



# Queen Elizabeth School Park Master Plan

May 1, 2019



Edmonton

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## I. EXECUTIVE SUMMARY

District Activity Parks (District Parks) contribute to the quality of life, health and wellness for the citizens of Edmonton. These parks are an integral part of the City's park system and support a wide variety of facilities, programs and open space opportunities. As a part of a district park renewal strategy developed in 2013, the Edmonton's Urban Parks Management Plan 2006-2016 (UPMP), provided strategic direction for the acquisition, design, construction, maintenance, preservation and animation of parks. District Parks are defined as "busy, active sites that serve a population primarily within a single Area Structure Plan. These parks are the primary sites for adult-sized sport fields, senior high schools and major recreation centres". In 2017, Breathe - Edmonton's Green Network Strategy replaced UPMP, but the main goal of district parks remains to plan for and sustain a healthy city by encouraging connection and integration of open space at the neighbourhood, district, city and regional levels. Parks continue to be a place where we value ecology, celebration and wellness.

District parks should accommodate a number of community needs identified in City Council approved plans and strategies including the Recreation Facility Master Plan, Outdoor Aquatic Strategy, 10-Year Arena Capital Development Strategy, WinterCity Strategy, Bicycle Transportation Plan and Updated Artificial Turf Plan. There is a requirement to develop, preserve and renew facilities and park amenities and ensure current park and facility development, maintenance and environmental standards are keeping with The Way Ahead: City of Edmonton Strategic Plan.

Mature neighbourhoods built prior to 1970 face the challenge of keeping communities liveable, lively, and vibrant when confronted with historical and demographic changes and aging infrastructure. Parks and recreation facilities are valued assets in these communities. Over half of the District Parks are in mature neighbourhoods built with infrastructure beyond its expected life cycle. At the same time, some park components such as mature trees have a significant value and are important to preserve.

A long-term strategic approach to renew District Parks located in mature neighbourhoods is provided through the District Park Renewal Program. The Program provides the renewal priorities for the 10-Year Capital Investment Agenda and 4-Year Capital Budget 2019-2022 based on an assessment and prioritization of these parks. The development of master plans with renewal priorities will provide the details required to address community needs and to align infrastructure in these parks.

This document serves as the Master Plan for the Queen Elizabeth School Park; it is supported by a development program and concept plan that respond to the recreational and community needs identified through public and stakeholder consultation. Should aspects of the plan be funded to advance into development design, further public consultation will take place followed by construction and ultimately, the realization of the Queen Elizabeth School Park Master Plan.

## II. INTRODUCTION

Queen Elizabeth School Park has been dedicated to sport, recreation and fitness for over 50 years. District parks contribute to citizens' quality of life through health, wellness, artistic, cultural, and celebratory activities by supporting a wide variety of facilities, programs and open space opportunities for residents and visitors. Through an initial park assessment, Queen Elizabeth School Park has been identified as a priority for renewal to improve infrastructure and function and reflect the changing priorities of existing park users and the community within the catchment area.

### 1. BACKGROUND

#### Parkland Classification System

The parkland classification system in the UPMP guides the City and its community development partners as they manage these beautiful spaces. This tool ensures that the park system accommodates a variety of recreational needs while integrating parks into a functioning urban environment that consists of residential, commercial, industrial and institutional land users. Each type of park identified in the classification system provides a distinct range of program opportunities and activities.

#### District Park

District Parks are busy, active sites that serve a population primarily within a single Area Structure Plan. They are primarily sites for adult-sized sports fields, senior high schools and major recreation centres. These sites are typically located in the approximate centre of an Area Structure Plan and service a population of 40,000-80,000. District Parks are prescribed to be approximately 33-35 hectares in size (depending on the program/function of the park), and located adjacent to major roadways.

The sports field component of a District Park includes regulation-sized, bookable fields that can be used by all ages. A systematic approach to sports field planning allow rectangular fields to dominate one site and diamond fields to dominate a site in a neighbouring Area Structure Plan. This focused development approach helps user groups in delivering specific types of programming (e.g., tournaments, special events etc.). However, both rectangular and diamond fields will generally be provided on each District Park.

## District Park Renewal Program

Over half of the District Parks are in mature neighbourhoods built with infrastructure beyond its expected life cycle. A long-term strategic approach to renew District Parks located in mature neighbourhoods is provided through the District Park Renewal Program. The Program provides the renewal priorities for the 10-Year Capital Investment Agenda and 4-Year Capital Budget 2019-2022 based on an assessment and prioritization of these parks. The development of master plans with renewal priorities for the 2019-2022 Capital Budget will provide the details required to address the community needs and aging infrastructure for the following parks: Glengarry District Park, Queen Elizabeth School Park and Confederation District Park.

## Park Master Plan

A Park Master Plan outlines future park uses and development using a 10 to 20-year vision and anticipates how citizens' needs may evolve over time. A master plan is conceptual in nature and does not provide detailed design, although it sets up the framework for when and how improvements may occur. The end result is a plan that strives to increase people's opportunities to experience and enjoy the park while preserving and enhancing the ecological systems in place.

## 2. OVERVIEW

Queen Elizabeth School Park is located in the Killarney neighbourhood in the north-east quadrant of Edmonton. The park is bordered by 132nd Avenue, 129B Avenue, 95A Street and 91st Street. Queen Elizabeth School Park is approximately 10 hectares in size. The park serves a catchment area of 21 neighbourhoods with a population of approximately 79 215.

Queen Elizabeth School Park supports many amenities including: Queen Elizabeth High School, Killarney Junior High School, an outdoor shale running track, tennis courts and several sports fields.

The park is intended to accommodate current and future recreation needs for local residents and the on-site schools. This park is also intended to be a recreational destination for the greater Edmonton area.



Figure 2.1 Queen Elizabeth School Park

### 3. GOAL, OBJECTIVES AND OUTCOMES

#### Goal

The goal of the master plan is to deliver a long-term strategic approach to renew this district park based on the direction provided in the District Park Renewal Program. This includes renewal targets that consider the physical condition of assets, functionality and demand capacity of the parks, recreational needs identified through public and stakeholder consultation, and operational requirements to ensure sustainability of the park.

#### Objectives

The objectives for the Master Plan include:

1. Align with The Way Ahead: City of Edmonton Strategic Plan and key supporting documents including Breathe - Edmonton's Green Network Strategy, Approach to Community Recreation Facility Planning and Winter City Strategy
2. Address the needs of citizens, educational institutions, non-profit sport, recreation and cultural organizations, and the community
3. Balance the immediate needs to renew parks with ongoing and preventative maintenance and rehabilitation based on the Risk-based Management System (RIMS)
4. Seek coordinated development opportunities within the Corporation and other partner organizations to maximize investments and minimize disruptions

## Outcomes

The outcomes identified below define what success will look like and are aligned with the City's outcomes:

- Parks are connected to their diverse communities and are a source of pride in the City
- Parks are vibrant, connected, engaging, safe, accessible, and welcoming
- Parks support a vibrant, diverse sports sector
- Parks celebrate and promote healthy living
- Parks support a diverse, creative city with a rich and vibrant arts and cultural community
- Parks are environmentally sustainable

## 4. PLANNING PROCESS

The development of the Master Plan includes programming and concept planning prior to advancing into design development, which includes an assessment of needs and stakeholder consultation. Public engagement with the citizens of Edmonton and key stakeholders is an important component throughout the development of all plans. The Public Involvement Plan was designed to involve the appropriate people at the appropriate times in appropriate ways.

The process included a variety of techniques including a needs assessment and analysis, exploration of conceptual ideas, identification of a program and priorities, public and stakeholder engagement, final recommendations and plan approval.

- The needs assessment and analysis included a research program and community input.
- The research program included demographic and participation profiles, trends analysis, analysis of nearby amenities and a review of municipal, provincial and federal strategic policy documents. A site and program analysis were completed to understand other factors and parameters. The development of a recommended concept plan was based on the needs assessment, site and program analysis, inventory of offerings in the area, understanding of future capital projects, exploration of options and reviews with key stakeholders. A second round of public engagement was held to refine and confirm the recommended Concept Plan.

Based on the public engagement, an implementation and costing plan was developed. The final phase of the plan was reviewed and approval by the joint steering committee.

### III. STRATEGIC ALIGNMENT

This section provides an overview of the documents that set the context for this master plan, at the municipal, provincial and federal levels. The master plan is in alignment with these plans and policies.

#### 1. CITY OF EDMONTON

##### **The Way Ahead, City of Edmonton Strategic Plan 2009 - 2018**

The Way Ahead focuses City efforts to deliver the greatest value of services and infrastructure that are most important to Edmontonians while managing the opportunities and challenges of our rapidly growing and changing city.

The Way Ahead guides decisions that will move us towards the achievement of the six 10-year goals and the City vision for Edmonton in 2040. The City has several integrated long-range strategic plans to advance each of these goals. The Master Plan aligns with these plans and supports the 10-year goals and corporate outcomes.

##### **Improve Edmonton's Livability (The Way We Live: Edmonton's People Plan)**

- Citizens are connected to their diverse communities and have pride in their city
- Citizens use City infrastructure and participate in services and programs that provide enjoyment and personal health benefits
- Complete collaborative communities are accessible, strong, and inclusive with access to a full range of services

##### **Transform Edmonton's Urban Form (The Way We Grow: Municipal Development Plan)**

- The City has attractive and compact physical design with diverse neighbourhoods, amenities and public open spaces
- Edmonton has sustainable infrastructure that fosters and supports civic and community needs

### **Shift Edmonton's Transportation Mode (The Way We Move: Transportation Master Plan)**

- Citizens use public transit and active modes of transportation
- The transportation system is integrated, safe and gives citizens many choices as to their mode of movement

### **Preserve & Sustain Edmonton's Environment (The Way We Green: Environmental Plan)**

- The impact of City operations on air, land, and water systems is minimized

### **Ensure Edmonton's Financial Sustainability (The Way We Finance)**

- The City has well managed and sustainable assets and services

### **Diversify Edmonton's Economy (The Way We Prosper: Economic Development Plan)**

- The City has a positive and attractive reputation that make it competitive nationally and internationally

### **The Way We Live: Edmonton's People Plan**

The Way We Live: Edmonton's People Plan, approved by City Council in 2010, acknowledges the municipal government's role in bringing people together to create a civil, socially sustainable and caring society where people have opportunities to thrive and realize their potential in a safe, attractive city. Throughout the design, development and implementation of people services, the City of Edmonton consults and works with residents and community groups to gain their views.

