



COMMUNITY KNOWLEDGE CAMPUS



Needs Assessment Guidelines for New Communities in Edmonton

Prepared by

Edmonton THE CITY OF PLANNING AND
DEVELOPMENT

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1 Introduction

In recent years, concern over existing vacant school sites has increased along with questions over the effective delivery of future school sites in newly developing areas of Edmonton. In 2003, the Planning and Development Department completed the Future School Sites Study (FSSS) in collaboration with a wide range of stakeholders directly involved in the planning of new communities. This study re-examined the delivery of future school sites and culminated in a series of recommendations approved by Council that would improve future school site delivery and prevent the creation of additional vacant school sites. Of the recommendations made, the requirement for a Community Knowledge Campus (CKC) Needs Assessment was specifically identified. This necessitated the creation of guidelines to provide a framework for their preparation.

This document provides the necessary framework for preparation of CKC Needs Assessments. It provides an enhanced land use planning methodology for the prevention of vacant school sites and enhancement of future school site opportunities (e.g. partnerships, planning, design) and delivery. They provide practitioners and others directly involved in the planning and development of future school sites information required to conduct a CKC Needs Assessment.

More specifically, these guidelines define why a CKC Needs Assessment is required, what it is, its purpose, who is involved, when, how, what happens after the assessment is completed, and what factors may affect it. Using these guidelines, completion of a CKC Needs Assessment will provide a more clear planning framework for the effective delivery of lifelong learning and community service opportunities.

1.1 Requirement for Community Knowledge Campus (CKC) Needs Assessment Guidelines

On July 2nd, 2003, Edmonton City Council approved the Future School Sites Study (FSSS) Summary Report. The FSSS report outlines a new model for planning future school sites (see Appendix) and describes the vision and principles upon which the model is based.

The FSSS vision states:

School sites in communities of the future will be centrally located, multi-use community knowledge campuses that serve students and learners of all ages and house a range of complementary recreational, community and public services. They will be beacons at the heart of the community that are relevant, adaptive, flexible and accessible.

The FSSS principles are:

- “Joint Use” or shared use of school and park sites between the City of Edmonton, Public School Boards, Catholic School Boards and Conseil scolaire Centre-Nord No. 2 is good and is to be maintained.
- Schools will be located to serve communities based on larger single neighbourhoods or clusters of neighbourhoods.
- School sites will be located and developed in consultation with Joint Use Agreement members with the aim of creating a Community Knowledge Campus (CKC) where a school and other compatible uses (e.g., community league facilities, day cares, health clinics, libraries) are grouped together, in accordance with the Municipal Government Act (MGA) to create an focal point for a community or a cluster of neighbourhoods.

Based on the findings of the FSSS, Council approved a series of recommended follow-up activities to ensure implementation of the model. Of these, a Community Knowledge Campus Needs Assessment was specifically identified as a requirement to be undertaken and provided as part of information necessary to consider approval of a new community plan or amendment. These guidelines provide the necessary framework for constructing and documenting a CKC Needs Assessment.

2 Community Knowledge Campus Needs Assessment

2.1 What is a Community Knowledge Campus (CKC)?

A Community Knowledge Campus (CKC) is an enhanced school site focused primarily on the provision of core educational services. However, it is also supplemented by complementary community partnerships, opportunities and related uses that collectively establish it as a focal point within a community.



A CKC site may include a structure or group of structures located near the centre of a community based on a single large neighbourhood or a group of neighbourhoods. The scope and scale of the CKC will be proportionate to the delivery area that it serves. Partnership activities on a CKC site may be housed in either a *single structure* or in a *campus-like cluster* of independent or multi-use structures (See Glossary, page 12).

2.2 What is a CKC Needs Assessment?

According to the FSSS Report (2003), a “CKC Needs Assessment scan is an examination of future school needs and any potential projected partnership opportunities which provides a framework for the distribution of school / CKC sites within a new Plan area...”.

A CKC Needs Assessment *is*:

- An organized approach to implement the FSSS Model in new communities and prevent future vacant school sites;
- An information requirement for new community plans and amendments concerning future school sites;
- A communicative planning process;
- A discussion and study in response to community needs set within a particular context and time having regard for the future;
- An enhanced methodology, guide, and reference for the future planning and timely delivery of school sites in new communities.

A CKC Needs Assessment *is not*:

- A formally adopted bylaw or report;
- A detailed plan, an exact forecast of community needs or location specific exercise;
- A formal contractual agreement in determining future facility needs, requirements or timing(s) irrespective of evolving stakeholders’ mandates, directives, policies, and resources.

