



FOOTPRINTS FOR LEARNING — CHARTER ACADEMY —

Global Perspectives, Entrepreneurial Spirit, Academic Excellence

FOOTPRINTS FOR LEARNING SOCIETY

Kindergarten through Grade 12

102 - 2926 Kingsview Blvd SE
Airdrie, AB T4A 0C9
<https://www.flcacademy.org>

Mid-Year Capital Plan Update

October 2025 (Revised)

Table of Contents

Executive Summary.....	3
Document Overview and Contextual Alignment.....	6
Capital Plan Overview.....	7
Project Impact on Capacity.....	7
Site Selection.....	7
Site Feasibility and Project Readiness.....	8
Implementation Plan.....	9
Current State.....	10
Student Enrolment and Utilization.....	10
Capital Solution.....	10
Drivers.....	12
Health and Safety (Urgent).....	12
Enrolment Pressures (Urgent).....	17
Facility Functionality (Urgent).....	19
Growing Communities (High Impact).....	24
Education Mandate – Expands Choice in Education (High Impact).....	26
Strategic Alignment.....	28
Appendix A: Utilization.....	31
Appendix B: Enrolment Projections.....	32
Appendix C: Area Space Standard Analysis.....	36

Executive Summary

The Footprints for Learning Charter Academy (FLCA) Mid-Year Capital Plan Update for October 2025 presents a critical and time-sensitive opportunity for the Government of Alberta. The plan outlines a fiscally prudent, future-focused infrastructure investment designed to resolve a critical capacity deficit. The resolution — a new 4-12 school facility — will simultaneously expand educational choice in one of Alberta's fastest-growing cities.

A Strategic Investment in Educational Choice

The two-campus model will quadruple FLCA's capacity from 414 to 1,614 students, injecting 1,200 much-needed new public education spaces into Airdrie's critically overcrowded system. This directly and powerfully supports the Education Ministry's mandate for expanding parental choice in education.

The new, purpose-built 1,200-seat facility for Grades 4-12 will resolve the functional deficit of the current undersized lease facility and enable the full realization of FLCA's specialized charter mandate. This investment supports the provincial focus on developing a future-ready workforce by embedding Entrepreneurship Education (EE) across the K-12 continuum, and in this, cultivating an innovative, problem-solving, and resourceful learning scaffold for students to become real contributors to Alberta's diversified economy.

Project Drivers: Responding to Need and Opportunity

This capital request is driven by five critical project drivers that necessitate immediate action, particularly given the time-limited nature of the land agreement.

Charter School Evaluation Framework

DRIVER/CONSIDERATION	FLCA PRIORITY
Health and Safety	Urgent
Enrolment Pressure	Urgent
Facility Functionality	Urgent
Education Mandate – Expands Choice in Education	High Impact
Growing Communities	High Impact

- **Health and Safety (Urgent):** The current facility is fundamentally unsuitable for a K-12 population operating at extremely high utilization (projected to reach 163%). The convergence of high student density and adolescent metabolic needs creates critical environmental risks, including ventilation loads that exceed design capacity and acoustic interference that statistically degrades cognitive function and academic performance. Furthermore, for older students intense overcrowding is a documented driver of behavioral issues and aggression. These environmental constraints, combined with an elementary-sized gymnasium that compromises physical development and safety, create a systemic wellness deficit that requires the immediate transition of Grades 4-12 to a purpose-built facility.
- **Enrolment Pressures (Urgent):** FLCA's current single-campus facility is operating at a critical 123% utilization, with projections soaring to an unsustainable 144% by 2027-28, even with capped enrolment. This immediate strain, coupled with a surging waitlist of over 1,730 students, demonstrates a high and rising demand for the public charter program.
- **Facility Functionality (Urgent):** The leased facility is significantly undersized (40% smaller than provincial guidelines) for its current population, and moreover, critically lacks the specialized spaces for learning engagement — such as science labs, skills workshops, collaboration project hubs and music performance areas — required to deliver the innovative, high-impact Entrepreneurship Education (EE) curriculum. FLCA has exhausted all options wherein there is no additional space available for lease or construction at the current site, nor is any expected to become available in the foreseeable future.
- **Growing Communities (High Impact):** This fiscally prudent investment delivers a modern educational facility designed to strengthen Alberta's human capital for decades to come, while the Community Hub model significantly extends the infrastructure's value beyond the school day and year. This enables FLCA to share its innovative EE and global learning programming with a larger student population through Summer School courses and Enrichment Summer Camps and provides local access to community recreation and meeting venues.
- **Education Mandate – Expands Choice (High Impact):** The two-campus model will quadruple FLCA's capacity from 414 to 1,614 students, injecting 1,200 net new public education spaces into Airdrie's critically overcrowded system. This dramatic expansion of access strongly supports the Education Ministry's mandate for advancing parental choice in education. The investment further supports the provincial focus on developing a future-ready workforce by enabling the full delivery of EE and Collegiate programming.

Time-Sensitive Land Opportunity

FLCA has provisionally secured strategically located land in NW Balgray (South Airdrie) under a time-limited agreement. However, the developer has indicated that a number of other parties have expressed significant interest in the parcel. Immediate capital project approval is essential to secure this valuable asset at a favourable price, ensuring sound financial stewardship and preventing the loss of the site, which would endanger the entire project.

Conclusion and Overall Project Value

By securing a critical land asset and making a fiscally sound investment, this project solves an urgent capacity need, dramatically expands public charter school access in Airdrie, and delivers a modern educational facility designed to strengthen Alberta's human capital for decades to come.

Key Message Summary

- Urgent capacity crisis: 144% utilization by 2027–28
- Proven demand: 1,730+ students on waitlist
- Cost-effective, time-limited land opportunity
- Quadruples public charter access in Airdrie, Alberta's fastest-growing city
- Aligns with the province's Education, Infrastructure and Economic priorities

Document Overview and Contextual Alignment

This FLCA mid-year capital plan provides updates on a number of components critical to the government's consideration of our capital project, including:

- Updated enrolment and utilization data.
- Critical information on the time-sensitive nature of the available land that FLCA has provisionally secured with the developer.
- Fulsome analysis of the project drivers to reflect current realities.
- Further iteration of the community hub model.

Additional and supporting details of the proposed new school facility are outlined in documents previously submitted:

- FLCA Three-Year Capital Plan, 2026-2029 (March 18, 2025);
- FLCA Addendum to the Three-Year Capital Plan (May 22, 2025);
- FLCA BLIMS submission; and
- Architect's rendered portfolio.