The Way We Live sets out six overall goals that focus on people services and quality of life issues. Edmontonians look to the City of Edmonton to promote healthy lifestyle and leisure opportunities as a means of building strong, connected communities. Each of these six goals is linked to the Master Plan outcomes for district parks:

Goal One: Edmonton is a vibrant, connected, engaged and welcoming community

Goal Two: Edmonton celebrates life

Goal Three: Edmonton is a caring, inclusive, affordable community

Goal Four: Edmonton is a safe city

Goal Five: Edmonton is an attractive city

Goal Six: Edmonton is a sustainable city

The Master Plan is also guided by several City of Edmonton plans and strategies that support The Way We Live including:

- *Urban Parks Management Plan (will be superseded by BREATHE)*
- *BREATHE: Edmonton's Green Network Strategy*
- *\*Recreation Facility Master Plan 2005 - 2015 and 5-Year Review/Update*
- *Approach to Community Recreation Facility Planning*
- *10-Year Outdoor Aquatics Strategy*
- *10-Year Arena Capital Development Strategy*
- *Joint Use Agreement and 2005 - 2015 Field Strategy*
- *WinterCity Strategy*
- *Elevate: The Report of the Community Sustainability Task Force*
- *Child Friendly Edmonton Strategy*
- *Live Active Strategy 2016-2026*
- *Age Friendly Edmonton Access Design Guide*
- *City of Edmonton Design and Construction Standards*

*\*Note: Some plans and strategies are currently being updated or created*

## 2. GOVERNMENT OF ALBERTA

At the provincial level, the relevant policy is Active Alberta 2011 - 2021. The 10-year policy includes a refocus of government initiatives challenging partners and encouraging Albertans to become more active. This policy sets out a vision for recreation, active living, and sport, which lead to a high quality of life, improved health and wellness, strong communities, economic benefits, and personal fulfillment.

Active Alberta is intended to be an effective policy. Rather than a fixed plan of action, it establishes six key outcomes to be achieved during the next ten years. These will serve as yardsticks for measuring success in the year 2021:

1. Active Albertans: More Albertans are more active, more often
2. Active Communities: Alberta communities are more active, creative, safe and inclusive
3. Active Outdoors: Albertans are connected to nature and able to explore the outdoors
4. Active Engagement: Albertans are engaged in activity and in their communities
5. Active Coordinated System: All partners involved in providing recreation, active living and sport opportunities to Albertans work together in a coordinated system
6. Pursuit of Excellence: Albertans have opportunities to achieve athletic excellence

Strategic priorities are set out under each of the outcomes, with measures of what success will look like in ten years. Implementation of the *Active Alberta Policy 2011 - 2021* will be through a collaborative effort among the three levels of government as well as sport governing bodies.

### 3. GOVERNMENT OF CANADA

The Government of Canada's Canadian Sport Policy 2012 sets a direction for the period of 2012-2022 for all governments, institutions and organizations committed to realizing the positive impacts of sport on individuals, communities and society. The 2012 Policy builds on the success of the 2002 version, which was endorsed by federal, provincial and territorial ministers responsible for sport, physical activity and recreation on June 27, 2012.

A desired outcome of Canadian Sport Policy 2012 is that both the number and diversity of Canadians participating in sport will increase over the time frame of 2012-2022. The Canadian Sport Policy 2012 sets out five broad objectives:

1. Introduction to Sport: Canadians have the fundamental skills, knowledge and attitudes to participate in organized and unorganized sport
2. Recreational Sport: Canadians have the opportunity to participate in sport for fun, health, social interaction and relaxation
3. Competitive Sport: Canadians have the opportunity to systematically improve and measure their performance against others in competition in a safe and ethical manner
4. High Performance Sport: Canadians are systematically achieving world-class results at the highest levels of international competition through fair and ethical means
5. Sport for Development: Sport is used as a tool for social and economic development, and the promotion of positive values at home and abroad

A Framework for Recreation in Canada 2015: Pathways to Wellbeing, provides a refreshed look at what recreation means and explores the challenges and benefits of recreation today. The framework provides a vision and suggests some common ways of thinking about the renewal of recreation, based on clear goals and underlying values and principles.

The Framework includes four goals that are applicable to the Master Plan and priorities for action under each goal. These goals are to:

1. Foster active, healthy living through recreation
2. Increase inclusion and access to recreation for populations that face constraints to participation
3. Help people connect to nature through recreation

4. Ensure the provision of supportive physical and social environments that encourage participation in recreation and build strong, caring communities

The Framework was endorsed by Provincial and Territorial Ministers (excluding Quebec) and supported by the Government of Canada in 2015.

## IV. PLANNING CONTEXT: PEOPLE AND THEIR INTERESTS

### 1. DEMOGRAPHICS, TRENDS AND BEST PRACTICES

The following section provides the community context for the planning and renewal of Queen Elizabeth School Park. The key factors for consideration are that the Park is located within a mature neighbourhood and has a catchment area that includes 21 different neighborhoods.

#### Demographic Data

The 2016 Edmonton Civic Census was used to examine the population trends of the Queen Elizabeth School Park surrounding neighbourhoods. The statistics for the catchment area provides key information on the social structure of the population, age characteristics and other key demographic indicators that reveal the diverse composition in this area.

#### Mature Neighbourhood

Queen Elizabeth School Park falls within the Mature Neighbourhood Overlay, primarily neighbourhoods built before the 1970's. These neighbourhoods, including their recreation facilities and parks, are challenged with keeping their communities liveable, lively, and vibrant when confronted with historical and demographic changes, and aging infrastructure.

#### Catchment Area

The catchment area of the Queen Elizabeth School Park includes the neighborhoods identified in Figure 4.1. Based on the 2016 Municipal Census survey, the total population of Queen Elizabeth School Park catchment area was approximately 79,215.

# Queen Elizabeth School Park - Catchment Area

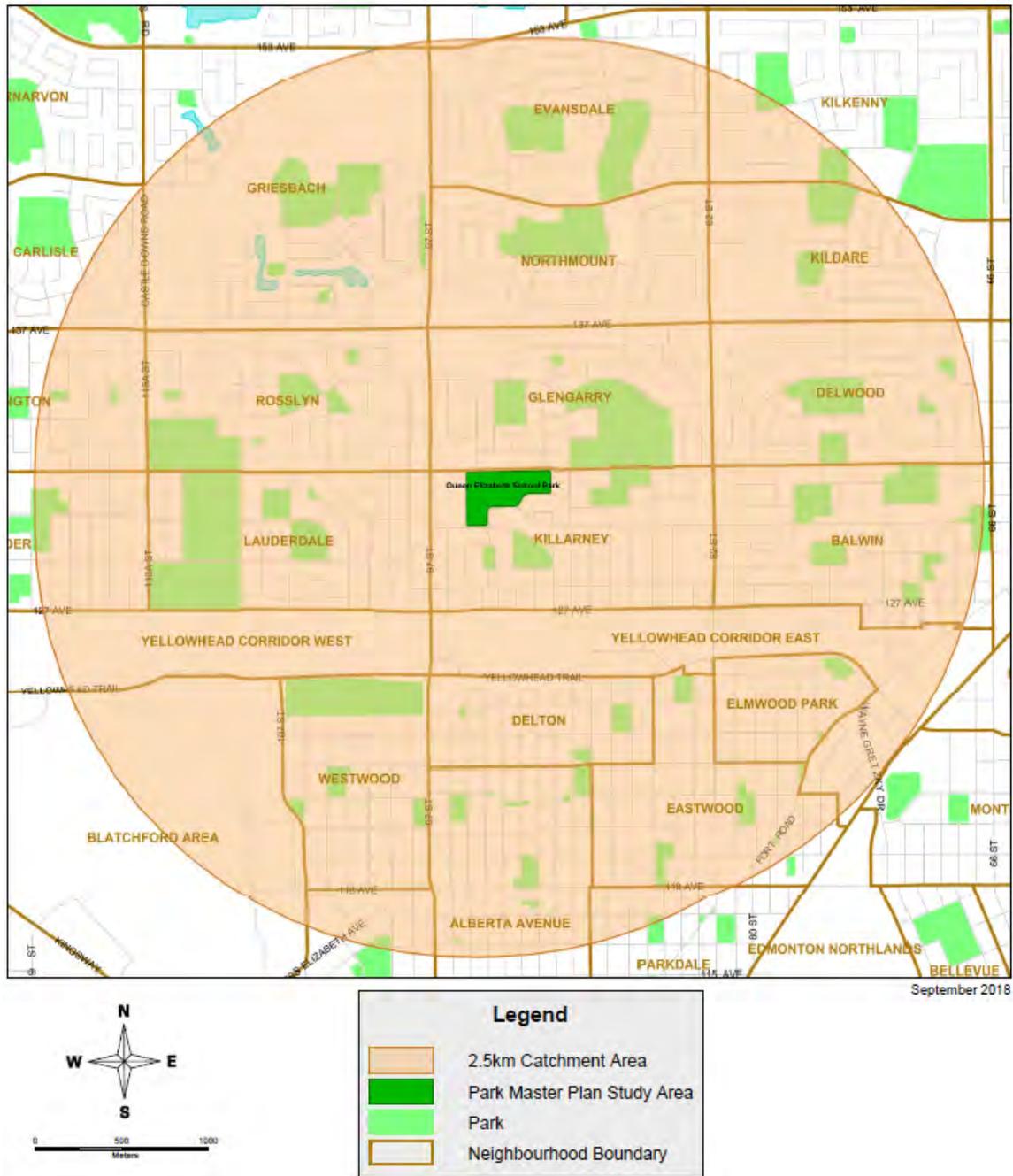


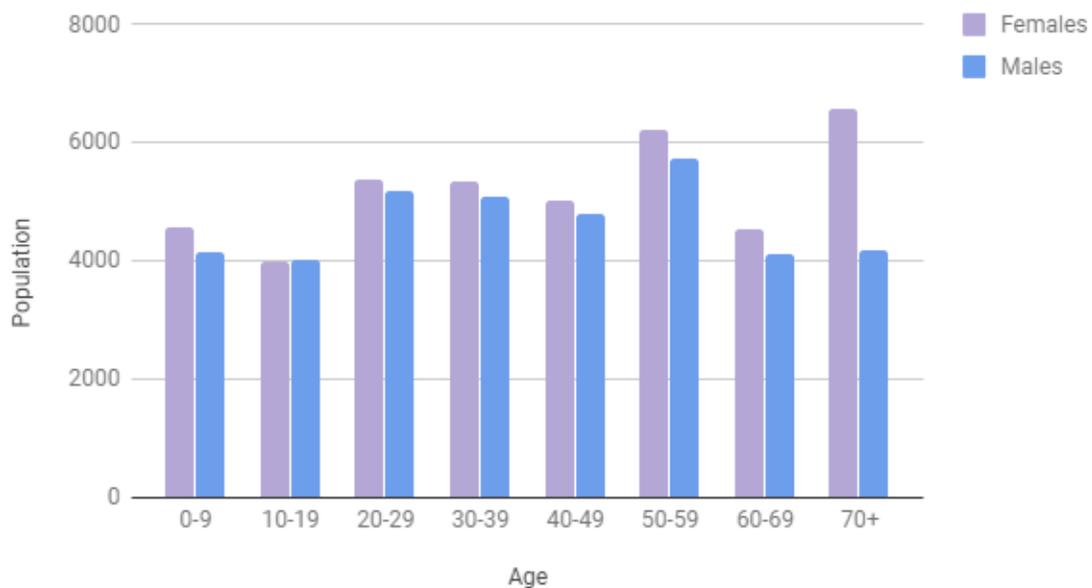
Figure 4.1 Queen Elizabeth School Park - Catchment Area

