

# Ten Year Facilities Plan



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## EXECUTIVE SUMMARY

The Ten-Year Facilities Plan 2023–2032 acts as a funding advocacy tool for the Division and highlights the challenges that the inventory of facilities faces in the coming decade. The uncertainties regarding the impacts of the pandemic on economics and demographics combined with an unpredictable provincial capital/maintenance funding model continue to present a significant challenge for the Division’s planning and allocation of resources.

The Alberta School Capital Manual lists that a Ten-Year Facilities Plan should include information about a school jurisdiction’s:

- overview of key strategies and objectives for the next ten years or longer;
- the jurisdiction’s expected utilization rate, historical, current and projected enrolment (increase in enrolment that may lead to addition of space being required or decrease in enrolment that may lead to closure of programs or school buildings);
- modernization and/or replacement needs;
- facility condition evaluation information; and,
- grade structures and forecast of program changes requiring capital funding either under the modernization program to convert existing space, or construction under the expansion program to facilitate the new program(s) and technology;
- the need for capital funding to modernize or add space to the school(s) where students are being relocated.

The Division has two key themes that represent the most pressing Infrastructure challenges: available space and condition of school buildings.

**The amount of space available** to accommodate Division students is declining, which is challenging how the Division has operated foundationally for decades. The Division is at risk of reducing choice for students and their families. This includes the ability to maintain open attendance boundaries, provide a range of alternative and Division centre special needs programs, provide access to schools close to where students live, and maintain yellow-bus service accessibility. All of these programs and services contribute to high-quality, modern and flexible learning environments.

The lack of new construction funding results in increased demand on the student transportation system with further designated schools and more complex accommodation scenarios, such as closed boundaries and lotteries. These pressures lead to capacity limitations.

Due to the COVID 19 pandemic, enrolment in most school divisions declined in the 2020-21 school year. The Division’s overall enrolment declined for the first time since 2007; however, enrolment growth has recovered, and enrolment has surpassed pre-pandemic levels in 2021–2022. Total Division enrolment is expected to continue to grow steadily over the next ten years. Although enrolment growth is occurring in all sectors of the city, it is greatest in suburban neighbourhoods in southwest, southeast and west Edmonton. Without new capital funding, enrolment growth will outpace new capacity by 24,000 students by 2031–2032. Depending on the funding delivery method, any new projects funded takes between three and five years away from providing needed additional student spaces.

Since the 2010–2011 school year, the Division has opened 31 schools (24,800 student spaces) and either installed or relocated 433 modular classrooms in lieu of additional new funded schools. However, over the past ten years, Division utilization has risen 12 per cent (from 68 per cent in 2011–2012 to 80 per cent in 2021–2022). Continued increases in utilization result in reduce choice for families, fewer options for families to access Division centre special needs and alternative programming, reduced access to other schools through open boundaries, reduction of yellow-bus service levels, and reclamation of spaces for regular instruction that are specialized spaces for CTS, music, art, library and leases like childcare. A lack of space will profoundly impact the way the Division will accommodate students.

**The condition of many schools continues to decline** as funding limitations are leading to a **mounting deferred maintenance deficit**. This limits the Division’s ability to deliver quality learning environments for all students regardless of where they live, and to provide diverse learning environments to accommodate student needs.

In order to ensure the Division is able to continue to deliver high-quality learning environments for students, the Division continues to explore avenues to increase the value obtained from infrastructure spending through joint partnerships with local stakeholders on capital projects, innovative capital project delivery models, and implementation of sustainable energy initiatives to increase the operational efficiency of schools.

Recent openings of new schools demonstrate the flexibility and value that high-quality school designs can provide, including maximizing energy sustainability, incorporating partners and reducing operating costs. However, the Division has not had a modernization announced since 2018 or a new school announced since 2019. In addition, current levels of Infrastructure Maintenance Renewal (IMR) and Capital Maintenance and Renewal (CMR) funding will not be adequate to continue to address the deferred maintenance needs of aging Division buildings. Replacement facilities represent the shortest path to addressing the deferred maintenance of an aging building inventory, while ensuring equitable access to high-quality learning environments.

Fundamentally, choice for students and families will be reduced as available space is reduced and aging infrastructure is in need of repair.

## INTRODUCTION

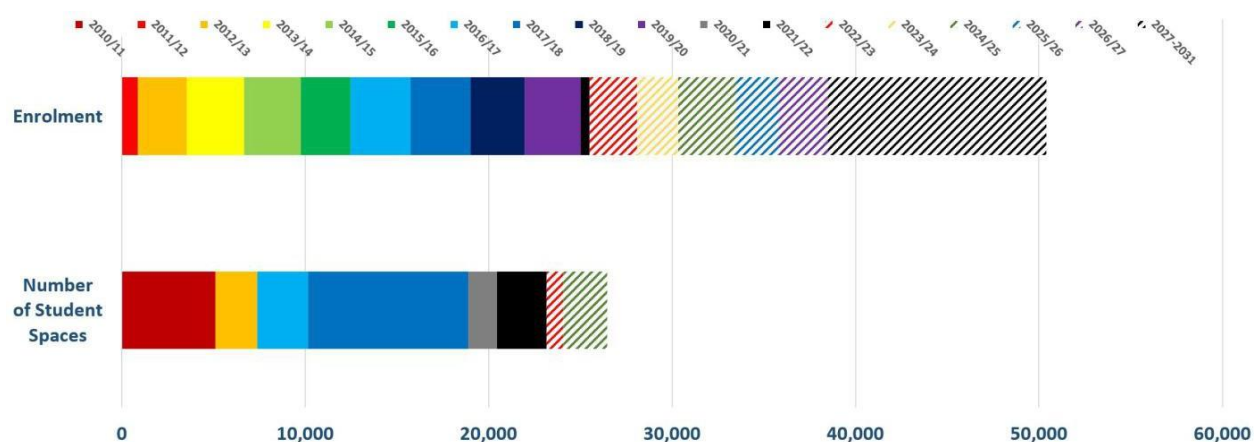
Alberta Education and Alberta Infrastructure require each school division to have a Ten-Year Facility Plan available upon request. A Ten-Year Plan should include the following:

- an overview of key strategies and objectives for the next ten years or longer;
- the jurisdiction's expected utilization rate, historical, current and projected enrolment (increase in enrolment that may lead to addition of space being required or decrease in enrolment that may lead to closure of programs or school buildings);
- modernization and/or replacement needs;
- facility condition evaluation information; and,
- grade structures and forecast of program changes requiring capital funding either under the modernization program to convert existing space, or construction under the expansion program to facilitate the new program(s) and technology;
- the need for capital funding to modernize or add space to the school(s) where students are being relocated.

The two main themes from the provincial requirements reflect the major pressure points for the Division:

- the amount of space available for resident student accommodation, and
- the age and condition of Division space

When enrolment outpaces additional student spaces constructed, the Division utilization rate climbs. The lag in constructing additional infrastructure also creates challenges for the Division in terms of local accommodation and programming distribution.

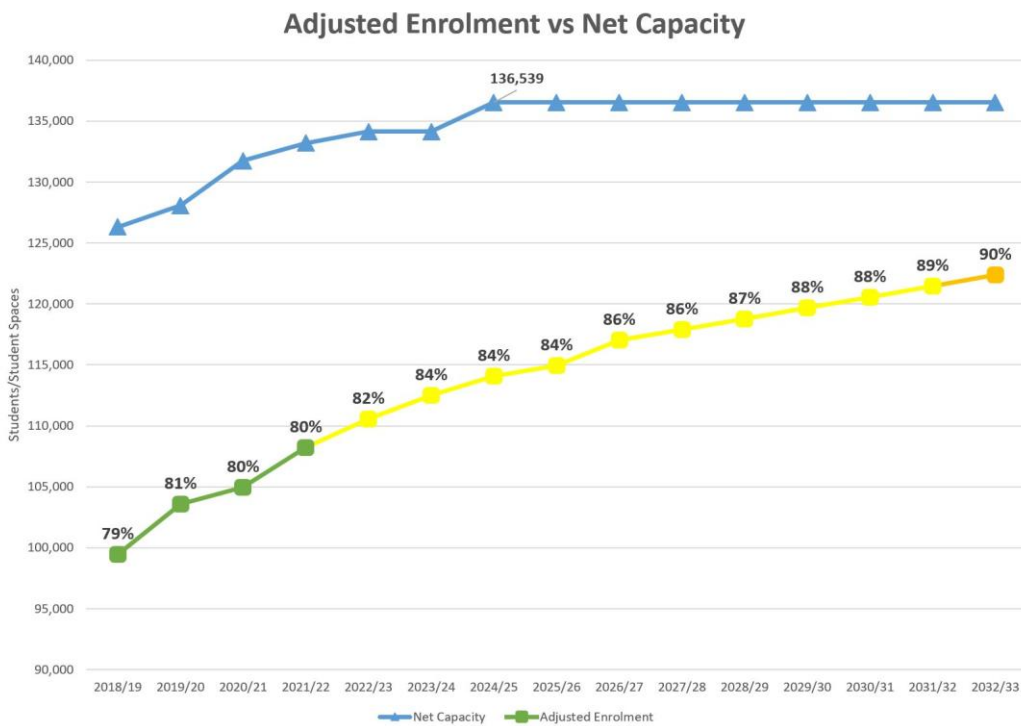


This graph depicts the total enrolment growth since 2010–2011 and is projected to 2031–2032. The graph also depicts the new student spaces constructed by year since 2010–2011 and includes funded projects projected to open over the next 10 years. For reference, the solid black section on both bars shows where the Division is currently (2021–2022 school year).

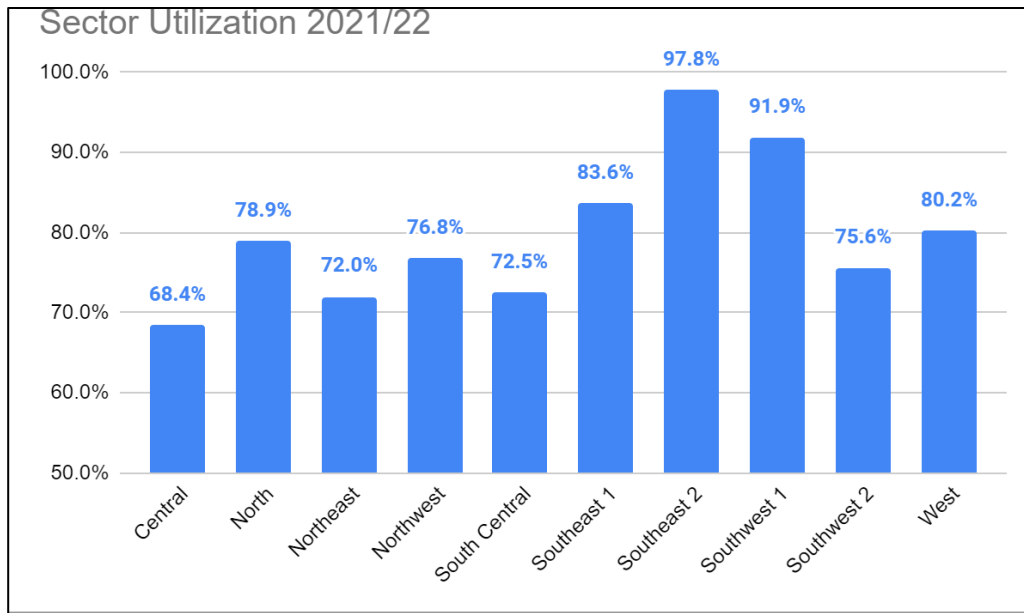
Note that there are colours on the enrolment bar that do not appear on the student spaces bar, which indicates that spaces are not constructed consistently as they depend on funding from the Province. The hatched colours on each bar show the projected enrolment growth and spaces in new schools that will

be opening over the next ten years. Even if construction funding was announced tomorrow, depending on funding delivery method, there will be a three-to five-year lag between the announcement of funding and opening spaces to accommodate resident students, which further contributes to the widening gap of enrolment growth and construction of new student spaces by approximately 8,000 students. If the Division does not receive additional capital construction funding over the next 10 years, the deficit of student spaces will widen to almost 24,000 student spaces; in other words, Division enrolment will outpace new construction by 24,000 resident students as of 2031–2032.

While enrolment has steadily increased, the overall number of new spaces that the Division has constructed is lower. As long as enrolment continues to outpace the construction of new spaces, the amount of available space in the Division will continue to decrease, especially in areas of higher student density.

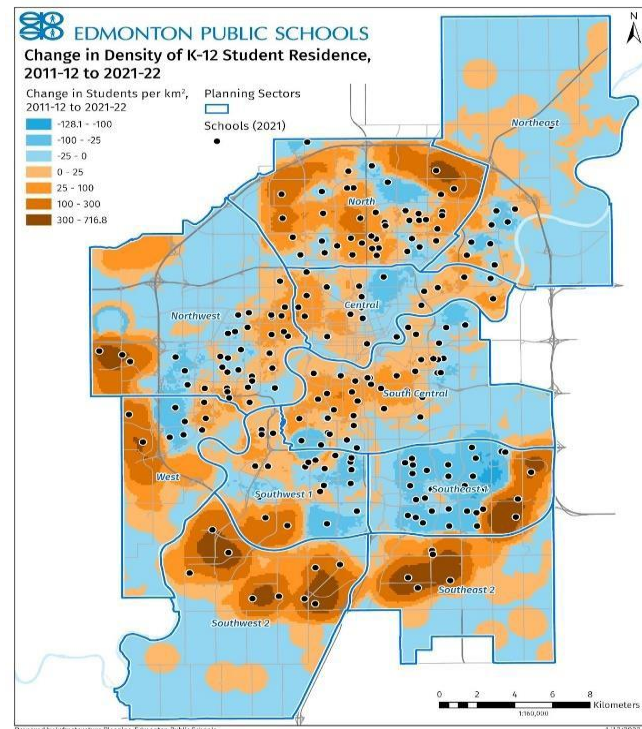


This has been especially prevalent in some areas of the city more than others: southwest, southeast and west. As the “spaces” versus “students” gap continues to widen and existing space in the entire city continues to decrease, these areas are further strained and other areas also begin to show strain: northeast, north and northwest.



In the Change in K-12 Student Density Map 2011-2012 to 2021-2022, these trends can be seen for the last 10-year period:

- Overall, the density of students has increased in all sectors; however, the growth has been more significant in some sectors than others.
- There has been significant growth in neighbourhoods surrounding Anthony Henday Drive, noted by the largest dark orange/brown areas in the Southeast 1, Southeast 2, Southwest 2, Northwest and West sectors.
- Growth has spread in some established areas including the Southwest 1 and North sectors, as indicated by the smaller dark orange/brown areas.
- Growth in the core (Central, South Central and partially Northwest) is stable with a net change in residency of less than 100 students over the last 10 years.



