Edmonton Catholic School Division
ECSD Northwest Edmonton Schools –
Griesbach K-9 School & Chambery K-6 School

Pre-Planning/ Pre-Schematic Design Report

Prepared for:
Edmonton Catholic School Division

Date:
February 25, 2026

Prepared by:
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Project/File:
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Revision Record

Revision	Description	Author	Date	Quality Check	Date	Independent Review	Date
1		H.S.S	2026-02-25	H.B.	2026-02-25	B.F	2026-02-25

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*Names are hidden to protect privacy.

Table of Contents

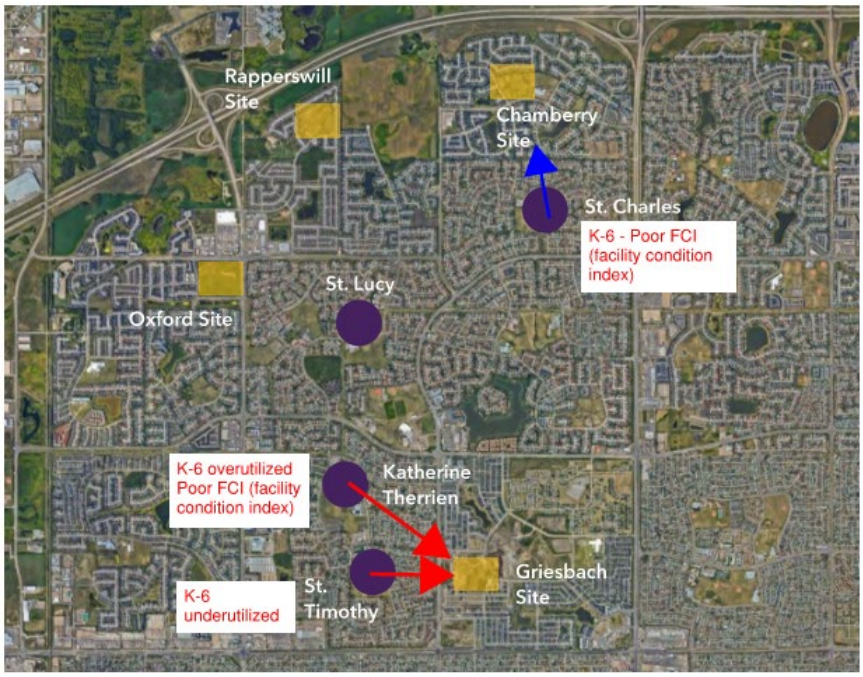
Acronyms / Abbreviations

Acronym / Abbreviation	Full Name
ECSD	Edmonton Catholic School Division
SAL	Stantec Architecture Ltd.

1 Executive Summary

Stantec Architecture was retained by Edmonton Catholic School Division (ECSD) to provide Architectural Pre-Planning and Pre-Schematic Design services for the new Griesbach K-9 School & Chambery K-6 School in Edmonton, Alberta. The Northwest Sector currently has a mix of overutilized and underutilized small schools with growth limited by inefficient locations and small capacities. Also, the Goodridge Corners, the future community north of Anthony Henday has already started the process for land development. This neighbourhood will see around 4,000 residential units and will add significant pressures on existing schools.

The project will provide operational efficiencies by bringing the students from older, smaller schools into modern facilities that will feature a better learning environment, enhanced program options, and improved recreational amenities. The map below shows the proposed transfer of facilities and conditions of the existing schools.



1.1 Griesbach K-9 School

The conceptual design for Griesbach K-9 school emerged from what was heard during on-going engagement with ECSD stakeholders and the community engagement session on January 19, 2026. When asked at the engagement workshop, held at the outset of the project, ‘what words would you use to describe the goals of the project?’, stakeholders formulated the following key words for Griesbach K-9 School.

- Spacious
- Flexible (adaptable, accommodating)
- Growth-Oriented (reflective of growth)
- Faith-Centred (Catholic identity)
- Safe
- Playful & Active
- Calm & Reflective
- Light-Filled
- Efficient
- Community & Heritage (history and military ties

These words guided the vision for each school design. A detailed summary from the engagement workshop can be found in Section 2, What we Heard.

The proposed school design reflects strong community input, prioritizing student safety, clear circulation, outdoor connectivity, and a welcoming architectural presence. A key driver of the site plan was the desire to provide a direct and safe connection from the school to the playgrounds and fields to the south, without requiring students to cross drive aisles or parking areas. This informed the placement of parking along the north edge of the site and the overall organization of vehicular movement. Access is provided via Sir Arthur Currie Way, with a dedicated on-site bus loop, service and emergency access from the north, and parent pick-up and drop-off along the street, ensuring safe and efficient circulation during peak times. The plan also accommodates future modular classroom additions.

The building adopts a compact U-shaped configuration centered on the Library/Learning Commons as the heart of the school. A south-facing outdoor plaza strengthens the connection between indoor learning spaces and adjacent outdoor amenities. The main entry, prominently located along Sir Arthur Currie Way and supported by the staff and administration area, establishes a clear reception point with passive supervision of arrivals. Internally, the school is organized into three learning community clusters supported by shared instructional and collaboration spaces that promote flexibility, engagement, and a strong sense of belonging. A strategically positioned gymnasium with direct outdoor access, a dedicated CTS Construction area with service access, and a second-floor outdoor learning environment further support functionality and experiential learning.

Overall, the design integrates safety, efficiency, adaptability, and community identity into a cohesive educational environment prepared for future growth.

1.2 Chambery K-6 School

The conceptual design for Chambery K-6 school emerged from what was heard during on-going engagement with ECSD stakeholders and the community engagement session on January 21, 2026. When asked at the engagement workshop, held at the outset of the project, ‘what words would you use to describe the goals of the project?’, stakeholders formulated the following key words for Griesbach K-9 School.

- Adaptable & Flexible
- Natural Light and openness
- Fun
- Accessible
- Outdoor Learning
- Welcoming
- Social
- Faith-Centred (Catholic identity)
- Colour
- Smart & Creative

These words guided the vision for each school design. A detailed summary from the engagement workshop can be found in Section 2, What we Heard.

The proposed school design is rooted in community priorities that emphasize safe circulation, strong outdoor connections, and a clear architectural identity. A key driver of the site plan was the desire to provide direct access from the school to the playgrounds to the north and northeast and the park to the east, without requiring students to cross drive aisles or parking areas. This informed the placement of staff parking along the west edge of the site and the organization of vehicular access. Staff parking and service vehicles access the site via 107 St NW, while school buses enter from 176 Ave NW and exit onto 107 St NW, serving a dedicated drop-off area with direct access to the main entry plaza. Parent pick-up and drop-off occurs along 107 St NW, with recommendations to consider road widening to mitigate congestion. The plan also accommodates future modular classroom additions to the northwest of the permanent building.

The building adopts a compact L-shaped configuration centered on the Library/Learning Commons as the heart of the school. The staff and administration area is strategically positioned to provide balanced access from bus, parking, and parent drop-off areas while allowing passive supervision of arrivals. Adjacent ancillary Arts spaces and the gymnasium are designed to function independently or in conjunction with the Commons to support larger gatherings, with the gymnasium directly connected to outdoor amenities. The two-storey design responds to community input by separating younger and older students, with older students located on the second floor to support transition to junior high. The layout creates two distinct learning community clusters per wing and floor, supported by shared instructional and collaboration spaces that promote flexibility, engagement, and a strong sense of belonging. A south-facing second-floor outdoor learning environment, additional event and service entrances, and planned modular expansion ensure the school is adaptable, functional, and reflective of Catholic community pride and identity.

2 What We Heard

2.1 Pre-design Meetings

Throughout the Pre-Design process, Stantec held regular meetings with ECSD, which are cataloged in the table below. Table to be updated:

Date	Meeting	Agenda	Participants
07-Jan-2026	Project Kick Off Meeting 01	- Introductions - Project Scope - Schedule Review - Communications - Next Steps	*Participants' names are hidden to protect privacy
14-Jan-2026	Project Meeting 02	- Review Previous Meeting Minutes - Community Engagement Planning - Schedule A Area Breakdown - Next Steps	*Participants' names are hidden to protect privacy
19-Jan-2026	Engagement Workshop 01	- Project Overview - School Design Drivers - Visioning Exercise - Site Block Planning - Program Adjacencies Block Planning - Final Comments	Refer to 2.2 – Engagement Workshop
21-Jan-2026	Engagement Workshop 02	- Project Overview - School Design Drivers - Visioning Exercise - Site Block Planning - Program Adjacencies Block Planning - Final Comments	Refer to 2.2 – Engagement Workshop
13-Feb-2026	Project Meeting 03	- Review Previous Meeting Minutes - Review draft concept design and site plan design - Review draft 'what we heard' report	*Participants' names are hidden to protect privacy
20-Feb-2026	Project Meeting 04	- Review Previous Meeting Minutes - Review of the final concept design and site plan design for the two schools - Final pros, cons and recommendations	*Participants' names are hidden to protect privacy

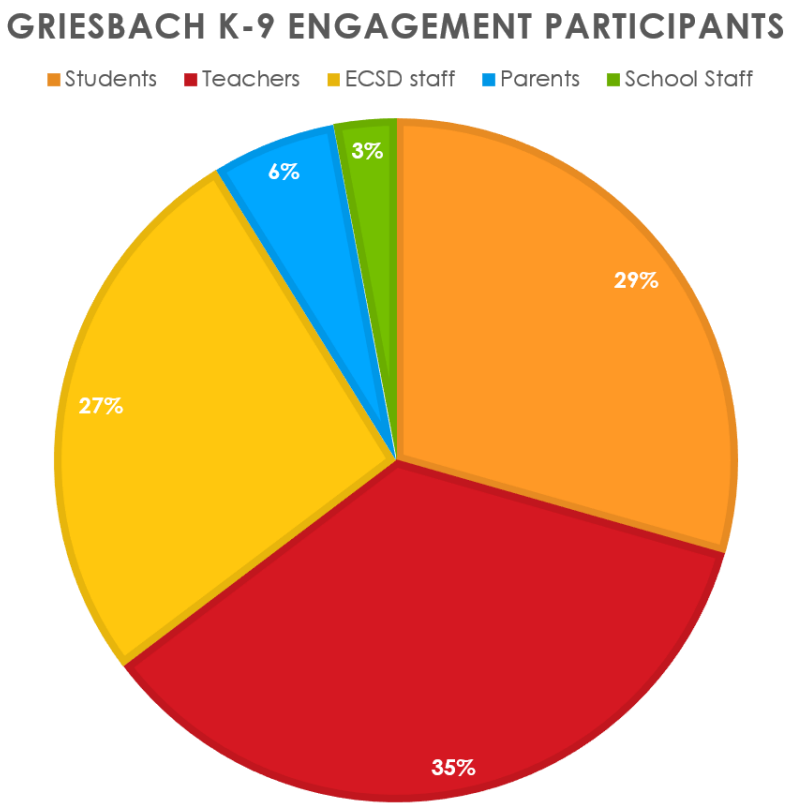
** Meeting minutes were distributed following each meeting and can be made available upon request.*

2.2 Engagement Workshop

2.2.1 Griesbach K-9

2.2.1.1 Overview

A one-day engagement workshop was held on January 19, 2026 at Katherine Therrien school (15040 118 St NW, Edmonton, AB T5X 1Y7) to discuss the ECSD Stakeholder's vision for the new Griesbach K-9 School. With a total of approximately 35 attendees, representing a mix of parents, ECSD staff, students, teachers and the school leadership, the session gathered feedback on broad-spectrum visioning, site planning and building massing, block planning, and program priorities. The pie chart below represents the demographic of participants:



The session was subdivided into the following stages:

1. Project Overview
2. School Design Drivers
3. Visioning Exercise
4. Site Block Planning
5. Program Adjacencies Block Planning

After each exercise, nominated tables presented their ideal school plans and site plans to the entire group to explain their ideas and key drivers for the new K-9 school.

2.2.1.2 Visioning Exercise

Stantec presented a visioning presentation that included a project overview, program breakdown, site review, key trends in K–9 school design, and lessons learned from previous school projects. Stakeholder questions on various areas of interest were addressed throughout and at the conclusion of the presentation. Stakeholders were also asked through sticky note visioning exercise to share their thoughts and ideas on the overall vision and key drivers for the new K-9 School. When asked, stakeholders formulated the following key words to guide their vision for the project:

- Spacious
- Flexible (adaptable, accommodating)
- Growth-Oriented (reflective of growth)
- Faith-Centred (Catholic identity)
- Safe
- Playful & Active
- Calm & Reflective
- Light-Filled
- Efficient
- Community & Heritage (history and military ties)

Illustrated below, are pictures gathered during this activity.


how do you learn?
identity
focused
transparency
comfortable
collaborative
transform
efficient
inviting
adaptable
supportive
presence
engaging
social
sustainable
advanced
mobility
access
integrated

2.2.1.3 Site Blocking

During the blocking exercise for the sites, the larger stakeholder group was divided into five groups. Each table of 5-8 persons were given an enlarged site plan, as well as scaled physical blocks representing site components, such as the building footprint (three options of 1, 2 and 3 storey buildings), parking blocks, waste/recycling area and school buses. Each group laid out the site component blocks on the site plan to collaboratively establish desired site circulation routes and adjacencies.

The following are the outcomes for the site exercise gathered from all stakeholders seated in tables 1 and 2:

Shared Themes Across Groups

- A one-storey school is not suitable for the site.
- A two-storey option is preferred, with a three-storey option acceptable if required.

Group 1

- Three-storey massing was supported due to site constraints.
- Building should be located close to the planned playgrounds.
- Parking and buses should be clearly separated.

Group 2

- Bus access is preferred from Sir Arthur Currie Way to prevent students crossing parking areas.
- Proximity to existing bus stops is important.
- Two-storey solutions align well with site planning.

Illustrated below, are pictures gathered during this activity.

2.2.1.4 Program Blocking Exercise

Within focus groups of 5-8 persons, each table was given program blocks (i.e. classrooms, gymnasiums) that made up the new K-9 school's total building area. Program blocks followed the schedule A provided by Alberta Education. Each group laid out program blocks to collaboratively develop desired program adjacencies.

The following are the primary ideas generated from the blocking exercise gathered from the three groups that presented:

Shared Themes Across Groups

- Classrooms located at the perimeter to maximize daylight.
- Noisy or service-heavy spaces (music, CTS, mechanical) should be carefully zoned.
- Clear separation between Elementary and Junior High programs.
- Libraries envisioned as more open and flexible learning commons, open and well-lit.
- Gyms and CTS spaces should consider ventilation, deliveries, and adjacencies.

Group 1

- Art, Music, Foods, and Construction identified as CTS and Large Ancillary programs.
- Mechanical spaces above changerooms.
- Music and CTS on main floor.
- Main entrance located centrally within an "L"-shaped plan.
- Washrooms and storage consolidated internally.

Group 2

- Gym centrally located, with classroom at perimeter to receive natural light.
- Three-storey configuration supported.
- CTS shops on the first floor; mechanical on the second floor.
- Modular classrooms suggested at the rear.
- Strong emphasis on keeping noisy areas separated from quiet learning spaces.

- Cultural and faith-based identity elements discussed, including:
    - Military history of Griesbach
    - Flanders Fields
    - Stained glass
    - Poppies and remembrance symbolism at the school entrance
- Library positioned prominently at the front of the school.

Group 3

- Gym to have direct outdoor adjacency due to past ventilation challenges.
- CTS located on main floors to accommodate deliveries.
- Welcoming main entrance.
- Library as an open, light-filled learning commons.
- Larger kindergarten classrooms requested.
- Custodial offices requested on both the main and second floors.
- Science spaces considered adaptable for art use.

Illustrated below, are pictures gathered during this session.

2.2.1.5 Student-Specific Feedback

Students highlighted the importance of:

- Seating in hallways
- Automatic sinks and soap dispensers
- Dedicated student parking for electric scooters
- Opportunities to learn different languages
- Accessible washrooms
- School history and identity
- A school environment that feels **comfortable, safe, and welcoming**

2.2.1.6 Community and Cultural Context

Participants emphasized the significance of Griesbach's military history, post-war settlement, and the importance of Remembrance Day and soldiers. There was strong support for reflecting this history meaningfully within the school's architecture, artwork, and identity.

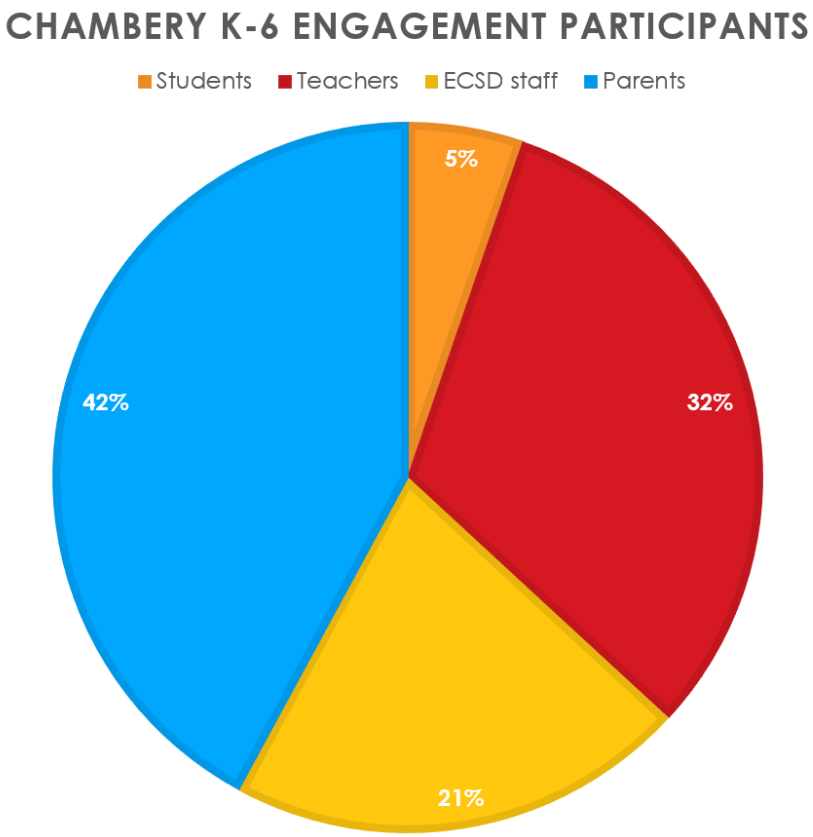
2.2.1.7 Engagement Summary

Following the engagement workshop, Stantec integrated stakeholder feedback into the site plan and conceptual floor plan for ECSD's consideration. Key principles identified during the session—including building massing, daylight access, circulation separation, program adjacencies, and community identity—have informed the proposed design options. These site and adjacency strategies are reflected in the Griesbach K–9 School concepts outlined in Section 5, Architectural Design.

2.2.2 Chambery K-6

2.2.2.1 Overview

A one-day engagement workshop took place on January 21, 2026, at St. Charles School (10423 172 Ave NW, Edmonton, AB T5X 4X4) to explore ECSD stakeholders' vision for the new K–6 school. Approximately 20 participants attended, including a diverse group of parents, ECSD staff, students, teachers, and school leadership. The session focused on gathering input related to high-level visioning, site planning and building massing, block planning, and program priorities. The pie chart below illustrates the participant demographics.



The session was subdivided into the following stages:

1. Project Overview
2. School Design Drivers
3. Visioning Exercise
4. Site Block Planning

5. Program Adjacencies Block Planning

After each exercise, nominated tables presented their ideal school plans and site plans to the entire group to explain their ideas and key drivers for the new K-6 school.

2.2.2.2 Visioning Presentation & Exercise

Stantec delivered a visioning presentation that covered the project overview, program breakdown, site review, key trends in K–6 school design, and lessons learned from previous school projects. Questions from stakeholders on a range of topics were addressed both during and following the presentation. As part of a sticky-note visioning exercise, stakeholders were invited to share their ideas and perspectives on the overall vision and key drivers for the new K–6 school. In response, stakeholders identified the following keywords to help guide the project vision:

- Adaptable & Flexible
- Natural Light and openness
- Fun
- Accessible
- Outdoor Learning
- Welcoming
- Social
- Faith-Centred (Catholic identity)
- Colour
- Smart & Creative

Illustrated below, are pictures gathered during this session.




2.2.2.3 Site Blocking

During the blocking exercise for the sites, the larger stakeholder group was divided into four groups. Each table of 5-6 persons were given an enlarged site plan, as well as scaled physical blocks representing site components, such as the building footprint (two options of 1 and 2 storey buildings), parking blocks, waste/recycling area and school buses. Each group laid out the site component blocks on the site plan to collaboratively establish desired site circulation routes and adjacencies.

The following are the outcomes for the site exercise gathered from all stakeholders seated in tables 1 and 2:

Shared Themes Across Groups

- Strong emphasis on student safety, particularly minimizing student interaction with parking and vehicular areas.
- Desire for direct and safe access to outdoor fields and adjacent park space without crossing parking zones.
- Clear separation between staff parking and parent drop-off areas.
- After-hours access and parking functionality were noted as important considerations.

Group 1

- Staff parking should be separated from parent parking.
- Preferred vehicular circulation: access in from 176 Street and out from 107 Avenue.
- Concern that a one-storey building can make long travel distances challenging.
- Request for building access points to both the park and fields.
- Students expressed that a one-storey building feels safer.

Group 2

- Parking and recycling located at the rear creates a safer, open play area for students.
- Two-storey building was supported, allowing older students to occupy upper levels and prepare for junior high.
- Two-storey design viewed as more engaging and exciting for students.
- Parking configuration supports after-hours community use.

Illustrated below, are pictures gathered during this activity.




2.2.2.4 Program Blocking Exercise

Within focus groups of 5-6 persons, each table was given program blocks (i.e. classrooms, gymnasiums) that made up the new K-6 school's total building area. Program blocks followed the Schedule A provided by Alberta Education. Each group laid out program blocks to collaboratively develop desired program adjacencies.

The following are the primary ideas generated from the blocking exercise:

Group 3

- Teachers identified safety and mobility benefits, particularly for younger students and those with mobility needs.
- Concerns raised about managing stair movement with large groups of children.

- Gym with direct access to outdoor fields strongly supported.
- Entrance through staff/admin area discussed.
- Stage and music spaces located adjacent to one another and near a flexible learning space.
- Sensory spaces should be located away from the gym and music rooms, and closer to classrooms to reduce travel distance and noise impacts.

Group 4

- Two-storey configuration supported with clear zoning between younger and older students.
- Library envisioned as a two-storey feature space with a stained-glass window at the front, reinforcing Catholic identity and visibility.
- Flexible learning spaces provided on both levels.
- Classroom clusters with breakout spaces supported.
- A wrap-around layout at the rear to create safer, more contained outdoor areas.
- Modular classrooms located at the end of the building with access to natural light.
- Mechanical spaces located on the upper floor and tucked toward the back.
- Art centre grouping (art room, music room, gym) supported, with physical education identified as an ancillary program.
- Interest in a roof garden above the staff room as an outdoor learning opportunity.

Illustrated below, are pictures gathered during this session.

2.2.2.5 Engagement Summary

Following the engagement workshop, Stantec integrated stakeholder feedback into the site plan and conceptual floor plan for ECSD's consideration. Key principles identified during the session—including building massing, daylight access, circulation separation, program adjacencies, and community identity—have informed the proposed design options. These site and adjacency strategies are reflected in the Chambery K–6 School concepts outlined in Section 5, Architectural Design.