## Age

Chart 1 illustrates the population by age and gender. The Queen Elizabeth School Park catchment area distribution shows the following:

- There are significantly more women aged 70+ than men aged 70+
- 14.8% of people in this area are age 70+ compared to 9.3% city-wide

**CHART 1: DEMOGRAPHICS OF THE QUEEN ELIZABETH SCHOOL PARK CATCHMENT AREA (2016 MUNICIPAL CENSUS)**



Source: [https://www.edmonton.ca/city\\_government/facts\\_figures/municipal-census-results.aspx](https://www.edmonton.ca/city_government/facts_figures/municipal-census-results.aspx)

## Housing

56% of the residents in the catchment area reported living in a single-detached dwelling compared to the rest of the city at 49%

## Languages

Edmonton is high in linguistic diversity; 67% of residents within Queen Elizabeth School Park catchment speak English as their first language. 3.4% of people within this catchment area speak French as their first language. Other prominent languages in this catchment area are as follows:

- 4.2% speak Arabic as their first language, compared to 1.9% city-wide
- 3.4% speak Ukrainian as their first language, compared to 1.4% city-wide

## Employment

- The Queen Elizabeth School Park catchment area has more retired people (19%) than the City's average (14%)
- The unemployment rate in this catchment area is 7.5% compared to 5.6% city-wide.

## Trends and Best Practices

The analysis of trends and best practices is a critical factor in park and recreation facility planning. An understanding of past and emerging trends helps the City of Edmonton anticipate future demand for parks, recreation facilities and the program needs of both. The values and attitudes that people place on leisure influences participation, the environment, willingness to pay for services, and expectations to support those with special needs.

Trends in recreation services are continually evolving and require providers to remain current on activity preferences, societal shifts, and other factors that impact demand. Trends and recommendations:

- Low physical activity among children and youth (5 to 17 years) is an opportunity area.
- While many structured or organized activities remain important, there is an increasing demand for more flexibility in timing and activity choice. People are seeking individualized, informal pursuits that can be done alone or in small groups, at flexible times, often near or at home. This trend suggests that ensuring adequate, spontaneous opportunities for recreation are available is as important as planning for traditional structured programming.
- Recreation consumers in Edmonton have a variety of interests and motivations and demand more tailored activities. Therefore, it is essential to adapt to changing interests and activity preferences in recreation provision.
- As Edmonton continues to grow and evolve, there will be continued demand for inclusive recreational and leisure opportunities that reflect an increasingly multicultural and diverse population.
- Time constraints, cost, lack of interest/motivation, health, and location/transportation are common barriers to recreation participation in Edmonton. Using a combination of direct and indirect recreation provision, partner organizations, design, site locations, and a variety of amenities and services all help reduce barriers to recreation.
- Older adult populations are diverse with evolving needs, attitudes, and preferences. This intricate need may require a balance of provision of dedicated facilities with

- those that are intended to be intergenerational.
- Partnerships help to support diverse needs. Partnerships include other public-sector organizations, private-sector developers and a wide range of non-profit organizations.
  - Parks and green spaces contribute to citizen's perception of quality of life and benefits to the community.
  - Parks provide a sense of place in the community and improve the image and livability of a neighbourhood.
  - Perceptions of safety in parks and neighbourhoods and lack of opportunities near people's homes are barriers to participation.
  - Increasing demand for safe and inviting places to walk, wheel and cycle.
  - Parks are a major contributor to individual and community health.
  - More importance is being placed on recreation and physical activity as part of a healthy lifestyle.
  - Government policies promote healthy living and increased physical activity.
  - 61% of Edmontonians state walking/jogging their main activity of active recreation.
  - Walking is a highly desired physical activity with a low cost, individual and group opportunities offering flexibility.
  - Desire for more nature based activities and recognition of nature's contribution to mental health.
  - Growing disconnect between children and nature, fewer children playing outside for several reasons.
  - Parental enjoyment of an activity is associated with higher levels of participation by their children.
  - Desire for more winter activities.
  - Increased demand and use of dog parks that serve as a social hub. Amenities included should provide physical activity for people and dogs.

## 2. PUBLIC CONSULTATION

### Public Consultation

The Public Involvement Plan (PIP) for this project was developed in 2016 and identifies three stages:

1. Sharing Ideas: A community needs assessment that defines the needs and priorities for the park
2. Exploring Options: Testing concepts based on community need to develop a Park Master Plan
3. Setting the Direction: Sharing the final Park Master Plan

The results and findings from the public involvement have been compiled in separate “What We Heard” document.

**Key Stakeholders and Organizations:**

- Residents and businesses in the 2.5km catchment area
- Killarney Junior High School
- Queen Elizabeth High School
- Edmonton Public School District
- Area 2 Council
- Sports Groups (Local)
- Sport Groups (City Wide)
- Killarney Community LeagueCommunity Leagues within 2.5Km catchment
- City of Edmonton Operations - Parks and Road Services

**Stage 1: Sharing Ideas**

The goal of information gathering in stage 1 was to understand how people currently use the park, what elements of the park are working well and what could be improved to support future use of the site.

**Qualitative Survey**

As part of the public involvement activities in stage 1 qualitative data was collected through a survey that was available online and in hard copy. The online survey was live from October to December 2016. Paper versions of the survey were distributed at the October 19th, 2016 public information session, the on-site leisure centre, daycare centre, and at follow up Stakeholder meetings. The results of that survey were compiled and were used to support concept development.

**Public Involvement Activities**

Meetings with stakeholder groups were held to gather additional information about the District Park. Stakeholder meetings with Parks and Road Services, Queen Elizabeth High School and Killarney Junior High School were completed.

A public open house was held October 19th, 2016 for Glengarry District Park and Queen Elizabeth School Park at St. Cecilia Junior High School. Feedback from this event was obtained through the survey.

Open House Advertising Methods	
Sign Postings	<ul style="list-style-type: none"> <li>▪ Changeable copy signs (137th Avenue and 97th Street; 127th Avenue and 113A Street) &amp; the O'Leary Fitness and Leisure Centre sign</li> <li>▪ 16 Edmonton Transit System bus shelters in the immediate area around Glengarry District Park and Queen Elizabeth School Park</li> </ul>
Electronic Distribution	<ul style="list-style-type: none"> <li>▪ Project website on edmonton.ca</li> <li>▪ Glengarry Community League Facebook page</li> <li>▪ City of Edmonton Facebook and Twitter account notifications</li> <li>▪ Public engagement calendar</li> <li>▪ Email invitations to on-site schools and sport user groups</li> </ul>
Paper Distribution	<ul style="list-style-type: none"> <li>▪ Posters were on display in O'Leary Fitness and Leisure Centre, Grand Trunk Leisure Centre, Glengarry &amp; Grand Trunk Arenas</li> <li>▪ Flyers were distributed to households throughout the 2.5 km catchment area</li> <li>▪ Examiner/Metro paper ads</li> <li>▪ Community Recreation Coordinators distributed information electronically to community contacts to share, and posted information in the "Neighbourhoods Park Bench" newsletter</li> <li>▪ Community League Newsletters</li> <li>▪ Edmonton Sports Council Newsletter</li> <li>▪ Flyers were given to Glengarry Child Care Society to hand out to parents</li> </ul>
Community Distribution	<ul style="list-style-type: none"> <li>▪ St. Cecilia Junior High School made an announcement on the day of the event</li> </ul>
City Internal Distribution	<ul style="list-style-type: none"> <li>▪ 311 and City Councillors notified</li> <li>▪ Electronic invites to Project Team and Steering Committee</li> </ul>

Survey Distribution Methods	
Electronic Surveys	<ul style="list-style-type: none"> <li>▪ Electronic links sent to on-site schools, sport user groups, Edmonton Catholic School District, Community Leagues and City of Edmonton Glengarry Community Services Building</li> <li>▪ Electronic link sent to Project Team</li> <li>▪ Electronic links sent to Area 2 Council and business cards with the link handed out at Area Council meeting on November 7, 2016</li> <li>▪ O'Leary Fitness and Leisure Centre sign advertised the electronic surveys</li> <li>▪ Project website on edmonton.ca contained the link</li> <li>▪ Business cards with the link to the project website were handed out at the open house on October 19, 2016.</li> </ul>
Paper Surveys	<ul style="list-style-type: none"> <li>▪ Paper copies sent to Glengarry Community League</li> <li>▪ O'Leary Fitness and Leisure Centre sign advertised the paper copies available within the Leisure Centre</li> </ul>

## Stage 2 Exploring Options

### Spring 2017 Stakeholder Workshops

Workshops were held with internal and external key stakeholders to develop a program for the park, including key features and activities to be included in the concept plan.

Invitations to the workshops were sent via email to key stakeholders and were followed up with phone calls when necessary. The following groups were invited:

- Internal stakeholder workshop - Parks and Road Services, Arena Operations, Community Recreation Facilities, Citizen Services, Edmonton Public School Board and the administration of both on site schools.
- External stakeholder workshop - Glengarry Community League and the Killarney Community League as well as the on site sport users groups.

Following the internal workshop it was determined that additional feedback on park operations, standards and usage patterns would be beneficial for shaping the concept plans. Meetings were held with Transportation, Winter City, Parks and Road Services and Sports Field Bookings.

Following the external workshop it was determined that additional feedback from park users

would also be beneficial. Student engagement sessions were held at Killarney Junior High School.

### **Fall 2017 Internal Stakeholder Meetings**

Concept plans were created based on the feedback gathered in the spring session. In September 2017 an internal stakeholder meeting was held to present the draft preliminary concept plans. A survey followed this meeting to determine support for the elements put forth from an operations and City standards perspective. The feedback from the internal stakeholder meeting contributed to the refinement of the preliminary concept plans into one preferred concept plan.