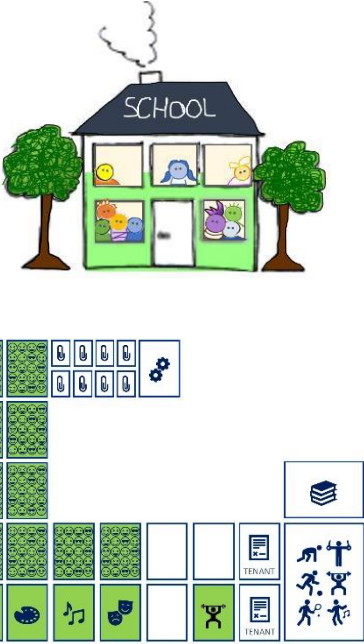
The stable pattern in the core area, which is lower than the design capacity of the buildings, is indicative of consistent enrolment in the Division’s older facilities. The Division commissioned an independent consultant to create a demographic forecast for the Division as reported at a public board meeting on June 14, 2016. This report stated in 2016 that, “Core areas are expected to see modest growth, ultimately adding 176 school-aged residents, growing by 5.2 per cent; however, this only represents 0.5

per cent of all forecasted growth” (Student Demographic Forecast, June 14, 2016). This continues to be the pattern we are experiencing in the core area. The City of Edmonton has since introduced the City Plan, that encourages new growth in the core. Administration will continue to monitor changes and evaluate how the plan may influence the demographics in all areas.

As the Division’s utilization continues to increase, resident students will need to be designated into these older buildings from growth areas since local schools will be unable to accommodate the growth in these areas.

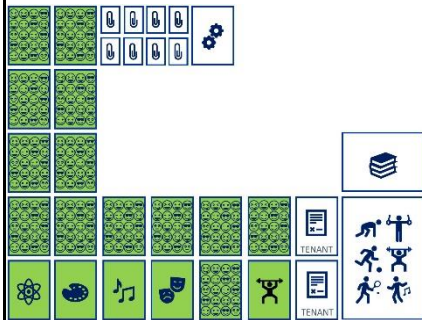
## UTILIZATION AND STUDENT ACCOMMODATION

Ten years ago, in 2011–2012 the Division’s utilization rate was 68 per cent, and in 2021–2022, the utilization rate is 80 percent; this means that in 10 years, the Division has risen 12 per cent in overall utilization. In that same 10-year period, the Division has had to make many changes to accommodate resident students. As Division schools continue to decrease in available capacity, there will be an increased demand for student accommodation for all types of programming, support and transportation. In many ways, the Division is like a single school, housing almost 106,000 resident students. Using this analogy in the following story, it is evident the ability to accommodate resident students and provide alternative and special education programming using current approaches limit parent choice.

<p><b>70% Utilization</b></p> 	<p><b>As a school:</b></p> <ul style="list-style-type: none"> <li>• Five to six open classrooms.</li> <li>• School can continue to have alternative programs or explore adding one.</li> <li>• Could add some Division centre special needs spaces.</li> <li>• Leases, such as childcare, can continue to operate.</li> <li>• Space is available for classes to collaborate.</li> </ul> <p><b>As a sector:</b></p> <ul style="list-style-type: none"> <li>• Regular program, alternative program and Division centrestudents who require specialized supports are most likely able to be accommodated within the sector.</li> <li>• Transportation is available with reasonable ride times.</li> </ul> <p><b>As a Division:</b></p> <ul style="list-style-type: none"> <li>• Division can continue to expand alternative and Divisioncentre special needs programming to meet demand.</li> <li>• Continued measured expansion of student accommodationand programming.</li> <li>• Few schools will have closed boundaries that are only able to accommodate their attendance area.</li> <li>• Leases can continue to provide childcare services to schools and will exist at many sites.</li> </ul>
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**80% Utilization**



**As a school:**

- Three to four open classrooms available.
- Alternative programs can be maintained but likely not expanded.
- Some additional rooms allow for a dedicated music room, art room and CTS spaces.
- Leases are possibly reduced in the amount of space available.

**As a sector:**

- Some regular program students will be designated into other sectors for accommodation as no space is available where they reside.
- Many alternative program students will need to leave the sector for programming.
- Some Division centre students requiring specialized supports will need to leave the sector for accommodation, as some zones have no more room for expansion.
- More students travelling outside the sector leads to increased pressure on transportation resources.
- Some sectors will have schools that cannot accommodate all their neighbourhood resident students, and will need to implement a lottery process.

**As a Division:**

- The Division can maintain alternative programming using its current approach; however, expansion is not likely as space is reduced for all programming.
- Division centre special needs programming expansion can continue to accommodate demand; however, location availability may not match demand.
- Increased pressure on transportation resources could mean longer ride times and/or higher costs.
- Leases will see a reduction in available schools, and some will be removed to accommodate enrolment growth.
- 15 per cent to 20 per cent of schools will have closed boundaries or will have a lottery process in place.

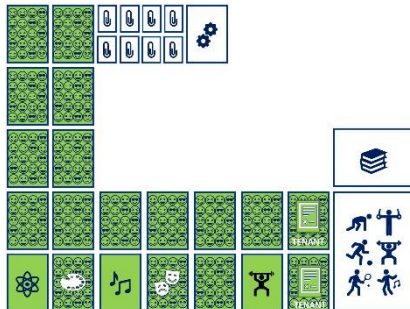
**90% Utilization**



**As a school:**

- One to two rooms available.
- No alternative programs can be expanded.
- No new Division centre special needs programs can be added.
- Only a dedicated music and/or CTS room may remain. All other rooms may need to have classes in them full-time.
- There likely will not be a leased space in the school.

**90% Utilization Cont'd**



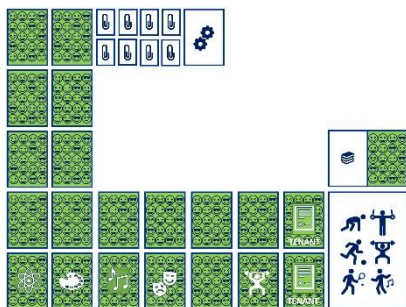
**As a sector:**

- Most alternative program students will have to leave the sector to attend the program, as classes are limited to accommodate regular program growth.
- Many Division centre students who require specialized supports will be accommodated in sectors that they do not reside in.
- The number of resident students that will be required to travel outside the sector will significantly impact the current transportation service model.

**As a Division:**

- The number of Division centre special needs programs may be impacted, and approximately 50 per cent of schools will have closed boundaries or a lottery process in place.
- The current transportation service model could not maintain current service levels without significantly impacting parent fees, and greater challenges with driver availability could be expected.
- Only a handful of leases remain in operational schools.

**100% Utilization and over**



**As a school:**

- There are no empty rooms in the building; in fact, there may be more classes than there are rooms.
- If modularity or additional space is not added, any growth will require spaces to be created, if possible, inside the building. For example, this could involve subdividing libraries and gathering areas, removing millwork from specialized spaces, or renovations to create more washrooms.
- There is no lease with dedicated space.

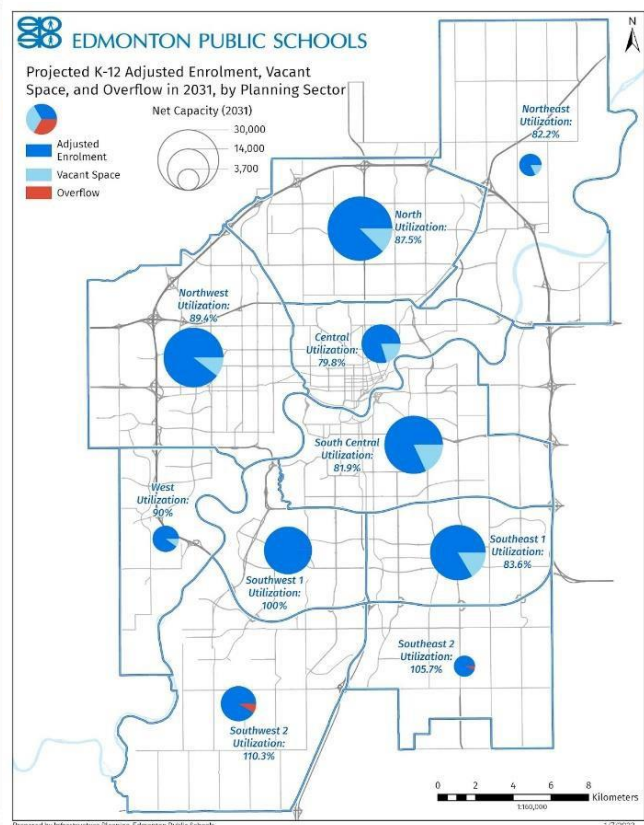
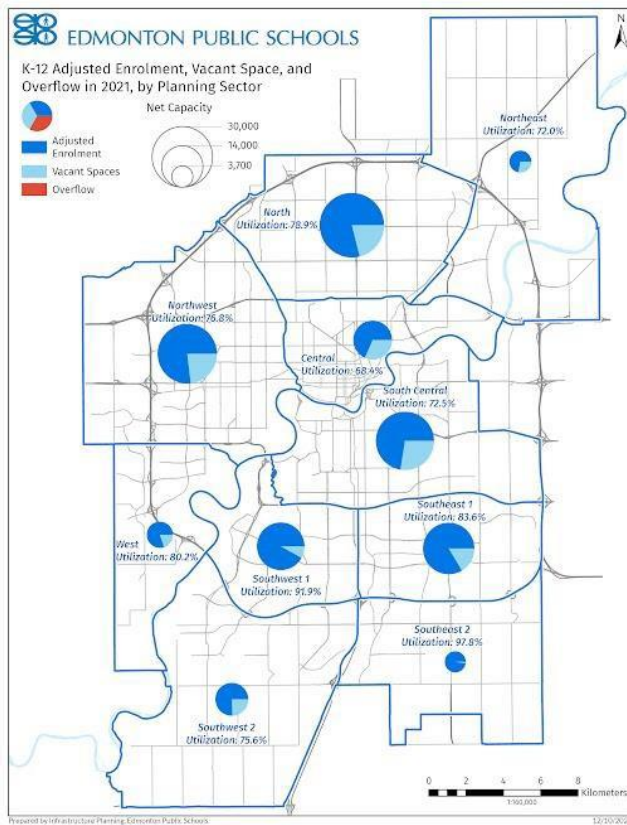
**As a sector:**

- Any new growth will not be designated within the sector
- Ride times will be long as many schools will be in a lottery and overflow designations will be to other sectors.
- Ride times will be long, with the average ride time still increasing as designations and program locations continue to move further from where students reside.
- The variety of choices for support programs may be limited if room to expand Division centre classrooms cannot be available.



## Sector Space

Over the next 10 years, different sectors will experience different growth rates. For example, in the following maps, there is a reduction of empty space in all sectors; however, the reduction in available space is most pronounced in the Southeast 1, Southeast 2, Southwest 1 and Southwest 2 sectors. These areas demonstrate the highest rates of student growth. The reason the growth is the sharpest in these areas is that the highest growth in student residency is here, but historically infrastructure has lagged behind residential development, which results in these sectors having the fewest spaces to accommodate resident students.



## Growth Control Model

As the Division decreases in available spaces, the Division has had to put in place mechanisms to accommodate resident students as equitably as possible. In response to this growth pressure, the administration developed a model to:

- manage student growth,
- meet the demand for student learning space, and
- be as transparent as possible with stakeholders.

Previous growth accommodation strategies, such as attendance area changes and reconfiguration of grades, have divided communities and families. Over the years, communities have consistently expressed disappointment with decisions to remove grades or reduce attendance areas. To address

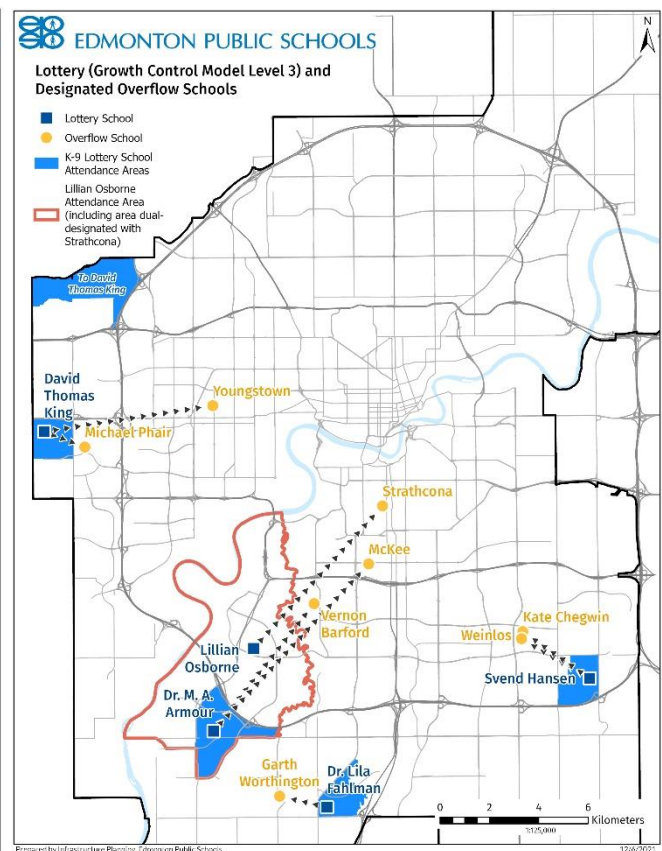
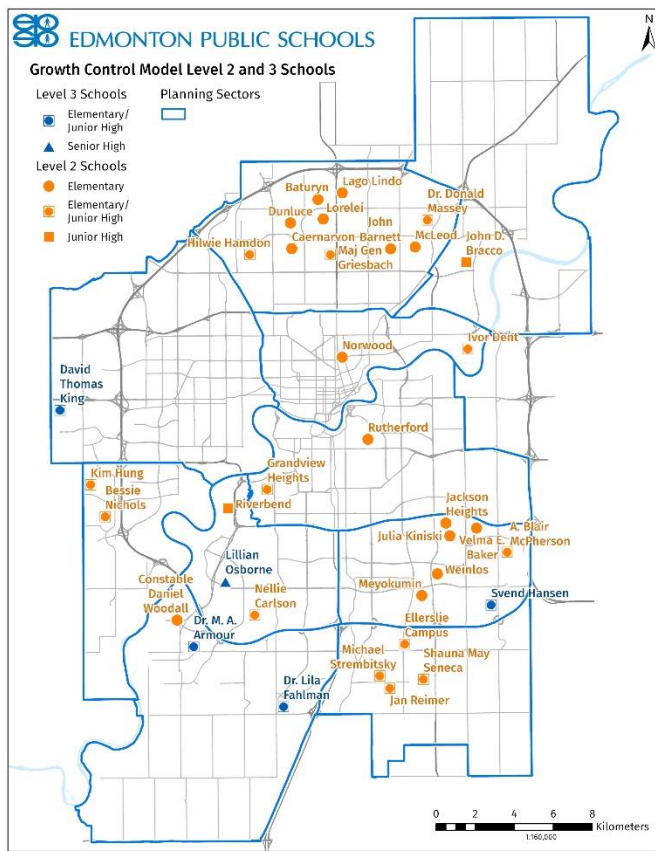
growth challenges in a transparent manner the Division’s future actions and decisions are now guided by the Growth Control Model.

[The Growth Control Model](#) is a dynamic, transparent strategy with a responsive approach to student accommodation Division-wide. This model, informed by feedback from families over the past few years, serves to create efficiencies, provide clarity and minimize the impact on students where possible.

Administration monitors and manages enrolment on an ongoing basis. With the Growth Control Model, all Division schools are rated at one of three levels on the model:

- Level 1 – the school has the capacity to accept new students
- Level 2 – the school is nearing capacity
- Level 3 – the school has reached capacity

The maps below show the location of all schools in growth control level 2 and 3, as well as the lottery schools and overflow designations.