3 Site Review

3.1 Griesbach K-9

3.1.1 Bylaw Review

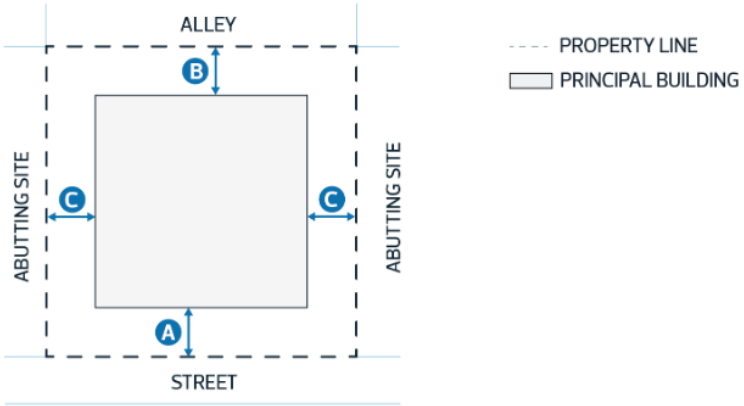
The new Griesbach K-9 School is planned for a site in the northwest area of Edmonton, located at the corner of Ad Astra Blvd EB NW and Sir Arthur Currie Way NW. The site lies north of existing green open fields which are a part of new plan to host soccer fields, a playground and other community amenities (See Appendix A). The school site is situated in the Griesbach residential neighborhood and has a total area of 1.82 hectares (4.497 acres). The entire plot, including the open field area has a total area of 5.95 hectares.

Address:	6803- AD ASTRA BOULEVARD NW
Legal Description for the Title Lot:	Plan 2120880 Blk 27 Lot 23MR
Neighborhood	Griesbach
Current Zone	Parks and Services (PS)
Area:	5.95 ha

Current Zoning

The following table determines the required setbacks on the site per City of Edmonton 2.180 PS – Parks and Services Zone – 4.Site and Building Regulations. The setbacks are shown on the 3.1.3 site plan design.

Table 4.1. Site and Building Regulations			
Subsection	**Regulation**	**Value**	**Symbol**
	Height		
4.1.1.	Maximum Height	16.0 m	-
	Setbacks		
4.1.2.	Minimum Setback Abutting a Street	6.0 m	**A**
4.1.3.	Minimum Setback Abutting an Alley	4.5 m	**B**
4.1.4.	Minimum Setback Abutting a Site	4.5 m	**C**
	Diagram for Subsections 4.1.2 - 4.1.4		



3.1.2 By-Law Parking Calculation

City of Edmonton By-Law Table 6.6 specifies the deemed minimum parking space requirement, which must only be used to calculate the minimum number of required Barrier-free parking spaces in compliance with the applicable building code. It does not create a minimum requirement for any other parking spaces.

Table 6.6. Deemed Minimum Parking Space Requirements			
Subsection	**Uses**	**Where Located within the boundaries of Appendix I or Downtown Special Area Deemed Minimum Parking Space Requirement**	**All Other Areas**
6.6.1.	• Community Service • Crematorium • Indoor Sales and Service, in the form of a commercial school or a funeral home • Library • Minor Indoor Entertainment • Major Indoor Entertainment, except in the form of a nightclub • Health Service • Outdoor Entertainment • Outdoor Recreation Service • Park • Residential Sales Centre • School • Special Event	0 per the first 60.0 m^2 of Floor Area and 1 per additional 30.0 m^2 of Floor Area greater than 60.0 m^2	1 per 10.0 m^2 of Floor Area

City of Edmonton explanation:
The area taken for the calculation is based on administrative area. As per the School Schedule A : 547 m2

- 547m2 / 10m2 = 55 stalls

Based on the National Building Code – 2023 Alberta Edition Table 3.8.2.5 shown below, the school requires 4 barrier
free stalls.

Designated Parking Spaces
Forming Part of Sentence 3.8.2.5.(2)

Number of Parking Stalls Required	Number of Designated Stalls for Use by Persons with Physical Disabilities
2 – 10	1
11 – 25	2
26 – 50	3
51 – 100	4
for each additional increment of 100 or part thereof	one additional stall

The City of Edmonton also noted that with the approval of the Open Option Parking in July 2020, the Zoning By-Law no longer prescribes parking requirements for school sites. We rely on the School Board to determine the number of required parking stalls to support staff and visitors.

The Zoning By-Law 12800 does however dictate the required passenger pick-up and drop-off stalls on the 6.7 “Minimum Passenger Pick-Up and Drop-off Spaces for Schools”:

- 6.7.1 Elementary or Junior High: 3 Spaces per 100 students. (950/100=9.5) 9.5*3=29 stalls.

Table 6.7. Minimum Passenger Pick-up and Drop-off Spaces for Schools			
Subsection	**Use**	**Total Passenger Pick-up and Drop-off Spaces**	**On-Site Passenger Pick-up and Drop-off Spaces**
6.7.1.	Elementary or junior high school	3 spaces per 100 students, or 5 spaces, whichever is greater	1 space per 100 students, or 5 spaces, whichever is greater
6.7.2.	High school	1.5 spaces per 100 students, or 5 spaces, whichever is greater	0.5 spaces per 100 students, or 5 spaces, whichever is greater

Point 6.9. states that '*Passenger pick-up and drop-off spaces may be located on a Street subject to the approval of the Development Planner in consultation with the City department responsible for transportation planning.'*

Point 5 General Regulations of the City of Edmonton By-Law states that a surface parking lot, loading and waste collection must not be located within a required building setback abutting a street or another site. Table and Figure 4.1 referring to PS zoning rules define this distance as 6 metres abutting a street.

Table below from the Land Use Bylaw determines the number of bike stalls required in the site plan.

18 spaces for the first 2,500 sqm + 1 space per additional 414 sqm = 18 + (6500/414=15.70)15.7*1= 34 Bike Parking Spaces

Table 8.5. Minimum Number of Bike Parking Spaces		
Subsection	**Use**	**Minimum Number of Bike Parking Spaces**
8.5.1.	Commercial Uses, Community Uses, Health Care Facilities, and Transit Centres, where less than 2,500 m^2 of Floor Area	2.0 spaces for the first 280 m^2 of Floor Area and 1.0 space per additional 140 m^2 of Floor Area
8.5.2.	Commercial Uses, Community Uses, Health Care Facilities, and Transit Centres where greater than or equal to 2,500 m^2 of Floor Area	18.0 spaces for the first 2,500 m^2 of Floor Area and 1.0 space per additional 414 m^2 of Floor Area
8.5.3.	Multi-unit Housing, Supportive Housing, or Lodging House, with 9 or more Dwellings or Sleeping Units	1.0 space per Dwelling or per 3 Sleeping Units, whichever is greater

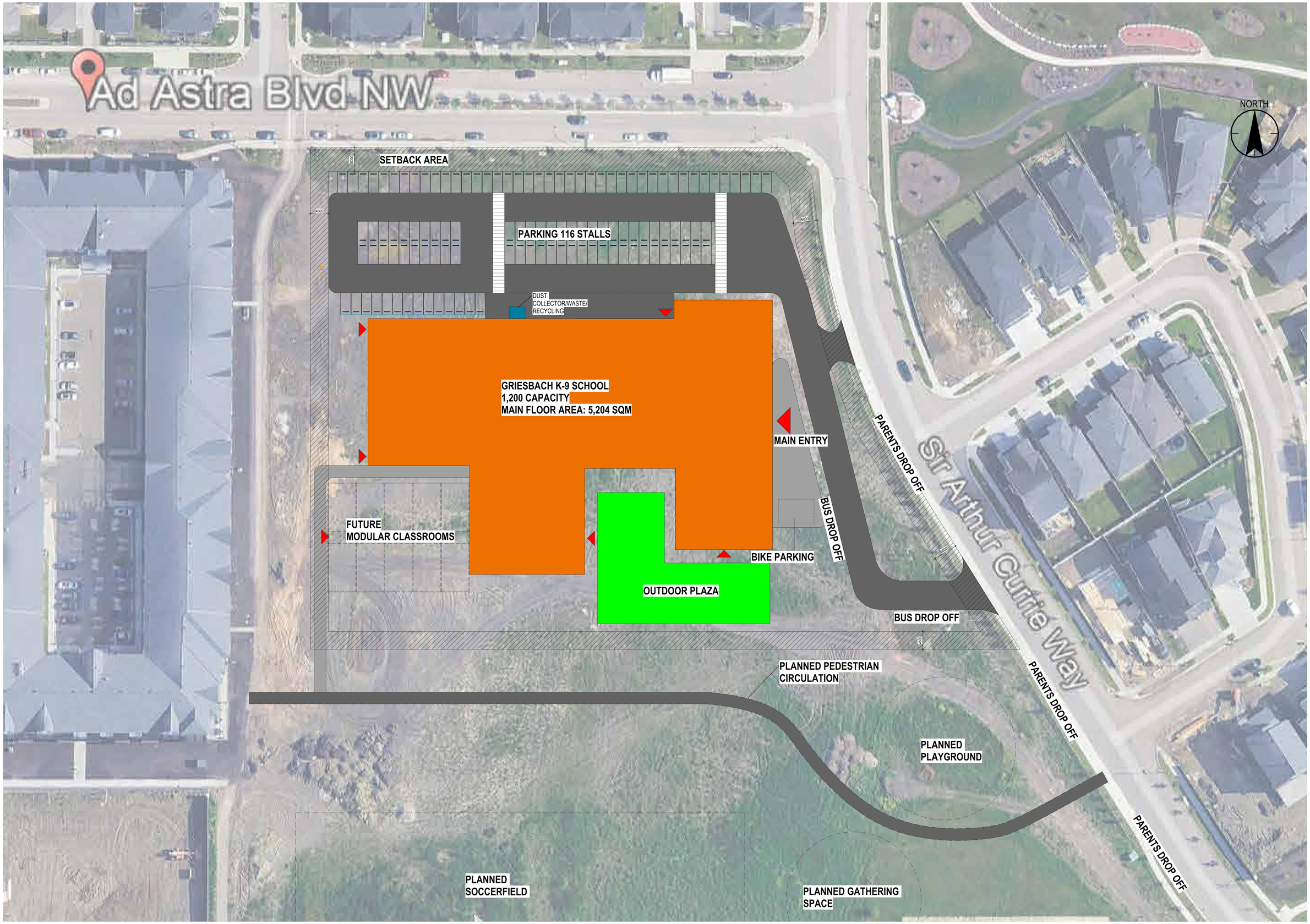
3.1.3 Site Plan Design

The key driver for the site plan design was the community's emphasis on a direct connection from the school to the planned community playgrounds and fields to the south of the school site, without requiring students to cross drive aisles or parking areas. This priority informed the location of the parking stalls along the north edge of the site in relation to the school building.

The two main vehicular access points to the site are provided via Sir Arthur Currie Way. The north access provides entry to the parking area along the northern edge of the site and accommodates school bus entry. School buses will utilize a dedicated loop within the property lines and exit via the south access driveway, turning right into southbound traffic. Delivery trucks, fire trucks, and waste/recycling collection vehicles will access the school from the north side through the parking area drive aisles.

Parent pick-up and drop-off will take place along Sir Arthur Currie Way. This division of site components was a guiding principle of the site design, ensuring effective circulation and enhanced student safety during peak drop-off and pick-up times. The site plan also accommodates future modular classrooms at the southwest of the permanent school building.

GRIESBACH K-9 & CHAMBERY K-6



1 G-PD00 GRIESBACH K-9 SITE PLAN
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GRIESBACH K-9 SITE PLAN

Stantec

3.2 Chambery K-6

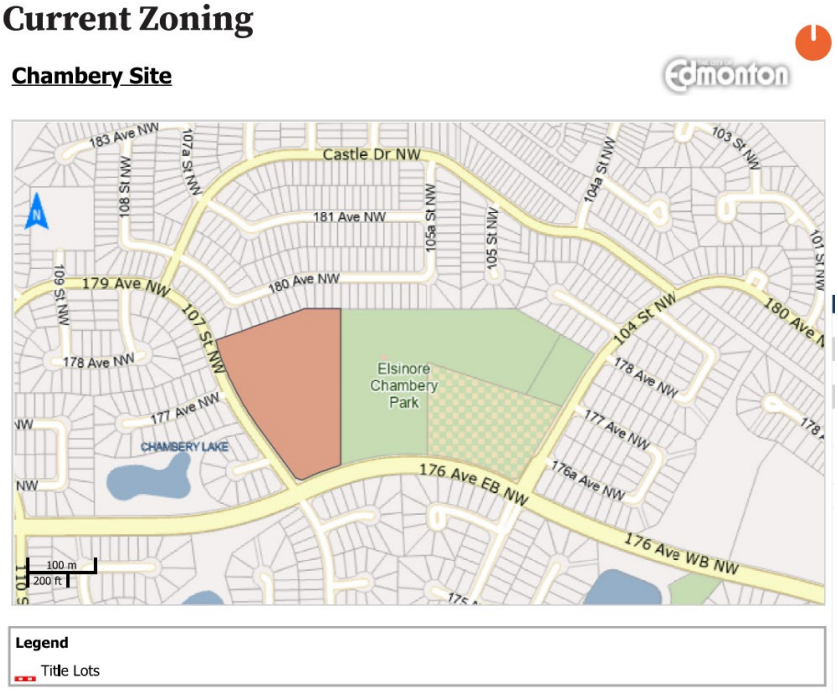
3.2.1 Bylaw Review

The new Chambery K-6 School is planned for a site in the northwest area of Edmonton, located at the corner of 176 Ave EB NW and 107 St NW. The school site lies west and south of an existing green open space including community fields and Elsinore Chambery Park. There is also an existing school - École à la Découverte – located at the east side of the site. (See Appendix A). The school site is situated in the Chambery residential neighborhood and has a total area of 1.4 hectares (3.46 acres). The entire plot, including the open field area to the north has a total area of 3 hectares.

Address:	17603 – 107 Street NW
Legal Description for the Title Lot:	Plan 0124303 Blk 78 Lot 32MR
Neighborhood	Chambery
Current Zone	Parks and Services (PS)
Area:	3 hectares

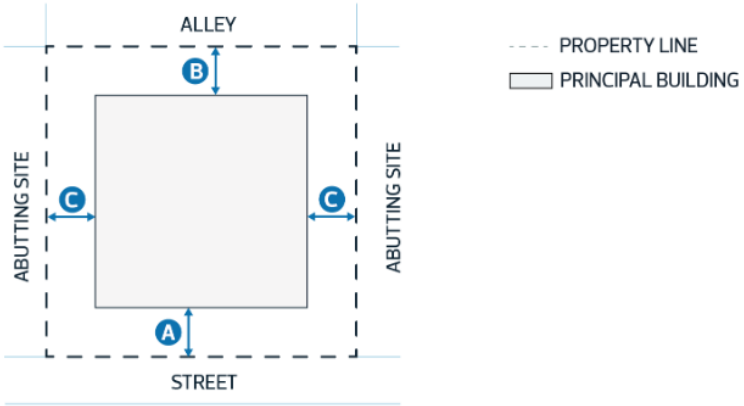
Current Zoning

Chambery Site



The following table determines the required setbacks on the site per City of Edmonton 2.180 PS – Parks and Services Zone – 4.Site and Building Regulations. The setbacks are shown on the 3.2.3 site plan design.

Table 4.1. Site and Building Regulations			
Subsection	**Regulation**	**Value**	**Symbol**
	Height		
4.1.1.	Maximum Height	16.0 m	-
	Setbacks		
4.1.2.	Minimum Setback Abutting a Street	6.0 m	**A**
4.1.3.	Minimum Setback Abutting an Alley	4.5 m	**B**
4.1.4.	Minimum Setback Abutting a Site	4.5 m	**C**
	Diagram for Subsections 4.1.2 - 4.1.4		



3.2.2 By-Law Parking Calculation

City of Edmonton By-Law Table 6.6 specifies the deemed minimum parking space requirement, which must only be used to calculate the minimum number of required Barrier-free parking spaces in compliance with the applicable building code. It does not create a minimum requirement for any other parking spaces.

Table 6.6. Deemed Minimum Parking Space Requirements			
Subsection	**Uses**	**Where Located within the boundaries of Appendix I or Downtown Special Area Deemed Minimum Parking Space Requirement**	**All Other Areas**
6.6.1.	• Community Service • Crematorium • Indoor Sales and Service, in the form of a commercial school or a funeral home • Library • Minor Indoor Entertainment • Major Indoor Entertainment, except in the form of a nightclub • Health Service • Outdoor Entertainment • Outdoor Recreation Service • Park • Residential Sales Centre • School • Special Event	0 per the first 60.0 m^2 of Floor Area and 1 per additional 30.0 m^2 of Floor Area greater than 60.0 m^2	1 per 10.0 m^2 of Floor Area

City of Edmonton explanation:
The area taken for the calculation is based on administrative area. As per the School Schedule A : 397 m2

- 397m2 / 10m2 = 40 stalls

Based on the National Building Code - 2023 Alberta Edition Table 3.8.2.5 shown below, the school requires 3 barrier
free stalls.

Designated Parking Spaces
Forming Part of Sentence 3.8.2.5.(2)

Number of Parking Stalls Required	Number of Designated Stalls for Use by Persons with Physical Disabilities
2 – 10	1
11 – 25	2
26 – 50	3
51 – 100	4
for each additional increment of 100 or part thereof	one additional stall

The City of Edmonton also noted that with the approval of the Open Option Parking in July 2020, the Zoning By-Law no longer prescribes parking requirements for school sites. We rely on the School Board to determine the number of required parking stalls to support staff and visitors.

The Zoning By-Law 12800 does however dictate the required passenger pick-up and drop-off stalls show on the 6.7 “Minimum Passenger Pick-Up and Drop-off Spaces for Schools”:

- 6.7.1 Elementary or Junior High: 3 Spaces per 100 students. (500/100=5) 5*3=15 stalls.

Table 6.7. Minimum Passenger Pick-up and Drop-off Spaces for Schools			
Subsection	**Use**	**Total Passenger Pick-up and Drop-off Spaces**	**On-Site Passenger Pick-up and Drop-off Spaces**
6.7.1.	Elementary or junior high school	3 spaces per 100 students, or 5 spaces, whichever is greater	1 space per 100 students, or 5 spaces, whichever is greater
6.7.2.	High school	1.5 spaces per 100 students, or 5 spaces, whichever is greater	0.5 spaces per 100 students, or 5 spaces, whichever is greater

Point 6.9. states that '*Passenger pick-up and drop-off spaces may be located on a Street subject to the approval of the Development Planner in consultation with the City department responsible for transportation planning.'*

Point 5 General Regulations of the City of Edmonton By-Law states that a surface parking lot, loading and waste collection must not be located within a required building setback abutting a street or another site. Table and Figure 4.1 referring to PS zoning rules define this distance as 6 metres abutting a street.

Table below from the Land Use Bylaw determines the number of bike stalls required in the site plan.

18 spaces for the first 2,500 sqm + 1 space per additional 414 sqm = 18 + (2373/414=15.70)5.73*1= 24 Bike Parking Spaces

Table 8.5. Minimum Number of Bike Parking Spaces		
Subsection	**Use**	**Minimum Number of Bike Parking Spaces**
8.5.1.	Commercial Uses, Community Uses, Health Care Facilities, and Transit Centres, where less than 2,500 m^2 of Floor Area	2.0 spaces for the first 280 m^2 of Floor Area and 1.0 space per additional 140 m^2 of Floor Area
8.5.2.	Commercial Uses, Community Uses, Health Care Facilities, and Transit Centres where greater than or equal to 2,500 m^2 of Floor Area	18.0 spaces for the first 2,500 m^2 of Floor Area and 1.0 space per additional 414 m^2 of Floor Area
8.5.3.	Multi-unit Housing, Supportive Housing, or Lodging House, with 9 or more Dwellings or Sleeping Units	1.0 space per Dwelling or per 3 Sleeping Units, whichever is greater

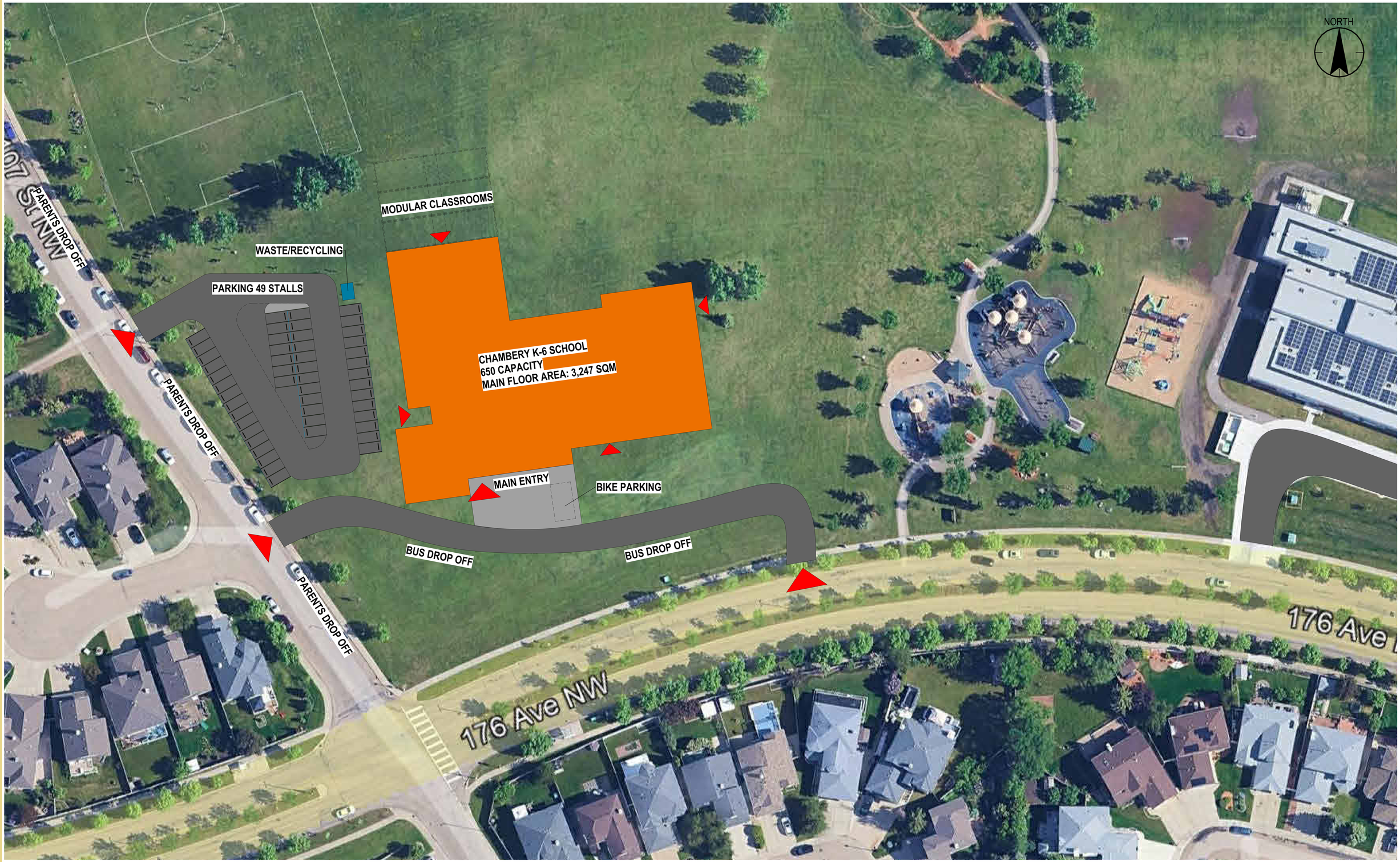
3.2.3 Site Plan Design

During the community engagement session, the key theme for the site plan blocking exercise was the preferred direct access from the school to the playgrounds to the north and northeast, as well as the park to the east of the school site, without requiring students to cross drive aisles or parking areas. This priority informed the location of the staff parking stalls along the west edge of the site in relation to the school building. The staff parking area will be accessed via 107 St NW. This same access point will also accommodate delivery trucks and waste/recycling collection vehicles.