### **Fall 2017 External Stakeholder Meetings**

The preferred concept plan was presented to external stakeholders to illustrate how the feedback from the spring sessions helped to shape the design. Meetings were held with school administration at Queen Elizabeth High School. Information gathered at this meeting contributed to the refinement of the preferred concept plan into the final concept plan.

### **November 7, 2017 Public Open House**

The Public Open House provided an opportunity to present the preferred concept plan to the public and to determine if it incorporated the community vision and principles as well as project considerations (strategic alignment, site and program analysis, people and their interests, operations and maintenance). Comments were collected through a survey that was available at the event and at the O'Leary Fitness and Leisure Centre in hard copy. The survey was also available online from November 9 to 22, 2017 . The results of this survey contributed to refinements of the preferred concept plan to create the final concept plan.

The following methods were used to advertise the open house:

<b>Open House Advertising Methods</b>	
Signage	<ul style="list-style-type: none"> <li>▪ Changeable copy signs (137th Avenue and 97th Street; 127th Avenue and 113A Street)</li> </ul>
Electronic Distribution	<ul style="list-style-type: none"> <li>▪ City of Edmonton Project website on edmonton.ca</li> <li>▪ Emailed invitations to on-site schools, sport user groups and community leagues</li> <li>▪ Glengarry Community League advertised on their Facebook page</li> <li>▪ City of Edmonton Facebook and Twitter account notifications and public engagement calendar</li> <li>▪ Community Recreation Coordinators distributed</li> </ul>

	<p>information electronically to community contacts</p> <ul style="list-style-type: none"> <li>▪ Sportsfield Bookings distributed information electronically to sportsfield user groups.</li> </ul>
Paper Distribution	<ul style="list-style-type: none"> <li>▪ Postcards were distributed to households throughout the 2.5 km catchment area</li> <li>▪ Examiner/Metro paper ads</li> </ul>
City Internal Distribution	<ul style="list-style-type: none"> <li>▪ 311</li> <li>▪ Electronic invites to Project Team and Steering Committee</li> </ul>

Survey Distribution Methods	
Electronic Surveys	<ul style="list-style-type: none"> <li>▪ Electronic links sent to on-site schools, sport user groups, Edmonton Catholic School District and Community Leagues</li> <li>▪ Electronic link sent to Project Team</li> <li>▪ O'Leary Fitness and Leisure Centre sign advertised the electronic surveys</li> <li>▪ Community Recreation Coordinators distributed information electronically to community contacts</li> <li>▪ Project website on edmonton.ca contained the link</li> </ul>
Paper Surveys	<ul style="list-style-type: none"> <li>▪ Paper copies sent to Glengarry Community League</li> <li>▪ Paper copies were available at O'Leary Fitness and Leisure Centre</li> </ul>

### Stage 3 Setting the Direction

The engagement results from Stage 1 and 2 have informed the final concept plan included in this master plan document. Additional engagement will take place if the project is approved to move forward into the design and build phase.

## V. SITE AND PROGRAM ANALYSIS

The site and program analysis contributes to the foundation for the master plan by defining the development (renewal) context for Queen Elizabeth School Park. The site context section describes the overall site conditions, the site inventory, analysis, and use section describe aspects of the park related to master plan opportunities in more detail.

### 1. SITE CONTEXT

Queen Elizabeth School Park is located in the Killarney Neighbourhood. The land that makes up this neighbourhood has been part of Edmonton since 1913. Lands adjacent to 97th Street were subdivided as early as 1911. The remainder of the neighbourhood was subdivided in the late 1950s and the bulk of Killarney's development took place shortly thereafter.

The Killarney neighbourhood features a range of housing types. Single-detached homes account for approximately one third of residential units and the remainder is split fairly evenly between semi-detached homes, row housing, and low-rise apartments. The neighbourhood's commercial properties are located along 82nd and 97th Streets, which form the eastern and western boundaries of the neighbourhood respectively. The Yellowhead Highway lies directly to the south of the neighbourhood.

The name of the neighbourhood is taken from the Town of Killarney in Ireland. Killarney is the anglicized version of Cill Airne, which translates to "church of the sloes." A "sloe" is the small purplish fruit of the blackthorn bush. The name aligns with other Irish names for neighbourhoods within the area, including: Kilkenny, Kildare, and Londonderry.

The park is approximately 10 hectares and accommodates Queen Elizabeth High School and Killarney Junior High School, sports fields, ball diamond, a running track and tennis courts. Figure 5.1 provides an overview of the site amenities and features described.

## Queen Elizabeth School Park

9425 - 132 Avenue NW



Figure 5.1: Queen Elizabeth School Park - Amenities as of 2018

Queen Elizabeth School Park is made up of three parcels. Two of the parcels are owned by the Edmonton Public School Board and one belongs to the City of Edmonton. The legal description of park is Block 32, Plan 4542kS

The zoning for Queen Elizabeth School Park Site is as follows:

- Public Parks Zone (AP), The purpose of this zone is to provide an area of public land for active and informal recreational uses.
- Urban Services Zone (US), The purpose of this zone is to provide for publicly and privately-owned facilities of an institutional or community service nature.

Figure 5.2 illustrates the zoning and ownership of Queen Elizabeth School Park.

## Queen Elizabeth School Park - District Activity Park Killarney NBHD



Figure 5.2 - Queen Elizabeth School Park Zoning

Table 5.1: Inventory of Community Organizations, Recreation Programs and Amenities in Catchment Area

Inventory of Community Organizations, Recreation Programs and Amenities in Catchment Area	
Organization/Amenity	<i>Programs and services offered</i>
Glengarry Arena	<ul style="list-style-type: none"> <li>▪ Public indoor skating</li> <li>▪ Sport bookings (hockey, ringette, figure skating etc.)</li> </ul>
O'Leary Fitness and Leisure Centre	<ul style="list-style-type: none"> <li>▪ Community swim times</li> <li>▪ Swim lessons</li> <li>▪ Drop-in lane swimming</li> <li>▪ Aquatic Fitness Classes</li> <li>▪ Indoor Playground</li> <li>▪ Fitness Centre</li> </ul>
Queen Elizabeth High School (on site)	<ul style="list-style-type: none"> <li>▪ Cross country</li> <li>▪ Volleyball</li> <li>▪ Basketball</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Swim team</li> <li>▪ Soccer</li> <li>▪ Football</li> <li>▪ Snowshoeing</li> <li>▪ Cross country skiing</li> <li>▪ Archery</li> <li>▪ Curling</li> <li>▪ Snorkeling.</li> </ul>
Archbishop O’Leary High School	<ul style="list-style-type: none"> <li>▪ Football</li> <li>▪ Rugby</li> <li>▪ Basketball</li> <li>▪ Hockey</li> <li>▪ Snowboard and ski club</li> <li>▪ Cross country skiing</li> <li>▪ Archery</li> <li>▪ Tennis</li> <li>▪ Cross country</li> <li>▪ Soccer</li> <li>▪ Track and field.</li> </ul>
Killarney Junior High School (on site)	<ul style="list-style-type: none"> <li>▪ Basketball</li> <li>▪ Cross country running</li> <li>▪ Soccer</li> <li>▪ Badminton</li> <li>▪ Volleyball</li> <li>▪ Track and field</li> </ul>
St Cecilia Junior High School	<ul style="list-style-type: none"> <li>▪ Soccer</li> <li>▪ Volleyball</li> <li>▪ Soccer</li> <li>▪ Badminton</li> <li>▪ Track and field</li> <li>▪ Wrestling</li> <li>▪ Cross country running</li> <li>▪ Basketball.</li> </ul>
Killarney Community League Licence Land	<ul style="list-style-type: none"> <li>▪ Outdoor skating rink</li> <li>▪ Family fun evenings</li> <li>▪ Recreation classes- fitness and yoga classes</li> </ul>
Neighbourhoods in catchment area  Neighbourhood parks within the 2.5km catchment area of Queen Elizabeth School Park have community leagues	<ul style="list-style-type: none"> <li>▪ Killarney Community League 8720-130A Avenue</li> <li>▪ Lauderdale Community League 12937 107<sup>th</sup> Street outdoor rink, basketball courts</li> <li>▪ Kilkenny Community 14910 -72<sup>nd</sup> Street</li> <li>▪ Rosslyn Community 11015-134<sup>th</sup> Avenue</li> <li>▪ Delwood Community League 7515 Delwood Rd NW - outdoor rinks</li> </ul>

that provide outdoor amenities that serve the greater community as listed to the right	<ul style="list-style-type: none"> <li>▪ Northmount Community Centre 9208 140 AVE - outdoor rink</li> <li>▪ Evansdale Community League 9111 150 Ave NW</li> </ul>
Northgate Edmonton Seniors Association	Programs for seniors

#### Other nearby District Activity Parks with Recreation Facilities

<i>District Park/facility</i>	<i>Programs and services offered</i>
Glengarry District Park 8804 132 Ave NW	<ul style="list-style-type: none"> <li>▪ Outdoor running track</li> <li>▪ Sports fields</li> <li>▪ Tennis courts</li> <li>▪ Glengarry Arena</li> <li>▪ O'Leary Fitness and Leisure Centre</li> <li>▪ Glengarry Community Hall and outdoor skating rink</li> </ul>
Grand Trunk Park 13025 112 St NW	<ul style="list-style-type: none"> <li>▪ Grand Trunk Fitness and Leisure Centre</li> <li>▪ Tennis Courts</li> <li>▪ Sports fields</li> <li>▪ Grand Trunk Arena</li> <li>▪ Lauderdale Off Leash Dog Park</li> </ul>
Londonderry Athletic Grounds 14520 66 St NW	<ul style="list-style-type: none"> <li>▪ Outdoor running track</li> <li>▪ Tennis courts</li> <li>▪ Sports fields</li> <li>▪ Londonderry Arena</li> <li>▪ Londonderry Fitness and Leisure Centre</li> </ul>

## Existing plans within area

### Mature Neighbourhood Overlay

The purpose of this Overlay is to regulate residential development in Edmonton's mature residential neighbourhoods, while responding to the context of surrounding development, maintaining the pedestrian-oriented design of the streetscape, and to provide an opportunity for consultation by gathering input from affected parties on the impact of a proposed variance to the Overlay regulations.

### Medium Scale Residential Infill Overlay

The purpose of this Overlay is to accommodate the development of medium-scale infill housing in Edmonton's mature residential neighbourhoods in a manner that ensures

compatibility with adjacent properties while maintaining or enhancing a pedestrian-friendly streetscape.