Enrolment fluctuations can trigger a school to move between levels. School enrolment limits, limits on the number of classes and the random selection process can control capacity challenges within alternative programs. At each level, the Division works with the schools to implement measures to ensure that access is provided in an equitable manner, such as closing the boundary to outside students, capping grades or programs, or adding modular classrooms if feasible.

In response to growth in enrolment and decreasing space in the Division, the lottery process was first implemented in 2019. For the 2022–2023 school year, there will be five schools with a lottery in place:

- Dr. Lila Fahlman
- Svend Hansen
- Dr. Margaret-Ann Armour
- David Thomas King
- Lillian Osborne

Planning for student accommodation is an ongoing process that adapts to the evolving needs of communities and students. A growing number of Division schools are facing overcapacity issues, and as Division schools continue to experience enrolment pressures, it becomes challenging to organize and deliver programs. Given that the Province determines funding for new school construction, implementing an enrolment growth strategy was a critical element of the Division’s ability to distribute programming and accommodate evolving enrolment demands within existing schools.

## Low Enrolment

As enrolment swells in some sectors, it is also important to continue to efficiently manage space and resources in other schools and sectors within the Division regarding programs with low enrolment. This is important so that resources and space are distributed as equitably as possible across the Division.

In the Division, there are/have been schools experiencing low enrolment in one or more programs within a school. This can be in a regular or alternative program, and is different from a whole school experiencing overall low enrolment. To that effect, Administration has put in place a mechanism to address low enrolment programs within the Division. There are several indicators that place a program as part of the Low Enrolment Process. A program may demonstrate two or more of the following:

- An elementary program with less than 100 students.
- A junior high program with less than 50 students.
- The program has consistently low Kindergarten or Grade 7 enrolment numbers.
- The program demonstrates a historical decline in enrolment and grades will have been combined for several years.

## High School Accommodation

Another monitored accommodation area is the ability for attendance area high schools to continue to accommodate resident students in the future, as larger younger cohorts in the Division move into high school.

The High School Accommodation Framework 2016–2019 was developed as a strategic plan to address the growing enrolment in attendance area high schools. The Framework is currently being updated to reflect the addition of:

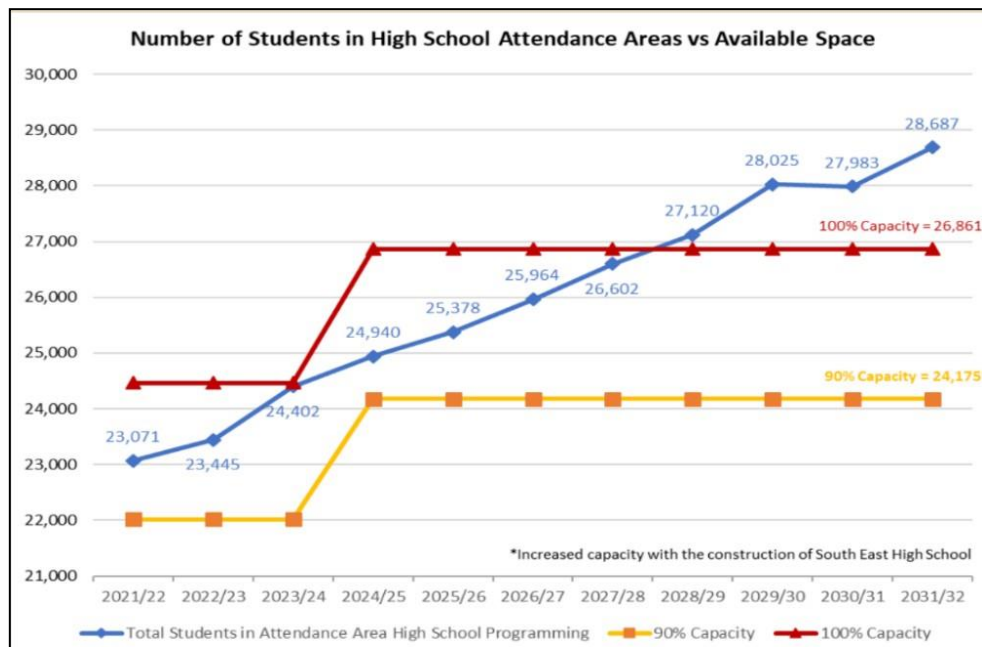
- Dr. Anne Anderson School in the Southwest planning area, which added 1,940 spaces this school year, and
- the new school in the Southeast planning area, which will add another 2,400 spaces for the 2024–2025 school year.

The Framework has two principal priorities:

1. To effectively respond to current and future resident student enrolment in highly utilized highschools.
2. To repurpose space to improve the efficient use of existing infrastructure so it can be utilized to accommodate more students.

Due to increased enrolment pressure, Lillian Osborne School moved to Level 2 on the Growth Control Model following pre-enrolment for the 2021-2022 year. It was only able to accept resident students from their designated attendance area, and the dual designated area with Strathcona School. For the 2022–2023 school year, it is projected that there will be more resident attendance area students pre-enrolling to Lillian Osborne than can be accommodated, as a result of a growing number of students in junior high grades. Consequently, for the 2022 pre-enrolment, Lillian Osborne School will move to Level 3 on the Growth Control Model. Strathcona School will be the overflow designated school. In the future, it should be considered that when high schools reach a 90 per cent capture rate of their resident attendance area students, the school be moved to Level 2 on the Growth Control Model. This will ensure that resident students who reside in the school’s attendance are able to attend the school while also accommodating newly moved-in resident students.

Consideration should also be given to establishing Division centre special needs programming at the high school level. For example, there are currently 20 Interactions classes at the high school level. It is predicted that the Division will require an additional 40 classes by 2026–2027 based on the number of classes currently in junior high and elementary Interactions classes. This is just to keep up with the demand for Interactions programming.



The graph above shows projected enrolment in attendance area high schools over the next 10 years. When the High School Accommodation Framework 2016–2019 was implemented, the enrolment was projected to reach 100 per cent in 2024. Since then, Dr. Anne Anderson School opened in September 2021, and The Meadows high school is scheduled to open in September 2024. New high school construction has shifted the year at which additional high school capacity will be required to 2027. The

optimal solution to address future enrolment pressures at the high school level is the construction of new attendance area high school capacity, adding capacity at Dr. Anne Anderson and adding further capacity where needed.

In the absence of new construction funding, facility improvements may also provide some space relief in the interim. Under the Division's High School Accommodation Framework 2016–2019, facility improvements and modernizations in attendance area high schools were completed, which increased capacity by 943 spaces or 3.9 per cent of total capacity. These improvements may have been space modifications, auditing of space calculations or reclaimed lease space. The cost of the facility improvements and modernizations was approximately \$26 million above the grant funding provided for modernization projects completed at Vimy Ridge Academy and Ross Sheppard High School. Although facility improvements increased capacity, it does not have the substantial impact that the construction of new high schools has on student distribution.

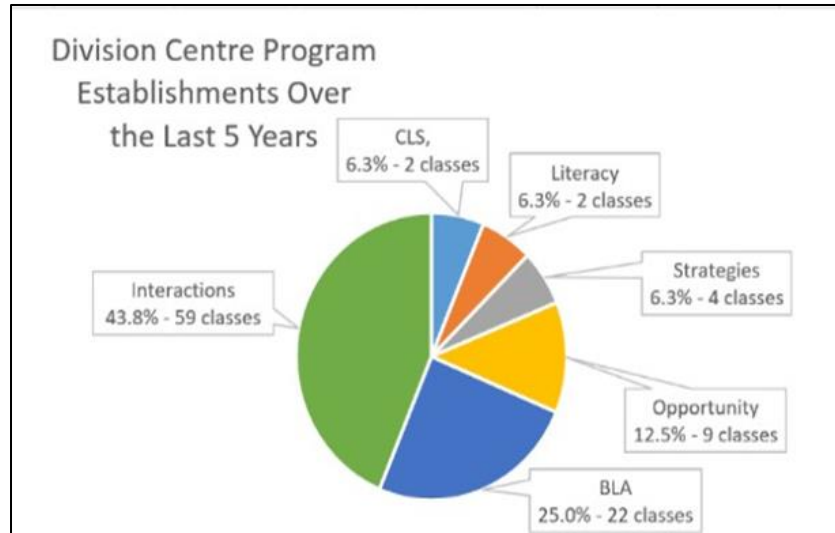
Approval for the construction of a new school in The Meadows (southeast) will provide an additional 2,400 spaces. Estimated school opening is September 2024. A new Grade 7–12 school is proposed as the number one priority the Division's Three-Year Capital Plan 2023–2025. The site is in the southwest neighbourhood of Glenridding Heights. This school will provide a total of 2,400 requested spaces which would include approximately 1,200 Grade 10–12 spaces. Though not currently in the Three-Year Capital Plan, an additional high school site in the neighbourhood of Riverview (southeast) could provide additional student spaces. In addition to the new high school space, the proposed Three-Year Capital Plan includes a Queen Elizabeth School Modernization/ Replacement, a Harry Ainlay School modernization and a 600-seat addition to Dr. Anne Anderson School. For these modernizations, consideration could be given to expanding capacity, especially at Queen Elizabeth School, since the planning area is at 100 per cent capacity and projected to increase.

## Division Centre Special Needs Programs

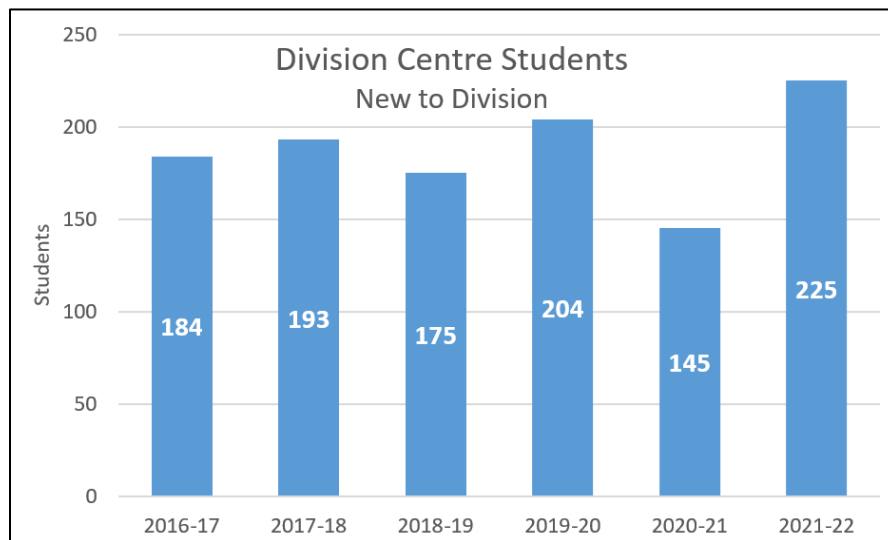
In the Division, students who require specialized supports are accommodated in various ways depending on need and family choice. Division centre special needs programs are one of these options. Division centre special needs programs are congregated programs where students are primarily educated in a setting composed of other students benefiting from a similar level of support. For severe programs (Behaviour and Learning Assistance – BLA, Interactions, Individual Support Program, and Community Learning Skills – CLS) the classes have an average of seven students in the classroom. For moderate programs (Opportunity, Literacy, Strategies), the classes have an average of 14 students in the classroom.

There have been 98 Division Centre special needs classes added to the Division in the last five years. The pie chart shows how many classes were established by program. Many other school Divisions in Alberta do not offer congregated-style programming for students who require specialized supports.

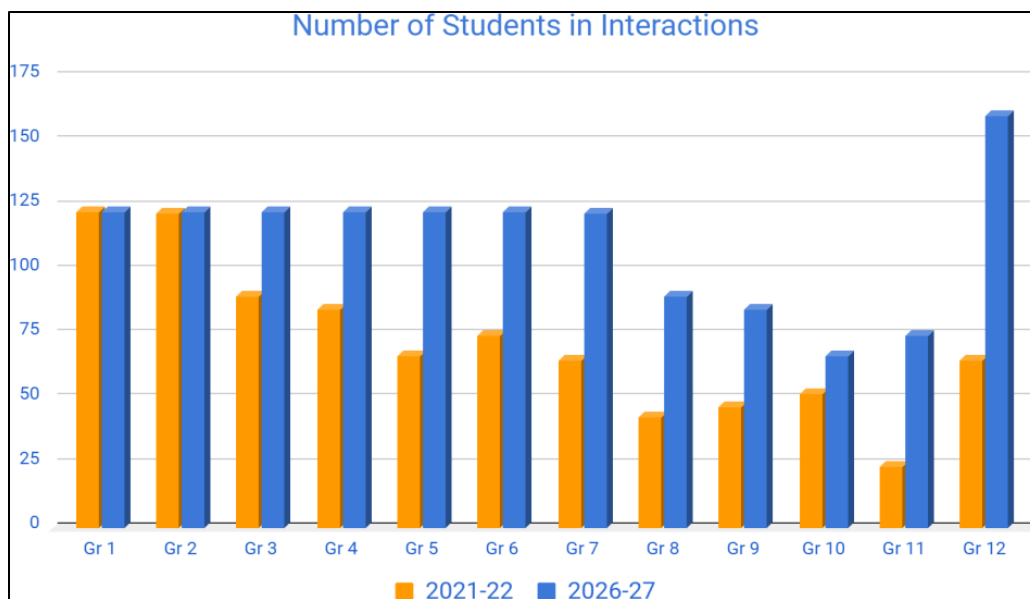




The option to access this type of programming for their children in the Division draws families from across and outside of Alberta to move into the City. This has resulted in a continued high level of growth in the number of Division centre special needs programs established year over year. This is demonstrated through the consistent number of students that are new to the Division that access Division centre programming. This year marks the highest number of “new to Division” students accessing Division Centre programs, with 225 students as shown in the following graph.



This growth has been especially high in the Interactions Program, which supports students with Autism. As shown in the graph, there is a higher number of students in the elementary grades accessing the program. As these students age, they will require placement in junior high and high school program locations. An additional layer of complexity is that students have access to this program until they are 20 years old. This creates additional space requirements at the high school level. As noted earlier in the high school accommodation section, high school space is at a premium, and this challenge extends into all types of programming, including Division centre special needs programs.