School buses will enter the site via 176 Ave NW and exit via 107 St NW. This configuration allows for a dedicated school bus drop-off area on the south side of the school building, with direct access to the school's main entry and entrance plaza. Fire trucks will also access the site through the same entry and exit points. Parent pick-up and drop-off will take place along 107 St NW. Stakeholders have also recommended implementing road-widening measures along 107 St NW to help mitigate traffic congestion during peak pick-up and drop-off hours.

The site plan also accommodates future modular classrooms to the northwest of the permanent school building.

GRIESBACH K-9 & CHAMBERY K-6



1 C-PD00 **CHAMBERY K-6 SITE PLAN**
1 : 300

CHAMBERY K-6 SITE PLAN

Stantec

4 Program

4.1 Griesbach K-9

4.1.1 Schedule A Provided by Alberta Education

Alberta Education has provided the following Schedule A for Griesbach K-9 School:

PROJECT SCOPE:

Project Name	Griesbach School
Grade Configuration	K-9
Permanent Core Capacity	950
Initial Capacity including Modulars	1200
Build - out Capacity including Modulars	1200

AREA ALLOWANCES:

The following is the breakdown of area allowances from Appendix A in the School Capital Manual, including CTS space if applicable.

PERMANENT SPACE

	Instructional Area	Teaching Stations			Area
.1	Classrooms	21	@	80 m²	1,680 m²
.2	Science	3	@	120 m²	360 m²
.3	Elem Science	3	@	95 m²	285 m²
.4	Large Ancillary	2	@	130 m²	260 m²
.5	Small Ancillary	5	@	90 m²	450 m²
.6	Info Services	3	@	115 m²	345 m²
.7	CTS	2	@	142 m²	284 m²
.8	Gymnasium				940 m²
.9	Gym Storage				94 m²
.10	Library				486 m²
	Sub-Total Instructional Space	39	Teaching Stations		5,184 m²
	Non-Instructional Area				
.1	Staff/Admin				547 m²
.2	Wrap Around				60 m²
.3	Mechanical				297 m²
.4	Recycling				22 m²
.5	Phys Ed				165 m²
.6	Circulation				1,296 m²
.7	Wall Area				718 m²
.8	Storage				209 m²
.9	Washrooms				146 m²
.10	Accessible Washrooms				24 m²
.11	Flex Space				292 m²
.12	Wiring Network				40 m²
	Sub-Total Non-Instructional Space				3,816 m²
	Total Permanent Space				**9,000 m²**

MODULAR CLASSROOMS

Initial Modular Classrooms	0 Units
Additional Modular Classrooms	10 Units
For a full build out with a total of	10 Units

The design team and school board explored reallocating some instructional areas to different categories (i.e. allocating some small ancillary and elementary science areas to core classrooms) to better suit the needs of the school division. The sub-total for instructional and non-instructional areas as well as the total permanent space are aligned with their respective numbers of Schedule A provided by Alberta Education.

Permanent Space:	
Project Name:	Griesbach School
Grade Configuration:	K - 9
Permanent Core Capacity	950
Initial Capacity Including Modulars	1,200
Build - out Capacity Incl. Modulars	1,200

Permanent Space:

Instructional Area				Notes
Classroom	29	80	2,320	Elem Science and Small Ancillary areas are transferred to classroom areas.
Science	3	120	360	
Large Ancillary	2	130	260	Art and Music
Info Services	3	115	345	
CTS	2	142	284	Foods and Construction
Gymnasium	1	940	940	
Gym Storage	1	94	94	
Library	1	581	581	Remaining Elem Science and Small Ancillary areas is transferred to Library area.
Sub-Total Instructional Area			**5,184**	

Non Instructional Area				Notes
Admin & Staff	1	547	547	
Wrap Around & Collab Space	1	60	60	
Mechanical & Meter Room	1	297	297	
Recycle Room	1	22	22	
Phys. Ed.	1	165	165	
Circulation	1	1,296	1,296	
Wall Area	1	718	718	
Storage Area	1	209	209	
Washrooms	1	146	146	
Accessible Washroom	1	24	24	
Flexible Space	1	292	292	
Wiring Network	1	40	40	
Sub-Total Non-Instructional Area			**3,816**	
Total Permanent Space			**9,000**	

Modular Classrooms:

Future Modular Classrooms	**10 Units**

4.1.2 Form-18 Instructional Area

The following Form-18 Instructional Area table is provided by Alberta Education, and demonstrates the potential rated capacity of the school designed.

Instructional Area Form

v1.1.1

The "Instructional Area Form" will assist you with reporting the space information for your schools. Please complete a separate form for each school.
If there are multiple school codes in a single facility, please combine the grade configuration and itemize the spaces in a single form. Pick the school code and facility code of the first school and note the other in the notes section.
If there are multiple facilities to a single school code, please complete a separate form for each school.

1. Enter school information (please enter the information row by row)

Jurisdiction	The Edmonton Catholic Separate School Division	Total Classroom Instructional Area	3,283.0	Total CTS Area	293.0
Jurisdiction Code	0110	Area Per Student	3.6	Total CTS Rated Capacity	40.0
School Name	Griesbach K-9 School	Rated Capacity	40.0	CTS Area - Designated as Outreach	0.0
School Code		Estimated Capacity	949.0		
Facility Name		Total Facility Instructional Area	5,194.0	Total Phys Ed Area	1,036.0
Facility Code		Designated Lease Space - Not For Profit	0.0	Total Phys Ed Area Rated Capacity	0.0
Building ID		Designated Outreach Space	0.0	Phys Ed Area - Designated as Outreach	0.0
Grade Configuration	K	Net Classroom Instructional Area	3,283.0		
	to			Total Library Area	582.0
	9			Total Library Rated Capacity	0.0
Notes		Total Instructional Space in M^2 allocated to the Outreach Program	0.0	Library Area Designated as Outreach	0.0

If there are any changes to the facility or school (e.g., replacement school), please contact edc.cpdata@gov.ab.ca to update our records.

2. Enter instructional space data

Click Instructional Space Data

3. Enter Career and Technology Studies (CTS), Physical Activity Space (PAS), and Libraries space data

Click CTS, PAS, Libraries Space Data

4. Save file

Please save the file with the following file name: A0110-[Pick School Code]-[Pick Facility Code]-IAF-2026

5. Submit the spreadsheet, along with the small scale plan and data sheet, for each school, electronically to edc.cpdata@gov.ab.ca.

Back

Room Number	Code	Area (m^2)	Exempt Space	Modular T-Code	Notes
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
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	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	SCI|Science Room	121			
	SCI|Science Room	121			
	SCI|Science Room	121			
	BES/COM|Computer Room	116			
	BES/COM|Computer Room	116			
	BES/COM|Computer Room	108			
	ANC|Ancillary Rooms	130			Music
	ANC|Ancillary Rooms	130			Art

Back

Room Number	Code	Area (m^2)	Exempt Space	Modular T-Code	Capacity	Notes
	GYM|Gymnasium	941			0	
	GSS|Gym Storage Space	95			0	
	LIB|Library	582			0	
	CTS|Career Technology Studies	142			20	Foods
	CTS|Career Technology Studies	151			20	Construction
					0	
					0	
					0	
					0	
					0	

4.2 Chambery K-6 School

4.2.1 Schedule A Provided by Alberta Education

Alberta Education has provided the following Schedule A for Chambery K-6 School:

PROJECT SCOPE:

Project Name	Chambery School
Grade Configuration	K-6
Permanent Core Capacity	500
Initial Capacity including Modulars	650
Build - out Capacity including Modulars	650

AREA ALLOWANCES:

The following is the breakdown of area allowances from Appendix A in the School Capital Manual, including CTS space if applicable.

PERMANENT SPACE

	Instructional Area	Teaching Stations			Area
.1	Classrooms	12	@	80 m²	960 m²
.2	Science	0	@	120 m²	0 m²
.3	Elem Science	3	@	95 m²	285 m²
.4	Large Ancillary	2	@	130 m²	260 m²
.5	Small Ancillary	3	@	90 m²	270 m²
.6	Info Services	0	@	115 m²	0 m²
.7	CTS	0	@	142 m²	0 m²
.8	Gymnasium				595 m²
.9	Gym Storage				60 m²
.10	Library				260 m²
	Sub-Total Instructional Space	20	Teaching Stations		2,690 m²
	Non-Instructional Area				
.1	Staff/Admin				397 m²
.2	Wrap Around				40 m²
.3	Mechanical				189 m²
.4	Recycling				11 m²
.5	Phys Ed				95 m²
.6	Circulation				672 m²
.7	Wall Area				380 m²
.8	Storage				111 m²
.9	Washrooms				78 m²
.10	Accessible Washrooms				24 m²
.11	Flex Space				156 m²
.12	Wiring Network				30 m²
	Sub-Total Non-Instructional Space				2,183 m²
	Total Permanent Space				**4,873 m²**

MODULAR CLASSROOMS

Initial Modular Classrooms	6 Units
Additional Modular Classrooms	0 Units
For a full build out with a total of	6 Units

The design team and school board explored reallocating some instructional areas to different categories (i.e. allocating small ancillary areas to core classrooms) to better suit the needs of the school division. The sub-total for instructional and non-instructional areas as well as the total permanent space are aligned with their respective numbers of Schedule A provided by Alberta Education.

Permanent Space:	
Project Name:	Chambery School
Grade Configuration:	K - 6
Permanent Core Capacity	500
Initial Capacity Including Modulars	650
Build - out Capacity Incl. Modulars	650

Permanent Space:

Instructional Area				Notes
Classroom	18	80	1,440	Elem Science and Small Ancillary areas are transferred to classroom areas.
Large Ancillary	2	130	260	Art and Music
Gymnasium	1	595	595	
Gym Storage	1	60	60	
Library	1	335	335	Remaining Elem Science and Small Ancillary areas is transferred to Library area.
Sub-Total Instructional Area			**2,690**	

Non Instructional Area				Notes
Admin & Staff	1	397	397	
Wrap Around & Collab Space	1	40	40	
Mechanical & Meter Room	1	189	189	
Recycle Room	1	11	11	
Phys. Ed.	1	95	95	The area is transferred to multi purpose ancillary.
Circulation	1	672	672	
Wall Area	1	380	380	
Storage Area	1	111	111	
Washrooms	1	78	78	
Accessible Washroom	1	24	24	
Flexible Space	1	156	156	
Wiring Network	1	30	30	
Sub-Total Non-Instructional Area			**2,183**	
Total Permanent Space			**4,873**	

Modular Classrooms:

Additional Modular Classrooms	**6 Units**

4.2.2 Form-18 Instructional Area

The following Form-18 Instructional Area table is provided by Alberta Education, and demonstrates the potential rated capacity of the school designed.

Instructional Area Form

v1.1.1

The "Instructional Area Form" will assist you with reporting the space information for your schools. Please complete a separate form for each school.
If there are multiple school codes in a single facility, please combine the grade configuration and itemize the spaces in a single form. Pick the school code and facility code of the first school and note the other in the notes section.
If there are multiple facilities to a single school code, please complete a separate form for each school.

1. Enter school information (please enter the information row by row)

Jurisdiction	The Edmonton Catholic Separate School Division	Total Classroom Instructional Area	1,700.0	Total CTS Area	0.0
Jurisdiction Code	0110	Area Per Student	3.5	Total CTS Rated Capacity	0.0
School Name	Chmabery K-6 School	Rated Capacity	0.0	CTS Area - Designated as Outreach	0.0
School Code		Estimated Capacity	490.0		
Facility Name		Total Facility Instructional Area	2,690.0	Total Phys Ed Area	655.0
Facility Code		Designated Lease Space - Not For Profit	0.0	Total Phys Ed Area Rated Capacity	0.0
Building ID		Designated Outreach Space	0.0	Phys Ed Area - Designated as Outreach	0.0
Grade Configuration	K	Net Classroom Instructional Area	1,700.0		
	to			Total Library Area	335.0
	6			Total Library Rated Capacity	0.0
Notes		Total Instructional Space in M^2 allocated to the Outreach Program	0.0	Library Area Designated as Outreach	0.0

If there are any changes to the facility or school (e.g., replacement school), please contact edc.cpdata@gov.ab.ca to update our records.

2. Enter instructional space data

Click Instructional Space Data

3. Enter Career and Technology Studies (CTS), Physical Activity Space (PAS), and Libraries space data

Click CTS, PAS, Libraries Space Data

4. Save file

Please save the file with the following file name: A0110-[Pick School Code]-[Pick Facility Code]-IAF-2026

5. Submit the spreadsheet, along with the small scale plan and data sheet, for each school, electronically to edc.cpdata@gov.ab.ca.

Back

Room Number	Code	Area (m^2)	Exempt Space	Modular T-Code	Notes
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	CR|Classroom	80			
	ANC|Ancillary Rooms	130			Music
	ANC|Ancillary Rooms	130			Art

Back

Room Number	Code	Area (m^2)	Exempt Space	Modular T-Code	Capacity	Notes
	GYM|Gymnasium	595			0	
	GSS|Gym Storage Space	60			0	
	LIB|Library	335			0	
					0	
					0	
					0	
					0	
					0	
					0	
					0	
					0	

5 Architectural Design

5.1 Griesbach K-9

5.1.1 Building Code Review

The conceptual floor plans were designed in accordance to the National Building Code 2023, Alberta Edition. The following building code review applies to this conceptual design option.

2023 National Building Code - Alberta Edition (NBC-AE)

Building Classification and General Construction Requirements

- Major Occupancy: Group A, Division 2, Article 3.2.2.24
- Maximum Number of Storeys Permitted: 6
- Actual Number of Storeys: 2
- Maximum Building Area Permitted: Any Area
- Actual Building Area: 5,204 m^2
- Sprinklers Required: Yes
- Allowable Construction: Non-combustible

  Note: A firewall provision will be required for the modular classrooms addition.

Floor To Floor Fire Separation and Fire Resistance Ratings

- Floor assemblies shall be fire separations and shall have a fire resistance rating not less than 1h.
- Mezzanines shall have a fire resistance rating not less than 1h.
- Load bearing walls, columns and arches shall have a fire resistance rating not less than required for the supporting assembly.
- Roof: no rating required.

Component Fire Separation Requirements

- Corridors in an Assembly Occupancy 3.3.2.6 – Rating waived in a building that is sprinklered throughout
- Janitor rooms 3.3.1.22 (3) – Rating waived in a building that is sprinklered throughout, smoke sealed.
- Combustible refuse storage such as garbage rooms & recycling rooms 3.6.2.5 – Not less than 1h – FRR closure 45min, floor area to be sprinklered
- Service rooms with fuel fired appliances 3.6.2.1 (1) – Not less than 1h – FRR closure 45min
- Service rooms with limited quantity of service equipment, and the service equipment neither constitutes a fire hazard nor is essential to the operation of fire safety systems 3.6.2.1.(8) – Fire separation shall not apply.
- Closures - 45mins

Occupant Load Calculation 3.1.17.1 (2)

- Schedule A capacity is 950 students + 95 staff = in total 1,045 – However, to determine the exit capacity particularly exit stairs capacity, an area-by-area calculation per building code is required at the detailed design stage.

Safety Requirements within Floor Areas and Exits

- Maximum travel distance to at least one exit: 45m - 3.4.2.5.(1)(c)
- Minimum exit width of door: 850mm per 3.4.3.2 – table 3.4.3.2-A

Washroom Calculations 3.7.2.2

Note: the calculation below is based on schedule A capacity of 950 students and 95 staff.

- 95 Staff (48 Females, 2 WC) (48 Male, 1 WC) - Table 3.7.2.2.(A)
- 950 K-9 Students: 665 K-6 Students + 285 7-9 students

  For primary schools the code sentence used is 3.7.2.2.(5): 333 Females, 14 WC; 333 Male, 12 WC

  For 7-9 students the code sentence used is 3.7.2.2.(4): 143 Females, 6 WC;143 Male, 3 WC
- Total WC Count = 38

Barrier Free Design – Section 3.8

- All pedestrian entrances to a barrier-free storey shall be barrier-free per 3.8.2.2
- Barrier-free path of travel shall be provided throughout and within all normally occupied floor areas per 3.8.2.3
- At least one universal washroom should be provided at each location where washrooms are provided per 3.8.2.8.(1)
- Washrooms with more than two water closets or one water closet and one urinal should be barrier-free per 3.8.2.8.(2)
- At least one accessible water-closet stall shall be provided for every 10 stalls per 3.8.2.8.(5)
- At least one accessible urinal shall be provided for every 10 urinals per 3.8.2.8.(6)
- Barrier-free design shall be provided throughout the building, including aspects such as controls, drinking fountains, water-bottle filling stations, lavatories, mirrors, showers and counters per 3.8.3
- Doors shall be equipped with power door operators complying with subsection 3.8.3. That allow persons to activate the opening of the doors in the intended direction of travel, where the doors are located in an entrance referred to in article 3.8.2.2., including the interior doors of a vestibule where provided, and in an entrance to a washroom with a barrier-free water closet per 3.8.2.7.
- Where urinals are provided in a barrier-free washroom, at least one urinal for persons with limited mobility conforming to subsection 3.8.3. Shall be provided for every 10 urinals or part thereof per 3.8.2.8.(6).
- Where a barrier-free washroom is required, at least one stall for persons with limited mobility conforming to subsection 3.8.3. Shall be provided for every 10 stalls or part thereof per 3.8.2.8.(7).

5.1.2 Concept Design

The proposed school design adopts a compact and efficient U-shaped configuration, with the Library/Learning Commons positioned as the heart of the school. An integrated south-facing outdoor plaza provides students with direct access to the playgrounds and fields located on the south side of the site.

The main entry is located on the east side of the school, adjacent to Sir Arthur Currie Way. The staff and administration area, situated at the northeast corner of the building, provides balanced access from the bus drop-off area as well as the staff parking and parent drop-off zones. This placement establishes a clear reception point while enabling passive supervision of arrivals and adjacent drop-off areas. The community also expressed a preference for a strong architectural expression at the main entry that reflects community pride and identity.

Upon entering through the main entrance, the double-height Learning Commons and gathering space is immediately visible, creating a welcoming focal point for students, teachers, and visitors. The gymnasium is strategically located on the west side of the building, providing direct access to the outdoor areas on the south side of the site without requiring students to cross parking areas or drive aisles. The CTS Construction space is located on the north side of the school, with direct access to the drive aisles to accommodate dust collector pick-up.

The U-shaped layout enables the creation of three distinct learning community clusters within each wing and on each floor. These learning communities include associated collaboration spaces that create opportunities for learning, collaboration, and knowledge-sharing between students and teachers. They share centrally located instructional and non-instructional spaces, including the Learning Commons, science rooms, Information Services room, and wrap around areas. These clusters are designed to foster a strong sense of identity, place, and ownership among students.

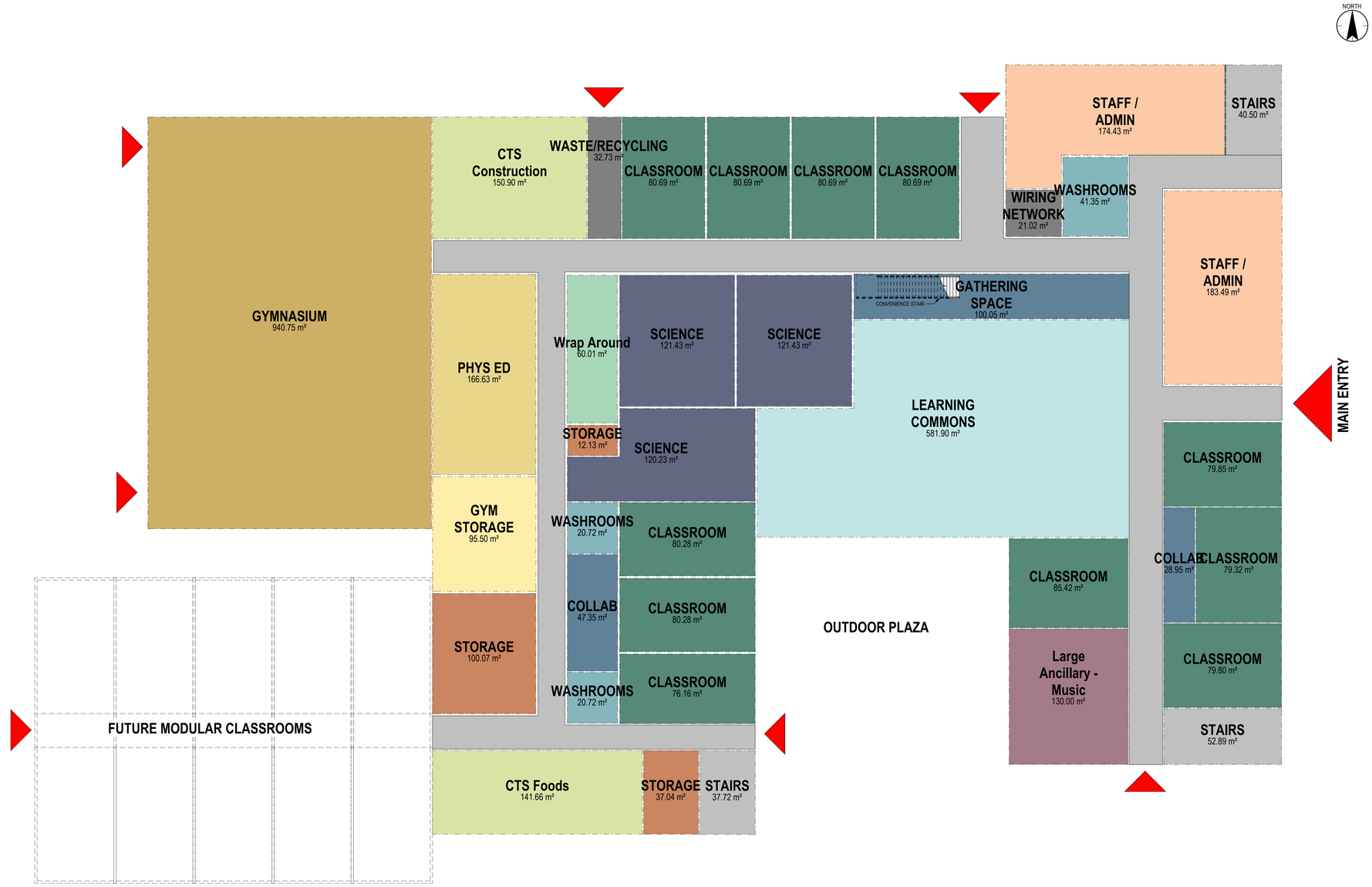
Staff expressed a strong preference for an outdoor learning environment on the second floor, positioned away from potential vandalism. In response, the design team incorporated a south-facing outdoor learning area attached to the classrooms to capture suitable sunlight for a roof garden and outdoor classroom.