### **City of Edmonton Capital Projects in Killarney Neighbourhood**

There are currently no capital projects in the Killarney neighborhood.

### **School Modernizations**

Queen Elizabeth High School is included on Edmonton Public School District's 2020-2023 Three-Year Capital Plan for replacement or modernization. At this time it has not been determined if the school will be replaced or modernized and what the impacts to the site may be.

## **2. SITE INVENTORY, ANALYSIS AND USE**

### **Condition Assessment**

As the City's infrastructure ages, more maintenance and rehabilitation is often required to ensure that infrastructure is performing well and continuing to meet the needs of citizens. At the same time, Edmonton is a growing city and demands arise for new infrastructure to support its growth.

To examine the state and condition of the City's assets, each asset is rated according to its physical condition, demand capacity, and functionality.

Physical - condition of an infrastructure element that enables it to meet the intended service levels. RIMS is a tool that assists in the assessment of rehabilitation needs of the City and the allocation of renewal funds across the various infrastructure assets to ensure long-term value.

This proactive infrastructure evaluation approach helps with decisions about repairs – what is needed, where and when – to keep rehabilitation and construction costs as low as possible and make the most of capital assets.

Demand Capacity – ability of an infrastructure element to meet program delivery requirements.

Service Ratios within a geographic catchment area (40,000 – 80,000 for district park)

Functionality - capacity of an infrastructure element to meet service requirements.

Functional improvements relate to user demand (interest, trends, demographics), standards (sport regulations, health, safety, accessibility, environment) and space needs (functional capacity, land availability) – these factors are all considered in the development of the Master Plan.

### District Park Renewal Targets

District Park Renewal targets require a balance between immediate needs and ongoing preventative rehabilitation and have been developed to compare the existing state of a district park with the desired target. Renewal targets align with RIMS and consider the overall physical condition, functionality and demand capacity for each park.

The overall physical condition for each district park site has been evaluated based on a “super report” which averages the physical condition of the five key park asset types (access and circulation, furniture, playground, protection and sports fields). The scoring is done using a matrix of 1 to 5. The renewal target for parks is a Park Condition Assessment Score greater than 3.4.

Table 5.2 Park Condition Assessment

Assessment Types	Definition	District Park Renewal Targets
Physical Condition	<p>The overall Physical Condition for Queen Elizabeth School Park based on the Park Condition Report is 3.48 for the key park type asset types:</p> <ul style="list-style-type: none"> <li>● Access and Circulation 3.13</li> <li>● Protection 3.13</li> <li>● Sports Fields 3.55</li> <li>● Playground n/a</li> <li>● Furniture 3.67</li> </ul>	<p>Using a proactive infrastructure evaluation - RIMS</p> <p>Park Condition Assessment Score greater than 3.4 (scoring based on 5-point rating, 5 being the best)</p> <p>Utility improvements addressed</p>
Functionality		<p>Maximizing opportunities within Park Renewal Program</p> <p>Outcomes</p> <ul style="list-style-type: none"> <li>▪ Access and Circulation</li> <li>▪ Sport</li> <li>▪ Recreation and Play</li> <li>▪ Arts, Culture and Celebration</li> <li>▪ Environmental Sustainability</li> </ul>
Demand Capacity	Population in the 2.5km catchment area is 79,215	Service Level Target: 40,000 - 80,000 population / district park

Figure 5.3: Queen Elizabeth School Park - Inventory and Analysis



## Access and Circulation Activities

### Access and Circulation Context

As is the case with many district parks, parking and traffic are a concern for users and the surrounding residents. The north side of the park is bordered by 132nd Avenue. In addition to residential and commercial traffic, this street is very busy with staff and students travelling to the five schools located between 82nd Street and 97th Street. The south, east and west sides of the park are adjacent to, or across the street from residences.

### Vehicle Access and Parking

There is no parking lot on site that is dedicated for users of the park. Queen Elizabeth High School has a staff parking lot on the north side of the site, in front of the school with direct access to 132nd Avenue, and a staff parking lot to the south, with access to 95A Street. Killarney Junior High School has a small staff parking lot on the southeast side of the school with access to 131st Avenue. Park users are not allowed to use the staff parking lots during school hours and there may be some parking restrictions after hours; however, with the exception of 132nd Avenue, on-street parking is available on all of the local roads surrounding the park.

Stakeholders raised concerns about the flow of traffic in the staff parking lot north of Queen Elizabeth School. During school drop-off and pick-up times, it can become congested with traffic backed up along 132nd Avenue for blocks. Vehicle access to Killarney Junior High School along 90th Street can also become congested during school drop-off and pick-up times.

### Pedestrian Connections

Pedestrian circulation around the entire perimeter of the park is provided by sidewalks supported by crosswalks and crossing lights. Significant pedestrian traffic occurs between the two schools along the sidewalk on the south side of 132nd Avenue. Connections along 132nd Avenue from Queen Elizabeth School Park to adjacent parks and amenities is poor with disjointed sidewalk alignments along adjacent service roads and commercial parking lots.

Key pedestrian crossings include signalized (flasher) pedestrian crossings at 91st Street and 132nd Avenue (in front of Killarney Junior High School), 95th Street and 132nd Avenue (in front of Queen Elizabeth High School) and a marked crosswalk located at 94A Streets along 129B Avenue (south side of the park). Numerous unmarked crosswalks are located at 91st Street and 131st Avenue, 93rd Street and 130th Avenue and 95A Street and 129B Avenue.

The two signalized pedestrian crossings that traverse 132nd Avenue, connecting the park to the residential areas in the north; these are highly used by students walking to and from the schools. The crossing by Queen Elizabeth High School does not have a proper sidewalk connection on the north side of 132nd Avenue, and on the south side, the crosswalk leads pedestrians directly into the school parking lot, requiring them to unsafely cross the lot to reach the school entrance. The crossings by Killarney Junior High School do not have proper sidewalk connections along the north side of 132nd Avenue. The pedestrian refuge areas along the boulevard between the Avenue and service lane are inaccessible without correct curb ramps and the existing alignment of these pedestrian crossings does not meet the requirements of the City of Edmonton Design and Construction Standards.

Stakeholders from Killarney Junior High School discussed the opportunity to have a crosswalk located in front of their school, on 91st Street. Many parents drop their children off on the east side of 91st Street and because of the heavy traffic during drop off and pick up times, the school feels the lack of a crosswalk is a safety concern.

In the southwest corner of the park at 95A Street, a pedestrian ramp is located on the south side of 129B Avenue, indicating a pedestrian crossing opportunity. Being located at a T intersection, this crossing requires signage and pavement line marking, which are not present.

Concerns regarding the safety of these crossing points were identified to City of Edmonton Departments for further review.

### **Trails/Active Transportation**

There are currently no designated pathways through the park site. Numerous desire lines of pedestrians cutting through the park are evident, including: a pathway between Killarney Junior High School and Queen Elizabeth High School, a route through the north soccer field, a pathway south of Queen Elizabeth High School to 94A Street and 130th Avenue (Figure 5.4), and a connection along the north side of the park inside the park fencing along 132nd Avenue. A chain link fence surrounding the majority of the park restricts the access points to a few key intersections and crossing locations.

**Figure 5.4: Pedestrian Shortcut to 94A Street and 130th Avenue****Signage and Wayfinding**

The park's signs consist of traffic and parking signage, bylaw signage, and tennis court usage signage, located within the parking lots and in front of the schools. Park identification and wayfinding signage to name the park and to direct park users to the various areas and amenities is not present on the site.

**Park Lighting**

Queen Elizabeth School Park does not have any park light with exception to the tennis court lights. Ambient light sources come from adjacent-street lighting, school building and parking lot lighting. Tennis court lighting is shown in Figure 5.5.

Figure 5.5: Tennis Courts



### Crime Prevention Through Environmental Design

Crime Prevention Through Environmental Design (CPTED) helps make communities safer through neighbourhood planning, development, and maintenance. CPTED deters criminal activity through natural surveillance (visibility, positive social activities), natural access control (entry and exit points, fences), and natural boundaries (clear ownership, clearly marked private spaces). Although a CPTED study has not been undertaken for this site, a component of preparing the Master Plan is to include consideration of CPTED principles to ensure that safety and security elements are incorporated where possible.

### Summary of Access and Circulation Activities: Opportunities and Constraints

- The lack of internal park walkway infrastructure provides an opportunity for a new walkway design
- Existing park infrastructure could be used to help facilitate pedestrian connections, (e.g., existing running track)
- Existing trees are to be preserved, therefore walkways and seating opportunities need to work around existing vegetation, avoiding obstructed views and preserving clear sightlines into the park in consideration of CPTED
- Parking is restricted to the schools and perimeter of the park. No additional parking has been identified at this time.

- Park development is limited to the park property, so pedestrian circulation and crossings outside of park are excluded from project scope. City of Edmonton departments to review and assess pedestrian crossing and circulation concerns

## Sport Activities

### Sports Field and Court Inventory

- 2 Ball diamonds
- 3 Football/soccer combo fields
- 1 Soccer field
- 4 Tennis courts
- Shale running track
- 2 Jump pits

### Sports Field Use

Major user groups of the site include the schools, soccer clubs, football clubs and community sport groups.

The booked use of sports fields at Queen Elizabeth School Park for 2015 - 2017 are reflected in the tables below. This information does not reflect drop-in, spontaneous use of the sports fields, tennis courts, and track.

### Diamond(275 ft)

Diamond 1 (275ft.) at Queen Elizabeth School Park has a shale infield and benches. It currently overlaps with Diamond 2. Diamond 2, through stakeholder consultation was deemed to not be used. These diamonds also overlap with Soccer 4 which is the primary soccer field used by Killarney Junior High School.

2015	2016	2017
Weather Closure - 6 hours Slo Pitch - 128 hours	Weather Closure - 10.5 hours Slo Pitch - 166 hours	Weather Closure - 36 hours Slo Pitch - 149 hours Tournaments - 11.75 hours

### Combo Field

This area of the park serves local schools and residents, as well as groups from all over the city. These fields are booked out by soccer and football groups. The field also supports school physical and education as well as spontaneous use.