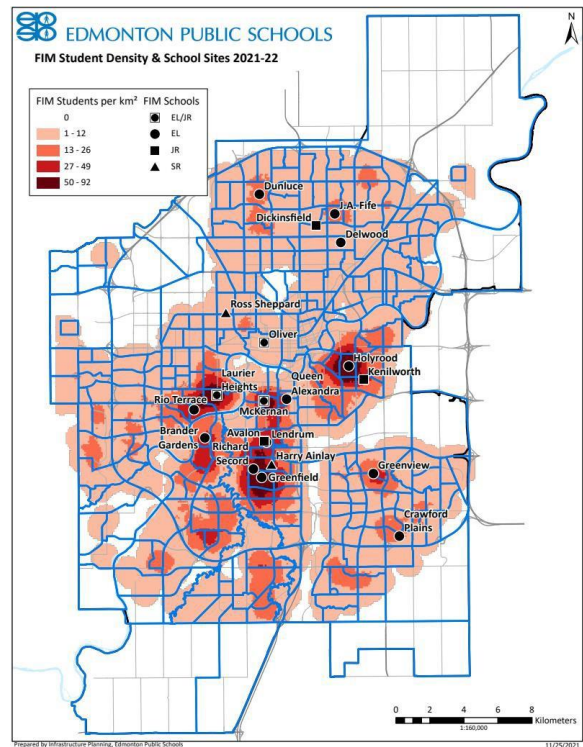
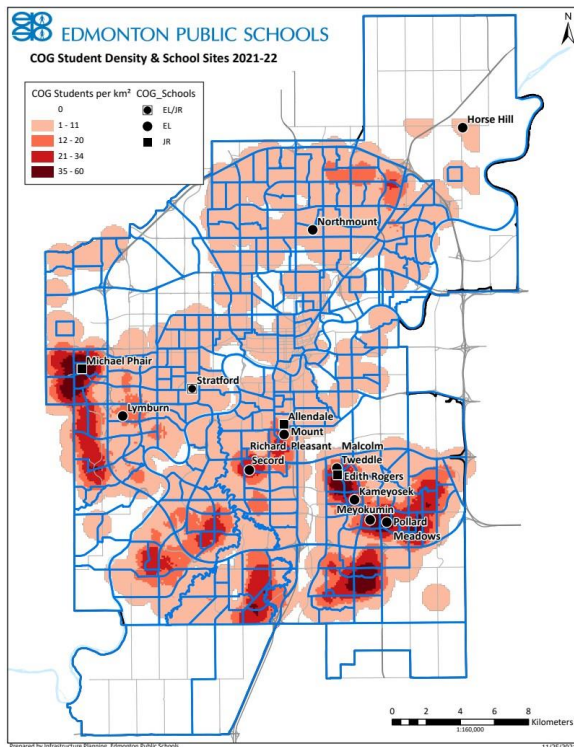
As the Division continues to grow in enrolment and available space declines, Division centre special needs programs are not likely to be located where many students live. It is already not possible to find space in some sectors, resulting in longer travel times for some students with complex needs.

## Alternative Programs

At 80 per cent utilization in the Division, accommodation of resident students is a complex structure of prioritizing space needs. It also means that space is spread in small amounts throughout most schools, and rarely is it located in any large quantity in one particular site. The result of this often means that alternative programs cannot be expanded into new sites or new classes cannot be added to an existing program using the current traditional method of requiring 6.5 classrooms for an elementary program or three additional classrooms for a junior high/senior high program. Since most of the demand stems at the elementary level, the Division is unable to establish new programs when it is this full. Without the establishment/expansion of elementary programs, most junior high alternative programs will not require expansion, even if space was available, since there would be an insufficient demand to expand the program at this level. If Division utilization remains at this level or continues to increase, the distribution of alternative programs using the current method will move from accommodating new demand to simply meeting demand with the existing space. In the Alternative Program Distribution Framework 2020–2023, new concepts and distribution methods will be introduced and/or explored based on stakeholder feedback, such as magnet school programs and attendance area program of choice school models. The term “magnet school” refers to schools offering only alternative programs, one or more, that are designed to attract and serve students and their families who have specific interests and talents. A few examples of existing magnet schools within the Division include: Mill Creek (Spanish bilingual), Stratford (Cogito), Talmud Torah (Hebrew Bilingual), and amiskwacy Academy.

These distribution methods will need to improve transportation efficiencies and maximize program space and access to alternative programming by zone. The following maps show the location of the schools offering French Immersion and Cogito programs in relation to the students registered in those programs. As available space declines, expanding alternative programs under the current model is not

an option.



## Student Transportation

The demand for transportation services has grown over the past 10 years by approximately 65 per cent. This has exceeded growth in Transportation funding of 48 per cent and the growth in overall Division enrolment of approximately 30 per cent. Although transportation ridership has decreased during the COVID-19 pandemic, it is expected to increase from pre-pandemic levels in the next year. The increase in ridership is caused by a number of factors related to enrolment growth that is geographically distant from available school space, including:

- School designations being further from where students reside.
- The need for receiving schools, as resident students become eligible for transportation to an overflow designated school when students are unsuccessful in an entry lottery.
- Increased demand for Division centre special needs programming locations that are distant from students who require door-to-door service.

As the transportation system has been experiencing driver shortages in recent years, the projected growth in service levels is not sustainable given the industry's current state. If current accommodation patterns persist, the Division will need to consider how the reduction in available space and subsequent transportation needs will impact service levels and parent fees.

## DEMOGRAPHIC TRENDS

The Division has grown by 24,816 students (31 per cent) and 12 per cent in Division utilization over the last 10 years. This growth is due to demographic trends that are taking place, or have taken place in the City of Edmonton. Some of these trends include:

- City policy to meet density targets and infill
  - Net residential density has been increasing over the past ten years.
  - In 2020, the City had an average density of 35 dwelling units per net-residential hectare (du/nrha), up from 25 du/nrha in 2011.
  - Although older neighbourhood developments have historically had lower density targets, newer neighbourhood structure plans like Heritage Valley Town Centre (153 du/nrha), Cashman (90 du/nrha), and Clareview Town Centre (96 du/nrha) are pushing average densities higher.

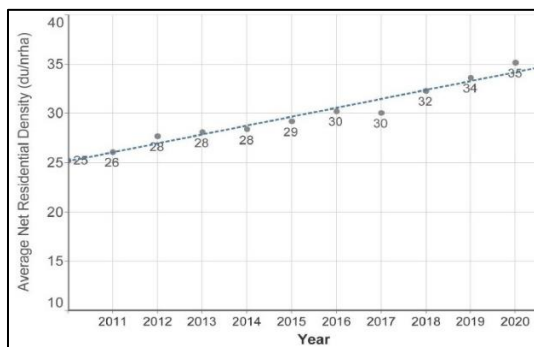


Figure 16 Annual Built Net Residential Density Change from 2010 to 2020.

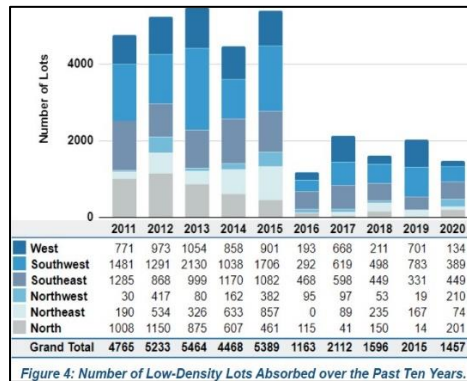
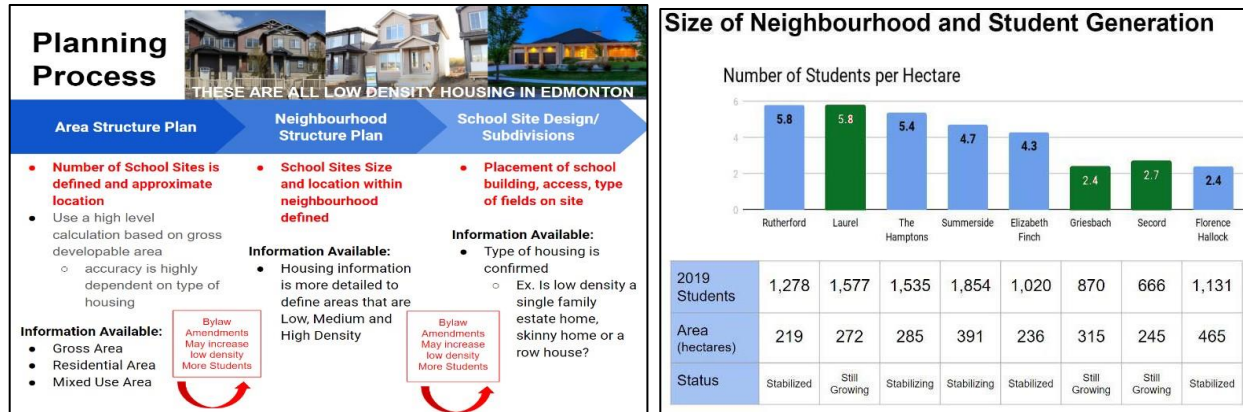


Figure 4: Number of Low-Density Lots Absorbed over the Past Ten Years.

Source: Urban Growth Monitoring & Analysis: Growth Summary 2011-2020

- Additionally, due to increased demand for residential housing in the city, existing industrial areas across the city are also experiencing infill. The demand for more affordable housing options is also pushing builders in newer neighbourhoods such as Albany, Carlton, and Cumberland to provide greater densities than initially planned.
- Although there is still significant growth occurring across the city (particularly in the southeast and southwest areas), the pace of development has cooled since 2015.
- As the development of previously approved plans (e.g., The Meadows, Heritage Valley, Windermere, Edgemont areas) nears completion, it is expected that development for newly approved plans (e.g., Riverview, Horse Hill areas) and soon- to-be approved plans (e.g., Decoteau area) will accelerate.
- Economic factors
  - New data from the Province suggests that although the price of Western Canadian Select is the highest it's been since October 2014, the price of oil is expected to continue to increase over the short-term future, exceeding the previous 10 year high of \$90.97 in August 2013.
  - The latest statistics indicate that Alberta's in-migration has returned to a positive level, where it had been until the recent, pre-COVID pandemic economic slump.

Many of these factors are included in the unpredictable nature of residential development. When residential development is unpredictable, it creates unforeseen patterns in student residency. For example, when a neighbourhood develops faster than average, the number of resident students predicted to enrol over a five-year period enrol in as little as one year, creating a surge in enrolment that a school may not be able to accommodate. This creates challenges in establishing sustainable attendance areas for a school that do not trigger the accommodation mechanisms as laid out in the Growth Control Model.



Some of the factors that impact and influence the way school attendance areas are planned include:

- Changes during the zoning, subdivision and building of residential areas.
- Student density – many factors contribute to student density, including the pace of development, the demographic makeup of the residents, the type of residential unit and the presence of a school or school site.
- Neighbourhood size – the size of neighbourhoods has generally been increasing in both the amount of land occupied and the number of homes occupying that area.
- Labour and supply chain challenges can result in housing development that cannot keep pace with demand.

These factors dramatically impact the density of students in a residential area and can magnify the peak enrolment in a neighbourhood. In some of these areas, the peak is much higher in neighbourhoods when the construction proceeds rapidly.

The pandemic has disrupted these demographic patterns, but many trends are showing a resurgence to normalcy. By June 2020, the number of new immigrants had fallen by 64 per cent due to border and travel restrictions. For the 2020–2021 school year, the Division enrolment declined from the previous year by 1,275 students (-1.2 per cent). This was the first decline in Division enrolment since 2010. Since then, the Division has increased by 1,730 students (1.6 per cent), which is a return to pre-pandemic levels, and the Division is expected to increase by 2,472 students (2.4 per cent) for the 2022–2023 school year. This growth is expected to continue at or near this rate for the next ten years.

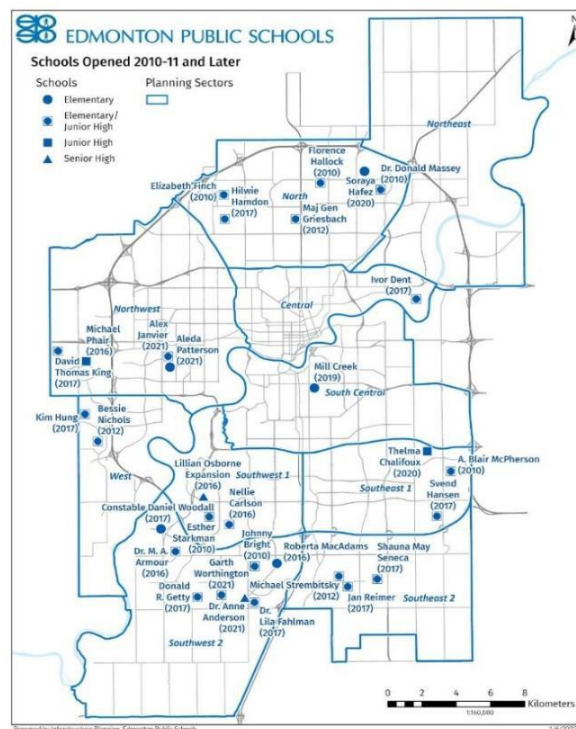
## CAPITAL PROJECTS

As available Division space continues to decline, the solution to stop the decline, or at least slow it down, would be to build additional student capacity. This can be in the form of new schools, additions or modular classrooms.

## New School Construction Projects

Since the 2010–2011 school year, the Division has opened 31 schools (24,800 student spaces):

- 8 schools (7,250 student spaces) in Southwest 2
- 6 schools (4,650 student spaces) in North
- 4 schools (2,550 student spaces) in Northwest
  - 2 of 4 are replacement
- 3 schools (2,400 student spaces) in Southwest 1
- 3 schools (2,450 student spaces) in Southeast 1
- 3 schools (2,700 student spaces) in Southeast 2
- 2 schools (1,800 student spaces) in West
- 1 replacement school (650 student spaces) in Central
- 1 replacement school (350 student spaces) in South Central
- 0 schools in Northeast

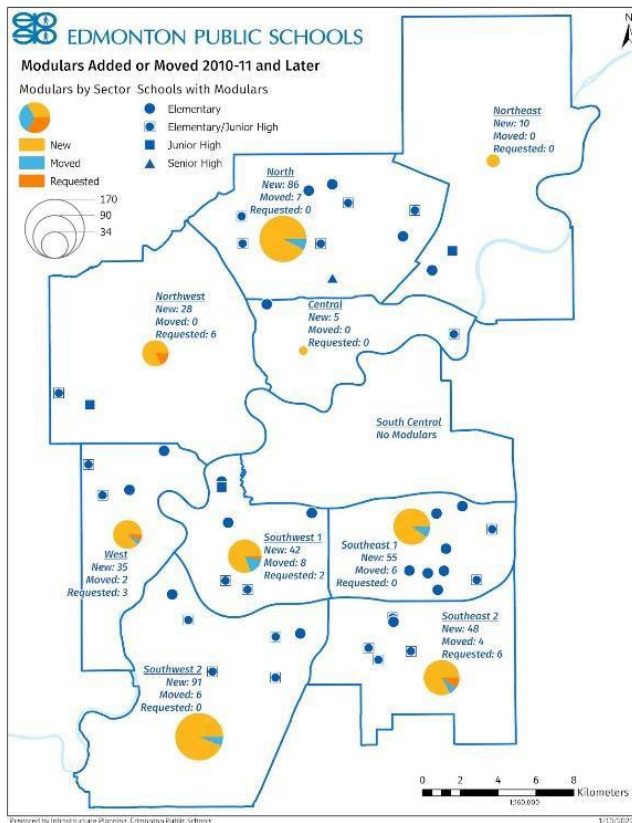


This distribution of new schools is an indication of where the Division has seen the most growth in the last 10 years. For example, almost 60 per cent of the newly constructed student spaces are located in the southwest and southeast sectors.

In collaboration with Alberta Infrastructure, the Division is currently constructing 950 student spaces at Joey Moss School (K–9) in the Keswick neighbourhood (Southwest 2), opening in 2022–2023 and 2,400 student spaces in The Meadows high school (10–12) in Silverberry (Southeast 1) opening in 2024–2025.