Capital Plan Overview

Goal: Optimize student capacity and program delivery through a two-site model, constructing a new 1,200-student facility in NW Balgray (South Airdrie) for grades 4–12 while maintaining the current leased facility for grades K–3.

FLCA's sole priority for the 2026-2029 capital plan remains the construction of a new school facility with a core capacity of 1,200 students to open in September 2028. This will facilitate a two-campus model that can accommodate all FLCA K-12 students by:

1. Utilizing the new school facility as a mid-high campus for grades 4-12.
2. Maintaining the current leased facility as a K-3 campus.

FLCA Capital Plan - Sole Priority

FLCA NEW SCHOOL FACILITY	
Type of Project	New
Grade Structure	4-12
Capacity	1,200 (core)
Location	South Airdrie
Cost	\$61.5M*

* This is a preliminary working figure; additional budget details are available in FLCA's submission to the Building and Land Infrastructure Management System (BLIMS).

Project Impact on Capacity

The two-campus model will quadruple FLCA's capacity to 1,614 total seats, injecting 1,200 much-needed new public education spaces into Airdrie's critically overcrowded system.

Site Selection

FLCA has temporarily secured a private market site in NW Balgray. Balgray is an advantageous location in South Airdrie, directly south of the current Hillcrest neighbourhood. The site demonstrates compliance with both zoning and educational facility standards.

This location is near main transportation arteries, offering transportation efficiencies for students, staff, and families from all parts of Airdrie. Furthermore, the site's proximity (a 6-8 minute drive from the current campus, depending on traffic) is ideal for facilitating close co-ordination, integrated professional learning, and efficient student transportation between the two campuses.

Furthermore, the location is ideally located to serve students not only in Airdrie but also in nearby Balzac (including new communities such as Goldwyn, only a 5-minute drive) and fast-growing areas in the north part of the City of Calgary (a 10-minute drive).

The current urgency regarding the land hold is directly tied to the requirement for cost effectiveness. FLCA has a time-limited agreement with the developer to provisionally reserve this well-positioned 10 acre parcel at a favourable price, ensuring sound financial stewardship that will result in a long-term capital asset for Alberta. In line with the *Education Amendment Act*, ownership of the land would be transferred to Alberta Infrastructure. Immediate approval of this site is essential to capitalize on this financial advantage. The alternative is continued reliance on the current highly utilized and functionally deficient leased facility, which represents an ongoing expense with limited long-term value.

The new facility provides FLCA with a stable foundation, purpose-built to deliver its specialized curriculum while maintaining the many opportunities within Alberta's Programs of Study. This investment secures a long-term resource that creates strong and unique pathways for students transitioning into post-secondary studies and careers. This purposeful design will contribute to the government's strategic direction for developing a future-ready workforce.

The project is intended to align with the government's broader educational objectives by dramatically expanding parental and student choice in education and by providing 1,200 net new student spaces to a growing city in critical need of public school infrastructure.

Site Feasibility and Project Readiness

Site Readiness

The pre-design document (provided to Capital Planning on May 8, 2025) addresses the initial requirements for evaluating the proposed private market site for its appropriateness as an educational facility. The document provides a comprehensive overview of the site's characteristics and its context within Airdrie, including:

- Site location and size
- Site plan, renderings and functional program summary
- Suitability and compliance, including a bylaw and zoning review
- Potential constraints

Municipal Support

The City of Airdrie has been supportive of the project since it was first conceived and has not provided indications of any potential roadblocks or delays in communication with the mayor's office. The city has been a strong supporter of FLCA from its inception; a letter of support from Mayor Peter Brown and Airdrie City Council accompanied our original charter application.

Implementation Plan

The implementation of the two-campus model has been revised to target an opening for the new 4-12 facility in September 2028, a necessary adjustment based on realistic construction timelines (the original plan targeted September 2027). Students in grades 4-12 would transition to the purpose-built facility, while K-3 students would remain at the current leased site. Minor reconfiguration of the existing leased facility would be required in summer 2028 to optimize it for use as a K-3 campus.

This project represents an immediate and compelling opportunity for the Government of Alberta. The viability of key elements, including the highly advantageous location and the negotiated land price, is contingent on speedy capital project approval. The time-limited agreement with the developer establishes an imminent firm deadline, as the developer has indicated that a number of other parties have expressed significant interest in the parcel. Due to a time-limited agreement with the developer, the window to secure this critical land asset and its associated financial benefits is closing rapidly. Delaying approval risks losing the site, which would endanger the entire project and exacerbate the severe utilization crisis at our current facility.

Current State

Student Enrolment and Utilization

FLCA's current K-12 single-campus facility is operating at 123% utilization, up from 116% in the 2024-25 school year. The leased facility is significantly undersized compared to Education Area Guidelines and critically lacking in key educational spaces, particularly those required for junior and senior high programming. Furthermore, there are no options for on-site expansion as no other leased space is available at the current location.

Despite being only in its second year as a public charter school and having undertaken no focused advertising or community outreach, incredibly strong community interest is reflected in our surging waitlist that has already climbed to over 1,730 students.

Without the timely approval of a new facility, the utilization rate is projected to become unsustainable: rising to 133% in 2026-27 and 144% in 2027-28, even with capped enrolment. While FLCA has shown that it is adept at developing creative solutions to manage the space crunch, continued utilization increases will severely test the limits of our operational abilities. Crucially, the overall utilization rate will continue its upward trajectory if a new facility is not approved, as small, graduating cohorts are continuously replaced by significantly larger cohorts advancing from the lower grades.

See Appendix A: Utilization and Appendix B: Enrolment Projection for complete updated supporting data.

Capital Solution

The capital request for a new facility is designed not just to alleviate the current crisis but to provide a sustainable, long-term solution for both capacity and specialized programming. The new 1,200-seat facility for Grades 4-12 will enable us to more fully realize our charter goals and programming mandates by providing specialized spaces purpose-built for entrepreneurship education in Alberta.

The two-campus model will immediately and strategically increase overall capacity and reduce system strain:

- The new facility is planned for staged enrolment growth, with utilization at 90% in the first year of operation (2028-29).

- We expect the new school facility to reach its target capacity of 1,200 students in the third year of operation (2030-31), which will be FLCA's seventh year as a public charter school.
- Crucially, the two-campus solution will allow us to expand our K-3 enrolment while simultaneously bringing utilization at the existing leased facility down to a manageable 101%.

This two-campus solution would quadruple FLCA's overall K-12 capacity from 414 to 1,614 students, providing immediate relief and ensuring responsible, sustainable growth.