Future modular classroom additions are planned as extensions of the western wing and are designed to integrate seamlessly with the school’s circulation system.

Final comments and recommendations from Katherine Therrien School teachers and staff on the proposed concept plans include:

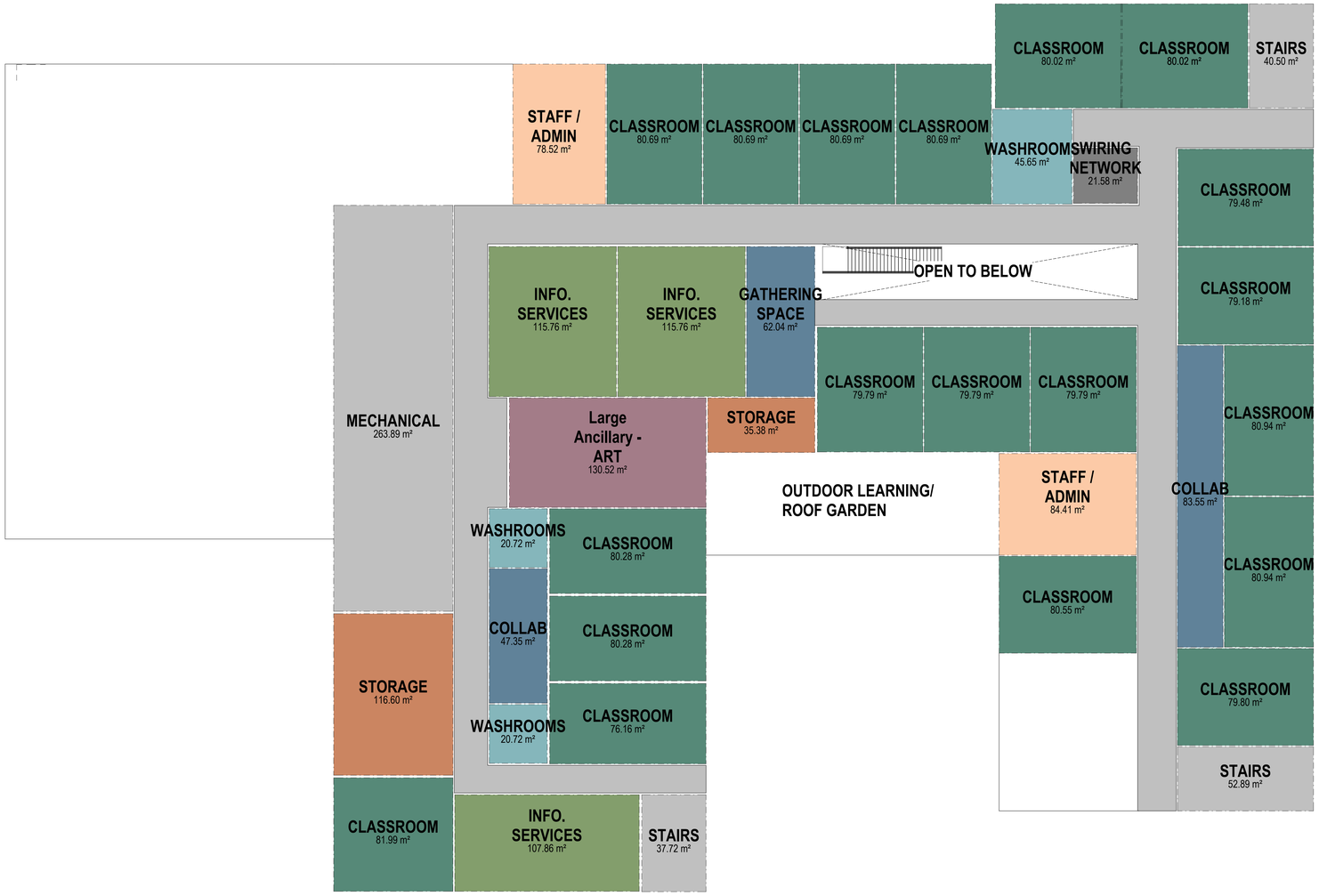
- Strong support for the second-floor outdoor learning space
- A request for shared washroom access for both elementary and secondary students on each floor (additional washrooms overall)
- Questions regarding the provision of four staff/administration spaces
- Confirmation that the outdoor plaza is enclosed to support BBQ use and enhance safety
- Consideration of relocating science classrooms to the second floor so that elementary grades are primarily on the main level and junior high on the second floor
- A request for each classroom to include sinks and ample storage

GRIESBACH K-9 & CHAMBERY K-6



1 G-PD01 **GRIESBACH K-9 LEVEL 1**
1 : 150

Stantec



1 G-PD02 **GRIESBACH K-9 - LEVEL 2**
1 : 150

Stantec

5.2 Chambery K-6

5.2.1 Building Code Review

The conceptual floor plans were designed in accordance to the National Building Code 2023, Alberta Edition. The following building code review applies to this conceptual design option.

2023 National Building Code - Alberta Edition (NBC-AE)

Building Classification and General Construction Requirements

- Major Occupancy: Group A, Division 2, Article 3.2.2.24
- Maximum Number of Storeys Permitted: 6
- Actual Number of Storeys: 2
- Maximum Building Area Permitted: Any Area
- Actual Building Area: 3,247 m^2
- Sprinklers Required: Yes
- Allowable Construction: Non-combustible

  Note: A firewall provision will be required for the modular classrooms addition.

Floor To Floor Fire Separation and Fire Resistance Ratings

- Floor assemblies shall be fire separations and shall have a fire resistance rating not less than 1h.
- Mezzanines shall have a fire resistance rating not less than 1h.
- Load bearing walls, columns and arches shall have a fire resistance rating not less than required for the supporting assembly.
- Roof: no rating required.

Component Fire Separation Requirements

- Corridors in an Assembly Occupancy 3.3.2.6 – Rating waived in a building that is sprinklered throughout
- Janitor rooms 3.3.1.22 (3) – Rating waived in a building that is sprinklered throughout, smoke sealed.
- Combustible refuse storage such as garbage rooms & recycling rooms 3.6.2.5 – Not less than 1h – FRR closure 45min, floor area to be sprinklered
- Service rooms with fuel fired appliances 3.6.2.1 (1) – Not less than 1h – FRR closure 45min
- Service rooms with limited quantity of service equipment, and the service equipment neither constitutes a fire hazard nor is essential to the operation of fire safety systems 3.6.2.1.(8) – Fire separation shall not apply.
- Closures - 45mins

Occupant Load Calculation 3.1.17.1 (2)

- Schedule A capacity is 500 students + 50 staff = in total 550 – However, to determine the exit capacity particularly exit stairs capacity, an area-by-area calculation per building code is required at the detailed design stage.

Safety Requirements within Floor Areas and Exits

- Maximum travel distance to at least one exit: 45m - 3.4.2.5.(1)(c)
- Minimum exit width of door: 850mm per 3.4.3.2 – table 3.4.3.2-A

Washroom Calculations 3.7.2.2

Note: the calculation below is based on schedule A capacity of 650 students and 65 staff, including the modular classrooms capacity.

- 65 Staff (33 Females, 2 WC) (33 Male, 1 WC) - Table 3.7.2.2.(A)
- 650 K-6 Students:

  For primary schools the code sentence used is 3.7.2.2.(5): 325 Females, 13 WC; 325 Male, 11 WC
- Total WC Count = 27

Barrier Free Design – Section 3.8

- All pedestrian entrances to a barrier-free storey shall be barrier-free per 3.8.2.2
- Barrier-free path of travel shall be provided throughout and within all normally occupied floor areas per 3.8.2.3
- At least one universal washroom should be provided at each location where washrooms are provided per 3.8.2.8.(1)
- Washrooms with more than two water closets or one water closet and one urinal should be barrier-free per 3.8.2.8.(2)
- At least one accessible water-closet stall shall be provided for every 10 stalls per 3.8.2.8.(5)
- At least one accessible urinal shall be provided for every 10 urinals per 3.8.2.8.(6)
- Barrier-free design shall be provided throughout the building, including aspects such as controls, drinking fountains, water-bottle filling stations, lavatories, mirrors, showers and counters per 3.8.3
- Doors shall be equipped with power door operators complying with subsection 3.8.3. That allow persons to activate the opening of the doors in the intended direction of travel, where the doors are located in an entrance referred to in article 3.8.2.2., including the interior doors of a vestibule where provided, and in an entrance to a washroom with a barrier-free water closet per 3.8.2.7.
- Where urinals are provided in a barrier-free washroom, at least one urinal for persons with limited mobility conforming to subsection 3.8.3. Shall be provided for every 10 urinals or part thereof per 3.8.2.8.(6).
- Where a barrier-free washroom is required, at least one stall for persons with limited mobility conforming to subsection 3.8.3. Shall be provided for every 10 stalls or part thereof per 3.8.2.8.(7).

5.2.2 Concept Design

The proposed school design adopts an L-shaped configuration, with the Library/Learning Commons positioned as the heart of the school. The staff and administration area, located at the southwest corner of the building, provides balanced access to the school from the bus drop-off area as well as the staff parking and parent drop-off zones. This placement establishes a clear reception point while enabling passive supervision of arrivals and adjacent drop-off areas.

Adjacent to the Learning Commons are the large ancillary Arts and the gymnasium. These areas can operate independently or in potential conjunction with the Commons to support larger gatherings through the use of operable folding partitions. The gymnasium is strategically located adjacent to the playgrounds and the park to the east and north of the school, providing direct access to these outdoor areas without requiring students to cross parking areas or drive aisles.

During the community engagement sessions, there was an emphasis on creating a two-storey building to separate older and younger students, with older students located on the second floor. This approach was viewed as a way of preparing them for junior high and a more elevated school experience. The community also expressed a preference for a strong architectural expression at the main entry that reflects Catholic community pride and identity. An additional event entrance on the south side supports after-hours access to the gymnasium and Learning Commons, while a dedicated back-of-house entrance provides convenient access to the recycling area and supports maintenance and servicing functions.

The L-shaped layout also enables the creation of two distinct learning community clusters within each wing and on each floor. These learning communities include associated collaboration spaces that create opportunities for learning, collaboration, and knowledge-sharing between students and teachers. They share centrally located instructional and non-instructional spaces, including the Learning Commons, wrap around areas, and the multipurpose room. These learning communities are designed to foster a strong sense of identity, place, and ownership among students.

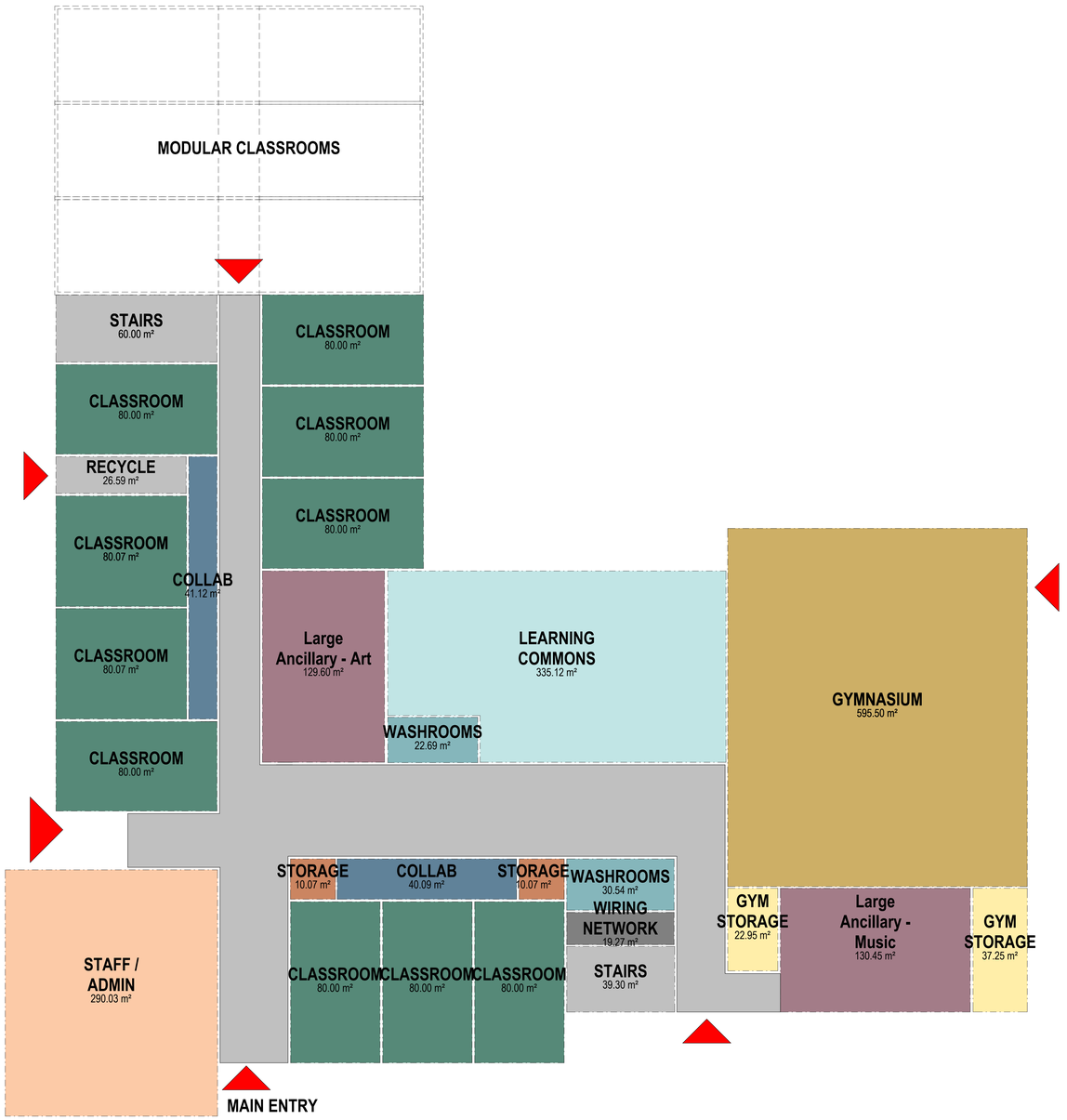
Staff expressed a strong preference for an outdoor learning environment on the second floor, positioned away from potential vandalism. In response, the design team incorporated a south-facing outdoor learning area attached to the multipurpose ancillary space to capture suitable sunlight for a roof garden and outdoor classroom.

Future modular classroom additions are planned as extensions of the northern wing and are designed to integrate seamlessly with the school’s circulation system.

Final comments and recommendations from St. Charles School teachers and staff on the proposed concept plans include:

- A request for connected washrooms for kindergarten classrooms
- Additional exits (not necessarily code-mandated) to help avoid congestion during bell times
- Additional washrooms and storage
- Strong appreciation for the outdoor learning space

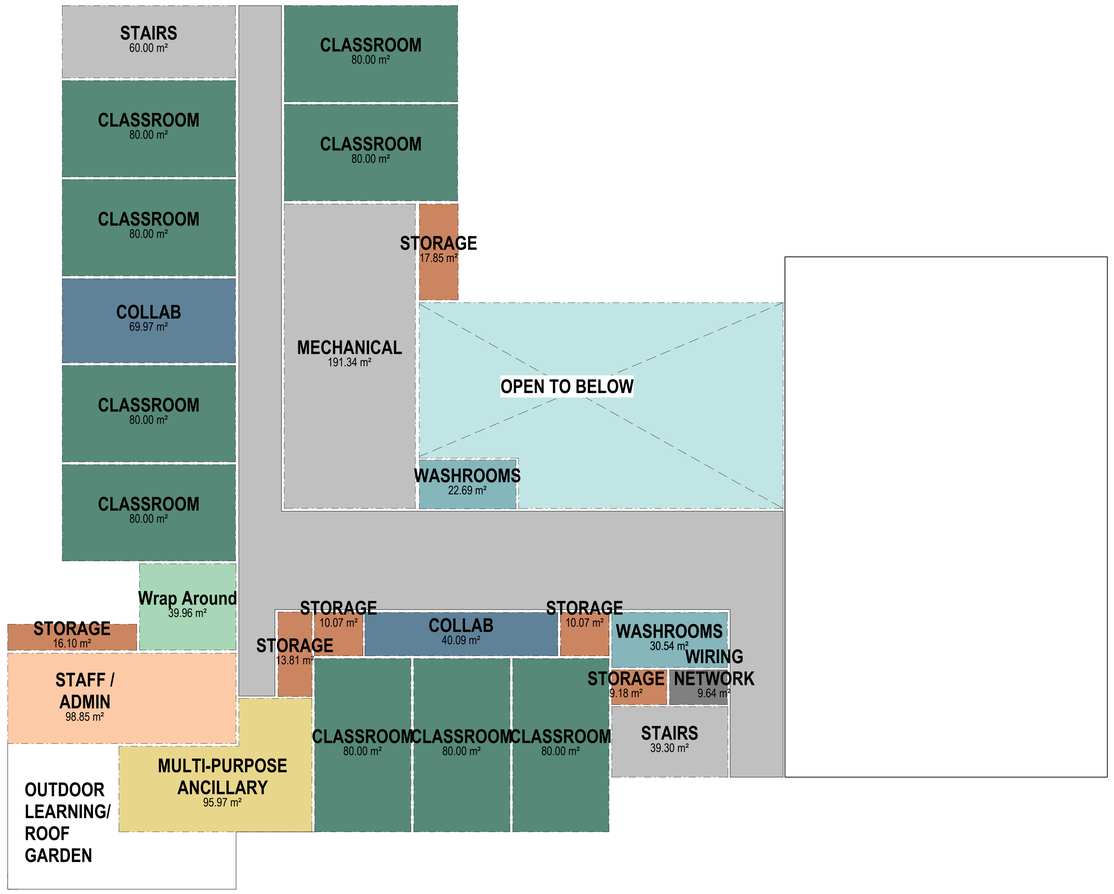
GRIESBACH K-9 & CHAMBERY K-6



1 C-PD01 **CHAMBERY K-6 LEVEL 1**
1 : 150

Stantec

NORTH



1 C-PD02 **CHAMBERY K-6 - LEVEL 2**
1 : 150

CHAMBERY K-6 LEVEL 2

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Appendix A Site Plans

Appendix B Engagement Workshop Presentation

Stantec

Stantec is a global leader in sustainable engineering, architecture, and environmental consulting. The diverse perspectives of our partners and interested parties drive us to think beyond what's previously been done on critical issues like climate change, digital transformation, and future-proofing our cities and infrastructure. We innovate at the intersection of community, creativity, and client relationships to advance communities everywhere, so that together we can redefine what's possible.

Stantec Architecture Ltd.
stantec.com

Appendix A Site Plans

AD ASTRA BLVD NW

EXISTING
BUS STOP
IN SERVICE

CATHOLIC K-9 SCHOOL
1.82ha

SIR ARTHUR CURRIE WAY

PEDESTRIAN
CIRCULATION

PLAYGROUND
1000sq/m

LONG
JUMP

330'x210' SOCCER FIELD

GATHERING
SPACE
850sq/m

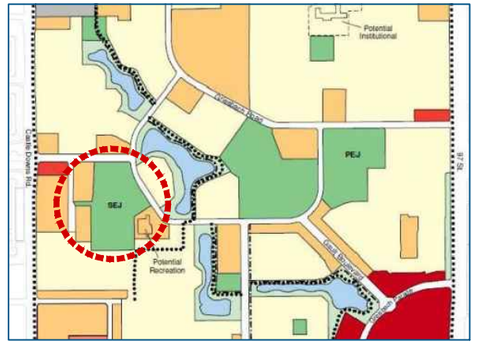
330'x210' SOCCER FIELD

GREENWAY AVE

SCALE 1:1500
0 15 45 75m

N

C:\Users\S100ANNH\Downloads\2025 01 15_Griesbach Catholic School Park (2).dwg



LOCATION PLAN
NOT TO SCALE

SITE SUMMARY:

TOTAL SITE AREA: 6.0 ha

CATHOLIC K–9 SCHOOL: 1.82 ha

SPORTSFIELDS AND OPEN SPACE: 4.18 ha

(SPORTSFIELD REQUIREMENTS FOR ALL USES = 2.4 ha)

PLAYGROUND: 1000m2

GATHERING SPACE: 850m2

NOTES:

- SPORTS FIELD LOCATIONS ARE NOT FINAL AND SUBJECT TO CHANGE.
- PATHWAY ALIGNMENTS ARE CONCEPTUAL AND SUBJECT TO CHANGE. PATHWAY CONNECTIONS WITHIN BUILDING ENVELOPES TO BE DETERMINED ALONGSIDE BUILDING DESIGNS.
- TREE LOCATIONS ARE FOR DEMONSTRATION PURPOSES ONLY. PLANTING DESIGN SUBJECT TO CHANGE.