## Modular Classrooms

Since 2010, the Division has installed or relocated 433 modular classrooms in lieu of additional new schools being funded:



- 97 modular classrooms in Southwest 2
- 93 modular classrooms in North
- 61 modular classrooms in Southeast 1
- 52 modular classrooms in Southeast 2
- 50 modular classrooms in Southwest 1
- 37 modular classrooms in West
- 28 modular classrooms in Northwest
- 10 modular classrooms in Northeast
- 5 modular classrooms in Central
- 0 modular classrooms in South Central

The new modular classrooms and modular classroom relocations since 2010 represent over 90 per cent of the existing modular classrooms in the Division's inventory. Similar to new constructions, 60 per cent of all new/relocated modular classrooms were in the southeast and southwest sectors. As growth continues, the construction of new schools and modular classrooms is critical to providing student accommodation as close to home as possible.

Annually the Division submits a request to Alberta Education for new modular classrooms or funding

to relocate existing modular classroom by October 1. Over the past few years, the Division has not received funding for all of the modular classrooms it had requested. The Division has used Capital Reserve funds to acquire and install the unfunded requests. This is an unsustainable practice moving forward.

Modular classrooms are requested for schools with growing enrolments with an anticipation that the enrolments will continue to grow over the short and mid-term. Primarily the modular classrooms are being requested to accommodate the student growth in the new and developing areas of the City. The City of Edmonton approves the location of the modular classrooms through the development approval process. Administration works closely with the City of Edmonton to ensure that the location of the modular classrooms will benefit the school and community, and that the approval process is expedited. All sites have a limit on the number of modular classrooms that can be accommodated to meet washroom, parking, fire and other site and building requirements.

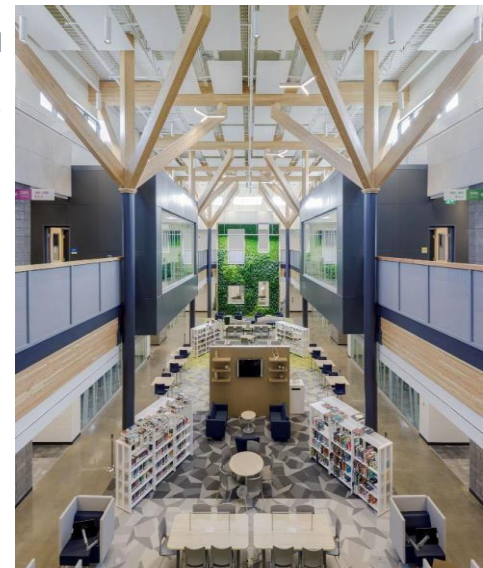
## Efficiency Initiatives

The Division strives to be as efficient as possible with all resources to support students. This includes capital funding, Infrastructure Maintenance and Renewal Funding (IMR), Division Surplus Funding projects, energy efficiency and working with the City to find efficiencies in school-related infrastructure projects, such as:

- Working with BGN – Building Great Neighbourhoods, the Office of Traffic Safety, Transportation, and Parks to efficiently deliver school-related infrastructure projects such as sidewalks, traffic upgrades, parking spaces and drop-offs.
- Conducting a feasibility study and developing a comprehensive solar strategy to expand rooftop solar module installations across the Division.
  - As a result of this strategy, Phase 1 solar was installed on Belmont, Victoria and Lillian Osborne schools, which will generate approximately 925 megawatt-hours of electricity per year by the end of 2021.
  - The combined Division-led solar initiatives from 2018–2021 (including solar on new schools) are expected to generate a total of 2,920 megawatt-hours and save an estimated \$351,000 per year.
  - It is estimated that Phase 2 will more than double the Phase I energy generation and savings and be completed by the end of 2022.

Edmonton Public Schools has been a leader in innovative practices related to new school construction for a number of years. By bringing together the use of 21<sup>st</sup> Century design principles with an Integrated Project Delivery (IPD) process, our recent school construction projects have been very successful. Through the IPD process, innovative construction methods such as using precast concrete walls for the gymnasium were used. This innovative project delivery model and direct engagement with the City allowed the Division to deliver the School on budget and ahead of schedule. The Dr. Anne Anderson Community Centre at Dr. Anne Anderson School is a joint initiative with the City of Edmonton that has delivered quality infrastructure and modernized amenities to students and the community. The community centre provides shared space for students and community members in south Edmonton to connect, grow and thrive.

The Dr. Anne Anderson project team was presented with a *Lean in Design* award by the Lean Construction Institute in the fall of 2021, for creating a lean design process for a high school. A lean design process focuses on continuous customer value maximization, while minimizing all activities and tasks that are not adding value.



Using the Division's experience with IPD projects, the Edmonton Public Schools Infrastructure team expanded our IMR and CMR (Capital Maintenance and Renewal) project delivery model to include the use of IPD across multiple schoolsites and project types. The Division has undertaken four of these types of projects since 2020, and they have been very successful.

Over the past 10 years, the Division has used surplus funds to reduce deferred maintenance and support our schools in a variety of ways. This included things like providing new ceiling tiles and lighting in learning spaces, painting corridors in schools to make more welcoming and inviting



spaces, providing water bottle fillers and replacing tarmacs for outdoor play and learning. A number of schools also received new classroom furniture.

The Division and City have worked together on a number of other joint cost-sharing initiatives to improve the operation of school sites for students and citizens alike. In the drop-off construction programs, the City of Edmonton provides 50 per cent of the costs of construction (up to \$250,000) for the construction of an on-site parking drop-off at a school site. These drop-offs improve traffic flow and provide greater pickup/drop-off capacity at schools. The most recent Division schools to be involved in the program have been Glengarry School (2020) and Glenora School (2021). Additional schools will be assessed on an ongoing basis and as funds for the program are available to the Division and City of Edmonton.

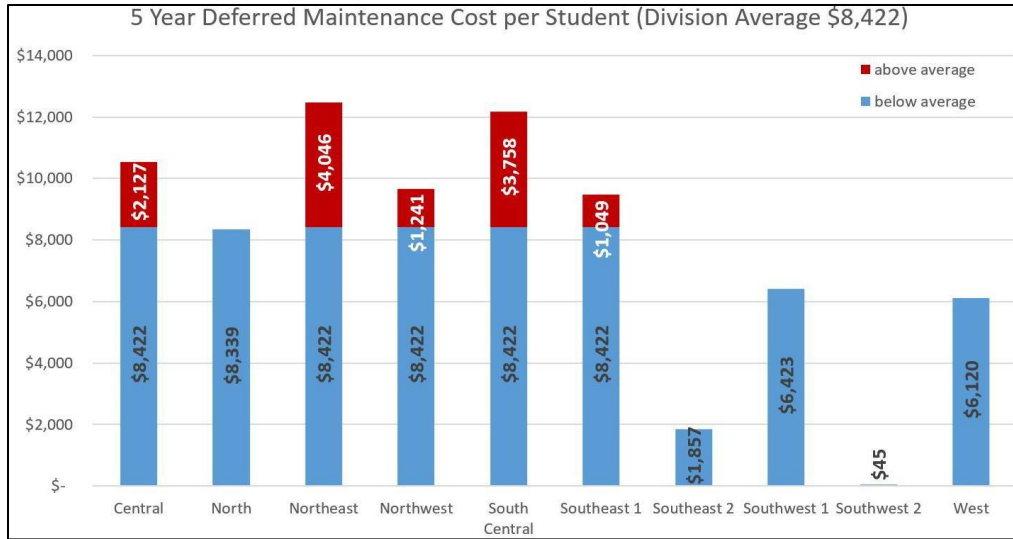
As always, the Division works closely with the City of Edmonton to minimize development costs for new schools or school modernizations in mature areas, where development permits may require significant upgrades to off-site infrastructure. The Division and City work to align neighbourhood renewal initiatives such as Building Great Neighbourhoods with school site upgrades (such as new school construction and shared-drop-off construction) to reduce overall site development costs.

## BUILDING CONDITION AND DEFERRED MAINTENANCE

As the Division brings on additional infrastructure in the form of new schools or modular classrooms, the importance of efficiency becomes paramount as the Division supports aging infrastructure as well. One of the challenges in dealing with the [aging infrastructure](#) in the Division is overcoming the [backlog of funding to deal with deferred maintenance](#) while keeping all Division buildings safe and comfortable for students and staff.

### Building by Sector: Construction and Condition

The average age of an operational school in the Division is 47 years old. The Division has 93 buildings (44 per cent) built between 1950 to 1969 and 56 buildings (27 per cent) built between 1970 and 1989. Together there are 149 buildings (71 per cent) in Division inventory that were built in this 40-year period and, on average, are 50 years old. There are an additional 23 buildings built before 1950. Capital funding grants to address deferred maintenance are no longer sustainable as a large number of Division buildings are approaching component lifecycle replacement at the same time. Similar to the challenge of providing enough spaces for high school students when elementary enrolment shows a larger cohort coming, a large number of a certain type/age of Division buildings are reaching or surpassing their building life expectancy concurrently. Aging components and a shrinking amount of capital funding to address them in combination contribute to the mounting deferred maintenance the Division is facing, estimated to reach the \$1.0 billion value by 2029.



Similar to accommodation challenges, there are geographic differences in building construction type, age, and deferred maintenance:

### Central Sector

Decade	Count
1900s	1
1910s	3
1920s	2
1930s	1
1940s	5
1950s	3
1960s	1
1970s	0
1980s	0
1990s	0
2000s	0
2010s	0
2020s	1

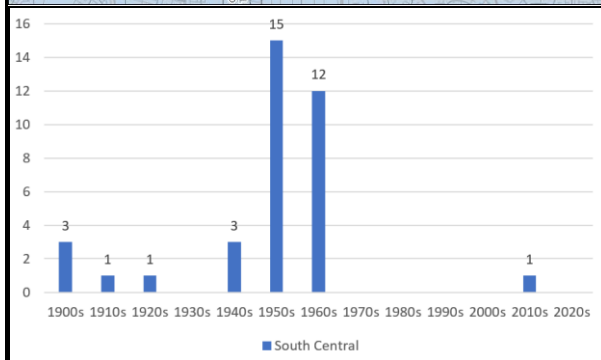
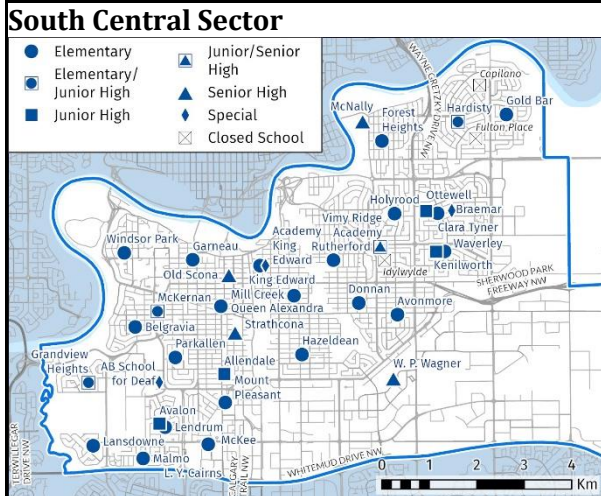
**School Buildings: 17 + 1 leased space + 9 closed sites**

**Total Sector 5 Year Deferred Maintenance \$70,876,914**

**5 Year Deferred Maintenance/Square Metre \$673**

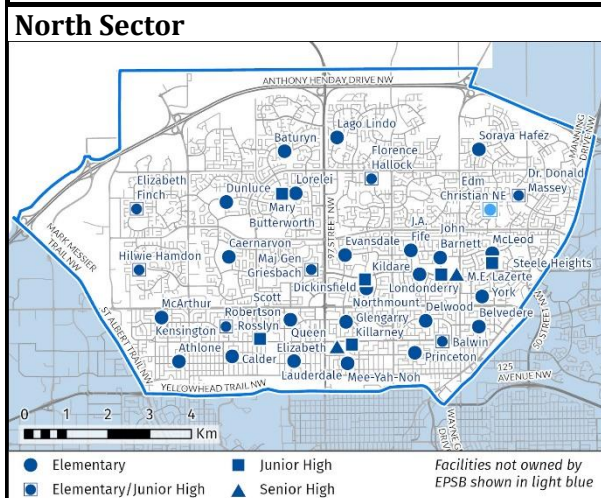
**5 year Deferred Maintenance/Student \$10,549**

- Many of the buildings in this sector are our oldest, historically significant buildings.
- Renovations in these buildings are expensive as we try not to impact the historical significance.
- A number of these buildings have had modernizations but still have a significant amount of deferred maintenance due to the age of the building
- Classrooms in these buildings tend to be larger than some of our 1960–1970 era buildings.
- Any hazardous materials identified in school buildings during future building modernization projects may require abatement.



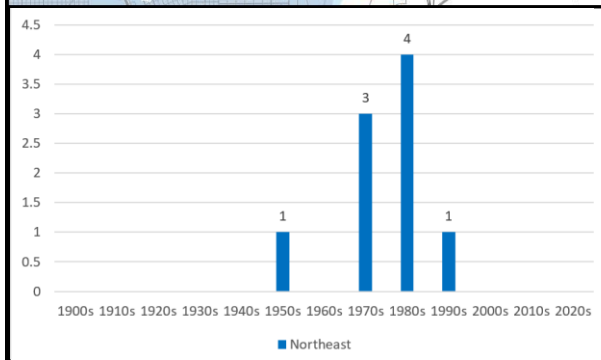
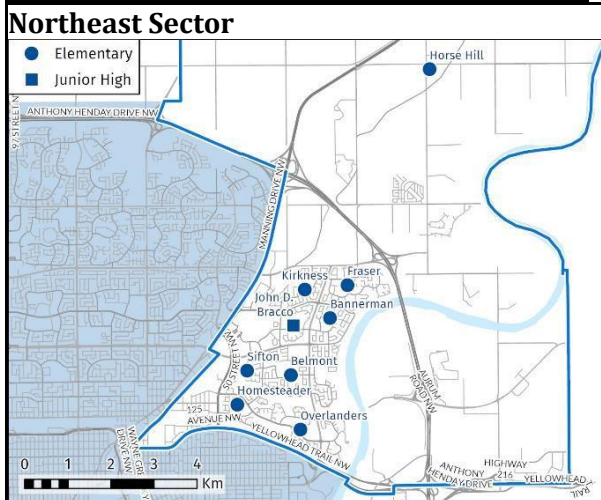
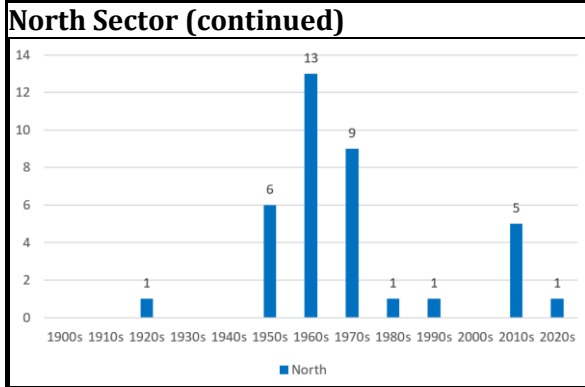
**School Buildings: 35 + 3 closed sites**  
**Total Sector 5 Year Deferred Maintenance \$176,619,829**  
**5 Year Deferred Maintenance/Square Metre \$830**  
**5 Year Deferred Maintenance/Student \$12,180**

- The schools in this sector represent a variety of building styles and eras.
- Many of the classrooms in these buildings do not have windows.
- Any hazardous materials identified in school buildings during future building modernization projects may require abatement.
- This sector also has some older, historically significant buildings.