Drivers

Drivers considered in the assessment of capital projects are outlined in Alberta government documents including the School Capital Manual Charter School Evaluation Framework and the School Capital Manual.

FLCA's two-campus model directly addresses the specified Project Drivers for school facility consideration. The immediate need for action is driven by critical capacity shortfalls and the imperative to deliver a high-quality charter and accredited program in Alberta's fastest-growing city.

Health and Safety (Urgent)

Charter School Evaluation Framework Objective:

Project that addresses unsuitable, unsafe or high risk to existing students and/or staff health and safety.

The proposed capital project addresses the fundamental unsuitability of the current facility for a K-12 population operating at extremely high utilization (projected to reach 163%). While the facility remains a safe, effective, and developmentally appropriate environment for a dedicated K-3 cohort, the current infrastructure cannot support the health and safety standards required for a larger, older student body.

The core challenge is the convergence of high student volume and an older student body within the fixed footprint of the leased space. The sheer number of students projected creates immediate health and safety constraints regarding air quality loads, hallway circulation, and supervision sightlines. The negative health impacts of these constraints are most visible in core wellness spaces like the gymnasium, where the fixed elementary-sized dimensions cannot accommodate the number of required classes nor the physical scale of middle school and high school students. This forces high-density scheduling that compromises the quality of Physical Education, creating a measurable health deficit for the entire student body. Similar issues exist with outdoor spaces.

These density-driven issues are exacerbated by the age of the students. The larger physical stature and metabolic needs of adolescents create specific environmental and spatial pressures that the current facility was not engineered to withstand. This capital request is essential to resolve these health and safety deficiencies by aligning the student population, both in size and age, with the appropriate physical infrastructure.

Physical Education and Health

The current facility's small gymnasium and lack of change rooms or fitness break-out space negatively impact the health and wellness of our students in middle school and high school by limiting physical education and making competitive athletics programming unfeasible. With the K-3 campus remaining in this building, the current space will be optimized for the needs of the youngest learners.

The current fixed footprint forces a "one-size-fits-all" approach to physical activity spaces, which research indicates is detrimental to student development. Due to the undersized gymnasium at the current leased facility, the school must schedule multiple classes simultaneously to meet curriculum requirements. This creates a "large class" environment that research confirms is detrimental to student health and safety. These issues will be further exacerbated as utilization continues to increase.

Overcrowding necessitates large class sizes in the gymnasium. Research indicates that class size is a significant predictor of physical activity intensity; students in large classes exhibit significantly lower percentages of moderate-to-vigorous physical activity compared to those in small classes. Specifically, students in large classes have significantly lower odds of meeting the recommended physical activity guidelines required to prevent chronic conditions such as cardiovascular disease and obesity.

Older students require significantly more space for safe movement than the current elementary-sized gymnasium provides. A new facility is required to provide the specific spatial scaling necessary for effective motor skill acquisition. A systematic review of motor skill acquisition indicates that children require physical education equipment and play areas (courts and fields) that are scaled to their age to facilitate proper skill development. Evidence also suggests that when play areas are appropriately scaled to the student's physical maturity, students report higher engagement, greater self-efficacy, and improved task success. In addition, research shows that appropriately scaled environments lead to more functional movement patterns, thereby reducing the risk of injury caused by biomechanical compensation.

Physical Movement and Security

Converting a light industrial bay into our school facility, while initially pragmatic, imposes unique and fundamental physical constraints that prevent us from efficiently and safely delivering our specialized educational program. The challenges are rooted in the building's rigid, non-purpose-built design, which results in a compromised learning environment. In particular, the industrial structure and layout creates significant issues with student circulation and congestion that impact functionality. Because younger students spend less time transitioning from one class to the other and are also physically smaller in stature, the impact of the current space on transition congestion and sightlines for supervision is mitigated.

Some of the issues we face in the current facility are:

- Concerns regarding sightlines: The building's original industrial design means compromised flow increases the risk of student incidents and prevents effective site management during peak traffic. The small administrative spaces on the main floor, while present, are part of a cluster that may lack the direct line-of-sight and secure vestibule necessary for effectively monitoring all visitor entry/exit points and internal circulation, which is a modern security best practice.
- Lack of transition spaces: There is no distinct foyer or large common area on the Main Floor where students can gather before school or at lunch, forcing congregation into the hallways, which increases congestion and noise.
- Intensive overcrowding and behaviour: Research indicates that adolescents have a higher need for privacy and territoriality than younger children. High-density environments are associated with boredom and aggression in older cohorts who lack adequate space.

Housing only K-3 students in the current facility will leverage the physically smaller stature of younger children and reduce traffic volume, mitigating congestion risks and vastly improving supervisory sightlines.

The new 4-12 facility will be purpose-built in a typical planned residential area, a more secure and appropriate environment than the current industrial location. New construction ensures compliance with modern building codes and standards and allows for integrated features such as optimal air quality and barrier-free spaces.

Environmental Quality

Ventilation

As student density increases, the demands on the school facility's mechanical systems rise proportionally. This capital project seeks to transition older students to a purpose-built environment designed to handle the higher metabolic and ventilation requirements of middle school and high school students. While the current HVAC system functions within operational standards, it was not originally engineered for the high density of students, especially older students who produce CO₂ at a higher rate than younger children due to greater body mass. Research indicates that maintaining optimal indoor air quality is critical for cognitive tasks such as strategy and focus. By moving the larger Grades 4-12 population to a new facility, we can ensure that the existing building operates well within its designed ventilation capacity for the remaining K-3 students, securing an optimal learning environment for all grades.

Acoustics

The industrial shell of the current facility presents acoustic challenges that are amplified by high student volume. Reducing the overall population to remain in line with the building's capacity and focusing the current leased building on K-3 reduces the overall volume of student traffic. This decreases ambient noise levels, improving the acoustic environment, which is essential for speech perception and concentration in early learners. High noise levels created by an overcrowded space also impact the ability of both students and teachers to concentrate and focus. In addition to impeding student learning and impacting teachers, research shows that a chaotic environment can lead to increased behavioural issues, which is itself a negative for both student and staff health and wellness. High spatial density (overcrowding) is explicitly linked to negative behavioural outcomes. Research indicates that increased density leads to increased aggression among students.

Health and Learning

There is also a measurable link between the physical quality of the learning environment and student progress. Studies have found that "intensive" overcrowding scenarios correlate with a statistically significant decline in academic achievement, particularly in Grade 9 and 10 assessments and elementary math and reading scores. Evidence also suggests that physical parameters (such as air quality, temperature, and light, which are all compromised in overcrowded settings), can explain up to 16% of the variation in academic progress.