2.3 What is the purpose of a CKC Needs Assessment?

Based on the FSSS model for planning future CKC sites (see Appendix for further information), a Needs Assessment aims to:

1. Prevent future vacant school sites and facilitate the appropriate and timely delivery of future Community Knowledge Campus site(s) within a new community;
2. Facilitate early communication and consultation between stakeholders in the business of, and / or having a potential interest in the planning and development of school sites;

3. Identify possible partners and their needs in the development and operation of a CKC and / or other complementary recreational, community and public service land uses and activities in accordance with the Municipal Government Act;
4. Determine the best location, size, configuration and orientation for a future potential CKC site;
5. Determine other CKC related and complementary land uses in addition to any potential impacts and their mitigation within a new community to a level of detail appropriate to the scope of land use planning being considered (e.g. more detailed information will be provided at the neighbourhood planning stage than at the area planning stage);
6. Document the process, findings and rationale in achieving the above aims;
7. Provide the basis for making a possible enhanced business case to a provincial government that favours partnerships and the creation of 'synergies' and economies of scale when considering funding for public infrastructure projects; and
8. Provide possible direction for future necessary planning approvals associated with land use zoning, subdivision and develop permitting.

2.4 Who is involved in the CKC Needs Assessment Process?

A CKC Needs Assessment will be initiated and completed by the proponent (i.e. plan / amendment applicant) being either the principal developer(s), City of Edmonton, or consultant(s) acting on their behalf.

The proponent will ensure that the Needs Assessment is completed in consultation with the following Joint Use Agreement (JUA) Partners:

- The City of Edmonton, relevant departments of which include:
 - Community Services Department
 - Asset Management and Public Works Department
 - Planning and Development Department
 - Transportation Department
- Edmonton Public School Board;
- Edmonton Catholic School Board; and
- Conseil scolaire Centre-Nord No. 2

Joint Use Agreement Partners will involve other potential CKC partners as appropriate, including but not restricted to:

- Public sector and Non-profit stakeholders (e.g. Edmonton Federation of Community Leagues, individual community leagues, Capital Health, Edmonton Public Libraries, Edmonton Sport Council); and
- Private sector stakeholders.

Joint Use Agreement Partners will include the plan proponent in any consultations held with other potential CKC partners.

2.5 When is a CKC Needs Assessment required?

A CKC Needs Assessment is required for any new statutory or non-statutory residential land use plan, or an amendment to an approved plan that significantly affects a future school or future CKC site's location, size, configuration, vehicle / pedestrian access, open space, or use while having regard for other factors (see Section 2.7, Community Lifecycle). The Planning and Development Department will consider any substantial change in factors affecting a CKC site, and if warranted, require a CKC Needs Assessment in conjunction with plan amendment.

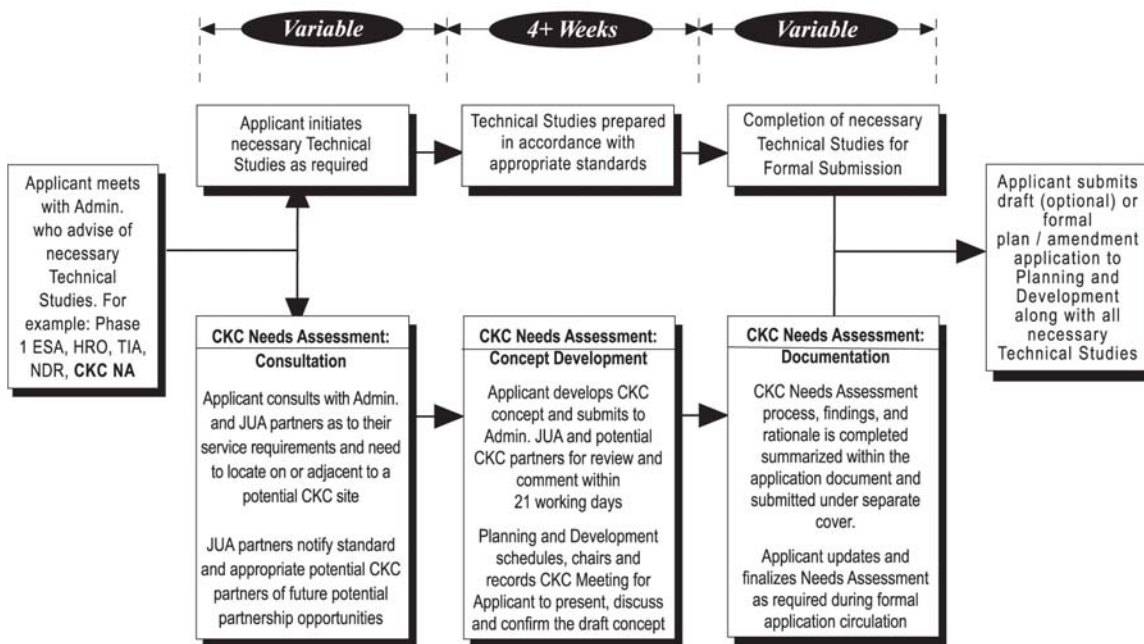
New plans requiring a CKC Needs Assessment include:

- Servicing Concept Design Briefs (SCDB)
- Area Structure Plans (ASP);
- Neighbourhood Area Structure Plans (NASP), and
- Neighbourhood Structure Plans (NSP)

A Needs Assessment will be completed as part of, and concurrent with, information requirements (e.g. other technical studies) specified for preparation of a particular plan type in the City of Edmonton Terms of Reference for land use plans and will be conducted within the overall process to adopt a new land use plan or amend an existing land use plan.