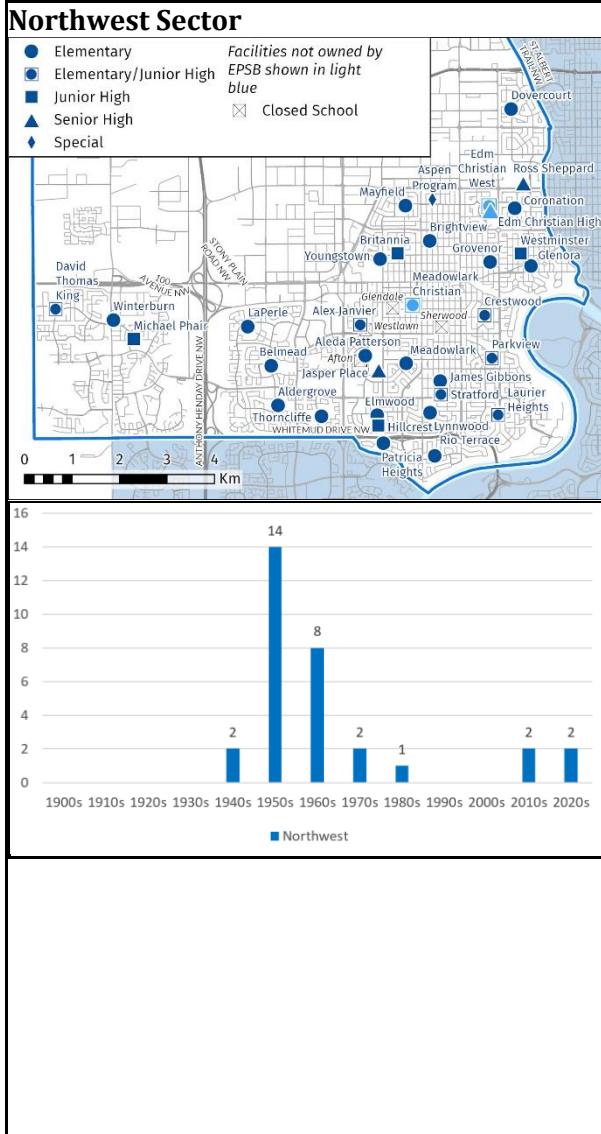
**School Buildings: 37 + 1 partner site**  
**Total Sector 5 Year Deferred Maintenance \$27,627,671**  
**5 Year Deferred Maintenance/Square Metre \$907**  
**5 Year Deferred Maintenance/Student \$12,468**

- The schools in this sector represent a variety of building styles and eras.
- Some of the buildings were designed using an “open concept” model. Walls were added to create classrooms over the years.
- Many of the classrooms in these buildings do not have windows.
- Any hazardous materials identified in school buildings during future building modernization projects may require abatement.
- This sector also has a few older, historically significant buildings.
- Many of the elementary schools have attached portable classrooms (aka pods) added in the 1970’s or 1980’s.



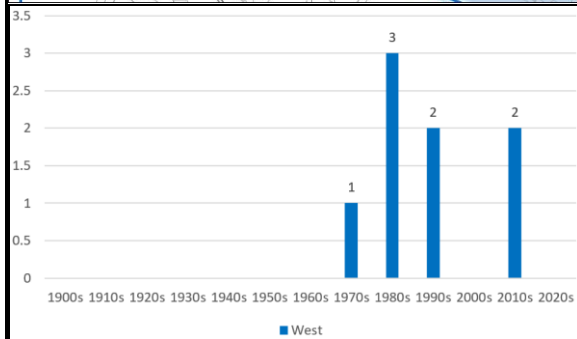
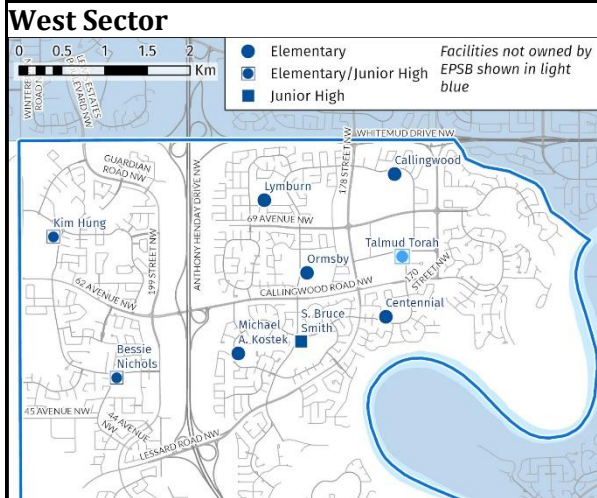
**School Buildings: 9**  
**Total Sector Deferred Maintenance \$4,539,185**  
**Deferred Maintenance/Square Metre \$124**  
**Deferred Maintenance/Student \$1,709**

- This is a small sector with schools mostly built in the 1970's and 1980's.
- Some of the buildings were designed using an "open concept" model. Walls were added to create classroom spaces over the years.
- Many of the classrooms in these buildings do not have access to windows.
- Any hazardous materials identified in school buildings during future building modernization projects may require abatement.
- A number of the elementary schools have attached portable classrooms (aka pods) added in the 1970's or 1980's.
- The Horse Hill School is a rural school acquired through annexation.



**School Buildings: 32 + 3 partner sites + 2 closed sites**  
**Total Sector Deferred Maintenance \$43,337,506**  
**Deferred Maintenance/Square Metre \$229**  
**Deferred Maintenance/Student \$2,884**

- The schools in this sector represent a variety of building styles and eras.
- Some of the buildings were designed using an “open concept” model. Walls were added to create classroom spaces over the years.
- Many of the classrooms in these buildings do not have windows.
- A few of the elementary schools have attached portable classrooms (aka pods) added in the 1970’s or 1980’s.
- Most of these schools are slab-on-grade construction with masonry.
- Any hazardous materials identified in school buildings during future building modernization projects may require abatement.
- There are some newer schools in this sector and some very recent consolidation school projects where we closed four schools and opened two new ones.
- This sector has the only K-4 school in the Division.



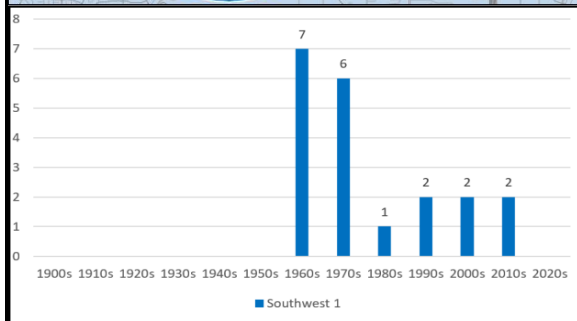
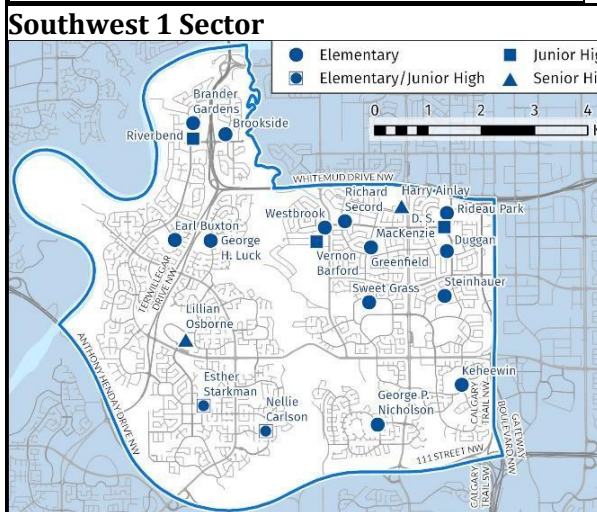
**School Buildings: 8 + 1 partner site**

**Total Sector Deferred Maintenance \$4,004,942**

**Deferred Maintenance/Square Metre \$98**

**Deferred Maintenance/Student \$967**

- This is a small sector with schools constructed more recently.
- Some of these schools would likely have hazardous materials within their construction that would require abatement during any modifications.
- A few of these schools have attached portable classrooms (aka pods) added in the 1970's or 1980's.



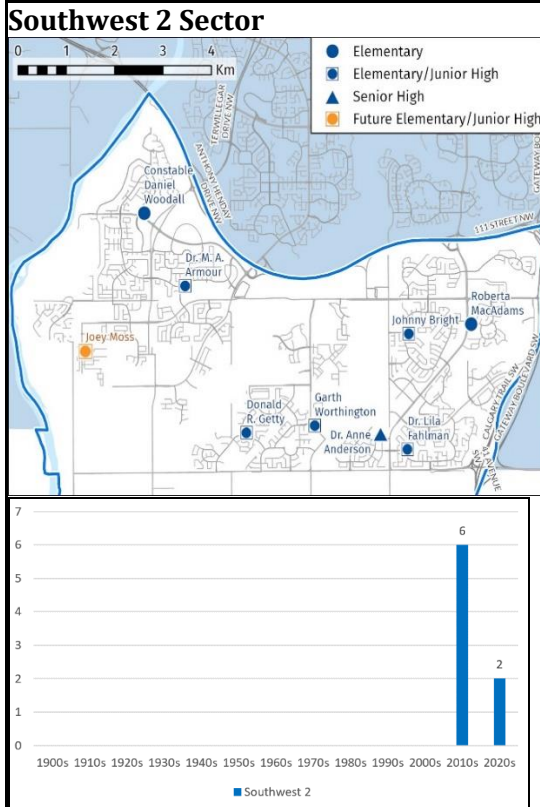
**School Buildings: 20**

**Total Sector Deferred Maintenance \$13,768,613**

**Deferred Maintenance/Square Metre \$110**

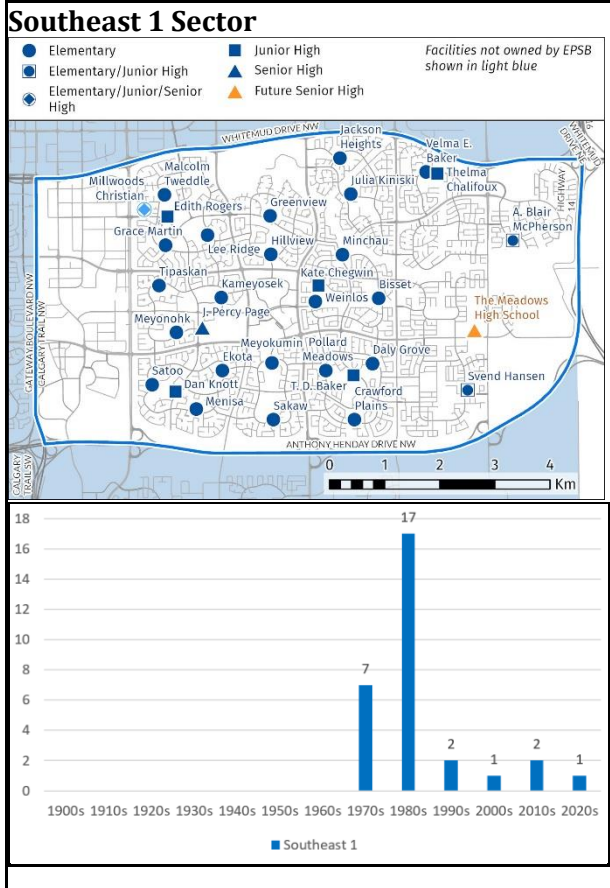
**Deferred Maintenance/Student \$1,004**

- The schools in this sector represent a variety of building styles and eras.
- Some of the buildings were designed using an “open concept” model. Walls were added to create classroom spaces over the years.
- Many of the classrooms in these buildings do not have windows.
- A number of the elementary schools have attached portable classrooms (aka pods) added in the 1970's or 1980's.
- Most of these schools are slab-on-grade construction with masonry.
- Any hazardous materials identified in school buildings during future building modernization projects may require abatement.



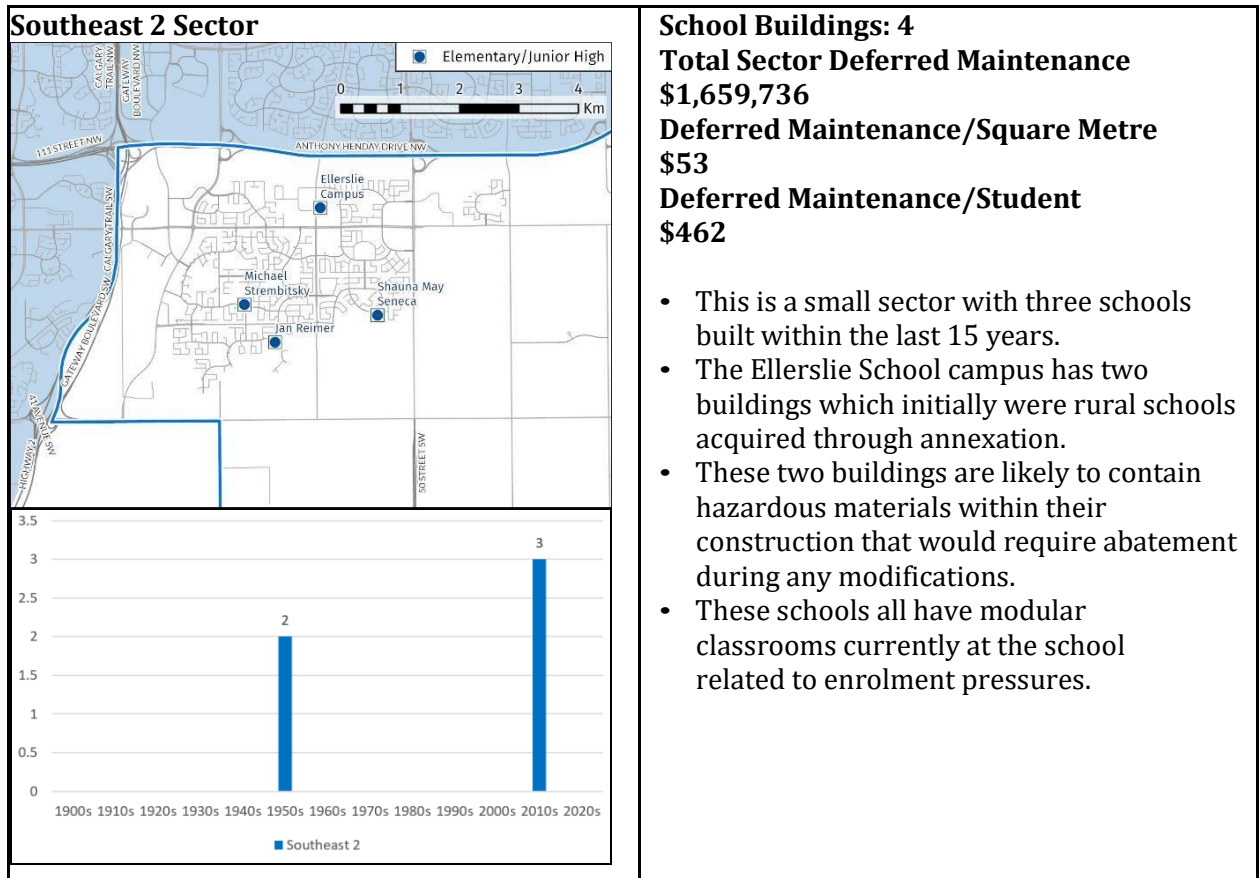
**School Buildings: 8 (9 by 2022)**  
**Total Sector Deferred Maintenance \$0**  
**Deferred Maintenance/Square Metre \$0**  
**Deferred Maintenance/Student \$0**

- The schools in this sector are new construction and do not currently have deferred maintenance.
- There are pressures on these buildings related to adding modular or portable classrooms and the resulting pressure on the building infrastructure, like parking lots.