FIT STUDY
GRIESBACH SCHOOL
PARK OPTION 1

EDMONTON – ALBERTA

December 4, 2025

CITY OF EDMONTON
URBAN GROWTH & OPEN SPACE
PLANNING AND ENVIRONMENT SERVICES
URBAN PLANNING AND ECONOMY

LOCATION PLAN
NOT TO SCALE

SITE SUMMARY:

CATHOLIC SCHOOL K–6: 1.41 ha

NOTE:

- SCHOOL ENVELOPE TO BE LOCATED IN SOUTHEAST CORNER OF SITE AND SHOULD NOT IMPEDE EXISTING SPORTS FIELDS
- SITE IS EXISTING AND NO FURTHER PARK DEVELOPMENT REQUIRED

CATHOLIC K–6 SCHOOL ENVELOPE FIT STUDY

EDMONTON – ALBERTA

December 4, 2025

CITY OF EDMONTON
URBAN GROWTH & OPEN SPACE
PLANNING AND ENVIRONMENT SERVICES
URBAN PLANNING AND ECONOMY

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Appendix B Engagement Workshop Presentation

Northwest Solution Phase 2

Edmonton Catholic School Division (ECSD) Griesbach K-9 School

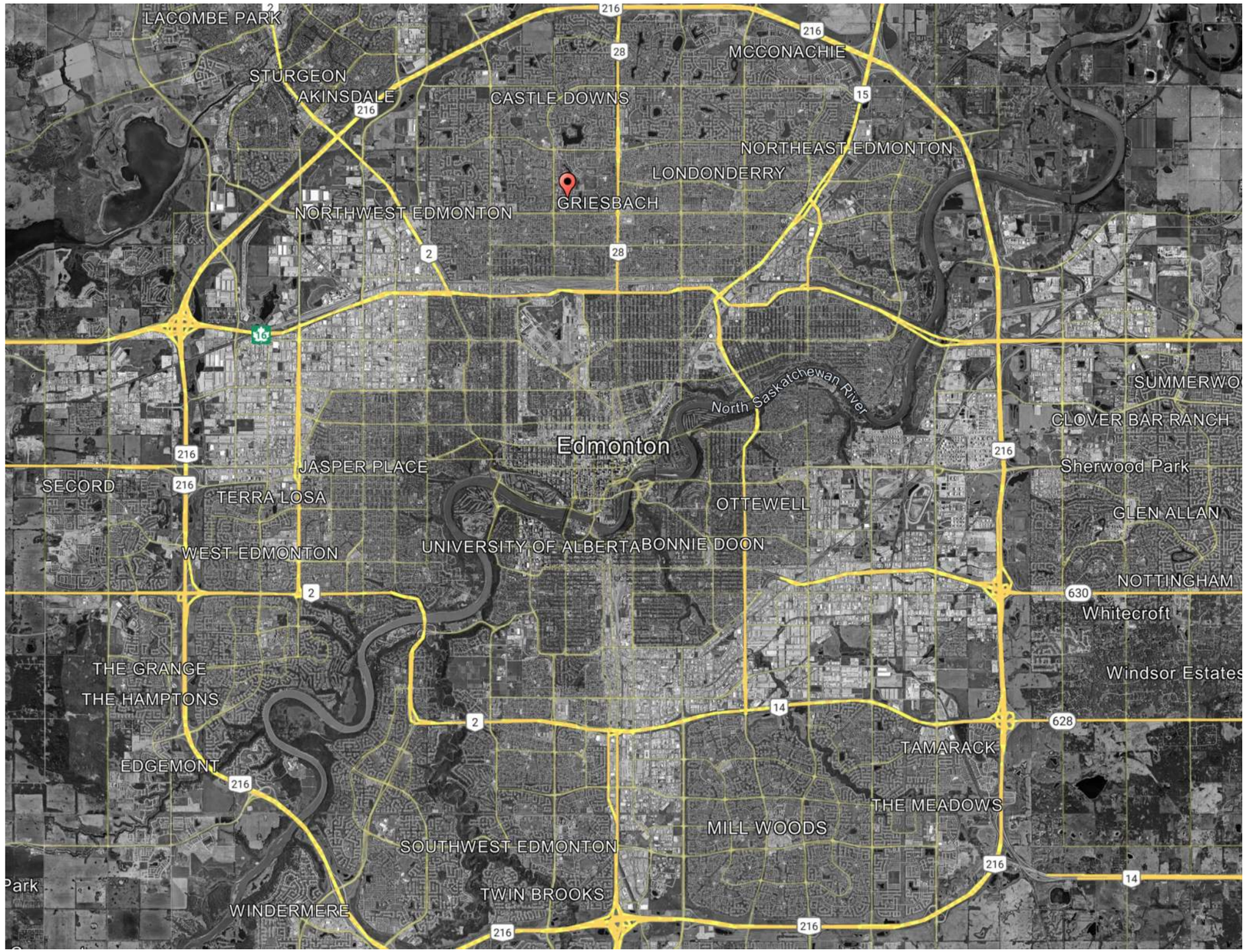
Community Engagement Workshop

January 19, 2025

Agenda

- Project Overview
- School Design Drivers
- Visioning Exercise
- Site Block Planning
- Program Adjacencies Block Planning
- Final Comments

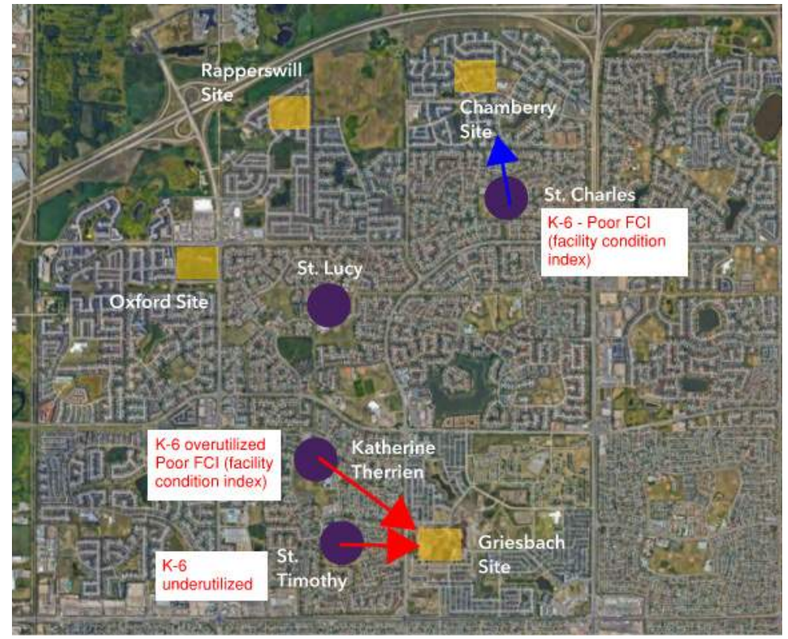
Project Overview



Northwest Solution Phase 2

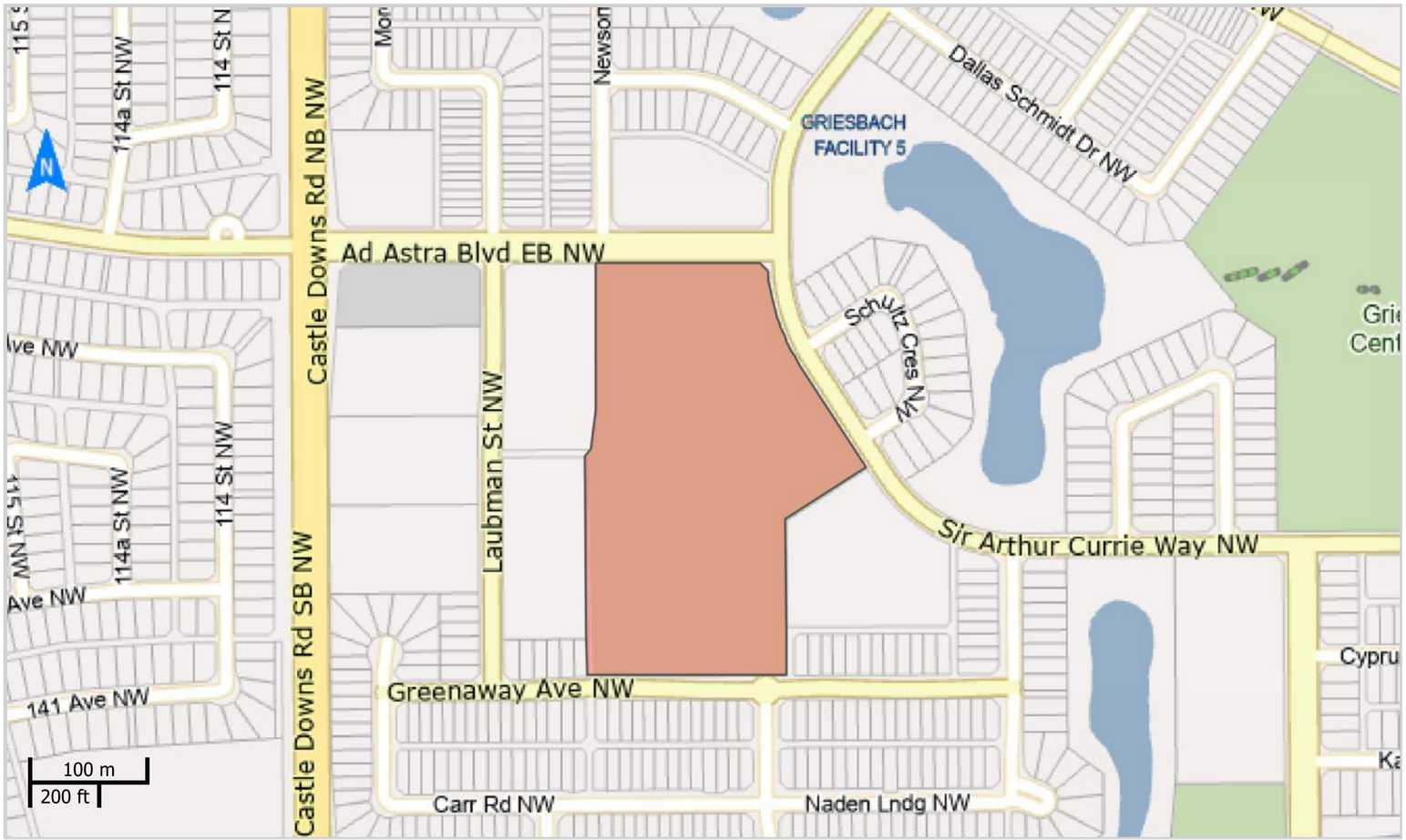
Griesbach School
Grades: K-9
Core Capacity: 950
Initial Capacity Incl. Modulars: 1200
Area: 9,000 m²
Parking: 120 stalls and 5-6 School buses

Current Zoning:
Parks and Services (PS)



Current Zoning

Griesbach Zoning



Legend

Title Lots

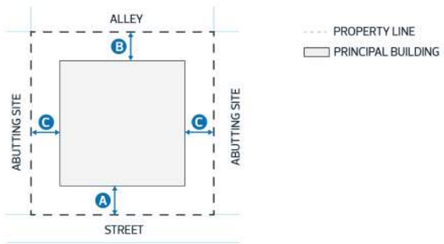
6803 - AD ASTRA BOULEVARD NW

Address:	6803 - AD ASTRA BOULEVARD NW
Legal Description for Title Lot:	Plan 2120880 Blk 27 Lot 23MR
Area:	59,495.554 m^2
Year Built:	
Neighbourhood:	Griesbach
Ward:	Anirniq Ward
Community League:	Griesbach Community League
Waste Collection:	Thursday More Information
Current Zone:	Parks and Services (PS)

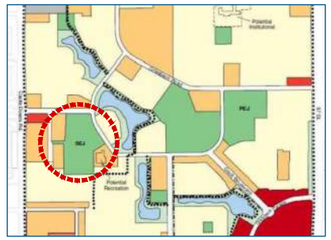
Table 4.1. Site and Building Regulations

Subsection	Regulation	Value	Symbol
	Height		
4.1.1.	Maximum Height	16.0 m	-
	Setbacks		
4.1.2.	Minimum Setback Abutting a Street	6.0 m	A
4.1.3.	Minimum Setback Abutting an Alley	4.5 m	B
4.1.4.	Minimum Setback Abutting a Site	4.5 m	C

Diagram for Subsections 4.1.2 - 4.1.4



Site & Size



LOCATION PLAN
NOT TO SCALE

SITE SUMMARY:

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FIT STUDY
GRIESBACH SCHOOL
PARK OPTION 1

EDMONTON – ALBERTA
December 4, 2025

CITY OF EDMONTON
URBAN GROWTH & OPEN SPACE
PLANNING AND ENVIRONMENT SERVICES
URBAN PLANNING AND ECONOMY

Northwest Solution Phase 2

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Current Zoning:
Parks and Services (PS)

Program Breakdown

Area Allowances

Instructional Area

Core Classrooms	29
Science	3
Large Ancillary	2
Info Services	3
CTS	2
Gymnasium	
Gym Storage	
Library	

Total Teaching Stations: 39
Sub-total Instructional Space: 5,184 m²

Non - Instructional Area

Staff/Admin
Wrap Around
Recycling
Phys Ed (changerooms & office)
Circulation
Storage
Washrooms
Accessible Washrooms
Flex Space
Wiring Network & Mechanical

Sub-total Non-Instructional Space: 3,816 m²
Total Permanent Space: 9,000 m²

Additional Modular Classrooms: 10 Units

ECSD Griesbach
K-9 School

Community Engagement

K-9 School Design Drivers

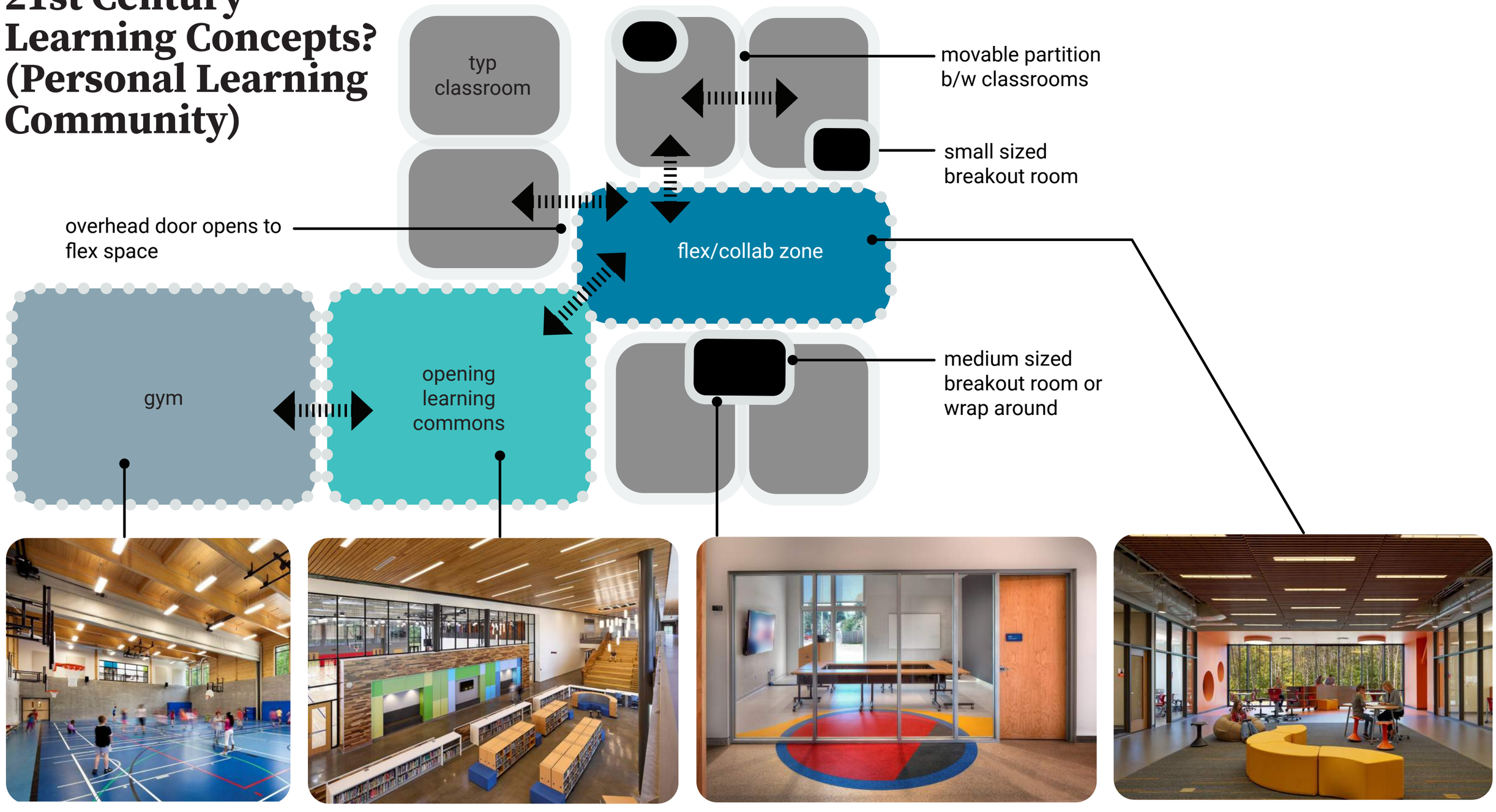
Stantec



How do we create community as well as **INDEPENDENCE** and **INDIVIDUALITY** in K-9 school environment?

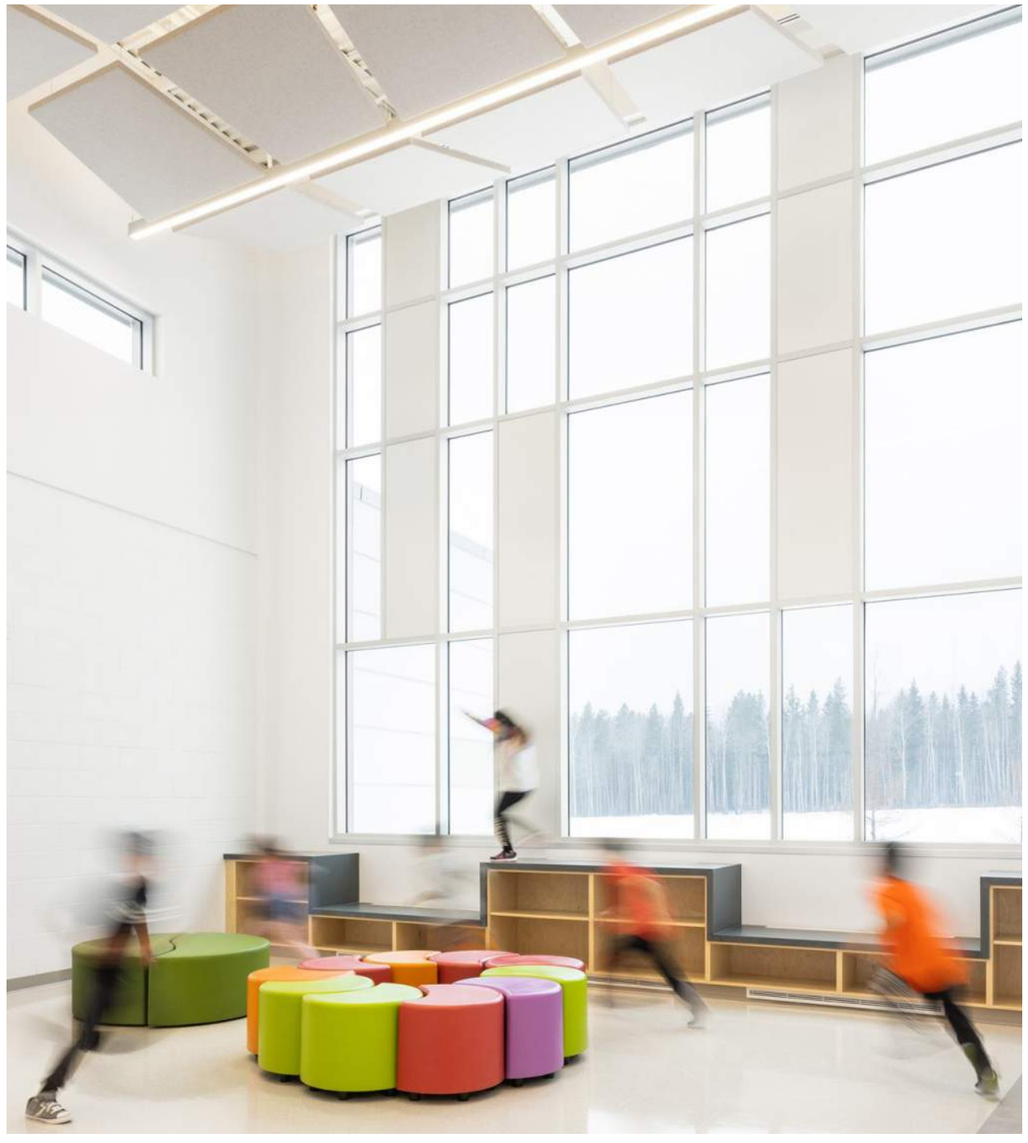


21st Century Learning Concepts? (Personal Learning Community)



Creative Design Elements in Common Areas

Diverse Spaces for Learning



Interconnected Assembly Space

Steinbach Middle School, Grade 5-8
Steinbach, Manitoba

Steinbach Middle School, Grade 5-8
Steinbach, Manitoba

Trout Lake School, Grade K-12
Trout Lake, AB

Trout Lake School, Grade K-12
Trout Lake, AB

Exterior Massing

ECSD Griesbach
K-9 School

Community Engagement

What can we learn from past school projects?

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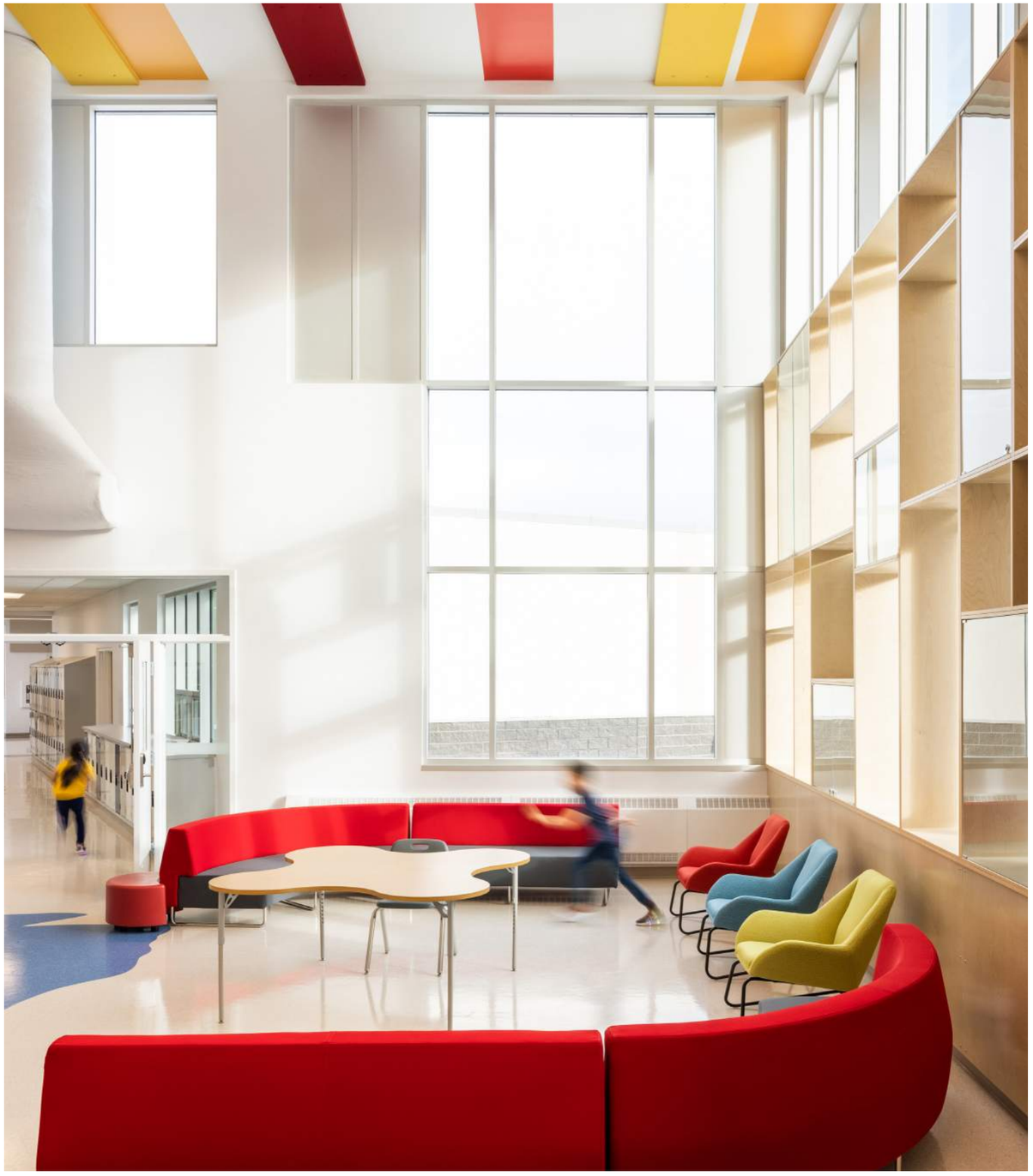
Elizabeth Quintal School

Grade K-8
200 Students
Peerless Lake, AB




1 - Kindergarten classroom
2 - Core classroom
3 - Breakout space
4 - Breakout room
5 - Wrap Around
6 - Library
7 - Reception
8 - Meeting Room
9 - Principals Office
10 - Staff Room
11 - Stage
12 - Kitchen
13 - Gym Storage
14 - Gym
N