Overcrowded facilities are also associated with higher rates of student absenteeism, often linked to environmental degradation such as poor air quality and ventilation issues common in facilities operating beyond their design capacity.

Indoor and Outdoor Spaces

It is widely recognized within educational research that both indoor and outdoor spaces significantly impact student learning and well-being. Purpose-built school facilities are designed to optimize these spaces alongside outdoor areas to provide rich and varied opportunities for physical activity, exploration, and experiential learning. These purpose-designed spaces address the specific needs of a modern educational program, unlike adapted or leased facilities, which often lack the necessary infrastructure, flexibility, or integration of indoor and outdoor learning areas to fully support student development.

The current facility's location and design pose demonstrable limitations to supporting student well-being and holistic learning:

- **Outdoor Deficiencies:** Located in a light industrial area, the current site offers inadequate outdoor space for physical activity and learning for middle school and high school students. It is not directly adjacent to any natural areas or public sports fields for

ease of alternative space. This restricts opportunities for physical activity, exploration, and experiential learning, which are vital components of the upper level curriculum.

- Indoor Constraints: While the current space provides a general gym area and the lease of a smaller gym, there are no change rooms or fitness/weight training areas.

The new 4-12 facility will be a purpose-built environment in a planned residential area. This will provide appropriate indoor and outdoor spaces to fully support student development. This design ensures our students have access to the same modern, supportive educational facilities as their peers in other public schools. By dedicating the existing facility solely to K-3, we gain the flexibility to implement specific indoor and outdoor modifications that will create an environment optimized for early childhood learning and development.

Impact of New Facility

The new facility will support health and safety of our students and staff through provision of a number of spaces not available at the current facility:

- Safe Indoor & Outdoor Spaces: A dedicated school field and second gym provide safe, monitored areas for physical activity, minimizing risks associated with off-site travel for P.E.
- Dedicated Health Services Room: A private, properly equipped space for medical attention would ensure immediate, confidential care for students.
- Secure & Controlled Access Points: Modern security features, including controlled entrances and clear internal sightlines, to manage visitor access and enhance student and staff security.
- Optimized Air Quality & Ventilation: Modern HVAC systems in classrooms, labs, and the Maker Space to ensure optimal air exchange, especially when using specialized equipment (e.g., labs).
- Counselling and Wellness Area: Creation of quiet, private rooms for student counselling and mental health support, recognizing the link between wellness and academic success.

Enrolment Pressures (Urgent)

Charter School Evaluation Framework Objective:

Support existing charter school authorities that are looking to expand as they are in a high growth area and/or at capacity.

Utilization Rate (High and Rising)

The immediate and escalating strain on Footprints for Learning Charter Academy's facilities requires urgent intervention, as evidenced by critical utilization data:

- Unsustainable strain: FLCA's current single-campus leased facility is operating at 123% utilization. The utilization rate is projected to rise to an unsustainable 144% by 2027-28, even with capped enrolment. *See Appendix A: Utilization for updated supporting data.*
- Magnitude: Our single school is already at 123%, significantly higher than the average utilization rate across the Rocky View Schools (RVS) located in Airdrie, which is currently 98%.
- Rate of utilization growth: At an increase of approximately 10% per year, our utilization is accelerating five times faster than the RVS system average.

Enrolment Trends

Despite an enrolment cap, FLCA's student population is projected to experience persistent growth, which intensifies the urgency for the new facility. This escalating demand is driven by several factors that secure long-term enrolment continuity:

- Exceptional demand and program trust: The high and rising demand for FLCA's unique public charter program is demonstrated by its surging waitlist of 1,730 students. This waitlist has grown significantly since the original capital plan was submitted (when it was 700 students). Even though the school has not undertaken any advertising or focused community outreach, interest in our program continues to grow driven by word-of-mouth and the program's strong fit within Airdrie, a city that already places a strong focus on entrepreneurship.
- Strong student retention: FLCA maintains an exceptionally high rate of student retention (over 96% this year), meaning attrition is very low. Policy dictates that returning students be guaranteed a spot except under exceptional circumstances, ensuring that the school's population naturally increases year-over-year as larger

lower-grade cohorts advance. Additionally, the school's registration policy grants preference to siblings, providing further built-in continuity for future enrolment.

- Growing high school commitment: The expected attrition at the Grade 10 transition point has been far lower than originally projected. The original charter proposal anticipated smaller high school cohorts due to limitations in options courses and competitive athletics, which traditionally motivate students to move to another school authority. The higher than expected number of students choosing to remain indicates strong commitment to the core charter program. The new 4-12 facility will enable FLCA to sustain larger cohorts (up to 130 per grade), allowing for a robust slate of course options and athletics programs, which will further solidify retention across the 4-12 continuum.

See Appendix B: Enrolment Projections for updated supporting data.

Airdrie-wide Enrolment Pressures

FLCA's capital project is a crucial, system-wide solution that will help address the severe capacity crisis across Airdrie's public education system:

- Significant system relief: The new FLCA facility will add 1,200 net new student spaces to Airdrie's public education system. This contribution is substantial; when measured against RVS's current total capacity, this addition is the equivalent of increasing total public school capacity in Airdrie by nearly 9%. This expansion is vital to alleviating city-wide enrolment strain and meeting the Alberta government's mandate for choice in education.
- Lack of alternatives: RVS has some lower utilization schools in Airdrie and can use accommodation solutions such as attendance area changes and grade configuration shifts to mitigate their space crisis. Conversely, FLCA has zero flexibility. Given the city's low commercial vacancy rates and the total lack of surplus school space, capital funding for a new facility is the only viable and long-term solution. When the entire Airdrie public system is overloaded, there is no alternative destination for these students, underscoring the critical importance of this capacity expansion for the region.

Impact of New Facility

The new facility will:

- Reduce overcrowding: The new facility will allow for manageable class sizes and the introduction of specialized elective courses aligned with global trends.
- Significantly reduce our wait list (currently 1,730 students).
- Increase access to choice in education for Airdrie students and families.

- Facilitate a larger overall population for FLCA. Most significantly, it enables us to maintain cohorts of 130 students per grade throughout the 4-12 continuum. As a result, the larger high school population of almost 400 students allows us to significantly expand our courses and extracurricular and co-curricular offerings. In K-3, we will be able to have slightly smaller classes of 24 students at the leased campus. These smaller class sizes for K-3 will be particularly advantageous for our literacy and numeracy efforts. In addition, with grade cohorts of 120 in K-3 and 130 in 4-12, we will be able to welcome a small number of new students at the grade 4 transition point.