Figure 1

Community Knowledge Campus Needs Assessment Pre-Application Process



2.6 How is a CKC Needs Assessment completed?

A CKC Needs Assessment occurs during the preparation of a plan or amendment and can be generally described in three phases (see Figure 1):

- Consultation with Affected Stakeholders;
- Development of a Draft CKC Needs Concept; and
- Documentation of a CKC Needs Assessment.

Each of these phases contain a series of steps, which combined, *may take six (6) or more weeks* to complete the CKC Needs Assessment process. The major phases of a CKC Needs Assessment are described here as follows:

Consultation with Affected Stakeholders in the business of, and / or having an interest in the planning and development of CKC sites to determine their needs in locating and designing CKC sites. This phase may involve reconciling the diverse and perhaps conflicting interests between the major developer, landowners, affected stakeholders, and even within stakeholder groups themselves.

The consultation phase will identify information requirements as well as potential partnerships. *The time to complete this phase will vary with the proponent preparing the Needs Assessment and particular planning context.* Steps include:

1. A plan proponent desires to adopt a new residential land use plan, or to amend an existing residential land use plan that substantially affects a future school or future CKC site (see Section 2.7 Factors affecting CKC Needs Assessments). Prior to making a formal plan or amendment application, the proponent consults with the Planning and Development Department to confirm if a CKC Needs Assessment is required.
2. During initial consultation, the plan proponent will consult Joint Use Agreement Partners to determine their requirements relative to the proposal. Although development will primarily occur on Municipal Reserve (MR) lands, a future CKC site may also include Non-MR lands taking into consideration partnership opportunities and consultation. This includes determining their particular needs in locating on, or adjacent to, a CKC site taking into consideration the surrounding region and service / catchment areas. Proponents will identify any other appropriate potential CKC partners (e.g. Emergency Services) within the overall process to adopt a new plan or amend an existing land use plan under the City of Edmonton Terms of Reference for land use plans in accordance with the Municipal Government Act.
3. Joint Use Agreement Partners will:
 - Identify (i.e. notify) standard CKC partners (i.e. Edmonton Federation of Community Leagues, local community league(s)), and appropriate potential CKC partners (e.g. Edmonton Public Library, Edmonton Sport Council, Capital Health) of future potential partnership opportunity;
 - Analyze corporate needs and opportunities for partnership relative to the desired service delivery level for the plan area; and
 - Include the plan proponent in all CKC partner consultations and advise accordingly

Development of a Draft CKC Needs Concept appropriate to the scale of plan being considered based on information and input gained from stakeholders in the first phase, in accordance with the FSSS model, and the requirements of applicable Provincial and City statutes, policy and regulations. Like the first phase, this phase may involve a number of smaller iterative steps to refine and confirm the development concept to address (as best as possible) the sometimes shifting and conflicting needs of affected stakeholders.

The expected time to complete this phase is a minimum of four (4) weeks. This phase will include the following steps:

4. The proponent will produce a draft development concept map to a level of detail appropriate to the land use plan in question. This concept will illustrate the location and configuration of a CKC site and reflect the needs and requirements previously discussed with identified stakeholders.
5. Joint Use Agreement partners, identified CKC partners and affected stakeholders (e.g. impacted land owners), will review the proposed development concept within 21 working days of receipt and provide comments to the applicant on its acceptability based on their respective needs.
6. The Planning and Development Department will schedule and chair a formal CKC meeting with Joint Use Agreement partners, identified CKC partners and stakeholders. This meeting will be to present, discuss and confirm a preferred CKC concept consistent with the FSSS vision and principles (see section 1).

The applicant will present and discuss the proposed concept with meeting attendees. Planning and Development will record stakeholder comments at the meeting. It is recognized that multi-party projects and detailed facility specifics may not be entirely worked out during review and discussion of future CKC sites. As a result, application to adopt or amend a plan should not be held up at this stage as additional opportunity exists for CKC partners and stakeholders to become further involved and provide input during formal circulation of the application.

7. If required, Joint Use Agreement Partners will work with the proponent to identify and resolve potential conflict among CKC partners and affected stakeholders to the greatest extent possible. The aim is to achieve consensus using an interest-based approach while having regard for the plan area timing, scale, and level of detail required for the Needs Assessment.

Documentation of CKC Needs Assessment. This phase documents the process, findings and rationale for potential / identified partnerships and determination of CKC site location and configuration within the proposed new or amended plan. *The time to complete this phase will vary by proponent preparing the Needs Assessment and overall planning context.* Steps include:

8. The proponent will document the Needs Assessment process, findings and rationale for the location and configuration of the CKC site, and any additional complementary uses located on, or adjacent to the site. *A CKC Needs Assessment document will include the following content information:*

CKC Needs Assessment Requirements

Section 1 – Process

The proponent will:

- Describe the method of consultation undertaken in preparation of the Needs Assessment;
- Identify all stakeholders identified and contacted as part of the consultation process; and
- Describe the level of stakeholder participation involved in preparation of the Needs Assessment.

