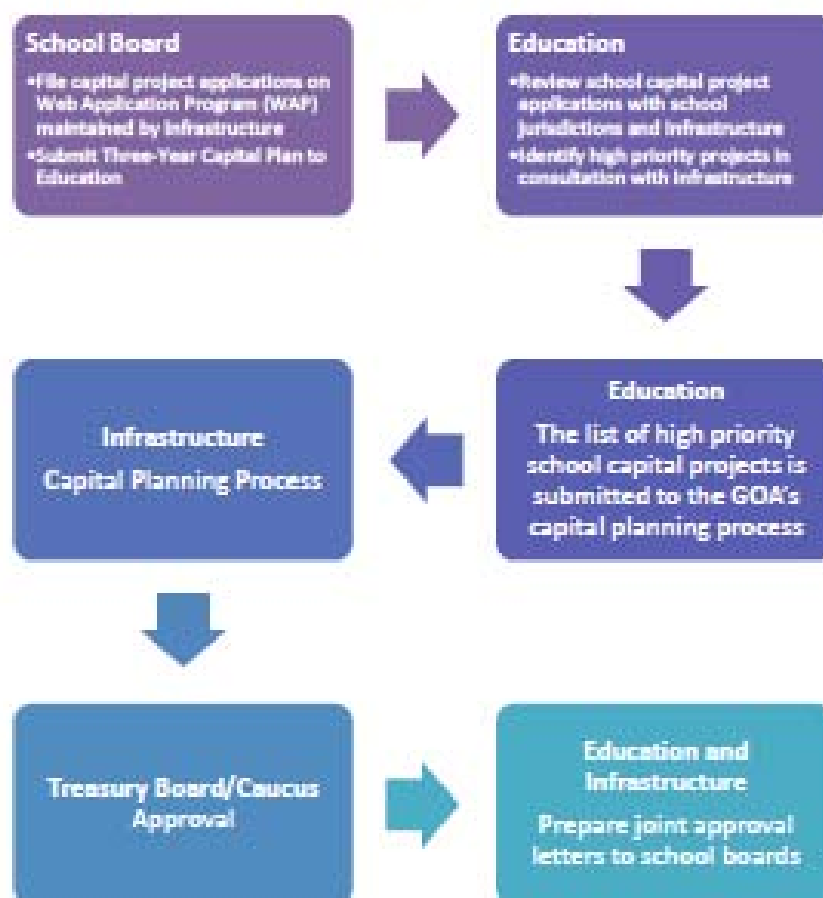
POPULATION GROWTH BY RESIDENTIAL NEIGHBOURHOOD (2009 TO 2014)



Source: City of Edmonton 2015 Annual Growth Report

4. Approval Process for School Building Projects

As required by the School Act, Part 7, Division 2, ministerial approval must be obtained before a school jurisdiction can begin work on any capital project. There will be no funding provided to a jurisdiction for a project that has been started without prior written ministerial approval.



4.1 School Capital Funding Priorities

School capital projects are reviewed and prioritized by Education, with technical input from Infrastructure, prior to being submitted to the government's capital planning process led by Infrastructure.

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

Partnerships have become an important component of the capital planning submission. Please see section 3.3 for partnership considerations.

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

Health and Safety – Impact on health and safety of occupants of not proceeding with the project (e.g., replacement or essential modernization to correct unsafe conditions or prevent a major building failure).

Building Condition – Facility audit scores and the facility condition evaluation is a key tool for government and school boards' long-term capital planning processes. It assists with determining priorities for investing in maintenance, upgrades and new infrastructure. Reviews are ongoing within a five-year cycle so that each school is re-evaluated five years following its last review. The evaluation report generated from each review provides a "snapshot" of the physical condition and building systems at that specific point in time. The review anticipates the amount and cost of maintenance work that may be required over the next five years to keep the school in good condition.

Utilization Rates – The utilization formula is used as a measure of the relative occupancy levels of a school. When a facility reaches or exceeds a utilization of 85 per cent this indicates that a capital expansion may be considered. See section 9.3 for more information on the utilization formula. A high utilization rate at a school will not automatically result in the approval of additional infrastructure. Demographic trends, total utilization of the area, funding considerations and overall provincial priorities also need to be taken into consideration, along with the relative priorities for school capital projects identified by each of the school jurisdictions in their Three-Year Capital Plans.

Enrolment Projections – Trends and subsequent school board plans for the accommodation of students.

Education Program Delivery and Impact – Alignment with the direction the board has described in the Three-Year Education Plan and the importance of the project to achieving ministry program delivery requirements.

Site Readiness – An appropriately sized site that is serviced and has appropriate access should be available.

Infrastructure Performance – Recognition of infrastructure that is generally in greater need of attention due to poor functionality or poor physical condition; or that high utilization results in the need to adjust program delivery capacity.

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

Education then prepares the annual submission for the provincial Capital Planning Prioritization Process.

4.2 Approval of Projects

Education and Infrastructure will send a letter to the school jurisdictions, notifying them of their approved school building projects and approved funding.