Facility Functionality (Urgent)

Charter School Evaluation Framework Objective:

Existing charter school authority requires facility functional upgrade to provide educational programming and increase accessibility.

The challenge of our current facility extends far beyond square footage; it fundamentally constrains our ability to deliver the innovative, high-impact learning model at the heart of our entrepreneurship-focused public charter program. Our vision is to foster entrepreneurship competencies alongside Alberta's rich menu of learner outcomes, integrating STEM, fine arts, wellness and digital works with entrepreneurial thinking and innovation. This future-focused learning requires a dynamic environment built around collaboration, rapid prototyping and the full cycle of real-world entrepreneurial innovation, from concept to market delivery. In junior high and high school, this work demands specialized spaces, flex spaces, performance spaces and break-out spaces for a range of learning needs and interpretations. Despite our significant renovation efforts, the existing leased space is inherently inadequate for this purpose.

Functionality and programming are key drivers of the FLCA capital plan, as it seeks to create an optimized learning environment that expands opportunities for our students. While FLCA has effectively delivered its charter program within the limitations of the current facility, a purpose-built school will provide the ideal setting for enhanced program delivery. The new facility will more than double the school's capacity, thus importantly, increasing access to our public charter program and allowing us to serve a larger student population.

The purpose-built school design will be optimized to meet both the general and specific needs of our unique curriculum — now and into the future. It will offer a dynamic model wherein a maker space area can be transformed into trades workshops, applied design and textile fabrication rooms, botany greenhouses, foods demonstration labs, or robotics building hubs.

Furthermore, open areas can function in a dynamic manner as a literacy commons, a presentation stage, or alternatively, a testing area for prototypes. To achieve authenticity and impact, entrepreneurship education demands a variety of flexible and functional spaces that can host open houses, market fairs, productions, mentorship, speaker demonstrations, and differentiated guidance. By accommodating a much larger school population, the new facility will enable FLCA to offer a greater range of CTF and CTS options courses at both the junior high and high school level, particularly those that align with our charter. In addition, purpose-built elements for integrated technology will facilitate the technical extensions of venture explorations, including coding, virtual reality and augmented reality, audio/visual production and artificial intelligence. This intentional design is not merely an upgrade; it is the physical catalyst for the next generation of entrepreneurial innovators.

A new, purpose-built facility moves beyond basic adequacy to become an enabling tool for our curriculum. It will:

- Establish high-fidelity learning environments: Provide the necessary square meterage for specialized, guideline-compliant CTS and Design Labs with proper ventilation and safety standards. This enables students to build, test, and refine prototypes, directly linking theoretical knowledge to practical application.
- Create collaborative ecosystems: Dedicate space to flexible, open-concept entrepreneurial hubs — spaces designed for seamless transition between instruction, team breakout work, and community pitch events.
- Ensure program integrity: Guarantee that every student has equitable access to the full breadth and depth of the provincial curriculum and our specialized charter mandate in an environment that is itself a professional, flexible, and inspiring workspace.

Insufficient Space

At 40% smaller than the Education Area Guidelines for a K-12 school of its size, the current leased facility is drastically undersized. There is no additional space available for lease at the site, and none is projected to become available in the foreseeable future. FLCA has exhausted all options for expansion whereby any further expansion would necessitate the removal of essential playground and parking areas.

The current facility is also critically deficient in the size and type of specialized space required to deliver our innovative, high-impact entrepreneurship-focused public charter school program, particularly for Grade 4-12 students. The core of our mandate is to cultivate the next generation of innovators, requiring a dynamic environment built around collaboration, real-world project work, and rapid prototyping. The current facility lacks flexible workspaces and classrooms are non-purpose-built, further limiting flexibility. We have a 491 m² deficit in Instructional Area, which translates to a lack of dedicated hubs or breakout rooms essential for our entrepreneurial program's collaborative model. When compared to the Education Area

Guidelines, the 1,260m² deficit in total gross area is not merely an inconvenience; it fundamentally constrains our educational model, as detailed by the following evidence:

Space Type Deficit	Consequence to Program Delivery
Instructional Area (491 sqm Deficit)	Impairs instruction. The absence of dedicated space for science labs, art studios and essential Career and Technology Studies (CTS) labs (e.g., Foods, Construction, Robotics) means entire provincial programs cannot be delivered. FLCA must rely on retrofitting general classrooms; however, these spaces still lack the proper ventilation, specialized equipment and safety infrastructure required for advanced, hands-on design and technology courses, thereby compromising program integrity and alignment with Alberta Education's Education Area Guidelines.
Non-Instructional Area (1,260 sqm Deficit)	Hinders entrepreneurial collaboration. The lack of modern, flexible space means there are no designated breakout areas or "huddle rooms," which are the "Incubator Hubs" essential for team-based idea development, confidential planning, and spontaneous collaboration critical to entrepreneurship education.

See Appendix C: Area Space Standard Analysis for a complete breakdown.

Impact of New Facility - Physical Space

- While the new facility generally adheres to the Education Area Guidelines, the proposed layout includes minor, strategic deviations: the administrative space is marginally less than the recommended standard, and the gymnasium size is deliberately increased to optimize its functionality for co-curricular and community programs.

Facility Deficiencies

The new 4-12 campus will be purpose-built to facilitate high levels of collaboration and hands-on learning, offering appropriate lab facilities, performance venues, and flexible spaces essential for realizing the full scope and sequence of the charter curriculum. The larger student population enabled by the dual-campus model will also support a robust slate of options, CTS courses, and dual credit opportunities, which are critical for older students. In addition, with the

larger high school cohort, we will be able to offer an array of co-curriculars and extracurriculars, including a competitive inter-school athletics program, ensuring a far higher level of retention for high school.

Functionality and programming constraints in the current facility compromise the school's ability to deliver FLCA's unique public charter programs:

- Curriculum constraints: The current adapted leased facility is deficient, lacking the foundational spaces required to deliver a rich charter program focused on entrepreneurship.
- High school and junior high settings: The absence of fully-equipped science and STEM labs is a significant factor in choice for junior high and high school students, limiting opportunities for our project-based learning where the core focus is on entrepreneurship and innovation. Furthermore, the lack of sufficient learning commons, CTS spaces, and dedicated fine arts and drama rooms limits the quality and richness of the educational experience for all grades.
- Design and Flexibility Deficits: Current classrooms lack the necessary pedagogical flexibility to support ideal teaching methodologies for secondary blended learning programs. Specifically, the inability to easily team-teach or reconfigure groupings into collaborative pods is very limiting. The limited instructional area also translates directly into a lack of dedicated collaborative hubs and breakout spaces essential for supporting the collaborative model and hands-on learning of FLCA's entrepreneurial program.