Roy Bickell Public School

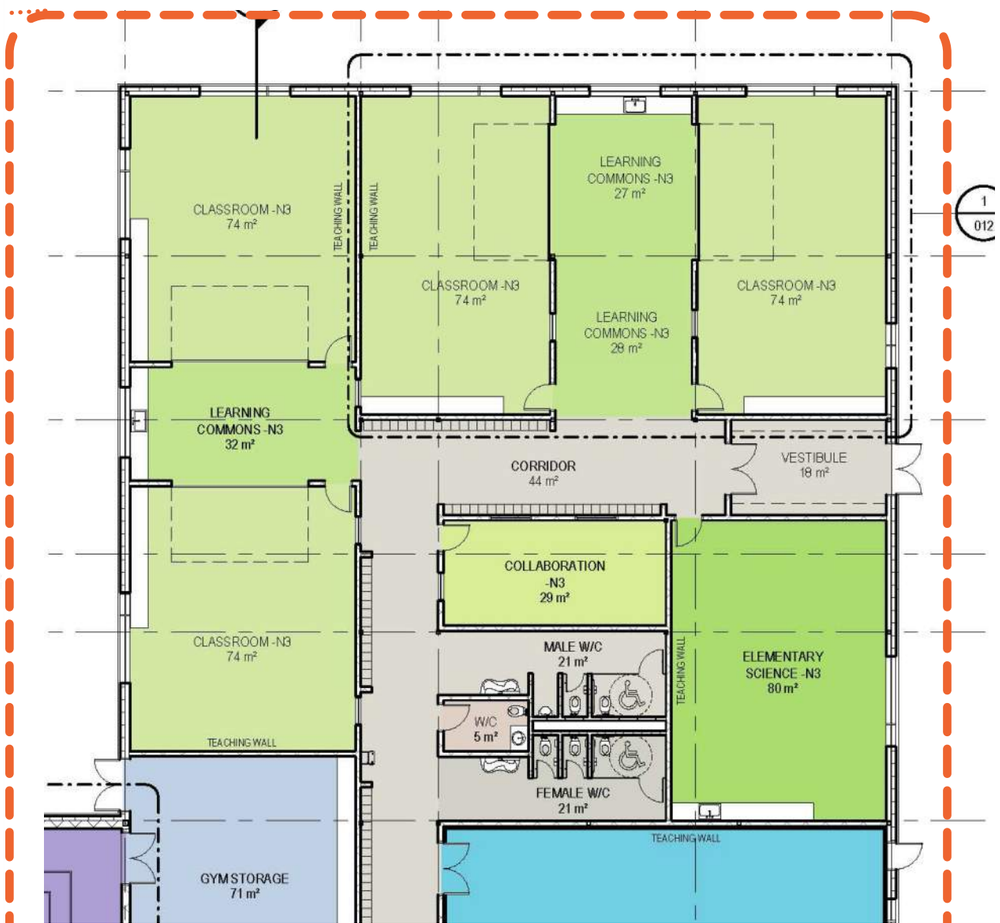
Grade K-8
420 Students
Grande Prairie, AB


ROY BICKELL PUBLIC SCHOOL

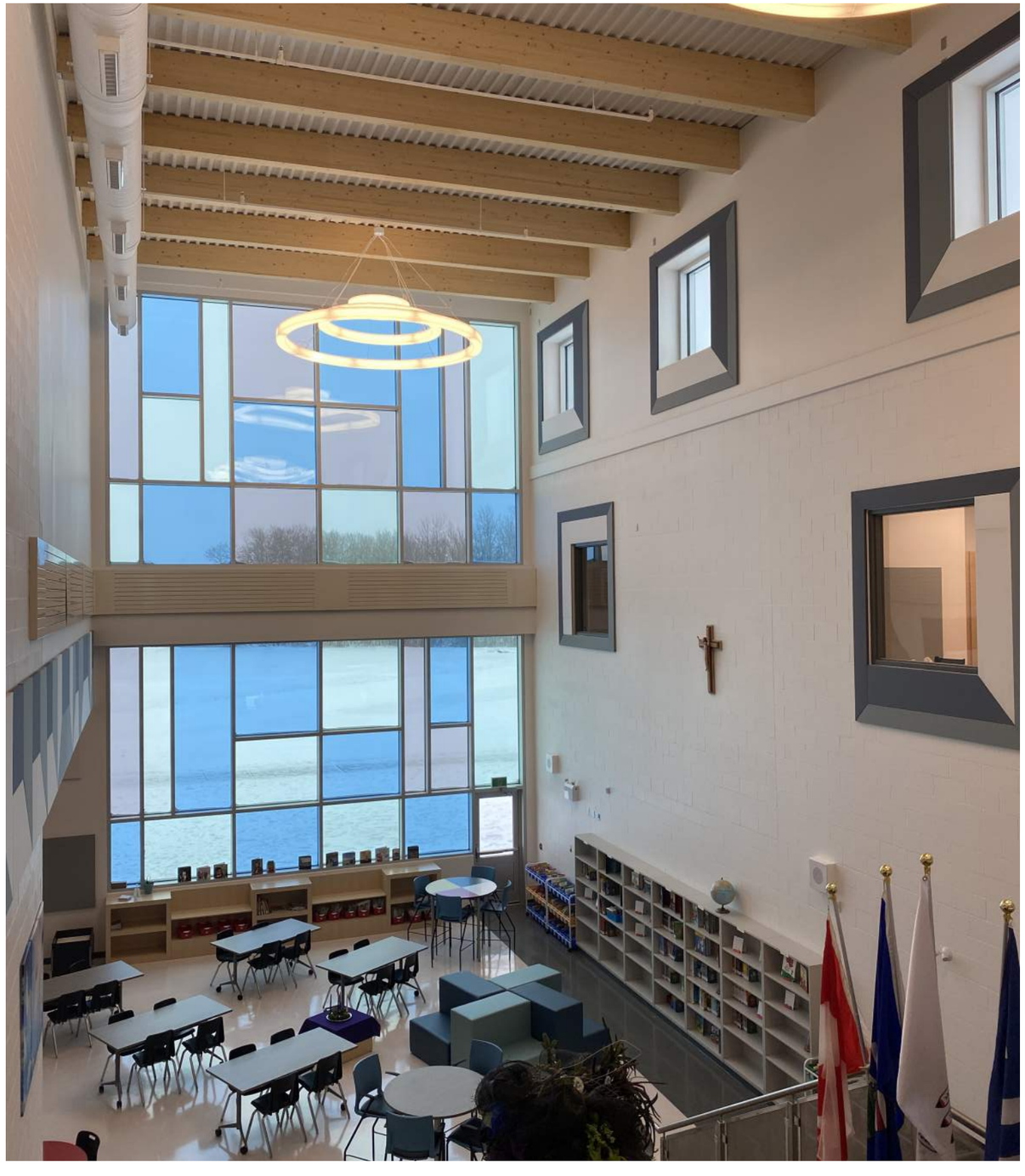
O’Brien Lake West School

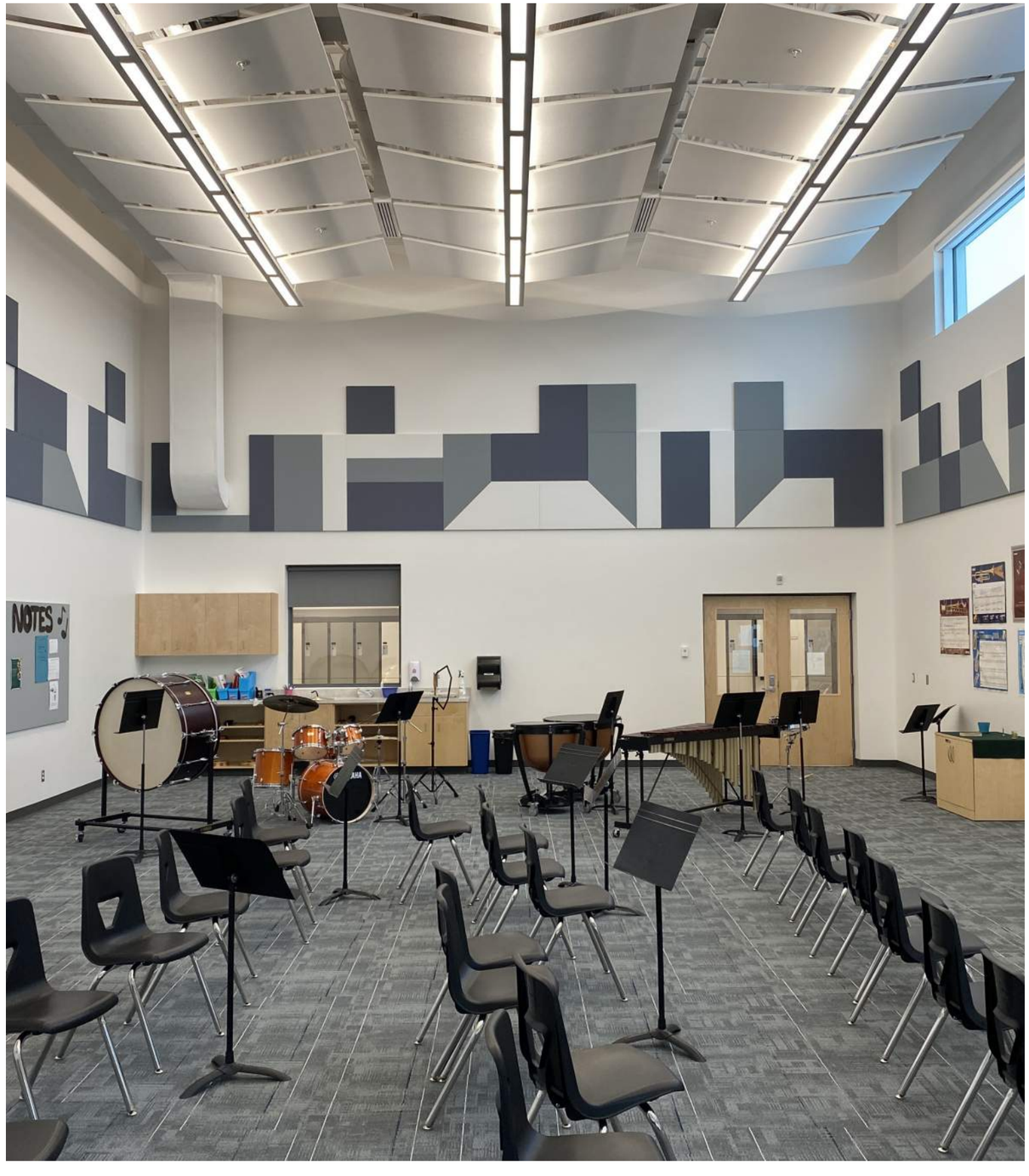
Grade K-9
900 Students
Grand Prairie, AB

Ground Floor Plan



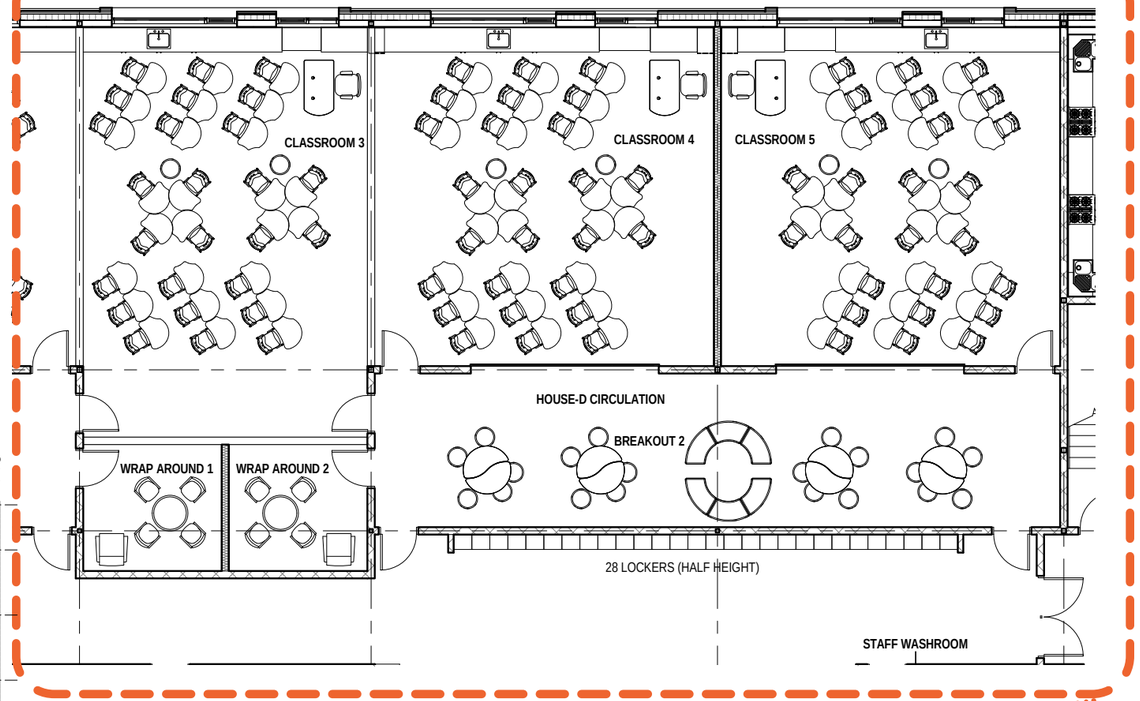
Typical PLC



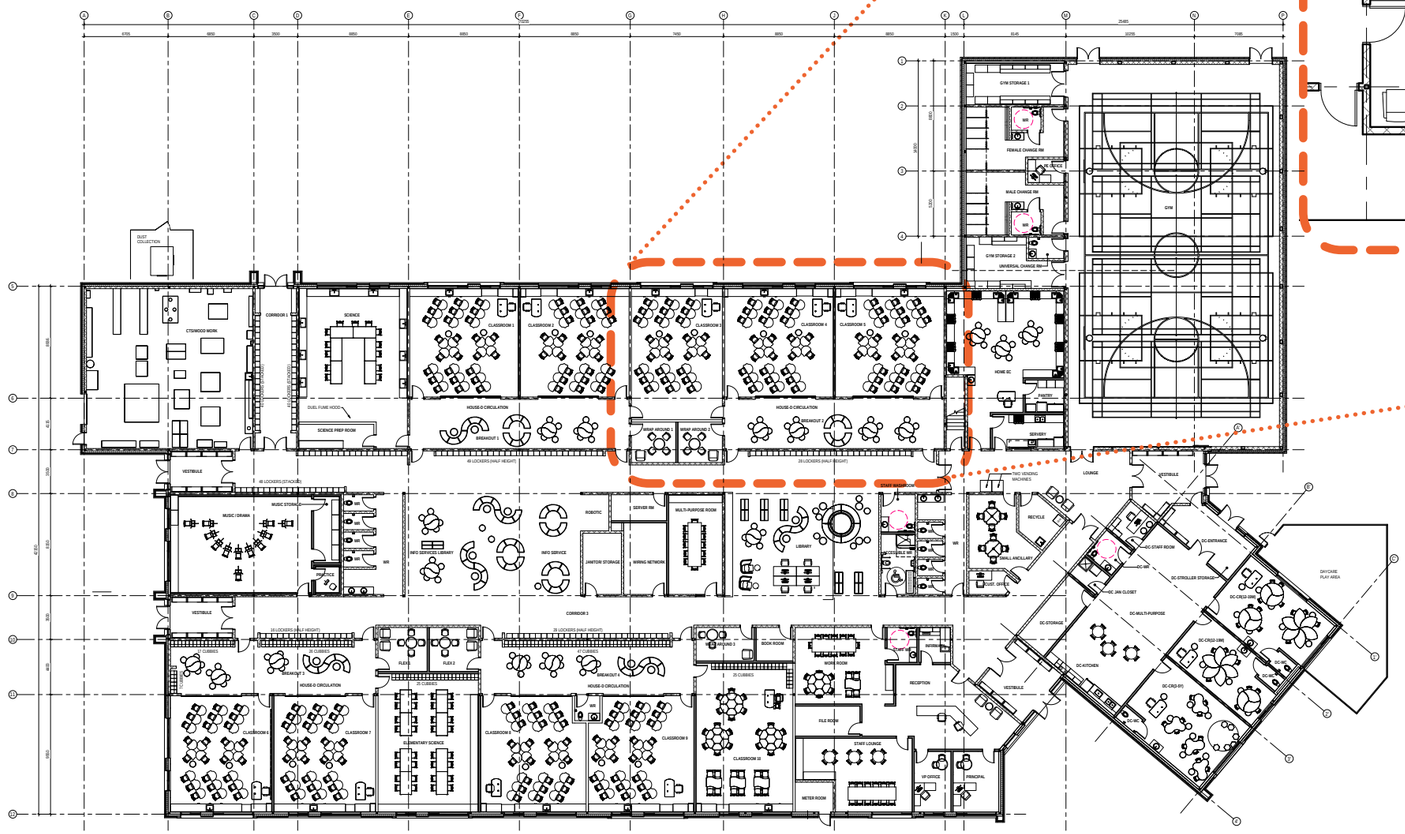

NOTES

École À la Découverte

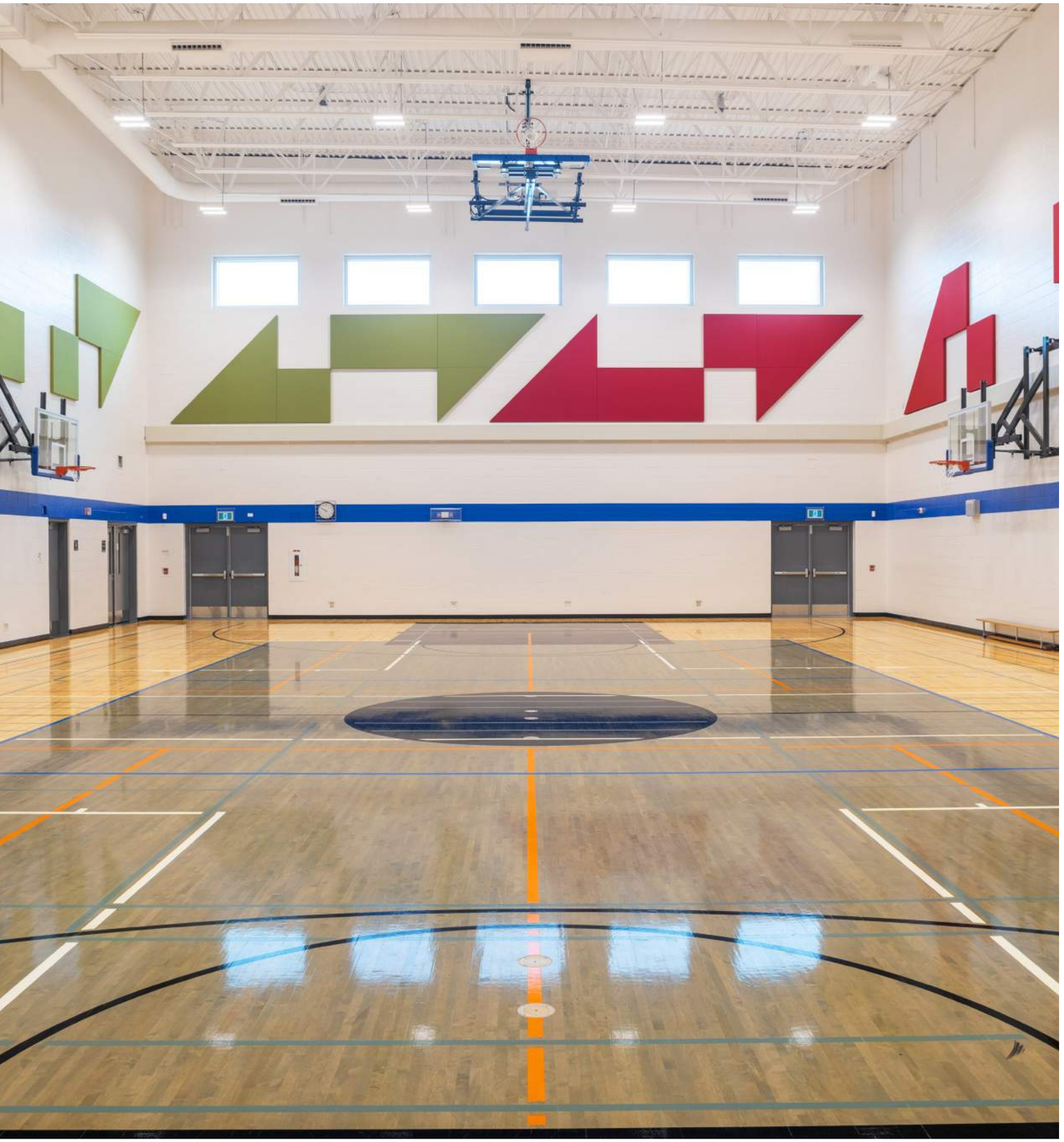
Grade K-9
400 Students
Edmonton, AB



Typical PLC



Ground Floor Plan




Magazines
P Q R S T U V
8
9
10

École des Quatre-Vents Replacement

Grade K-12
233 Students
Peace River, AB

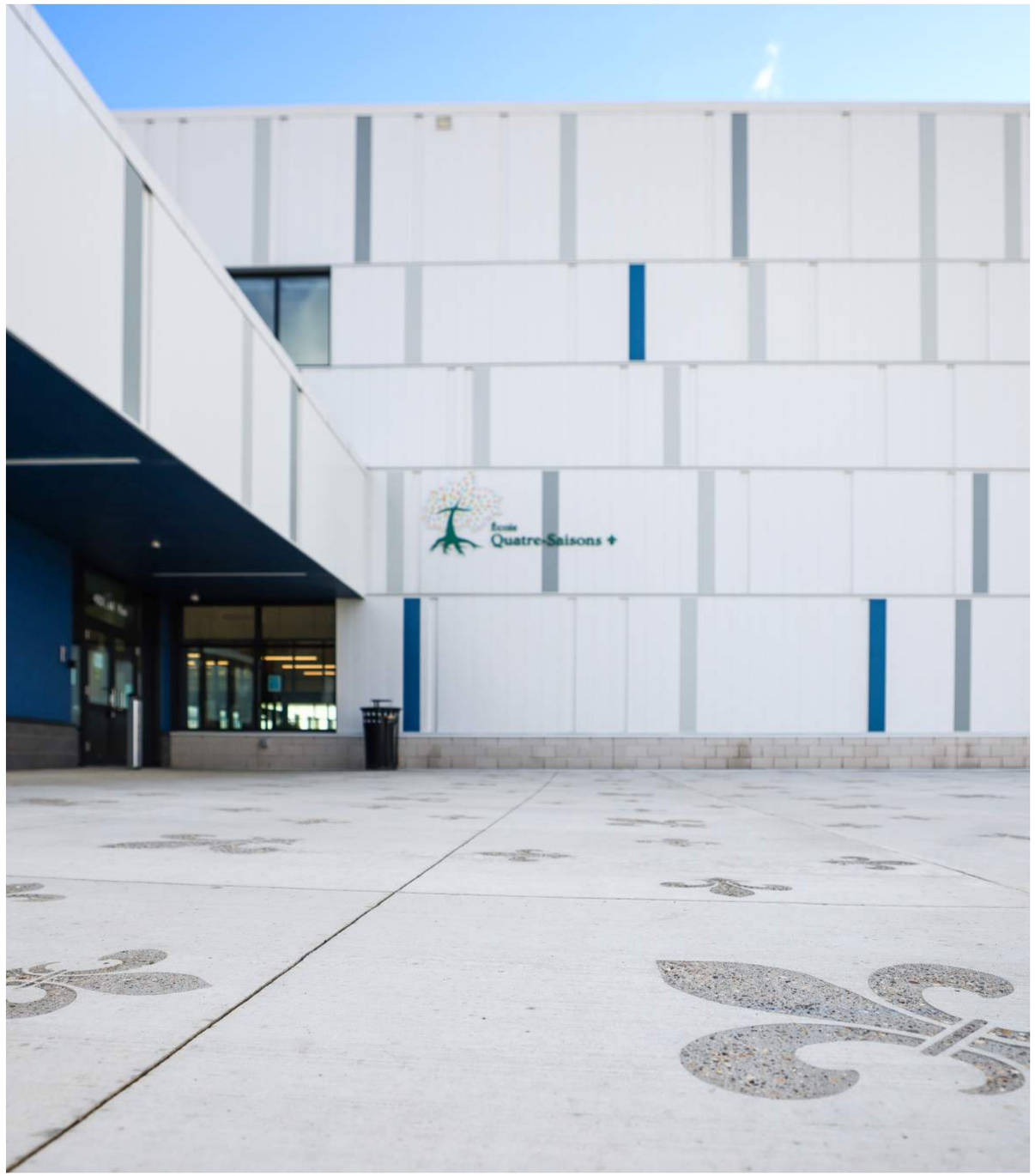
Stantec


École des Quatre-Vents

Beaumont School

Grade K-12
400 Students
Beaumont, AB


DRAGONS


École
Quatre-Saisons

Questions?