2015	2016	2017
Combo 1 - 320 x 200		
Weather Closure - 6 hours Soccer - 164 hours Tournament - 60 hours Football - 35 hours	Weather Closure - 3.5 hours Soccer - 185.5 hours Tournament - 26 hours Football - 12 hours	Weather Closure - 33.75 hours Soccer - 179.75 hours Tournament - 26 hours Football - 12 hours
Combo 2 - 330x 170		
Weather Closure - 2 hours Soccer - 28 hours Tournament - 24 hours Football - 66 hours	Weather Closure - 1.5 hours Soccer - 61.25 hours Tournament - 88 hours Football - 60 hours	Weather Closure - 12 hours Soccer - 35 hours Tournament - 44 hours Football - 60 hours
Combo 3 - 325 x 190		
Weather Closure - 4 hours Soccer - 93.5 hours Tournament - 39 hours Football - 89 hours	Weather Closure - 4 hours Soccer - 121.5 hours Tournament - 20 hours Football - 60 hours	Weather Closure - 21.25 hours Soccer - 125.75 hours Tournament - 18 hours Football - 60 hours

### Soccer Fields

This Field is soccer supports school physical education and is booked out for soccer and tournaments. It overlaps with Diamond 1 and Diamond 2.

2015	2016	2017
Soccer 4 - 270 x 170		
Tournament - 24 hours	Soccer - 49 hours Tournament - 68 hours	Tournament - 26 hours

### Tennis Courts

The four existing tennis courts, they have an asphalt surface with perimeter fencing and lighting. The tennis courts are used by the community and for school programming.

### Basketball

A basketball court is located within an interior courtyard of Killarney Junior High School. Being interior of the school, access is permitted only to students during school hours.

### Shale Running Track

A 400m long track is located in the centre of the park site. The surface and curbing of the shale running track are beginning to degrade. There are drainage issues along the west side of the track, resulting in flooding during periods of snow melt or heavy rain. There is appealing tree cover along the south side of the track, acting as a buffer between the track and 130th Avenue. There are two long jump/triple jump runways and jump pits, one along the outer south-east side of the track and the other along the outer east side.

Figure 5.6: Running Track and Combo Sports Field 1



### Spectator Experience

There is a double row of metal benches for spectator seating behind baseball diamond 1.

## Summary of Sport Activities: Opportunities and Constraints

- The number and size of the existing sport fields may limit other recreational opportunities
- The running track configuration to remain as is
- Existing field irrigation may restrict reconfiguration or size adjustment of the sports fields
- Existing tennis courts are well used and public consultation supports keeping them
- Existing tennis court infrastructure (surfacing, lighting, fencing) may restrict relocation of tennis courts
- Open space south of tennis courts is currently underutilized and presents an opportunity for development
- Avoid overlapping fields to reduce conflicting user groups

## Recreation and Play Activities

### Open Space

Queen Elizabeth School Park has a limited amount of existing open space; however, the park has small nodes southeast of Queen Elizabeth High School (just north of the tennis courts), near combo field number 3, south of the ball diamonds in the south-west corner of Killarney Junior High School and various other places along the edge of the park. Currently, there are no amenities such as picnic tables, benches and garbage cans to encourage the use of these spaces.

### Fitness

Queen Elizabeth High School identified that students participate in cross country skiing and snowshoeing in the winter throughout the park. There are opportunities to create fitness amenities (such as a walking trail) within the park.

### Meeting/Gathering

The park currently does not have any formalized meeting or gathering spaces. During sporting events, spectators often bring folding chairs to watch the games or groups simply sit on the grass. Defined meeting and gathering spaces would help Queen Elizabeth School Park become more of a destination park. These spaces could be as formal as a plaza with a shelter or as simple as a well-placed and shaded group of benches.

### Amenities and Site Furnishings

Park amenities currently include; a limited number of bike stands located around the schools, spectator bleachers at the ball diamond, and both exposed aggregate concrete

waste receptacles and barrel-type waste receptacles, placed throughout the park. Washroom facilities are only provided within the schools and are not accessible to the general public or after hours. More community amenities in one location or throughout the park could encourage more gathering, informal use, and community events. Individual seating, tables, shelters of various sizes, and standard amenities such as trash/recycle receptacles and bike racks are all options. Temporary washroom facilities could be provided during sporting or special events.

### Play

Queen Elizabeth School Park is currently dominated by sport fields, and there is no playground or play spaces on the site. During initial consultation, the need for playgrounds at Queen Elizabeth School Park was deemed low due to the number of good, and reasonably new, playgrounds in the surrounding neighborhood parks and school sites within easy walking distance. As the consultation process proceeded, an increasing number of responses, in particular from the school students and staff, indicated an interest in advanced play elements.

### Fencing

Most of the park site is fenced with chain link fencing. Pedestrian access is provided through several breaks in the fencing at key intersections and crossing locations. The fencing along the southern portion of the site is generally in good condition with minimal need for repair. Along 95A Street, the fencing is becoming rusty and should be considered for possible repair or replacement. The fencing along 132nd Avenue is significantly rusty, leaning and is showing signs of disrepair. The fence is unattractive and is detracting from the aesthetics of the park. During both internal and external stakeholder review, replacement of the 132nd Avenue fence was a priority.

## Summary of Recreation and Play Activities: Opportunities and Constraints

- The number and size of the existing sport fields may limit other recreational opportunities
- The lack of park amenities, seating and gathering areas, fitness or play infrastructure and washrooms, presents a new opportunity for future amenity development
- Park does not have a playground or any play features which opens the opportunity for innovative play feature development
- Existing trees are to be preserved, therefore amenity development needs to work around existing vegetation, avoiding obstructed views and preserving clear sightlines

- into the park in consideration of CPTED
- Snow storage from the school parking lots is to be taken into consideration and may restrict placement of park amenities and gathering areas
  - Park development needs to be limited to the park site and is not to infringe on the school lands
  - Fencing may restrict access to park at preferred street crossing locations
  - Fencing along 132nd Avenue is deteriorated and in need of replacement

## Arts, Culture and Celebration Activities

### Sense of Place

A park should be a recognizable place that assists in supporting the identity of the communities that it serves. Currently the park has no clear sense of place because it lacks features beyond the basic school facilities and it lacks an entry with clear identification signage. The fields are well used by the schools and city sports groups, but the park is not a place that people from outside the neighbourhood would visit for informal use. Most people do not associate the park as a district park and public space; rather, it is perceived as a school sports park.

### Community Event Space

The open space in the park is currently defined by sports fields and although this space has some flexibility for event use, there are no amenities or supporting infrastructure that would allow a community group to easily stage an event of any size. The site currently supports only school sports programming and community sporting events.

### Public Art

There is currently no public art (fountains, statues, murals) or interpretive elements (historical or cultural) in the park. If this project moves forward into design, under the Percent for Art policy, public art will have to be incorporated therefore potential locations for art will have to be identified in the Concept Plans.

## Summary of Arts, Culture and Celebration Activities: Opportunities and Constraints

- The number and size of the existing sports fields may limit the community event space or public art opportunities
- The lack of public art provides a new opportunity for future art feature development

## Environmentally Sustainable

### Tree Inventory

The UPMP prescribes 45 trees planted per hectare of green space in a district park. At the discretion of the City, trees can be substituted with shrubs at a ratio of 7:1 to a maximum of 10% of the total number of required trees. Queen Elizabeth School Park has an inventory of 93 trees on the 6.3 hectares of green space within the Urban Parks (AP) Zone. The target base level tree inventory of 284 has not been achieved. Additional trees and shrub plantings will have to be provided, and the existing trees should be protected and integrated with any new development.

### Planting and Landscaping

The park is predominantly open with the majority of the tree plantings located around the perimeter of the park, within school Urban Services (US) Zones, south of the running track, and in a pocket of new planting along 132nd Avenue near Killarney Junior High School. Mature boulevard trees encircle the park along the local roadways. There are minimal shrub plantings within the park.

With the tree and shrub counts for Queen Elizabeth School Park being lower than the minimum District Park standards, there are opportunities to add strategically located ornamental trees and shrub beds to define spaces, improve the environment, and add beauty and interest to the park. In a few key areas, existing trees could be grouped into mulched beds in an effort to better define spaces and to reduce grass cutting.

### Utilities, Drainage, and Stormwater Management

Comments from both schools and on-site review revealed a lack of drainage in combo field number 1 and in locations around the running track, which experiences periodic and seasonal flooding (Figure 5.7). Queen Elizabeth High School also mentioned that combo field 2 has irrigation heads protruding from the grass making it difficult to use the field.

Figure 5.7: Running Track seasonal flooding and drainage issues



### Maintenance/Operations

District Parks receive a standard level of park maintenance, including; mowing, tree and shrub maintenance and replacement, and general park upkeep.

Field irrigation systems have been confirmed on combo fields #1, 2 and 3. Park Operations confirmed the irrigation systems is approximately twenty years old and is approaching the end of its life cycle. On combo field #2, irrigation heads have popped up above the field surface making for a tripping and safety hazard.

Maintenance access to the site is provided from the northeast corner of the park, beside the northerly Queen Elizabeth High School parking lot. There is also vehicular access at the south side of the site at the corner of 94A Street and 130th Avenue.

Vehicular access into the park also occurs from the Killarney Junior High School parking lot. Access from this location does not appear to be for maintenance and measures are needed to prevent vehicles from entering the park.

There is also a large amount of disturbance near the tennis courts where construction was performed earlier in the year (Figure 5.8). Snow removed from the south Queen Elizabeth High School parking lot is stored in an open space just south of the parking lot. As a result, the sod in this area is worn and brown, with debris such as gravel and dirt littered throughout the space.

Figure 5.8: Construction and snow storage damage



### Summary of Environmentally Sustainable: Opportunities and Constraints

- Existing trees are to be preserved, therefore development opportunities must work around existing vegetation, avoiding obstructed views and preserving clear sightlines into the park in consideration of CPTED
- Existing mature tree stand appears healthy, but many trees are 50 plus years old and may be approaching end of life cycle, so some tree removals and replacements may have to be considered
- Gradual north to south slope of park may restrict sports field layout
- School operations require area for winter snow dump and storage; snow storage requirements may restrict amenity placement

## VI. PARK MASTER PLAN

### 1. Design Principles and Program

The park vision, goals, design principles, and program are based on the planning context, public consultation results, and the findings from the site and program analysis.