**School Buildings: 30 (31 by 2024) + 1 partner site**  
**Total Sector Deferred Maintenance \$11,349,943**  
**Deferred Maintenance/Square Metre \$79**  
**Deferred Maintenance/Student \$870**

- The schools in this sector represent a variety of building styles and eras.
- Some of the buildings were designed using an “open concept” model. Walls were added to create classroom spaces over the years.
- Many of the classrooms in these buildings do not have access to windows.
- Many of the elementary schools have attached portable classrooms (aka pods) added in the 1970’s or 1980’s.
- Most of these schools are slab-on-grade construction with masonry.
- Any hazardous materials identified in school buildings during future building modernization projects may require abatement.



## Deferred Maintenance Reduction

There are different approaches to managing deferred maintenance as Division enrolment grows:

- modernizing/improving the existing spaces,
- consolidation of existing space into fewer schools, and
- converting real estate assets such as closed schools to fund capital investment in operational space.

In all of these approaches, the Division works closely with the City of Edmonton to align City infrastructure investments with school investment where possible.

When the Division modernizes or improves existing space, it preserves space in existing buildings in areas of the city with lower student density. Reasons to pursue this option include:

- utilizing the existing capacity to accommodate students from other areas of the city until new infrastructure can be built where they reside,
- maintaining options to accommodate students who require specialized supports or alternative programming, and
- to maintain capacity to accommodate resident students in mature areas with plans for intensification and redevelopment (e.g., Blatchford, Exhibition Lands, Michener Park).

The approach to replace older space with new space through building consolidations would be



considered where infill/new development planned within the attendance area is not anticipated to increase student residency significantly. In this case, it would benefit the Division to right-size the infrastructure that serves an area while still planning for some community resurgence. Another reason to pursue this option would be if existing buildings reach a point where replacement is more fiscally responsible than a modernization or repair to the facility. The Province considers this threshold when the value of deferred maintenance for a building exceeds 75 per cent of the replacement cost. There are community benefits to this model, as the Division would provide new infrastructure to a community that may have seen little public infrastructure renewal over the past 50 to 75 years. Bringing the number of schools and capacity more in-line with current student residency realities in mature areas of the City would improve operational efficiencies and help the Division secure and deliver more space closer to where new students will come to live. This would reduce travel times for families and reduce strain on the transportation system.

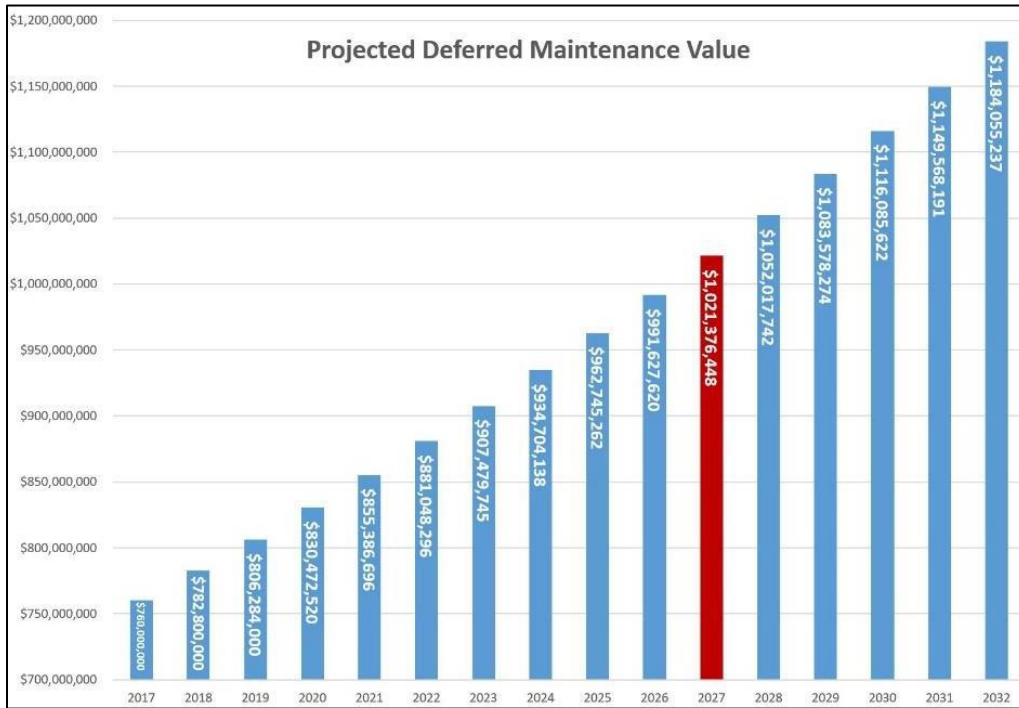
The following table articulates the reduction of deferred maintenance totals where recent school consolidations have occurred or are awaiting funding approval. This table does not include the operational efficiencies also realized by the Division. The following four school consolidation projects represent a savings of almost \$44 million in deferred maintenance:

Consolidation Schools Past and Proposed (5 year Deferred Maintenance \$)	Replacement Schools (Current and Proposed)
Rundle - \$2,332,784 R.J. Scott - \$2,919,584 Lawton - \$4,795,865	Ivor Dent - \$0
<b>Total Deferred Maintenance - \$10,048,233</b>	<b>Estimated Deferred Maintenance - \$0</b>
Highlands - \$5,903,439 Montrose - \$2,285,771 Mount Royal - \$2,078,143	Highlands Modernization/Addition - \$5,000,000*
<b>Total Deferred Maintenance - \$10,267,353</b>	<b>Estimated Deferred Maintenance - \$5,000,000</b>
Westlawn - \$6,759,623 Afton - \$2,997,942 Glendale - \$1,995,696 Sherwood - \$3,112,151	Aleda Patterson - \$0 Alex Janvier - \$0
<b>Total Deferred Maintenance - \$14,865,412</b>	<b>Estimated Deferred Maintenance - \$0</b>
Britannia - \$5,293,571 Youngstown - \$2,804,421 Brightview - \$3,097,564 Mayfield - \$2,382,059	New Mayfield K-3 - \$0 New Britannia K-9 - \$0
<b>Total Deferred Maintenance - \$13,577,615</b>	<b>Estimated Deferred Maintenance - \$0</b>
<b>Total Deferred Maintenance for all 4 Projects \$48,758,613</b>	<b>Total Estimated Deferred Maintenance for all 4 Projects - \$5,000,000</b>

\*Estimate for Highlands as the project has recently been completed and is not reflected yet in provincial data.

This table captures capital savings, but does not include the operational efficiencies also realized by the Division.

The approach to closed buildings is further defined through the [Division Real Estate Strategy](#). The purpose of the strategy is to develop and recommend a course of action to manage non-operational infrastructure. The strategy document provides an overview and assessment of information that impacts decisions on Division non-operational infrastructure and land assets. This strategy supports the Division through potential funding sources from leasing, rental and the sale of surplus assets.



The Division currently uses all of these approaches to efficiently manage deferred maintenance within school buildings. Using multiple approaches allows the Division to work with the community while still managing deferred maintenance responsibly and effectively. However, these are only temporary solutions if they are not applied in a consistent manner.

The Division continues to advocate for a sustainable and predictable funding model to address deferred maintenance that includes capital funding for modernization projects, replacement projects, new school construction, and the delivery of modular classrooms.

## SUMMARY AND CONCLUSIONS

As current demographics and development patterns persist, it is a reasonable assumption that these accommodation challenges will continue to be present and will intensify over the next 10 years as the City of Edmonton continues to grow and if sufficient additional infrastructure is not realized. If these trends persist, the Division will experience the following challenges with an increasing frequency:

- A decrease in available space for Division centre special needs and alternative programs expansion to meet demand.
- In some schools, students will have classes in unconventional settings.
- The distance between new and developing areas and their designated schools will continue to increase, placing additional pressure on the student transportation system.
- More schools will be placed into higher levels of the growth control model reducing parent/student choice.
- The Division will be required to use capital funding to fit-up space to accommodate the changes to how space is utilized.
- Access to specialized learning space will become more limited within many schools.
- The strain on the transportation system will continue to increase in an environment where system capacity is challenged to maintain current levels, let alone absorb demand for additional service.

If deferred maintenance is not addressed through a reliable, sustainable funding model, the Division will likely see an increasing number of incidents where student learning is disrupted by component failure. Where modernization and replacement schools are deferred, equitable access to high-quality learning environments will be challenging to achieve.

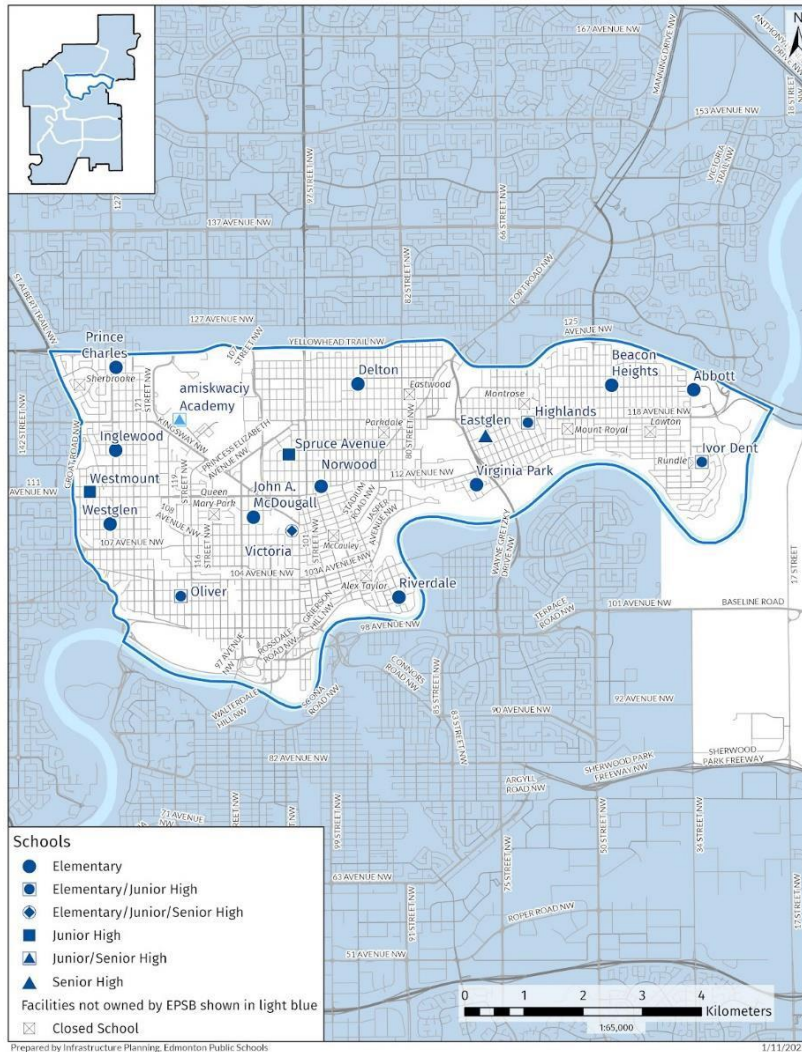
The space concerns, building condition concerns and projected demographic trends will inform the development of priorities included in future three-year capital plans, prepared and submitted annually to clearly articulate the Division's needs resulting from these trends and impacts.

## APPENDICES: Sector Profiles

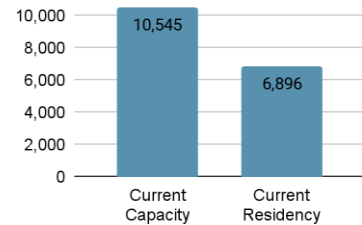
The following pages include content and data summaries for each sector. Some important notes to consider are:

- Immediate challenges related to capacity and enrolment pressures (such as the need for new construction and major modernization projects) are addressed through the Division's Three-Year Capital Plan.
- Expansion of existing alternative programs and consideration of new alternative programs are addressed depending on demand and available space.
- The location and need for Division centre special needs spaces are reviewed on an ongoing basis. Information regarding special education classes can be found on the Division website at <http://epsb.ca/programs/specialeducation/>

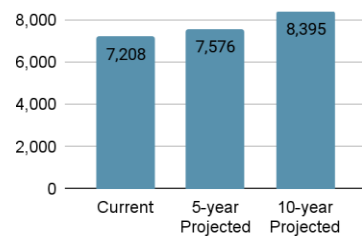
# Central Sector



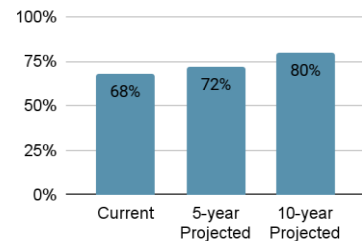
Sector Profile



Enrolment



Utilization

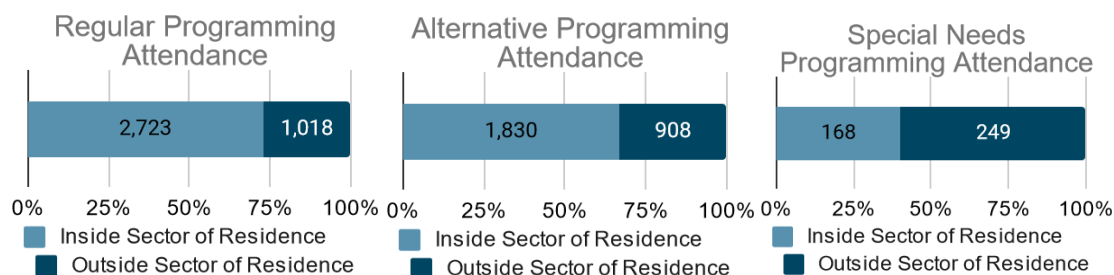


## Where are we?

The Central sector includes core and mature communities and the developing neighbourhood of Blatchford. The sector could benefit from further Space for Students conversations with stakeholders to ensure students have access to 21<sup>st</sup> Century learning environments. The Division will need to monitor operations and maintenance of these school facilities to ensure fiscal responsibility.

To provide better quality learning environments, significant investments in some facilities have been made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding.

There is a range of academic, arts, special needs and full-day Kindergarten programming options available to resident students in the sector. These programs are strategically located to serve the range of demographics residing in the sector as well as city-wide. Unique programming options include Awasis (Cree), amiskwacy Academy, and the Nellie McClung Girls’ (junior high) program.