Northwest Solution Phase 2

Edmonton Catholic School Division (ECSD) Chambery K-6 School

Community Engagement Workshop

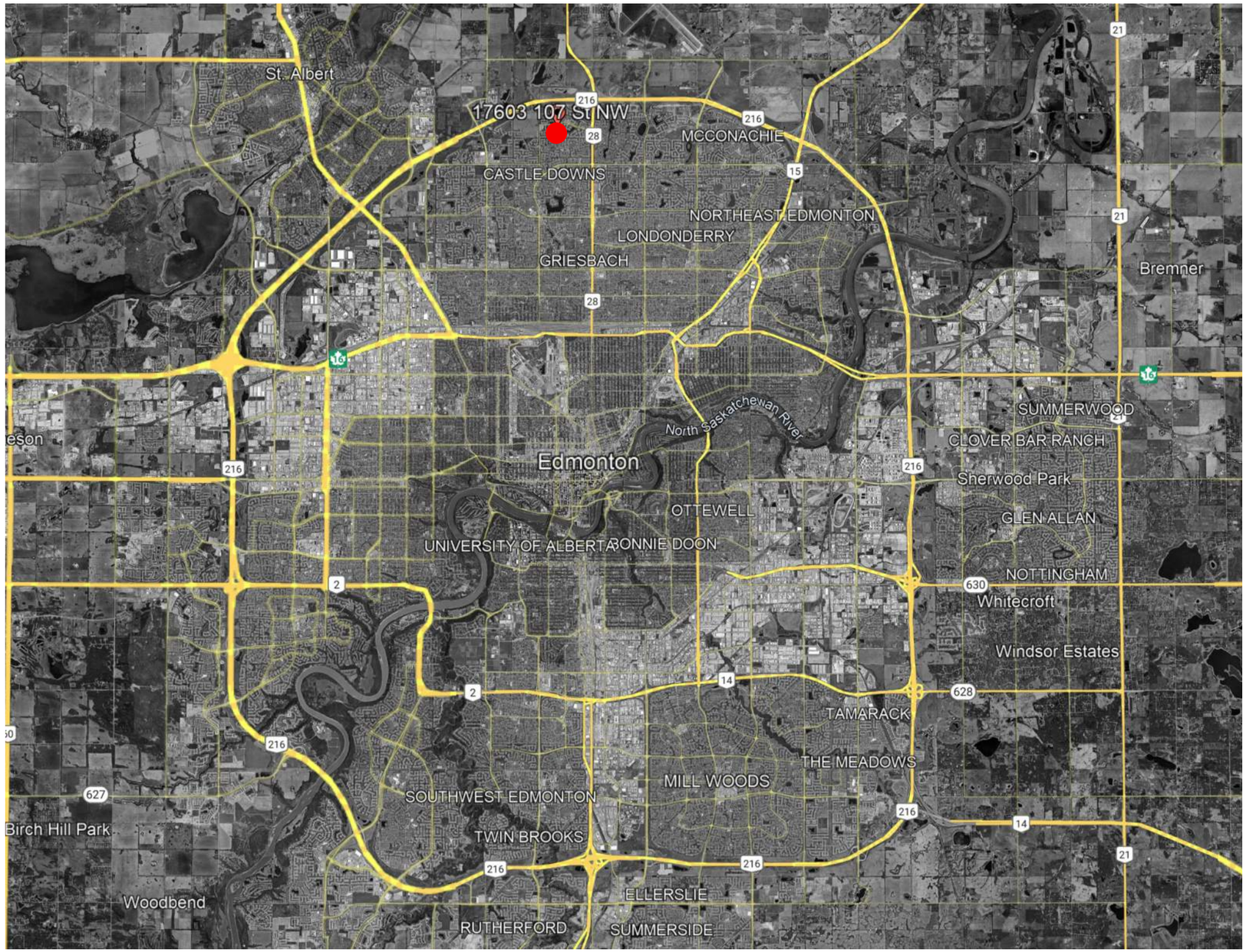
January 21, 2025

Stantec

Agenda

- Project Overview
- School Design Drivers
- Visioning Exercise
- Site Block Planning
- Program Adjacencies Block Planning
- Final Comments

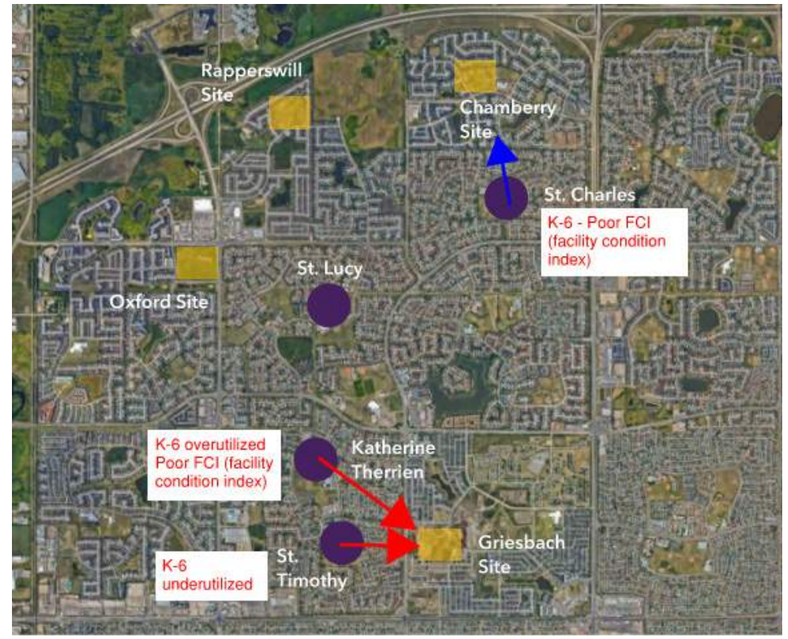
Project Overview



Northwest Solution Phase 2

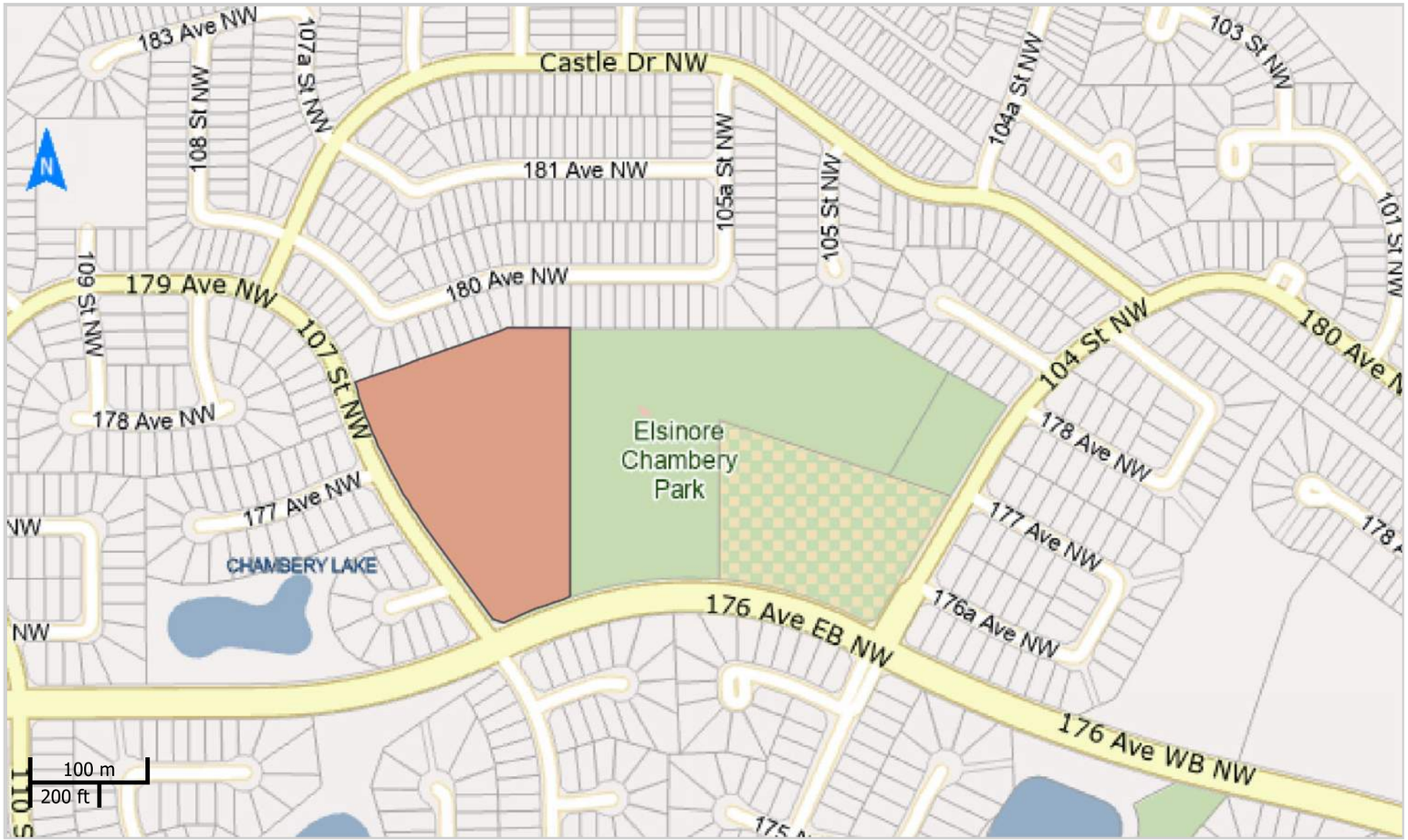
Chambery School
Grades: K-6
Core Capacity: 500
Initial Capacity Incl. Modulars: 650
Area: 4,873 m²
Parking: 65 stalls and 3-4 School buses

Current Zoning:
Parks and Services (PS)



Current Zoning

Chambery Site



Legend

Title Lots

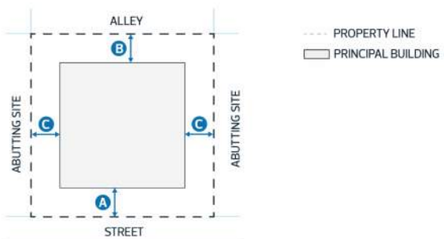
17603 - 107 STREET NW

Address:	17603 - 107 STREET NW
Legal Description for Title Lot:	Plan 0124303 Blk 78 Lot 32MR
Area:	30,038.956 m^2
Year Built:	
Neighbourhood:	Chambery
Ward:	tastawiyiniwak Ward
Community League:	The Baturyn Community League
Waste Collection:	Thursday More Information
Current Zone:	Parks and Services (PS)

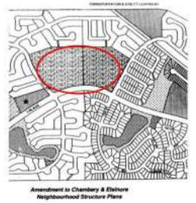
Table 4.1. Site and Building Regulations

Subsection	Regulation	Value	Symbol
	Height		
4.1.1.	Maximum Height	16.0 m	-
	Setbacks		
4.1.2.	Minimum Setback Abutting a Street	6.0 m	A
4.1.3.	Minimum Setback Abutting an Alley	4.5 m	B
4.1.4.	Minimum Setback Abutting a Site	4.5 m	C

Diagram for Subsections 4.1.2 - 4.1.4



Site & Size



LOCATION PLAN
NOT TO SCALE

SITE SUMMARY:

CATHOLIC SCHOOL K–6: 1.41 ha

NOTE:
- SCHOOL ENVELOPE TO BE LOCATED IN SOUTHEAST CORNER OF SITE AND SHOULD NOT IMPEDE EXISTING SPORTS FIELDS
- SITE IS EXISTING AND NO FURTHER PARK DEVELOPMENT REQUIRED

SCALE 1:750

0 15 45 75m

N

CATHOLIC K–6
SCHOOL ENVELOPE
FIT STUDY

EDMONTON – ALBERTA

December 4, 2025

CITY OF EDMONTON
URBAN GROWTH & OPEN SPACE
PLANNING AND ENVIRONMENT SERVICES
URBAN PLANNING AND ECONOMY

Northwest Solution Phase 2

Chambery School
Grades: K-6
Core Capacity: 500
Initial Capacity Incl. Modulars: 650
Area: 4,873 m²
Parking: 65 stalls and 3-4 School buses

Current Zoning:
Parks and Services (PS)

Program Breakdown

Area Allowances

Instructional Area

Core Classrooms	18
Large Ancillary	2
Gymnasium	
Gym Storage	
Library	

Total Teaching Stations: 20
Sub-total Instructional Space: 2,690 m²

Non - Instructional Area

Staff/Admin
Wrap Around
Recycling
Phys Ed (changerooms & office)
Circulation
Storage
Washrooms
Accessible Washrooms
Flex Space
Wiring Network & Mechanical

Sub-total Non-Instructional Space: 2,183 m²
Total Permanent Space: 4,873 m²

Additional Modular Classrooms: 6 Units

ECSD Chambery
K-6 School

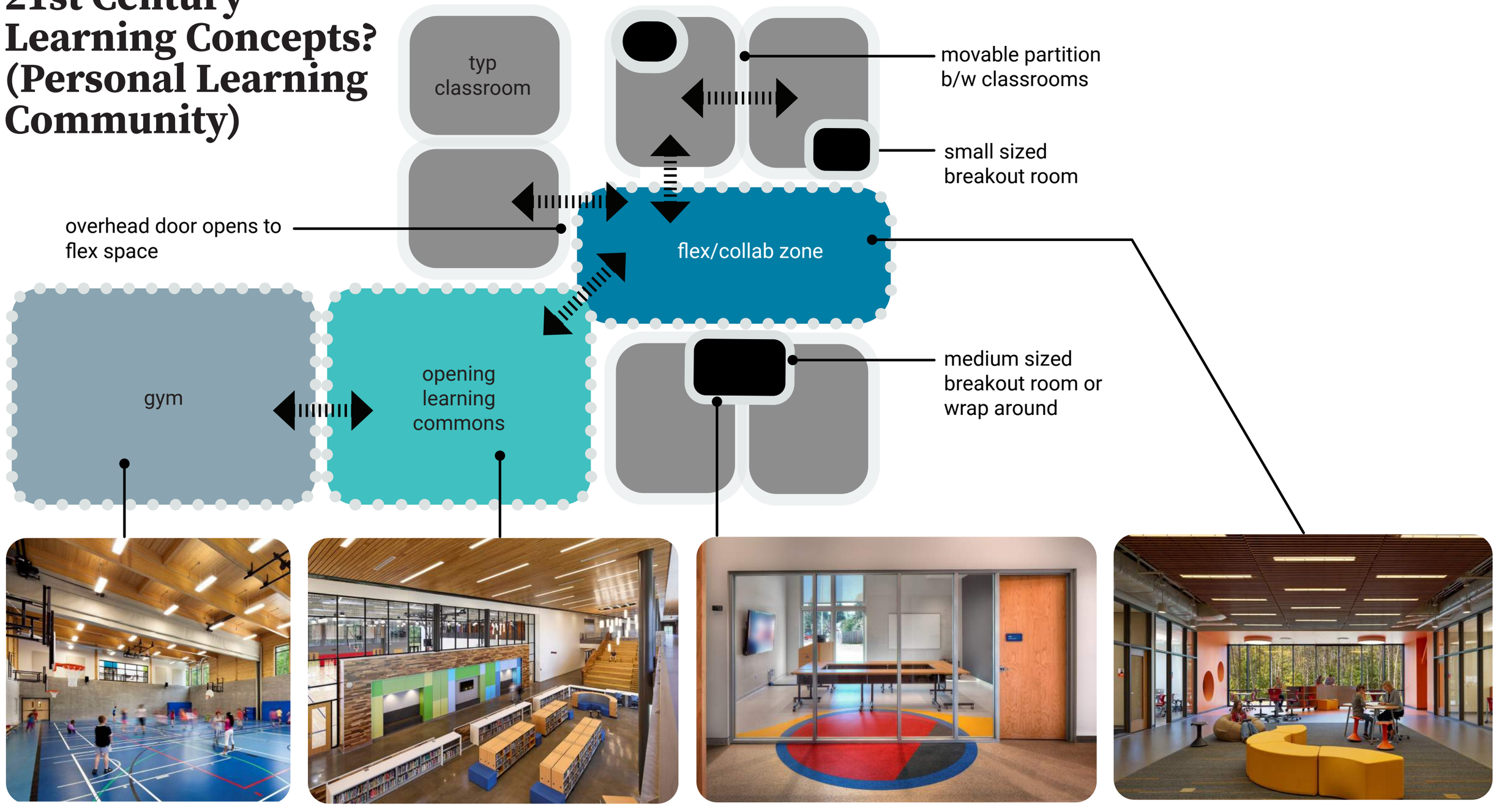
Community Engagement

K-6 School Design Drivers

Stantec

How do we create community as well as **INDEPENDENCE** and **INDIVIDUALITY** in an elementary school environment?

21st Century Learning Concepts? (Personal Learning Community)



Creative Design Elements in Common Areas

Creative Design Elements in Common Areas

Diverse Spaces for Learning

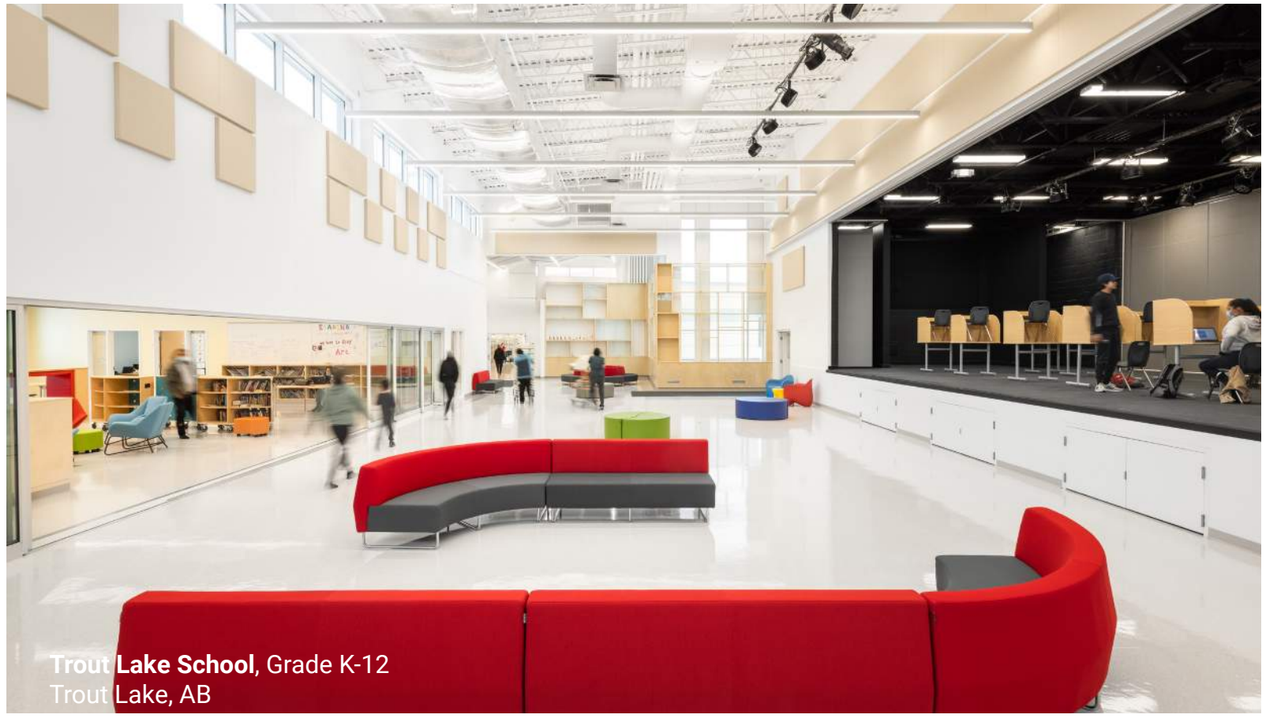
Diverse Spaces for Learning

Diverse Spaces for Learning

Diverse Spaces for Learning

Trout Lake School, Grade K-12
Trout Lake, AB

Interconnected Assembly Space



Trout Lake School, Grade K-12
Trout Lake, AB

ECSD Chambery
K-6 School

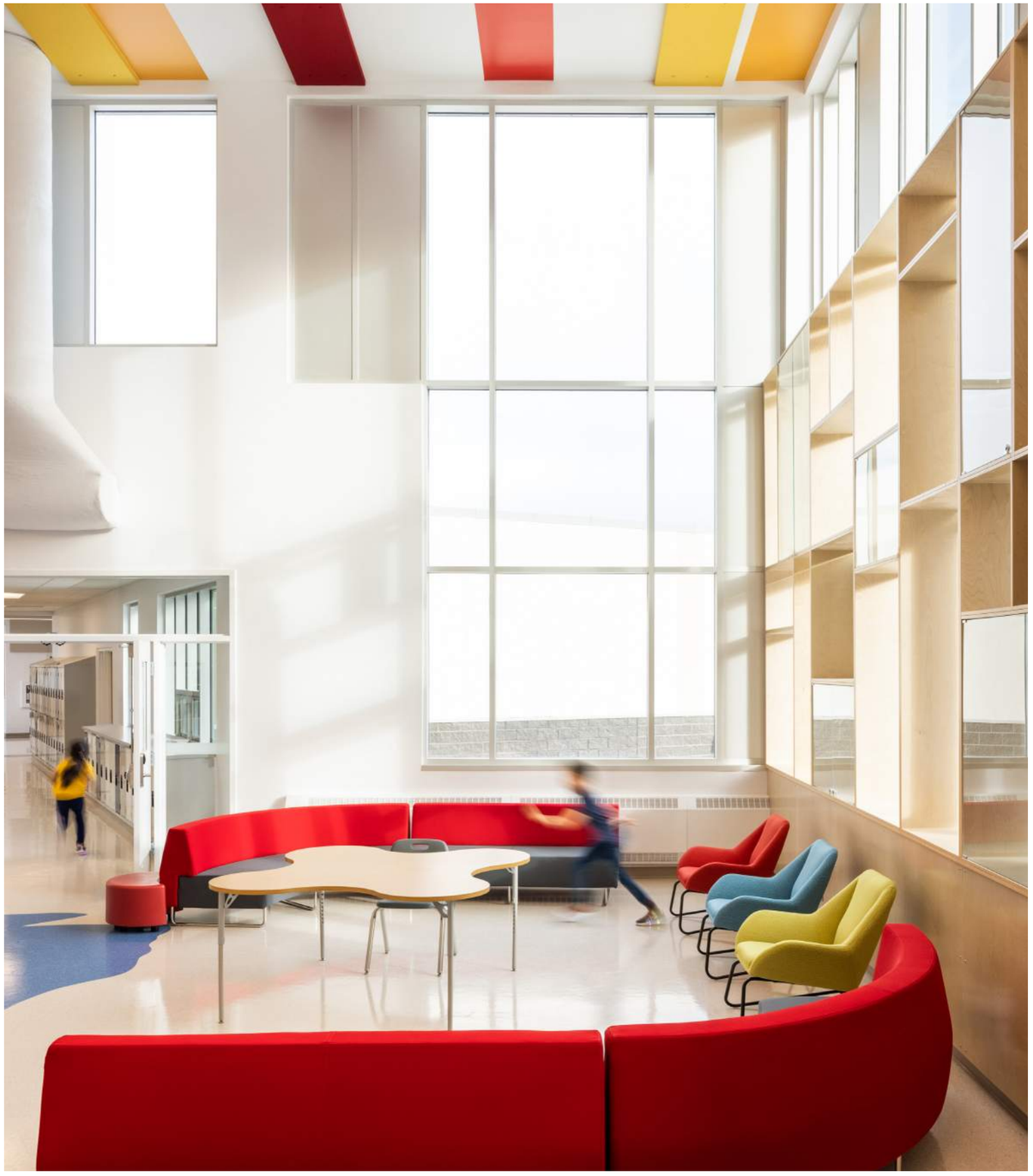
Community Engagement

What can we learn from past school projects?