#### Access and Circulation Activities

##### Goal

- Provide safe, direct and comfortable pedestrian movements through the park that support access to the indoor and outdoor facilities and amenities

##### Design Principles

- Provide landscaped pedestrian walkways between the two schools and from adjacent neighbourhoods to improve pedestrian connections and to prevent short-cutting across fields
- Use existing park infrastructure, such as the running track, to facilitate pedestrian connections
- Improve access, circulation and drop-off for student circulation, major sport tournaments and special park events
- Use desire lines as a guide to determine the primary east-west and north-south pedestrian routes that are needed
- Reinforce the park's identity through defined entry 'gateways' or nodes and prominent aesthetic entrance and wayfinding signage
- Consider CPTED principles and preserve open sight lines when routing pedestrian trails and providing pedestrian amenities

##### Program

- Walkways across site
- Entry features

## Sport Activities

### Goal

- Maintain Queen Elizabeth School Park as a destination for adult soccer, football and softball; high school baseball, and community and city- wide programming

### Design Principles

- Maximize the utility of the sports fields to meet the academic needs associated with Queen Elizabeth High School and Killarney Junior High School
- Provide additional landscaping and trees within the site to provide shade in key areas where spectators/players gather near fields
- Identify and provide opportunities to enhance spectator amenities
- Consider four-season use of the park space
- Explore alternative sport and recreation opportunities (e.g., basketball, disc golf)

### Programming

- 2 adult-sized combo fields
- Basketball courts
- Relocated tennis courts, four tennis courts with two courts lined for joint tennis and Pickleball

## Recreation and Play Activities

### Goal

- Provide active recreational, informal recreational and play opportunities to draw people from throughout the city to participate in activities

### Design Principles

- Provide a range of community amenities (benches, picnic tables, waste receptacles, bike racks, etc.) throughout the park to meet the gathering, informal use, school and community event needs of park users
- Provide seating and picnic areas for informal activities, taking into consideration shade, windbreaks, furnishings and amenities that encourage year-round activities
- Add features that encourage passive recreational use of the park and to provide spaces for parents, families, and friends during sports tournaments or practices such as seating, tables, shelters, play features and basketball courts

- Provide some defined and enjoyable open spaces for informal activities, such as frisbee and catch, with landscaping to define these spaces and create visual boundaries between different uses
- Improve the aesthetic quality and accessibility of the site by removing aging and unnecessary fencing
- Replace existing chain link fence along 132nd Avenue with a more visually appealing fencing with an artistic screening public art opportunity to evoke a positive and welcoming park experience
- Adopt a consistent standard for site furnishings, which could be a current City standard, or some style or product line that is introduced to the park to enhance the overall sense of place

### Program

- Challenge play area by Killarney Junior High School (e.g., climbing structures, ropes, balance elements and swings)
- Sheltered seating areas with benches, picnic tables and waste receptacles
- Walking trails with seating areas
- Removal of chain link fences that are not required by sports fields
- New visually-appealing fence along 132nd Avenue, potentially including public art

## Arts, Culture and Celebration Activities

### Goal

- Provide opportunities for residents to celebrate public arts, culture and their community within the park

### Design Principles

- Integrate locations for public art opportunity into park or into park elements (e.g. fence along 132nd Avenue)
- Add prominent and attractive entrance and wayfinding signage
- Consider locations in the park for a designated community event space that can be used as a staging area for community gathering, sports and events at a variety of scales (e.g. shelters and gathering areas)
- Design the event space to be functional and comfortable when not in use for events (e.g.

a great place to meet with friends for a break or for a group picnic)

- Provide reasonable infrastructure such as power, shelter and hard surfacing that is associated with a defined open space for gathering
- Include a public art element that is unique and meaningful to the community and/or tells an important story about the community, people or the City (e.g. artistic fence screen)

#### Program

- Public art component integrated into the site fencing and the entry signage
- Spaces for events

### Environmentally Sustainable

#### Goal

- Protect and enhance the environmental values of the park by increasing the tree canopy and the amount of other vegetation

#### Design Principles

- Add trees to the park for their environmental benefits, including shade, cooling, carbon sequestration, and wildlife habitat, meeting the City's minimum tree planting requirements
- Use trees to enhance and define the park edges and entrances, to separate and define activity spaces, to provide shade in gathering areas, to screen the school and soccer field from 95A Street, and to provide an aesthetic visual buffer from 132nd Avenue
- Group trees in mulched beds to reduce maintenance requirements
- Use a mix of tree species to enhance the biodiversity and aesthetics of the site
- Add new park amenities and trails, take into consideration mature trees, and preserve healthy trees as much as possible. Removal of unhealthy or stressed trees for development could be considered
- Re-establish the boulevard trees around the park site
- Consider CPTED principles during concept development and planting placement
- Repair and re-grade flooding areas

### Program

- Infill tree and shrub planting
- Boulevard planting

## 2. Concept Plan

The concept planning process involved preparing preliminary concept ideas to facilitate discussion and to develop a park program with the internal and external stakeholder groups. These were refined into two preliminary concept plans, and following stakeholder and public input, a Final Concept Plan was prepared.

### Park Overview:

#### **Parks are connected to their diverse communities and a source of pride**

The concept plan for Queen Elizabeth School Park proposes sports field reconfiguration and existing field revitalization, and landscape upgrades to improve the sports programming, event functioning and overall visual appearance of the park. New plantings, seating areas, and trails invite park users to stay in the park for longer periods of time, encourage informal recreation, and improve user and spectator experiences during sporting activities.

Summary of site improvements and recommendations for the master plan:

- Improved pedestrian circulation and connections with community
- Maximized field sport and basketball opportunities
- Updating of existing sports fields
- Improved overall park amenities and facilities
- New active recreational opportunities to supplement existing field sports

### Preliminary Concept Options

The following table provides a general description of the two concept plan options (See Figures 6.1 – 6.2), how the key program elements are allocated in each and the preferred concept layout as chosen by the stakeholder and City working team.

Access and Circulation	Concept A	Concept B	Preferred Layout
Provide trail network to facilitate north – south pedestrian connections	Connection from Queen Elizabeth High School to 130th Avenue & 132nd Avenue to the running track	Connection from Queen Elizabeth High School to 130th Avenue & 132nd Avenue to the running track	Option A
Provide trail network to facilitate east – west pedestrian connections	Connection from Queen Elizabeth High School to the running track and 130th Avenue	Connection from 95th A Avenue to the running track and 130th Avenue	Option B
Provides a safer student connection along 130th Avenue	Bring pathway inside park fence from 130th Avenue	Bring pathway inside park fence from 130th Avenue	Option A
Utilizes existing infrastructure (running track) to create connections	Three pedestrian connections to the running track	Two connections to the running track	Option A
Improve access, circulation and drop-off for student circulation	N/A	N/A	N/A
Utilize existing desire lines to help guide pathway development	Utilized desire line from south side of Queen Elizabeth High School to connect to 130th Avenue	Utilized desire line from south side of Queen Elizabeth High School to connect to 130th Avenue	Option B
Reinforce the park's identity through defined entry 'gateways'	No	Provides a unique pedestrian promenade from 95th A Avenue into the park	Option B
Consider CPTED principles in the determination of pathway development	Maintains clear sight lines to gathering spacing and pedestrian pathways	Maintains clear sight lines to gathering spacing and pedestrian pathways	Option A
Sport Activities	Concept A	Concept B	Preferred Layout
Maximize the sports fields to meet school needs	Maintains existing number of sports fields with adjustments to preferred orientation and reduces field conflicts	Maintains existing number of fields with dedicated field for Killarney Junior High School	Option A
Provide additional landscaping to shade / shelter spectator areas	No	Provides shaded seating berm between running track and sports fields	Option B

Provide enhanced spectator amenities	Provides seating areas along north side of park and adjacent to Killarney Junior High School facing sports fields	Provides seating area south of Queen Elizabeth High School facing existing field	Option A
Explore alternative sport and recreation opportunities	Provides disc golf and basketball	Provides basketball and beach volleyball	Option A
Consider four-season use	Existing running track to be used for skating and disc golf for all season use	Existing track to be used for skating	Option A
<b>Recreation and Play Activities</b>	<b>Concept A</b>	<b>Concept B</b>	<b>Preferred Layout</b>
Provide a range of community amenities	Provides improved pedestrian connections, gathering spaces and play space	Provides improved pedestrian connections, gathering spaces and play space	Option B
Provide seating and picnic areas for informal activities	Seating areas adjacent to both schools and along 132nd Avenue	Seating areas adjacent to both schools	Option A
Add features that encourage passive recreational use of the park	Sheltered seating area south of Queen Elizabeth High School	Sheltered seating area west of Killarney Junior High School	Option B
Provide some defined and enjoyable open spaces for informal activities	Open space utilized for disc golf opportunity	Open space provides opportunity for seating berm development and landscaping	Option B
Improve the aesthetic quality and accessibility	Sheltered seating area by Queen Elizabeth High School built into existing slope south of the school	Provides a unique pedestrian promenade from 95th A Avenue into the park	Option B
Replace existing chain link fence along 132nd Avenue	New fence to provide art opportunity	New fence to provide art opportunity	Option A
Adopt a consistent standard for all amenities	Supportive imagery for reference. Further exploration to be completed for final concept and master plan report	Supportive imagery for reference. Further exploration to be completed for final concept and master plan report	To be further identified in final concept
<b>Arts, Culture and Celebration Activities</b>	<b>Concept A</b>	<b>Concept B</b>	<b>Preferred Layout</b>
Integrate art within entry 'gateways' and nodes	Art features not identified on the concept	Art features not identified on the concept	To be identified in final concept

Add prominent and attractive entrance and wayfinding signage	New signage not identified on concepts	New signage not identified on concepts	To be identified in final concept
Consider locations in the park for a designated community event space	Sheltered seating area south of Queen Elizabeth High School	Pedestrian promenade space south of Queen Elizabeth High School	Option B
Design the event space to be functional and comfortable when not in use for events	Seating areas available for school and student use	Seating areas available for school and student use	Option B
Include a public art element that is unique and meaningful to the community	Art features not identified on the concept	Art features not identified on the concept	To be identified in final concept
<b>Environmentally Sustainable</b>	<b>Concept A</b>	<b>Concept B</b>	<b>Preferred Layout</b>
Add trees to the park	Provides infill boulevard trees and improved planting along 132nd Avenue	Provides infill boulevard trees, improved planting along 132nd Avenue and park landscaping	Option A
Use trees to enhance and define the park edges and entrances	Provides infill boulevard trees and improved planting along 132nd Avenue	Provides infill boulevard trees and improved planting along 132nd Avenue	Option A
Group trees in mulched beds	Trees to be grouped into beds where possible	Trees to be grouped into beds where possible	Option B
Add new park amenities and trails, take into consideration mature trees	Proposed amenities developed around the existing trees to eliminate unnecessary removals	Proposed amenities developed around the existing trees to eliminate unnecessary removals	Option B
Re-establish the boulevard trees	Illustrated boulevard tree infill where required	Illustrated boulevard tree infill where required	Option A
Consider CPTED principles	Maintains clear sight lines to gathering spacing and pedestrian pathways	Maintains clear sight lines to gathering spacing and pedestrian pathways	Option B
Repair and re-grade flooding areas	Renewed track works to correct drainage issues	Renewed track works to correct drainage issues	Option A
Consider snow dump location	Snow dump area indicated south of Queen Elizabeth High School	Snow dump area indicated south of Queen Elizabeth High School	Option B

# PRELIMINARY CONCEPT IDEA A PARKS MASTER PLAN SERVICES FOR DISCUSSION & COMMENT



queen elizabeth school park

# PRELIMINARY CONCEPT IDEA B PARKS MASTER PLAN SERVICES

## FOR DISCUSSION & COMMENT



queen elizabeth school park

## Final Concept Plan

Following stakeholder, public input and direction from the City of Edmonton working team, a Final Concept Plan with supporting illustrations was prepared (Figure 6.3 & 6.4). The following describes each of the park components proposed on the Concept Plan.