Impact of New Facility - Program Realization

The new purpose-built facility will provide numerous educational spaces that are not available in the current facility, including:

- Modern Science Lab: Space for hands-on experimentation, fostering the critical thinking and problem-solving skills vital for future global entrepreneurs.
- Centralized Learning Commons/Library: Providing resources for global research, project collaboration, and diverse perspectives study.
- Music/Applied Arts Room: Dedicated space to integrate cultural studies, performance, and multimedia creation for global awareness and project presentation.
- Sports Field and Properly Sized Gymnasium: Essential for physical education, team building, leadership, and promoting the resilience required for entrepreneurial success.

Entrepreneurship Education

Effective Entrepreneurship Education (EE) demands specialized learning environments that transcend the limitations of a conventional classroom. Educational research consistently demonstrates that the physical environment plays a critical, non-academic role in fostering key outcomes such as creativity, collaborative problem-solving, and the development of entrepreneurial intention. To transition students from theoretical instruction to hands-on,

iterative practice, a school must provide flexible, purpose-built spaces (such as modern start-up labs, maker spaces, and adaptable collaborative zones) that closely mirror the settings of real-world innovation and business development. This strategic focus on the built environment is fundamental to the successful expansion of our EE curriculum and preparing students for post-secondary and career success.

In the two-campus model, FLCA's K-3 students will benefit from a smaller school environment that invites close connection, routine and predictability, aligning with research on early childhood development. The existing space will also be familiar to younger learners, thus easing the school-wide transition to two campuses. The current leased space offers ideal gym space for K-3 and the move to two campuses will free up space for a learning commons and fine arts space at this location. For older learners, the 4-12 campus will be purpose-built to facilitate the greater levels of collaboration and hands-on learning that are critical at this phase.

The Grade 4-12 campus will be purpose-built to accommodate the specialized needs of older learners, offering flexible collaborative spaces essential for our entrepreneurship curriculum, hands-on learning and options. Grade 4 is a key transition point in FLCA's scope and sequence for entrepreneurship, making this an ideal grade to move students to a larger campus that provides opportunities to connect with older students and get more involved in initiatives outside traditional classroom walls. Research shows that the physical environment has a major impact on developing entrepreneurial intention. Collaborative and flexible spaces such as start-up labs enable students to fully develop their ideas and explore more deeply what it means to be an entrepreneur.

Impact of New Facility - Entrepreneurship Education

- Entrepreneurial Maker Space: Dedicated lab for prototyping, design thinking, and practical skills (3D printing, technology) essential for innovation and business development by students and with speciality skilled mentors.
- Adaptable Collaboration Hubs: Flexible furniture and modular walls in common areas to facilitate rapid team formation, breakout sessions, and interdisciplinary project-based work, reflecting the agile and responsive nature of start-up environments.
- Pitch and Presentation Studio: A dedicated space equipped with professional A/V technology for students to practice public speaking, deliver business proposals, and receive critical feedback from mentors, community partners, and investors.
- Venture Incubation Zones: Semi-private, long-term working areas that simulate co-working spaces, allowing student teams to "lease" a space for extended periods to manage and commit to year-long projects, fostering professional habits and accountability.
- Integrated Learning Commons: Designing the central learning commons as a cross-curricular nexus to organically draw together students from business, design, and technology, encouraging holistic problem-solving and the collision of diverse perspectives necessary for market-ready innovations.

Dual-Credit and Collegiate Programming

A new, larger, and modern school facility directly facilitates the expansion of FLCA's dual-credit offerings, significantly enriching the high school entrepreneurship education pipeline. This will also facilitate FLCA's development of a Collegiate model.

A modern, expanded school facility serves as a critical enabler for significantly increasing and diversifying dual-credit offerings, an expansion justifiable only with a larger student body. The increased enrolment afforded by a new building provides the necessary class sizes to warrant the considerable investment of time and financial resources required to launch new post-secondary partnerships.

Furthermore, a larger student population would enable FLCA to develop Local Dual Credit Pathways specifically designed in collaboration with a post-secondary partner to meet local needs. This flexibility is vital for determining the best fit for the school's charter program, allowing for courses tailored precisely to the demands of Entrepreneurship Education (EE).

Unlike the non-standard infrastructure at our current leased facility, a modern facility can incorporate the specialized, high-tech environments, such as advanced computer labs that are necessary to host college-level technical programs on-site.

Offering Introduction to Business or specialized ICT Software and Web Development courses as dual-enrolled programs provides students with both high school and post-secondary credit, giving them a head start and deep, practical skills in fields essential for modern start-ups. This systematic approach, facilitated by a critical mass of students in a contemporary learning environment, ensures the EE program can offer relevant, high-quality, post-secondary learning that prepares students for a variety of post-high school pathways.

Growing Communities (High Impact)

Charter School Evaluation Framework Objective:

Increase the number of spaces in growing communities.

FLCA's capital plan promotes the sustainability of the school community and the surrounding neighbourhood in a number of ways. The charter program expansion directly supports Airdrie's entrepreneurial culture, creating a vibrant learning environment that reflects core community values. The project also responds to the significant community demand for the FLCA program, as evidenced by our waitlist, currently at 1,730 students. Dramatically increasing public charter school access will be a significant value-add for Airdrie families. The new school facility would also provide shared spaces for community use outside of school hours, maximizing the efficient

use of space and providing valuable community resources that are currently in short supply in Airdrie. The new school facility would have valuable economic multiplier effects. This investment not only meets educational demand but contributes to local workforce readiness and community vibrancy.

Limited School Choice for Airdrie Families

The small space of FLCA's current facility prevents us from expanding enrolment. Due to the popularity of our charter program and our 96% student return rate, new entry into our program has been limited to kindergarten. Even then, our sibling preference policy further limits the ability of new families to join our program.

Lack of Community Connection

Utilizing a "Community Hub" model, the new facility will increase community access to the school facility and provide a venue for facilitating greater school-community connections to enhance career education opportunities, strengthen student pathways and support the vitality of the surrounding neighbourhood.