Stantec

Elizabeth Quintal School

Grade K-8
200 Students
Peerless Lake, AB



Roy Bickell Public School

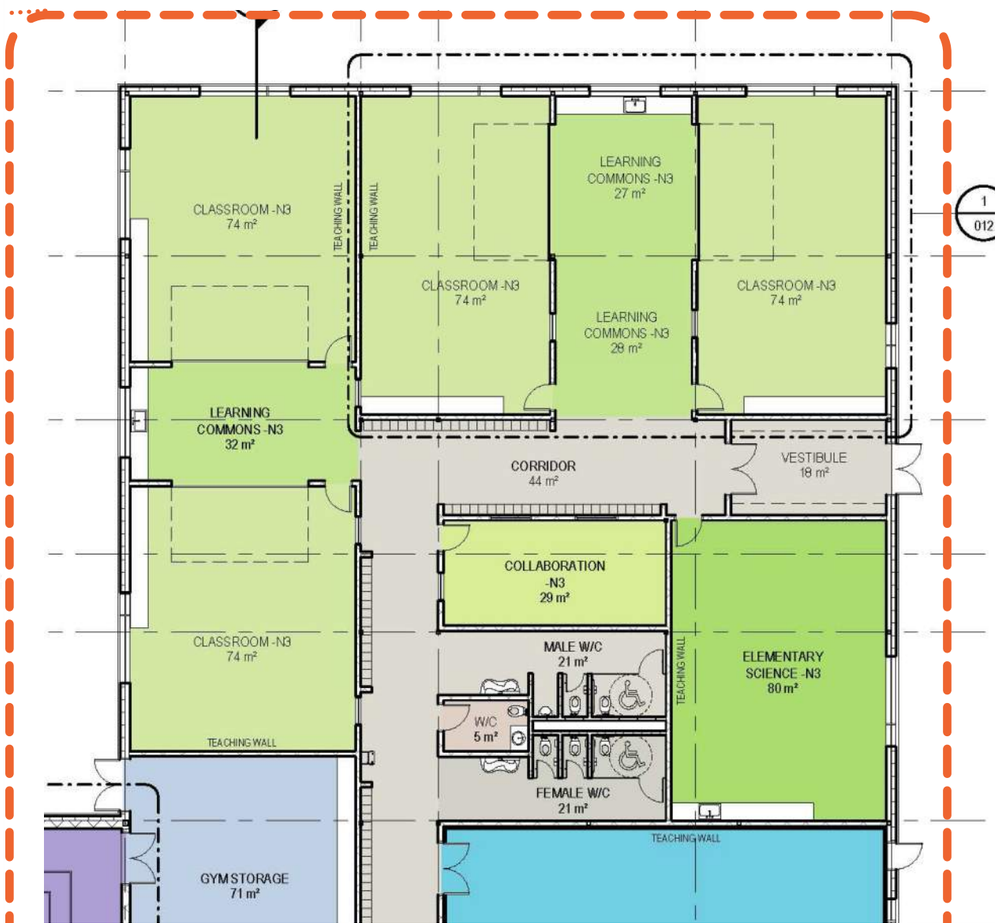
Grade K-8
420 Students
Grande Prairie, AB


ROY BICKELL PUBLIC SCHOOL

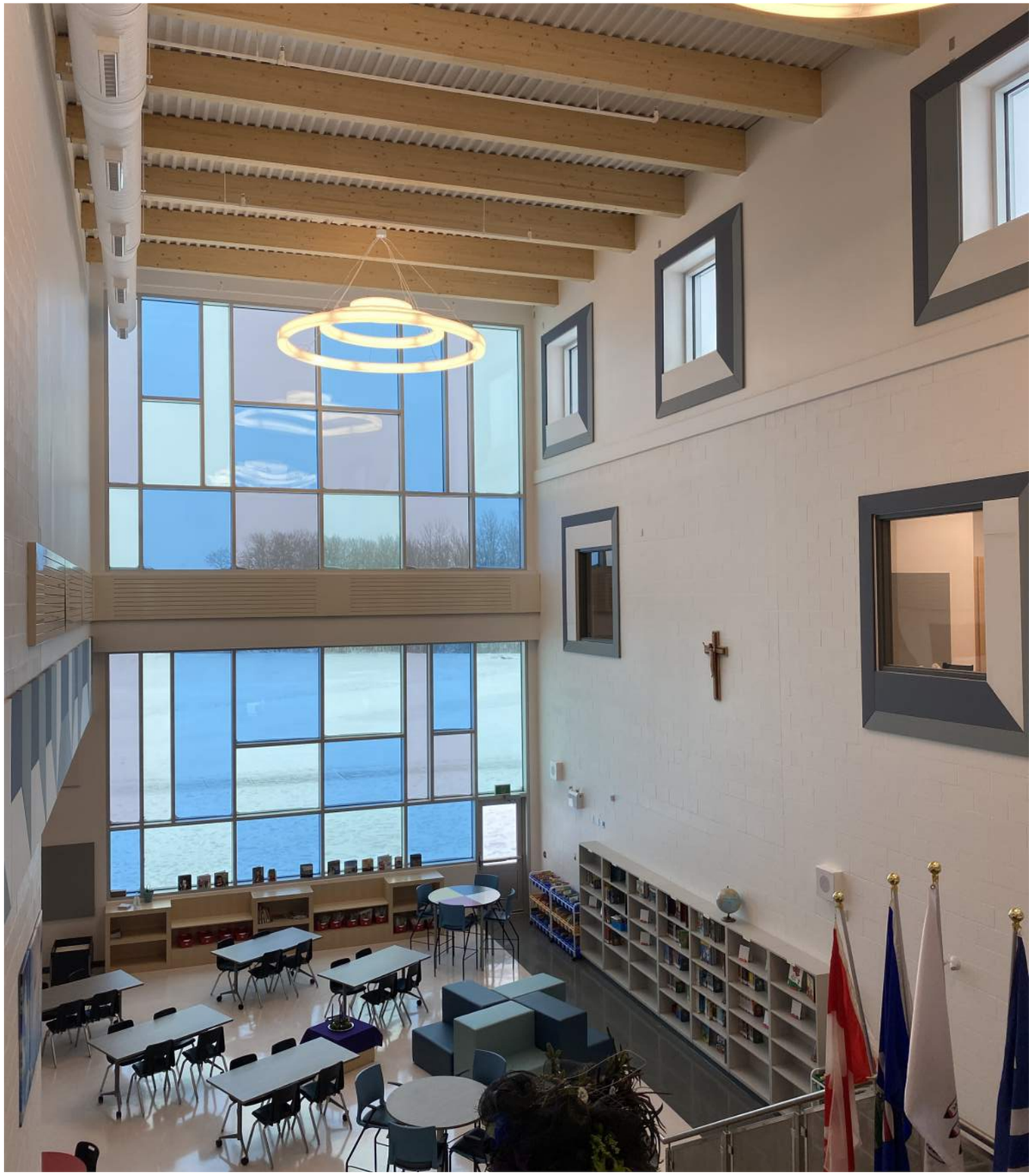
O’Brien Lake West School

Grade K-9
900 Students
Grand Prairie, AB

Ground Floor Plan

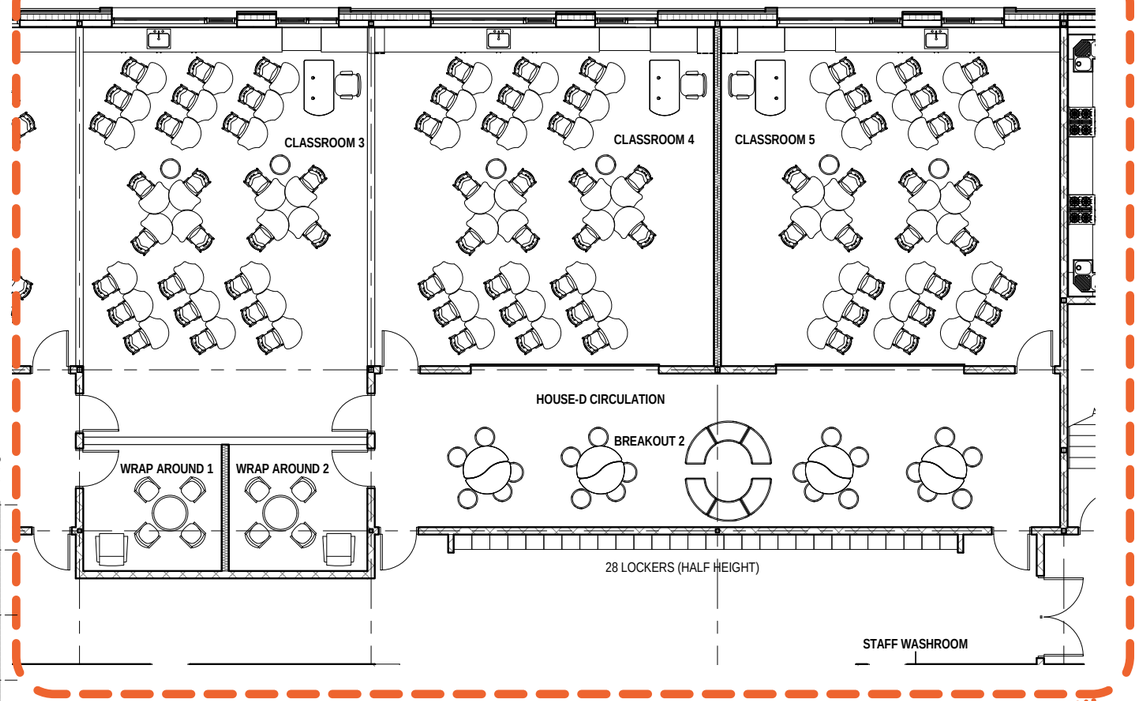


Typical PLC

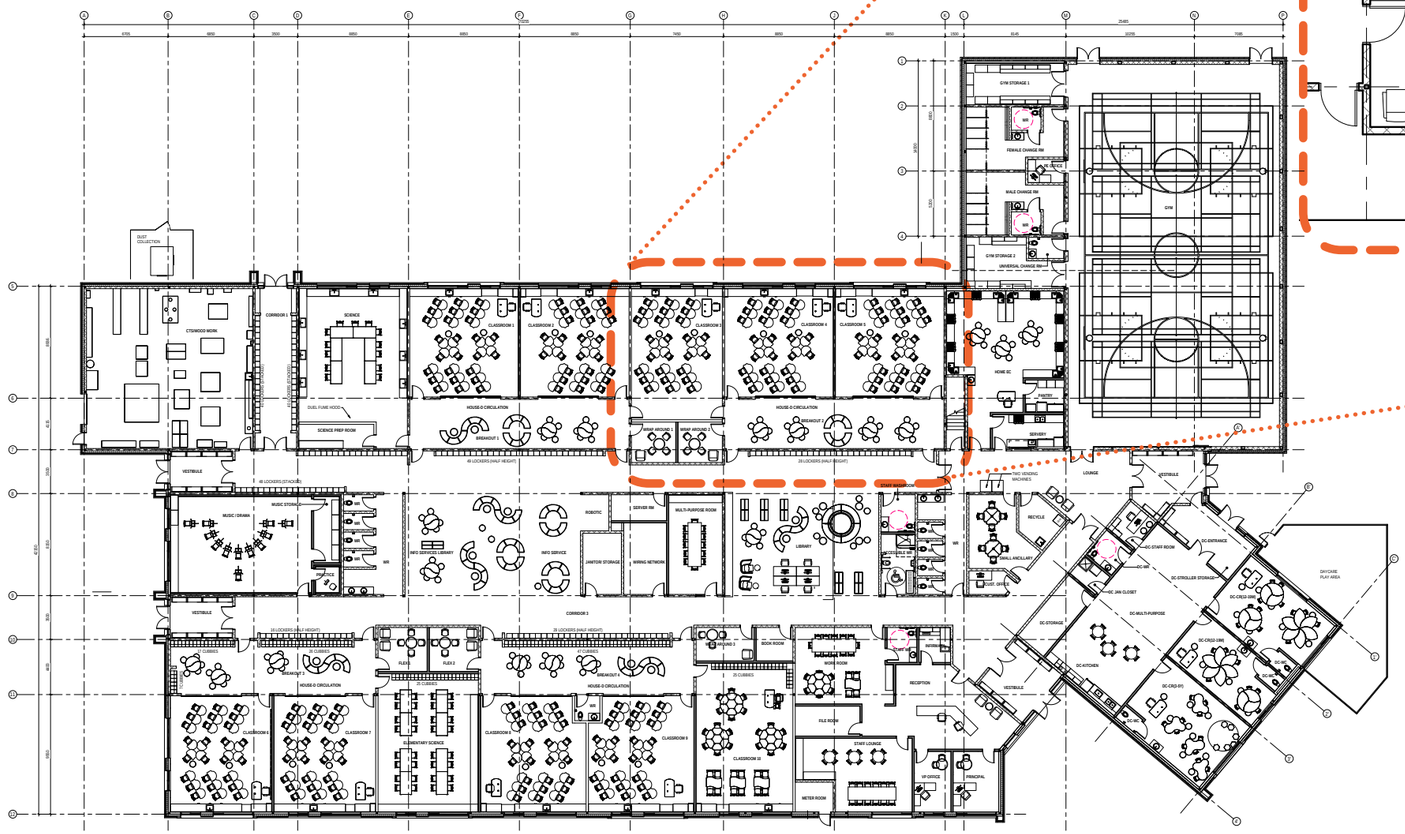


École À la Découverte

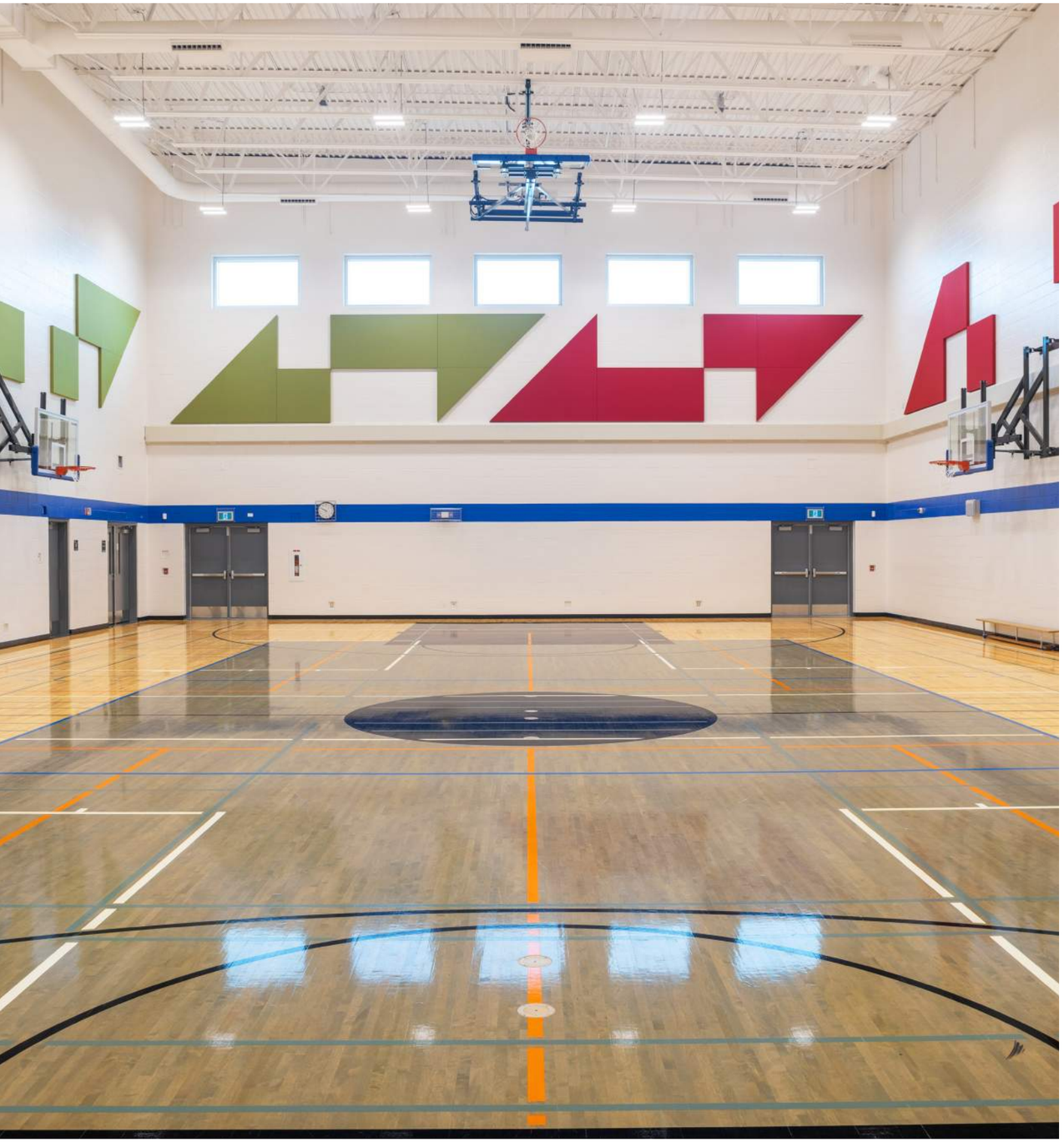
Grade K-9
400 Students
Edmonton, AB



Typical PLC



Ground Floor Plan

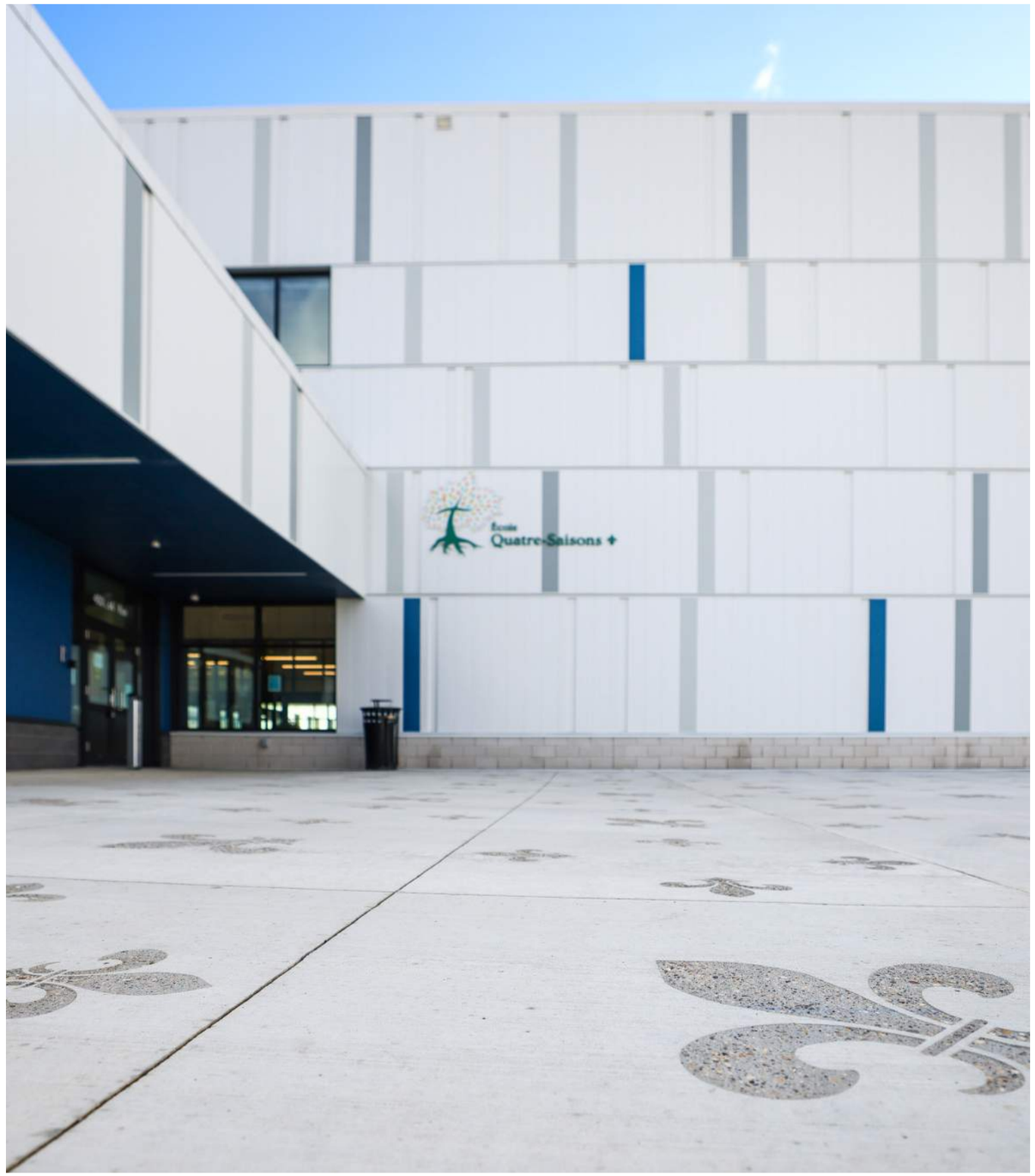



Magazines
P Q R S T U V
8
9
10

Beaumont School

Grade K-12
400 Students
Beaumont, AB


DRAGONS


École
Quatre-Saisons

Questions?

Stantec

Stantec is a global leader in sustainable engineering, architecture, and environmental consulting. The diverse perspectives of our partners and interested parties drive us to think beyond what's previously been done on critical issues like climate change, digital transformation, and future-proofing our cities and infrastructure. We innovate at the intersection of community, creativity, and client relationships to advance communities everywhere, so that together we can redefine what's possible.

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