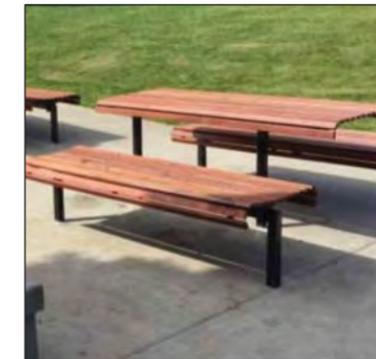
SWING EXAMPLE  
(IMAGE PROVIDED BY PLAYWORKS INC. - BASKET SWING)



SOCCER EXAMPLE  
(Youth-Game-Play-Soccer-Ball-2436343.jpg Creative Commons, Max Pixel)



BASKETBALL EXAMPLE  
(basketball\_bullfighting\_season\_youth-543378.jpg, Creative Commons, Max Pixel)



PICNIC TABLE EXAMPLE  
(IMAGE PROVIDED BY MAGLIN SITE FURNITURE)



PICKLEBALL EXAMPLE  
(IMAGE SOURCE BY ADOBESTOCK)



CHALLENGE PLAY EXAMPLE  
(IMAGE PROVIDED BY PLAYWORKS INC. - CONCORD)



SEATING EXAMPLE  
(IMAGE PROVIDED BY LANDSCAPEFORMS - PARALLEL 42 BENCH)



SHELTER EXAMPLE  
(IMAGE PROVIDED BY PARKWORKS - CLASSIC RECREATION SYSTEMS)



BASKETBALL COURTS AND SEATING AREA



BASKETBALL COURT AND ACTIVITY AREA



BASKETBALL COURTS AND SEATING AREA

(ARTISTIC REPRESENTATION)



BASKETBALL COURT AND ACTIVITY AREA

(ARTISTIC REPRESENTATION)

## Access and Circulation Activities:

### Parks are vibrant, connected, engaging, safe, accessible and welcoming

#### Multi-use Trails

Three primary trail routes traverse through the park with each trail proposed to be constructed as 3-metre-wide asphalt. The recommended trails include:

- 132nd Avenue Walk: This trail provides students an alternative route to travel east - west through the park safely inside the perimeter fencing, away from busy vehicular traffic along 132nd Avenue. Five seating areas are provided, with benches and waste receptacles, along the trail to provide rest spots for pedestrians to stop and overlook the park and its activities.
- North – South connection: This trail connects 132nd Avenue to the existing running track and then ultimately to trail connections to 130th Avenue. Through incorporating the existing running track, the concept utilizes existing infrastructure to complete the walkway connections as well as providing further recreational opportunities and alternative running loops.
- 95A Street to Killarney Junior High School: This trail completes the east – west connections, also using the existing running track as a component of the walkway. The 95A Street connection starts on the southern edge of Queen Elizabeth High School, and passes seating opportunities where pedestrians can rest or spectators can enjoy football games on the field to the south. The trail then ties into the existing track to loop around to a trail connection, travelling past a proposed challenge play feature and basketball court eastward to Killarney Junior High School.

All trails are proposed with open and unobstructed sight lines to ensure safe pedestrian travel per CPTED principles. No walkway lights are proposed for the walkways within Queen Elizabeth School Park.

Improvements to the crosswalk connections outside of the park are outside of the scope of work of this master plan. The desire for new crosswalks and improved pedestrian connections has been heard through the engagement process and communicated to internal City departments.

#### Wayfinding and Signage

Improved signage is added to address wayfinding for those arriving at the park, using the facilities and for those passing through the park. New sign locations are proposed at key corners of the park and are to include a signage hierarchy depending on their locations.

## Sport Activities:

### Parks support a vibrant, diverse sports sector

The approach to the sports fields and other sport activities is as follows:

- The existing ball diamond #1 is retained and renewed as required
- The underutilized ball diamond #2 is removed and combo field #3 is reconfigured with a preferred north – south orientation. Soccer field #4 is moved further west to reduce overlapping conflicts with the existing ball diamond #1
- Existing combo fields #1 and #2 retained and where required, field surface and irrigation are to be upgraded to support their continued use by school and community sports teams
- Existing running track is retained with improvements to the grading and drainage, track curbing and the shale surfacing
- The tennis courts are shifted to the south to accommodate new basketball courts. All four tennis courts are retained, with two courts lined to accommodate pickleball
- Three new basketball courts are added to the site, with two courts located just north of the adjusted tennis, and one basketball court located beside the Killarney Junior High School parking lot
- The north jump pit is removed to accommodate challenge play, basketball and seating opportunities

## Recreation and Play Activities:

### Parks celebrates and promotes healthy living

The approach to the addition of recreation and play amenities is as follows:

#### Challenge Play Structure

A challenge play structure for older students with climbing, swinging and balancing components is provided. It is positioned beside a sheltered seating and gathering area, separating it from the proposed basketball court.

#### Amenity Areas

Three plaza and seating areas are proposed, two south of Queen Elizabeth High School and the other west of Killarney Junior High School.

- South of Queen Elizabeth High School, three covered seating nodes each with two benches and a waste receptacle, are provided along the asphalt trail

- North of the twin basketball courts, a grouping of four picnic tables is proposed, with waste receptacles on the north-east and north-west corners, convenient locations for pedestrian traffic
- Adjacent to Killarney Junior High School, an additional sheltered seating area with three picnic tables is proposed in the former jump pit location, separating the proposed challenge play area and basketball court

### Site Furnishings

Site furnishings, benches, picnic tables, waste receptacles and bike racks are added throughout the park. Site furnishings to maintain a consistent style, to unify the park.

### Fencing

Adjacent to 132nd Avenue, a higher quality of fencing over standard chain link is recommended. The fencing may provide a unique opportunity for public art either as a sculptural screen or with decorative fence inserts.

## Arts, Culture and Celebration Activities: Parks support a diverse, creative city with a rich and vibrant arts and cultural community

### Public Art Opportunities

Revitalization of the 132nd Avenue fencing is proposed as a possible and unique opportunity for a public art opportunity either as a sculptural screen or with decorative fence inserts.

## Parks are Environmentally Sustainable Parks celebrates and promotes healthy living

### Landscaping

The park is deficient approximately 212 trees, therefore a combination of trees and shrubs (mix of coniferous and deciduous) to bring the park up to City standards will be planted. Where possible, large, mulched planting beds (ornamental trees and shrubs) will be added to add interest and beauty, and to separate and define activity spaces. None of the proposed development requires the removal of any existing trees.

Boulevard and infill planting will increase the tree canopy coverage around the perimeter of the park and provide shade in areas that are currently exposed.

### Maintenance/Operations

The existing area used for snow dump has been retained for ongoing school operations.

## VII. IMPLEMENTATION

The following sections define the key benefits of the development and renewal of Queen Elizabeth School Park, as well as a recommended implementation strategy and the capital and operating impacts. All assumptions used to determine the benefits and costs are clearly documented within each subsection.

### 1. Benefits

The following are the key tangible and intangible benefits that can be achieved through implementation of the master plan:

- A Place for Community – proposed improvements, including the defined seating opportunities with site furnishings, will create places for gathering, events and celebration
- A Place for Fun and Fitness – with looping trails and walks, open space, improved sports fields, basketball courts, tennis courts, and the challenge play area, the park will be a school and community destination for fun and fitness for users of all ages and abilities
- Improved Community Connections – the recommended trails will provide safer and more comfortable pedestrian connections throughout the park

### 2. Implementation Plan

The following is the recommended implementation plan, which is based on four phases: 1) Sports field improvements, 2) Park and pedestrian access enhancements, 3) Basketball, tennis and challenge play area development. Refer to Recommended Phasing Plan - Figure 7.1

#### Phase 1: Sports Field Redevelopment

Phase 1 includes the sports field redevelopment and associated development as follows:

- Sports field redevelopment
- Irrigation improvements

#### Phase 2: Park and Pedestrian Access Enhancements

Phase 2 focuses on the general enhancements to the features and amenities in the park as follows:

- Multi-use trail development
- Running track reconfiguration and multi-use trail connections
- Seating area with site furnishings and shelters
- Open space and landscaping - includes site furnishings and tree planting
- Signage and wayfinding

### **Phase 3: Parking lot expansion and enhancements**

Phase 3 focuses on the enhancements to the specialty features and new amenities in the park as follows:

- Killarney Junior High and Queen Elizabeth High School basketball court development
- Tennis court redevelopment
- Killarney Junior High School challenge play area development
- Killarney Junior High School seating area and shelter development



## VIII. Summary of Recommendations

The phased redevelopment of the Queen Elizabeth School Park will result in a renewed sports, recreation and community space that will meet the long-term needs of athletes, spectators, students, teachers, neighbours and visitors.

### 1. Capital Recommendations

The following is a summary of the key recommendations:

1. **Maintain Athletic Focus** – four turf fields, 400m track, 1 ball diamond, tennis courts, with pickleball and basketball courts.
2. **Enhance student play spaces** - challenge play area adjacent to Killarney Junior High School.
3. **Enhance to support School and Community Use and Events** – park enhancements to include defined open space areas for organized and spontaneous recreation, and small sheltered seating and gathering areas to support school and community events.
4. **Provide trails for community connections** – three primary trails to be developed to connect the community from all sides to the fields, facilities and schools.
5. **Enhanced Landscape and Amenities** –site enhancement with 163 new trees, 200 shrubs, planting beds, site furnishings, lighting and public art.
6. **Establish Sense of Place** – a hierarchy of signs and defined pedestrian access locations to improve the sense of place.
7. **Phased Development** – development of the master plan in three phases: 1) Sports Field Improvements 2) Park and Pedestrian Access Enhancements and 3) Basketball, Tennis and Challenge Play Area Development.
8. **Formalize Capital and Operational Partnerships** – exploration of partnership opportunities with both schools, community league, sports teams, and neighbourhoods.