Impact of New Facility

The new school facility would provide shared spaces for community use outside of school hours, maximizing the efficient use of space and providing valuable community resources that are currently in short supply in Airdrie. FLCA is also exploring partnerships with post-secondary institutions that could facilitate outreach campuses at the FLCA school facility. We are also building connections with other aligned organizations in the wider community to gauge interest in using the FLCA facilities in non-school hours for public presentations and entrepreneurship workshops. The new school facility would have appropriate and sufficient space to support:

- Mentorship Networking: Facilitate after-hours events connecting students with local entrepreneurs for mentorship and practical project collaboration.
- Entrepreneurship Hub: Host evening workshops and skill-building programs for local small businesses and community members in the Maker Space.
- Community Recreation Access: The sports field and gymnasium will be available for local sports leagues, fitness programs, and informal recreation outside school hours, ensuring that use of the school facility is maximized throughout the year.
- Summer School Programming: The increased space and specialized classrooms will facilitate the launch of Grade 9-12 summer school courses, addressing the considerable interest already expressed by current families. Enrolment can be extended to the wider community, allowing the facility to generate year-long usage while providing essential credit recovery, skill enrichment, and academic acceleration opportunities.

- Entrepreneurship and Enrichment Summer Camps: The specialized facilities (e.g., innovation labs, collaboration spaces) enabled by the new building will be purpose-built to host high-demand summer camps focusing on entrepreneurship, innovation, global awareness, and core academic skills. Crucially, this provides an opportunity to share our innovative EE and global learning programming with a larger number of students from the wider region, further maximizing the infrastructure investment and supporting provincial goals for skill development.
- Global Cultural Center: Utilize the Learning Commons and Music Room for public lectures, cultural events, and film screenings focusing on global issues.
- Meeting Space: Provide well-equipped, central classrooms and the Learning Commons for non-profit and community association meetings.

Education Mandate – Expands Choice in Education (High Impact)

Charter School Evaluation Framework Objective:

Accommodation of newly approved charter school to ensure charter school is operational for the next school year.

Lack of Access

By quadrupling FLCA's total school capacity, construction of a new facility will have a dramatic positive impact on choice in education for Airdrie families. This significant increase in public charter school access directly supports Alberta Education's key mandate for "Ensuring Alberta's educational funding model continues to promote parental choice in education."

Impact of New Facility

The strategic importance of this expansion is threefold, addressing both the quantity and the quality of choice available to families:

- Increased Access for Local Families: This expansion is particularly crucial in Airdrie, where the school is currently the only public charter school option. The capacity increase ensures that a greater number of local students can access this distinct educational alternative, transforming the school from a limited-enrollment program into a foundational pillar of educational variety for the entire community.
- Enrichment of Programmatic Choice: The impact extends beyond merely increasing the number of seats. The new, purpose-built infrastructure — including specialized labs, collaborative hubs, and dedicated learning commons — allows the school to significantly broaden the scope and quality of the education offered. This expansion is essential for delivering the full Entrepreneurship Education (EE) curriculum and formalized Dual Credit Pathways that are difficult or impossible to implement in older

facilities. Families are therefore choosing a highly specialized, modern, and career-focused curriculum.

- Guaranteeing Long-Term Viability: Securing a new, permanent facility guarantees the long-term operational viability of the charter. By ensuring the school's foundational sustainability, this project secures this specific and valuable form of parental choice for future generations of students and families.

Strategic Alignment

FLCA works diligently to ensure that its capital plan is closely aligned with the provincial government's priorities. The new school facility and growth plan enable the achievement of specific, published objectives and mandates in a range of core government policy and strategy documents.

Ministry and Mandate Letters

Ministry of Education Business Plan 2025–2028

- Relevant Priorities/Objectives:
 - Implement school capital strategies to modernize and increase the number of student spaces in the communities of greatest need.
 - Promote choice in education to enhance student learning through a variety of schooling options for students and parents.
- FLCA Alignment and Impact: The new FLCA facility directly implements the Ministry's capital strategy by providing a critical increase in student spaces within the high-growth community of Airdrie. This fiscally sound, future-focused infrastructure investment offers long-term resolution of the current capacity deficits and simultaneously increases educational choice for local students and parents, thereby meeting both the capital and educational priorities of the Ministry.

Premier's Mandate Letter to the Minister of Education

- Relevant Priority/Objective: Continue to ensure Alberta's educational funding model promotes parental choice in education.
- FLCA Alignment and Impact: The new facility and continued growth strategy directly increases educational choice and options for families in the region.

Economic and Skills Development Strategies

Career Education Task Force Report

- Relevant Priorities/Objectives:
 - Expose students to a wider breadth of possible careers.
 - Create opportunities for hands-on, experiential learning in a field(s) of interest.
 - Increase access to career-related courses and subject matter experts in one's area(s) of career interest.
 - Create connections between schools, students, post-secondary institutions and employers.
 - Build student readiness for careers.

- FLCA Alignment and Impact: FLCA's capital plan and specialized educational model directly realize these objectives by establishing facilities that support hands-on, experiential learning and dual-credit opportunities. Our comprehensive career education programming and curriculum are designed to expose students to a breadth of pathways, increase access to subject matter experts, and build direct connections with post-secondary institutions and employers, significantly enhancing student career readiness.

Alberta 2030: Building Skills for Jobs

- Relevant Priority/Objective: Develop Skills for Jobs: Ensure every student has the skills, knowledge and competencies to enjoy fulfilling lives and careers and that they have greater transparency around labour market outcomes.
- FLCA Alignment and Impact: FLCA embeds entrepreneurship education across the K-12 continuum, cultivating innovation, problem-solving and resourcefulness as foundational competencies. Preparing students with these skills before they enter post-secondary will enable them to thrive in specialized programs, maximize their education investment, and ultimately become innovative contributors to Alberta's diversified economy, directly supporting the development of a highly skilled and adaptable workforce.

Selling Alberta to the world: an investment and growth strategy

- Relevant Priority/Objective: Create the conditions for innovation to transform Alberta's economy into the future.
- FLCA Alignment and Impact: We are cultivating the entrepreneurial mindset needed for innovation, thereby strengthening the talent pipeline that attracts foreign and domestic investment.

Strategic Planning and Infrastructure

Government of Alberta's 2025–2028 Strategic Plan

- Relevant Priorities/Objectives:
 - Connecting Albertans to jobs.
 - Providing high-quality education and opportunities for skill development.
- FLCA Alignment and Impact: By developing students' entrepreneurial and innovation skills, FLCA is contributing to the strengthening of Alberta's human capital and economic future. The FLCA plan directly supports both objectives by focusing on entrepreneurship education across the K-12 continuum, which builds the innovation and problem-solving skills necessary for a skilled, educated, and engaged workforce. Furthermore, the new facility and our enhanced career education programming (including dual-credit opportunities and a planned extension to Collegiate programming) align with the government's investment in career pathways, directly

preparing students for well-paying jobs and addressing long-term skilled labour demands.