Section 2 – Findings

The proponent will provide a description of:

- Site opportunities and constraints for the plan area (e.g. sightlines, low-lying areas);
- All relevant input and recommendations obtained through stakeholder consultation;
- Existing and forecasted demographics for plan area (i.e. population and current student generation numbers);

- Existing community / neighbourhood lifecycle (e.g. new development, growth, decline); and
- Projections and scenarios of expected facility timings based on consultations with applicable CKC partners and community / neighbourhood lifecycle.

Section 3 – Rationale

The proponent will provide a:

- Description of the preferred CKC development concept and site(s) based on report findings, and;
- *Preliminary CKC Concept* map to a level of detail appropriate to the land use plan in question outlining the conceptual location, size, configuration and or orientation of future potential CKC, school, park, natural area sites and major pedestrian connections.

The proponent will submit a copy of the CKC Needs Assessment in PDF electronic format on one (1) compact disk, and four (4) bound copies on 21.5 cm x 28 cm (8.5" x 11") paper to the Planning and Development Department at time of formal application

9. Needs Assessment information will be summarized within the appropriate planning application document for any newly proposed or amended land use plan. The Needs Assessment document will be submitted under separate cover as per particular land use plan requirements as part of the formal land use planning application process.

The Planning and Development Department will circulate the Needs Assessment to CKC partners, receive comments, and provide final review and recommendations to Council.

2.7 Factors Affecting CKC Needs Assessments

Planning Context

Each CKC Needs Assessment will be completed as per its own context. Circumstances from one situation to another will be unique to some degree due to the variability of factors related to the site (e.g. land ownership, size and physical environment of the proposed plan area, linkages between the plan area and other areas) and stakeholder interest with their particular business requirements. In other words, there is no exact recipe for conducting a Needs Assessment, but rather a general outline, or set of guidelines (See Section 2.6), for completion of the process and information requirements.

Authority

Joint Use Agreement Partners will determine their facility needs and or requirements in consideration of the surrounding region, service and catchment areas. However, a CKC Needs Assessment may challenge the status quo as it may indicate that fewer school sites are needed. It may identify broader community uses that could occur within or adjacent to school or park facilities, and can be used by the City to identify potential uses for City owned land adjacent to school sites. The Planning and Development Department holds final authority over review and approval of the CKC Needs Assessment.

Level of Detail

A CKC Needs Assessment will vary in the level of detail based on the particular type of plan. At the ASP or SCDB level for example, a CKC Needs Assessment will determine the general location and configuration of a CKC site as befits the associated development concept map. At the NSP or NASP level, greater detail in the location and configuration of the school / CKC site, and other complementary uses, will be developed through a separate CKC Needs Assessment.

Detailed multi-party projects and facility specifics may not (and are not expected to) be worked out during the CKC Needs Assessment process and therefore should not hold up the CKC Needs Assessment process or adoption of a plan or amendment. Reasons for this may include evolving community need(s), partnership identification and commitments, resource sources and allocation, facility staging and delivery, and final ownership, management and operational agreements.

Community Lifecycle

As a community grows, both people and their needs change. Neighbourhoods will progress through several growth stages, and as a result, residents will not all need the same services or facilities at the same time. In most cases, the findings of a CKC Needs Assessment and the resulting location and design of a future school and / or CKC site within a development concept plan will be sufficiently flexible to accommodate some change in the needs of stakeholders over time.

However, as communities age, a CKC Needs Assessment completed today may or may not be representative of the needs of affected stakeholders, or be current (relative to a number of other factors) five or ten years from today. For example, if a substantial shift in the needs of stakeholders (or partners) occurs over time, it may be necessary to update or conduct a new CKC Needs Assessment within the context of a plan amendment.

The need to update or conduct a new CKC Needs Assessment in conjunction with a plan amendment will be determined by the Planning and Development Department on a case by case basis.

2.8 Conclusion of the CKC Needs Assessment

Once the last phase of the CKC Needs Assessment preparation process (i.e. confirmation and documentation) has been completed, the proponent shall submit a draft copy of the assessment as part of their formal plan/amendment application to the Planning and Development Department.

Submission of a formal plan or amendment application to the Planning and Development Department must be complete.

Submission of the CKC Needs Assessment along with all other supporting documentation and application materials (Phase One ESA, etc.) to the Planning and Development Department shall be in accordance with those information requirements specified for a particular plan type in the City of Edmonton Terms of Reference for land use plans.

Once the formal application is deemed complete, Planning and Development will circulate the application to appropriate City Departments, participating CKC partners and appropriate outside agencies for review and comment.