Building Forward: Alberta's 20-Year Strategic Capital Plan

- Relevant Priority/Objective: Strong fiscal management.
- FLCA Alignment and Impact: The new facility is a fiscally prudent, future-focused capital investment that directly addresses capacity deficits in a high-growth region. The new FLCA facility also directly supports the K-12 vision outlined in *Building Forward* for "enabling future-focused K-12 education."

Appendix A: Utilization

FLCA Utilization Scenarios

SCENARIO A: CAPITAL REQUEST IS APPROVED

New 4-12 facility opens September 2028. Current leased facility utilized for K-3 once new facility is open. All students accommodated at current facility with enrolment cap until construction is complete.

	2025-26	2026-27	2027-28	2028-29 new facility opens	2029-30	2030-31
Current leased facility (all students until new facility opens; K-3 starting September 2028)	123%	133%	144%	101%	101%	101%
New facility for 4-12 (opens September 2028)	-	-	-	90%	95%	98%

SCENARIO B: CAPITAL REQUEST IS NOT APPROVED

No new construction. All K-12 students remain at current leased facility with enrolment cap.

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Current leased facility	123%	133%	144%	153%	158%	163%

Note: Utilization is calculated using weighted enrolment to account for half-day kindergarten.

Appendix B: Enrolment Projections

FLCA 5-Year Student Enrolment Projections - **WITH** New Facility

Grade	Leased Facility					New School Facility	
	2025-2026 (current)	2026-2027 (projected)	2027-2028 (projected)	2028-2029 (projected)	2029-2030 (projected)	2028-2029 (projected)	2029-2030 (projected)
K	48	52	52	120	120		
1	52	52	52	120	120		
2	51	52	52	120	120		
3	52	52	52	120	120		
4	78	52	52			130	130
5	52	78	52			130	130
6	51	52	78			130	130
7	51	52	52			130	130
8	31	52	52			130	130
9	31	31	52			130	130
10	14	31	31			130	130
11	5	14	31			100	130
12	16	5	14			65	100
TOTAL	532	575	622	480	480	1,075	1,140
Weighted	508	549	596	420	420	1,075	1,140
Utilization	123%	133%	144%	101%	101%	90%	95%

Note: These projections make the following assumptions: a new K-12 facility with a core capacity of 1,200 students is approved and construction is complete in time for the 2028-29 school year; FLCA continues to lease its current facility with a current capacity of 414.

FLCA 5-Year Student Enrolment Projections - WITHOUT New Facility

Grade	Leased Facility				
	2025-2026 (current)	2026-2027 (projected)	2027-2028 (projected)	2028-2029 (projected)	2029-2030 (projected)
K	48	52	52	52	52
1	52	52	52	52	52
2	51	52	52	52	52
3	52	52	52	52	52
4	78	52	52	52	52
5	52	78	52	52	52
6	51	52	78	52	52
7	51	52	52	78	52
8	31	52	52	52	78
9	31	31	52	52	52
10	14	31	31	52	52
11	5	14	31	31	52
12	16	5	14	31	31
TOTAL	532	575	622	660	681
Weighted	508	549	596	634	655
Utilization	123%	133%	144%	153%	158%

Note: These projections make the following assumptions: no new school facility is approved; enrolment is capped; FLCA continues to lease its current facility with a current capacity of 414 to house all K-12 students. In 2030-31, utilization would rise to 163%.

FLCA 10-Year Student Enrolment Projections - **WITH** New Facility

Grade	Leased Facility				New School Facility					
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
K	48	52	52	120	120	120	120	120	120	120
1	52	52	52	120	120	120	120	120	120	120
2	51	52	52	120	120	120	120	120	120	120
3	52	52	52	120	120	120	120	120	120	120
4	78	52	52	130	130	130	130	130	130	130
5	52	78	52	130	130	130	130	130	130	130
6	51	52	78	130	130	130	130	130	130	130
7	51	52	52	130	130	130	130	130	130	130
8	31	52	52	130	130	130	130	130	130	130
9	31	31	52	130	130	130	130	130	130	130
10	14	31	31	130	130	130	130	130	130	130
11	5	14	31	100	130	130	130	130	130	130
12	16	5	14	65	100	130	130	130	130	130
TOTAL	532	575	622	1,555	1,620	1,650	1,650	1,650	1,650	1,650
Utilization*	123%	133%	144%	101% K-3 90% 4-12	101% K-3 95% 4-12	101% K-3 98% 4-12				

Note: These projections assume that a new K-12 facility with a core capacity of 1,200 students is approved and construction is complete in time for the 2028-29 school year. K-3 would remain in leased facility and new facility would house 4-12.

*Utilization is calculated using weighted enrolment to account for half-day kindergarten.

FLCA 10-Year Student Enrolment Projections - WITHOUT New Facility

Grade	Leased Facility									
	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35
K	48	52	52	52	52	52	52	52	52	52
1	52	52	52	52	52	52	52	52	52	52
2	51	52	52	52	52	52	52	52	52	52
3	52	52	52	52	52	52	52	52	52	52
4	78	52	52	52	52	52	52	52	52	52
5	52	78	52	52	52	52	52	52	52	52
6	51	52	78	52	52	52	52	52	52	52
7	51	52	52	78	52	52	52	52	52	52
8	31	52	52	52	78	52	52	52	52	52
9	31	31	52	52	52	78	52	52	52	52
10	14	31	31	52	52	52	78	52	52	52
11	5	14	31	31	52	52	52	78	52	52
12	16	5	14	31	31	52	52	52	78	52
TOTAL	532	575	622	660	681	702	702	702	702	676
Utilization*	123%	133%	144%	153%	158%	163%	163%	163%	163%	157%

Note: These projections assume that a new K-12 facility with a core capacity of 1,200 students is approved and construction is complete in time for the 2028-29 school year. K-3 would remain in leased facility and new facility would house 4-12.

*Utilization is calculated using weighted enrolment to account for half-day kindergarten.

Appendix C: Area Space Standard Analysis

FLCA Area Space Standard Summary

Category	Education Area Guidelines (m ²)	FLCA Leased Space (m ²)	Deficiency (m ²)	Core Finding
Total Instructional Area	2,465	1,915	490	The facility is significantly deficient in core teaching and student activity spaces.
Total Non-Instructional Area	1,751	491	1,260	The facility lacks essential support and functional spaces.
Total Gross Area	4,216	2,406	1,810	At 40% smaller than the provincial guidelines, the total facility size is drastically undersized