Prior to the proposed land use application being advanced for Council's consideration, the proponent will update the CKC Needs Assessment and land use plan document record of the process, findings and rationale to reflect the final development concept to be adopted as well as any other new information.

Pending any final changes to the CKC Needs Assessment, the assessment will be deemed complete. The Planning and Development Department shall provide final review of the Needs Assessment in consideration of its approval.

APPENDIX

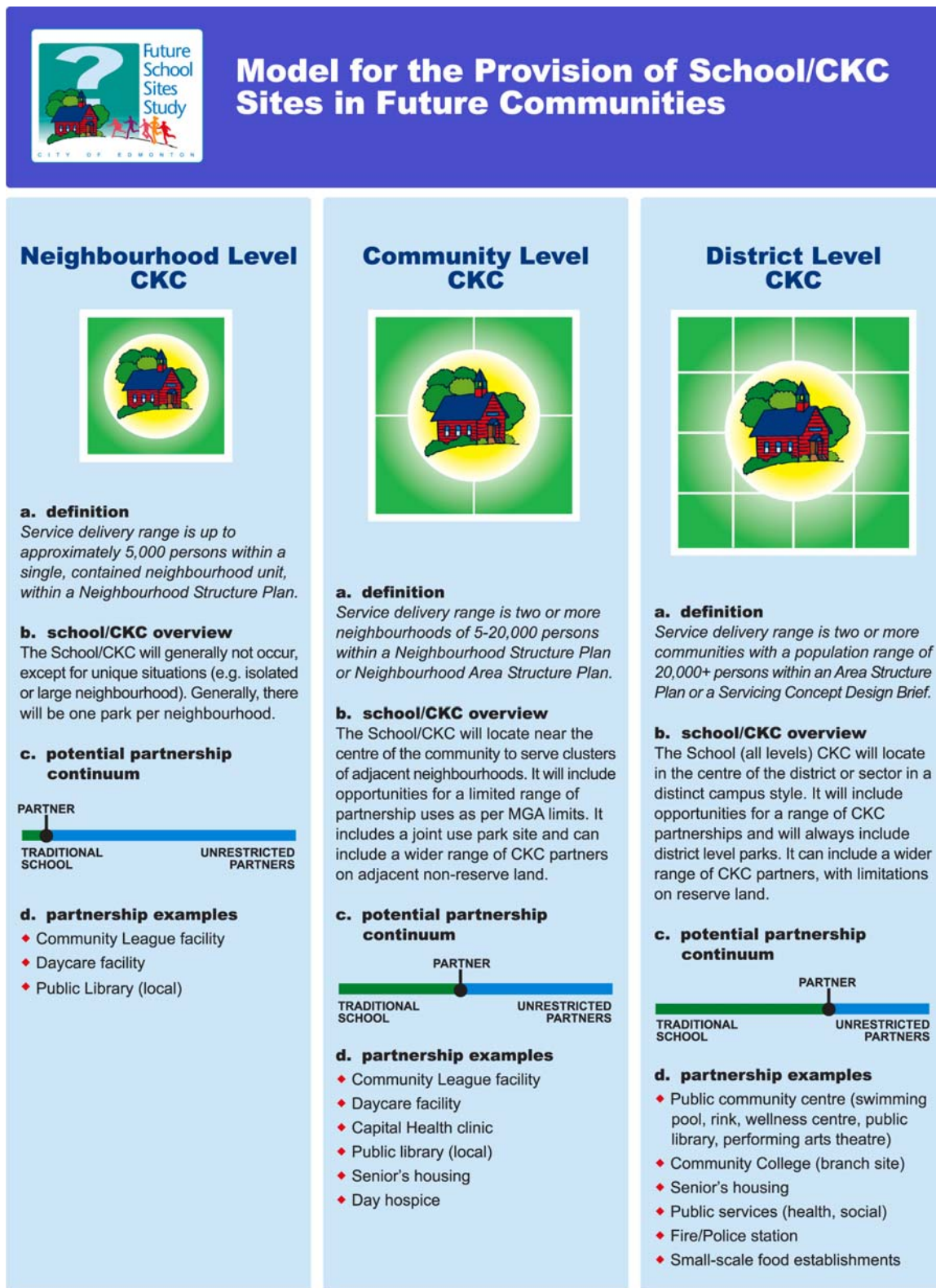
Future School Sites Study model for planning future Community Knowledge Campuses

Consistent with the FSSS vision and principles, the FSSS Working Committee developed the following model for planning future CKC sites. The CKC model is based on the following:

1. Community Knowledge Campuses (and other complementary land uses) will be located central to their catchment area and in accordance with one of three service delivery levels being the neighbourhood, community or district scale. The probability of a school and a wider range of complementary CKC uses being developed is greater for larger catchment areas than for smaller catchment areas (see Figure 2).
2. Community Knowledge Campuses (and other complementary land uses) will be located in accordance with the following “off site” criteria:
 - On sites that can be easily serviced and available early in the development of a community.
 - On sites with double roadway frontage if possible, along transit routes, and in proximity to other services; the class of roadway frontage (local, collector, arterial) will depend upon the nature of the service level, but collector frontage is preferred.
 - On sites that are highly accessible and well connected to their catchment areas, and to other services and open space areas via safe pedestrian and bicycle linkages with a view to promoting connectivity and alternatives to automobile use (see Figure 3).
3. Community Knowledge Campuses (and other complementary land uses) will be located in accordance with the following “on-site” criteria:
 - Site size, configuration and orientation will be designed to accommodate a full range of future potential needs, including space for programmable parkland, shared vehicle parking, etc.
 - Sites will have safe and sufficient, passenger drop off locations, off street parking and loading, and access and egress points.
 - Sites will be planned to facilitate shared infrastructure among partners to maximize the efficient use of land, resources and services.
 - Sites will be planned, designed and developed to create a community focal point and a strong sense of place, and that promotes the cornerstones of ‘smart choices’ being options, vitality, viability and access.
 - Sites will be designed to comply with CPTED principles and consider innovative design formats, including multi-level buildings to maximize efficient use of land.
4. Candidate CKC sites may be located on ‘reserve’ lands and ‘non-reserve’ lands with the exception of Schools which will always be located on reserve lands. Community Knowledge Campuses must be developed in accord with (the):
 - Provisions of the Alberta Municipal Government Act;
 - Alberta Building Code;
 - Edmonton Zoning Bylaw;
 - Edmonton Subdivision Authority; and
 - Joint Use Agreement.

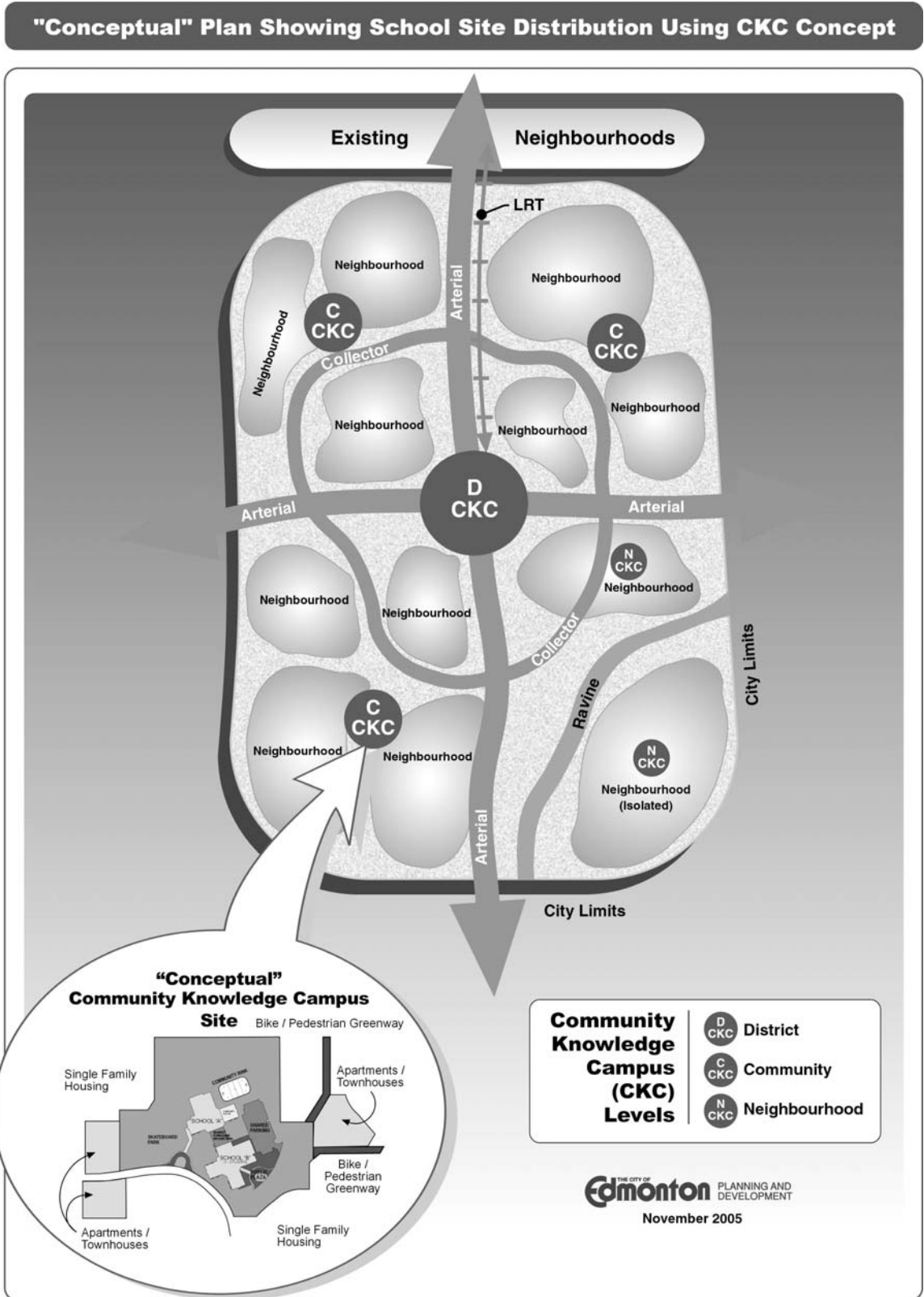
Adding partners or potential uses and activities on reserve land must be with the agreement of the Joint Use Partners, and in accordance with the MGA unless a Ministerial exemption is obtained. Where a candidate CKC site contemplates the addition of partners or potential uses and activities on non-reserve land, abutting or adjacent to reserve land, consultation must occur with Joint Use Partners.

Figure 2



Note: CKC partners on Municipal Reserve land are limited to "school/park/recreation" restrictions of the MGA. Other CKC partnerships are encouraged, but must locate on non-reserve land, remove the Municipal Reserve designation or obtain Ministerial exemption. [Municipal Reserve provisions are currently under Provincial review].

Figure 3



GLOSSARY OF TERMS

Area Structure Plan (ASP)

A statutory plan that identifies where residential, commercial, institutional and recreational sites will be located and how essential municipal services such as water and sewer systems, roads and fire protection will be provided. These plans also describe the number of people that are expected to live in the new area and how development will be staged over time.

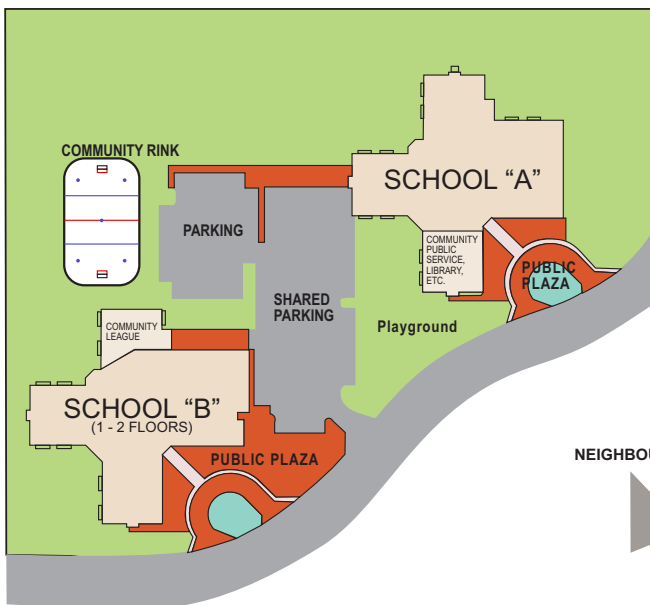
Community

A community is two or more neighbourhoods which share infrastructure and a broader range or magnitude of facilities including those typical of neighbourhood as well as churches, libraries, business ventures, expanded commercial opportunities, drop in centres, seniors facilities and/or a variety of schools.

Community Knowledge Campus (CKC)

An enhanced school site focused primarily on the provision of core educational services supplemented by complementary community partnerships, opportunities and related uses that provide a focal point within a community. A CKC may include a structure or group of structures on a site located near the centre of a community based on a single large neighbourhood or a group of neighbourhoods. The scope and scale of the CKC will be proportionate to the delivery area that it serves.

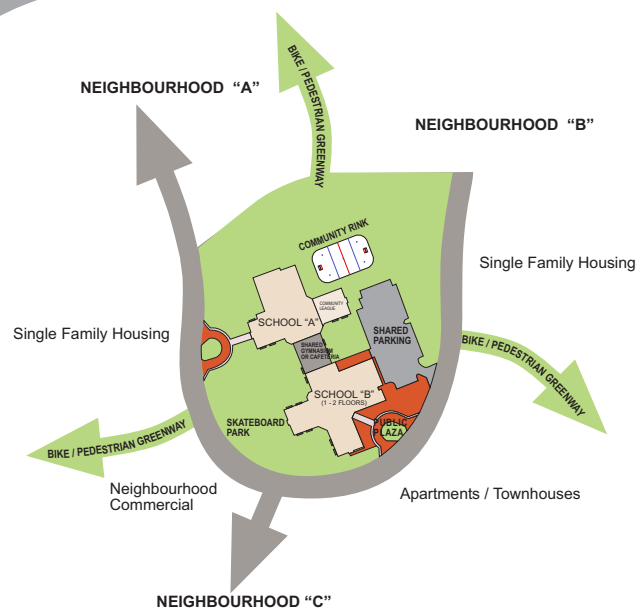
Partnership activities on a CKC site may be housed in either a *single structure* or in a *campus-like cluster* of independent or multi-use structures as illustrated below.



**Single Structure Style
CKC Site Plan**
(concept only - not to scale)

Campus Style CKC Site Plan

(concept only - not to scale)



Community League

An organization of residents living within a set geographical area and recognized by Edmonton Federation of Community Leagues.

CPTED – Crime Prevention Through Environmental Design

CPTED is a system based on three principles: natural surveillance, access control and territoriality. When applied, these can lead to a reduction in fear, incidents of crime and an improvement in quality of life.

Focal Point

A focal point is a grouping of facilities and infrastructure within a common geographical location which acts as a destination point for a variety of purposes to serve a neighbourhood or community.

Joint Use Agreement

Joint Use Agreement (JUA) is a formal, principle-based agreement. It guides the four participants - Edmonton Public Schools, Edmonton Catholic Schools, Conseil scolaire Centre-Nord No. 2 and the City of Edmonton - in planning, assembling, designing, building and maintaining schools and parks.

Municipal Government Act (MGA)

Provincial legislation setting out the procedures, types of arguments that can (and cannot) be considered in planning decisions and the rules that govern various planning processes. Sets out the authorities designated to oversee and approve developments for different areas in the Province of Alberta (e.g., the City of Edmonton develops bylaws and oversees land use in Edmonton.) Provides guidelines and parameters for municipalities to administer local improvements, set planning policies and make decisions. Establishes a hierarchy of plans (from the MGA to municipal plans and beyond). The framework outlining planning authority and procedures (plans, overlays, etc.), and in what over they are considered.

Municipal Reserve (MR)

Land the developer gives up (i.e. dedicates) at the time of subdivision under the MGA for park / school purposes. Subdivisions require setting aside Municipal Reserves.

Neighbourhood

A residential area designed as a separate unit having an appropriate mix of housing and residences complimented by shared infrastructure, roadways, commercial, school and / or parkland facilities and services.

Neighbourhood Area Structure Plan (NASP)

A small Area Structure Plan that applies to just one or two neighbourhoods. Similar to, but not to be confused with a Neighbourhood Structure Plan (NSP), an NASP is adapted to the scale of a neighbourhood providing more detail than an ASP. An NASP is approved by a bylaw of Council.

Neighbourhood Structure Plan (NSP)

A statutory plan prepared by developers for an area that will support approximately 4,000 to 7,000 people. As a “next step” to an Area Structure Plan, NSPs are more detailed plans providing information on the type, size and location of land uses such as residential, commercial, school / parkland, transportation and servicing networks. An NSP is approved by a bylaw of Council.

Not-for-Profit

Pertaining to an organization or company established for charitable, educational, or humanitarian purposes and not for making money; also called non-profit.

Open Space

All land and water areas not covered by structures, either publicly-owned or offering public access comprised of natural areas, greenways, river valley and ravine, district activity, school and community, urban village and or dispersed park space.

Outline Plan (OP)

A non-statutory industrial or residential plan. A residential Outline Plan identifies where residential, commercial, institutional and recreational sites will be located and how essential municipal services such as water and sewer systems, roads and fire protection will be provided. This type of plan also describes the number of people that are expected to live in the new area and how development will be staged over time.

Partnership

Both public and private partnership opportunities, individually or collectively, are considered project stakeholders that can both enhance and legitimize the planning process. Their particular needs and unique perspectives will involve consideration for specific programs, operational agreements, project funding models and maintenance conditions. Partnerships may come together in a number of combinations. The most common CKC partnerships include the following:

- One or more schools and a community league;
- Two schools; and
- One or more schools, a community league and a City of Edmonton recreation facility (e.g. indoor pool, ice arena, or fitness facility).

These combinations can be accommodated on reserve lands owned by JUA partners in accordance with the MGA and operated under the City of Edmonton land use zones commonly applied to school (e.g. US – Urban Service Zone) and park sites (e.g. AP – Public Parks Zone). Depending on the partners, these combinations have the advantage of shared parking areas, playing fields, outdoor and indoor ice rinks, swimming pools, gymnasiums and fitness facilities. All of these partnerships are achieved with the agreement of the Joint Use Partners (the City of Edmonton, Edmonton Public School Board, Catholic School Board and Conseil scolaire Centre-Nord No. 2).

Other potential partners and complimentary uses that may be accommodated on non-reserve lands include:

- Private schools;
- Post secondary educational institutions
- Public libraries;
- Child care facilities;
- Seniors residences and drop-in centres;
- Religious assemblies;
- Health clinics;
- Restaurants and specialty food services; and
- Fire halls, Police and Emergency Medical Response stations.

Servicing Concept Design Brief (SCDB)

Contain most of the elements of an Area Structure Plan and establish a general framework for municipal infrastructure, servicing, planning and development and environmental requirements. An SCDB is generally applied to an undeveloped suburban area considered to be an integrated planning unit. An SCDB provides civic planning information on the general placement and development of major land uses, including municipal and school facilities. Neighbourhood Area Structure Plans (NASPs) are prepared for smaller areas within the SCDB to facilitate development of individual neighbourhoods. Adopted by Council resolution and inherently flexible, SCDBs may not need to be amended in the light of new technical information, market uncertainty or differing landowners, unless amendment is necessary to comply with a rezoning proposal.