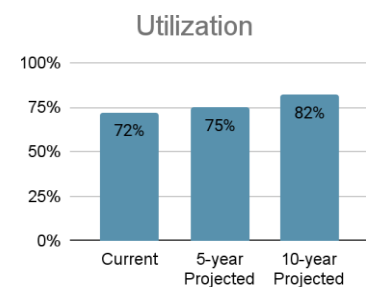
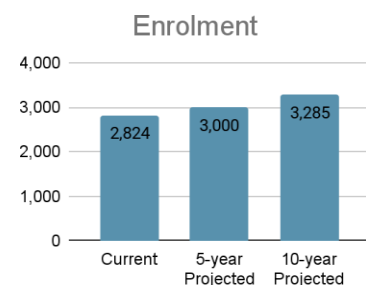
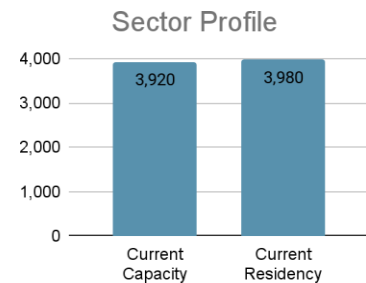
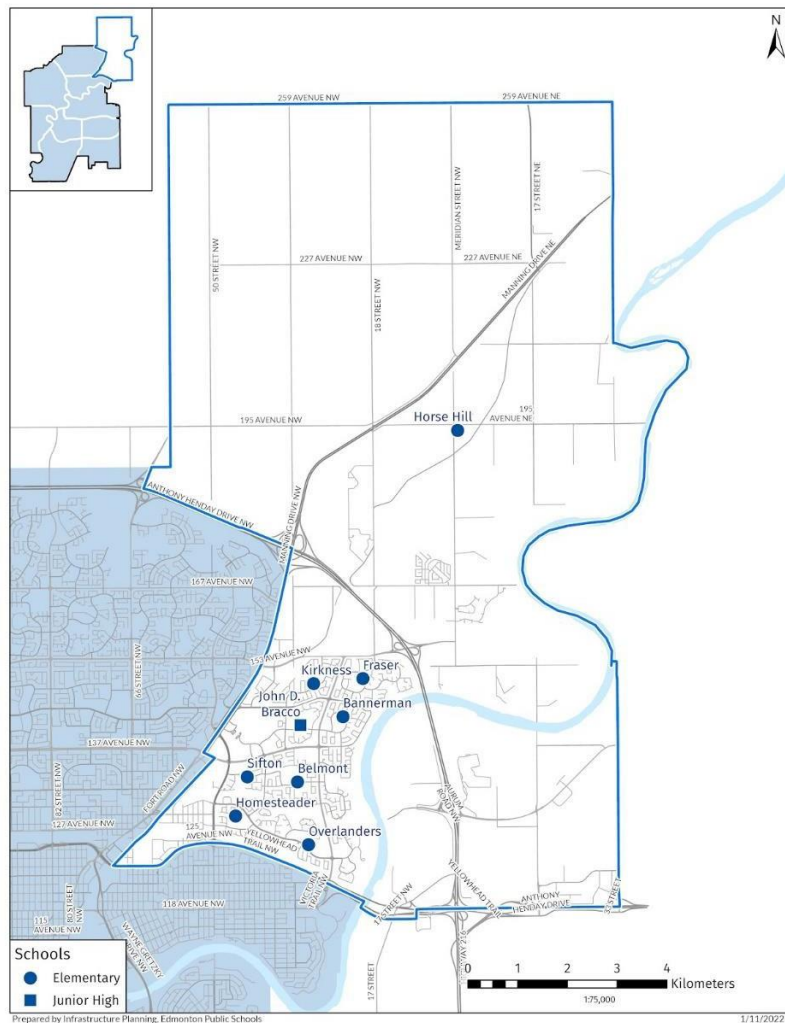
### Where Are Students Going and How Do They Get There?

The City has identified the sector as an area of focus for infill development. The population is steadily increasing in neighbourhoods such as Boyle Street, Downtown and Oliver. Although most of the infill type is not geared towards families with children, the Division will continue to monitor trends in the sector to determine if capital funding is required to accommodate enrolment growth. Development of Blatchford is ongoing and the build-out is forecasted to take up to 50 years. Redevelopment of the Northlands Exhibition lands, may soon be underway and the build-out envisioned for this land is 30 years. The City's *Transit Oriented Development (TOD)* land use plan will guide growth around the Stadium LRT station over the next 15 to 20 years. TOD at the Stadium LRT station will help the city become more dense and sustainable, make better use of existing infrastructure and be more attractive to future residents.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Abbott	K-6	424	41.9%	62
amiskwaciy Academy*	7-12	743	37.0%	n/a
Beacon Heights	K-6	240	60.6%	70
Delton	K-6	624	66.3%	76
Eastglen	10-12	1,172	79.0%	69
Highlands	K-9	727	98.0%	108 (original); <1 (new addition)
Inglewood	K-6	294	48.3%	72
Ivor Dent	K-9	624	71.8%	5
John A. McDougall	K-6	425	77.2%	92
Norwood	K-6	310	56.8%	114
Oliver	K-9	475	60.6%	112
Prince Charles	K-6	432	77.9%	73
Riverdale	K-6	163	51.5%	99
Spruce Avenue	7-9	460	46.3%	93
Victoria	K-12	2,290	73.2%	74
Virginia Park	K-6	255	61.0%	75
Westglen	K-6	282	115.4%	81
Westmount	7-9	506	70.6%	109
<b>Average</b>		<b>580</b>	<b>66.3%</b>	<b>80</b>

Note: \*Facility is leased by the Division; \*\*Does not reflect the recently completed modernization/addition

## Northeast Sector



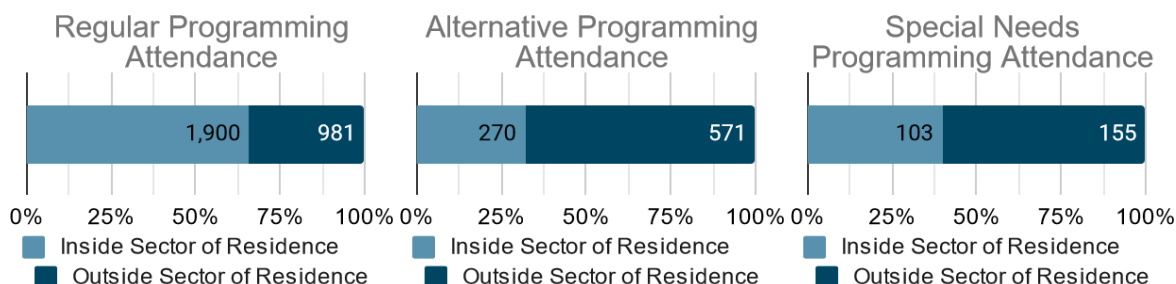
### Where are we?

The Northeast sector comprises established, developing and Horse Hill Area Structure Plan (ASP) lands. Horse Hill neighbourhoods 1, 3, 4, and 5 are expected to have approved neighbourhood plans soon. Development is already underway for Marquis Neighbourhood. Development in Horse Hill and continued growth in nearby Pilot Sound area could accelerate enrolment growth within the decade. If this is the case, existing facilities in the sector may require expansion to K–9 to accommodate the growth. The Division will monitor planning and development of the Horse Hill area to determine if capital priorities require adjustment.

Several school facilities offer special needs and full-day Kindergarten programs; however, alternative programs in the sector are limited to Cogito and Logos Christian. Should demand increase, additional programming for K–6 could help increase utilization. As only one junior high school exists in the sector, additional enrolment in K–6 programs could put pressure on the already highly utilized John D. Bracco School. Balwin and Steele Heights schools in the North sector have the capacity to accommodate junior

high students from the Northeast sector.

Significant investments in the sector’s facilities have been made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding to provide better quality learning environments.



*Where Are We Going and How Do We Get There?*

Challenges exist in ensuring resident students have access to desired programming. Many students leave the sector due partly to the lack of junior high space and availability of alternative programming. Continued implementation of the Alternative Programming Framework, along with capital investments in space modifications will help mitigate these issues.

There is sufficient high school capacity to serve the sector, particularly at Eastglen School. Administration will continue to monitor demand for high school sites in the growing suburban areas. The sector has a vacant high school site in Clareview Town Centre and an upcoming high school site planned for the Horse Hill area.

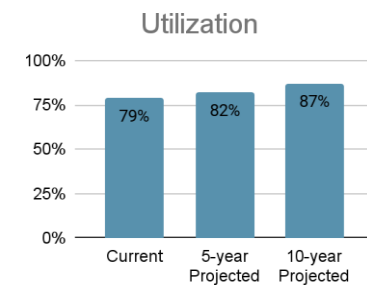
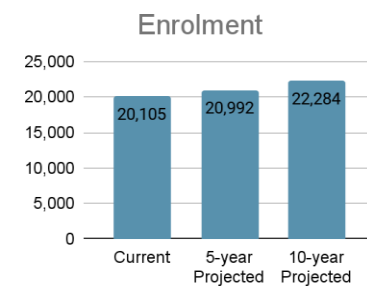
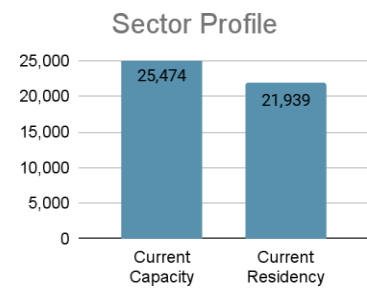
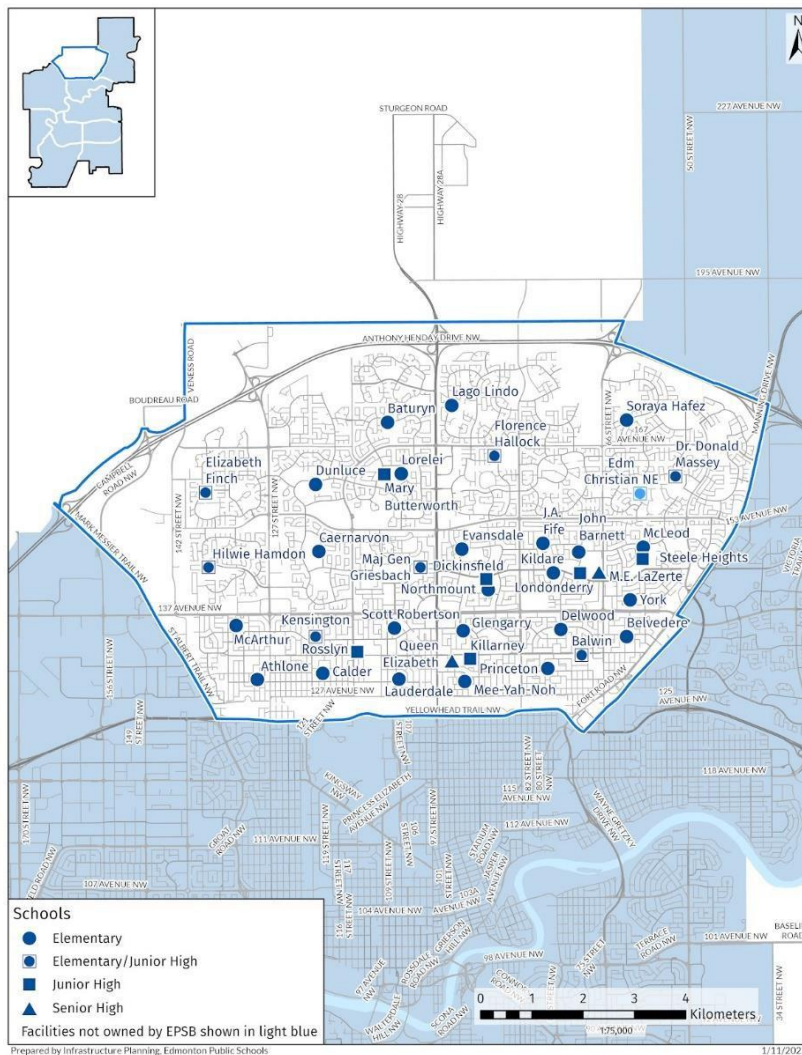
The Division has three K–9 school sites planned in Horse Hill ASP to replace the existing Horse Hill School and provide additional student capacity in the area. As more plans are approved in the area and as residential development begins to accelerate, these sites will be considered in future capital planning processes. As development accelerates in Horse Hill, excess space in Northeast Sector schools may be required to accommodate resident students. The existing Horse Hill School is a dated facility that will be poorly located within the context of the urban development planned around it. It is likely that this school will be considered for replacement at a planned future school site to better serve the community. This could be considered as a future capital plan priority, as development of the Marquis neighbourhood progresses to the point where a serviced site may be available.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Bannerman	K–6	516	43.1%	42
Belmont	K–6	374	66.4%	44
Fraser	K–6	388	78.2%	39
Homesteader	K–6	337	71.4%	46
Horse Hill	K–6	487	57.9%	69
John D. Bracco	7–9	658	102.4%	31
Kirkness	K–6	351	77.9%	40
Overlanders	K–6	376	82.8%	42
Sifton	K–6	431	63.3%	45



Average	435	71.5%	44
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## North Sector

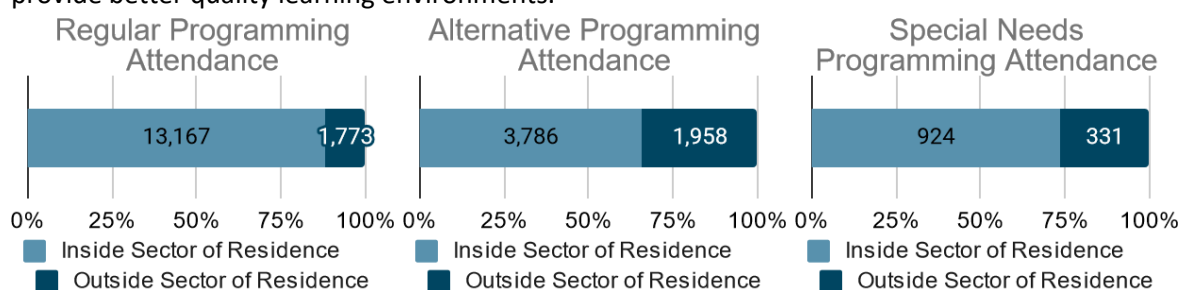


### Where are we?

The North sector includes mature, established and developing neighbourhoods. Significant growth is expected to come from new development in the Griesbach and Edmonton North (Lake District) Area Structure Plans. Schools within the sector are able to accommodate resident students while also offering a range of academic, special needs, language, and other alternative programming options.

Significant investments in some facilities have been made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding to

provide better quality learning environments.



*Where Are We Going and How Do We Get There?*

The Division will continue to monitor the demand for high school space in the established and mature communities. The North sector has a planned high school site in the Dunluce neighbourhood that can be considered in future capital planning processes.

Two major modernization/replacement initiatives from the North sector are listed in the 2023–2025 Three-Year Capital Plan. The first is a modernization or replacement of Queen Elizabeth High School. The second project, should it be approved, will be determined by the Space for Students discussion that the Division will renew with neighbourhoods surrounding Rosslyn, Scott Robertson, McArthur, Lauderdale, Kensington, Calder and Athlone schools. Both of these projects will seek to modernize learning environments for resident students, right-size facilities to increase utilization and reduce operational costs that result from maintaining aging infrastructure.

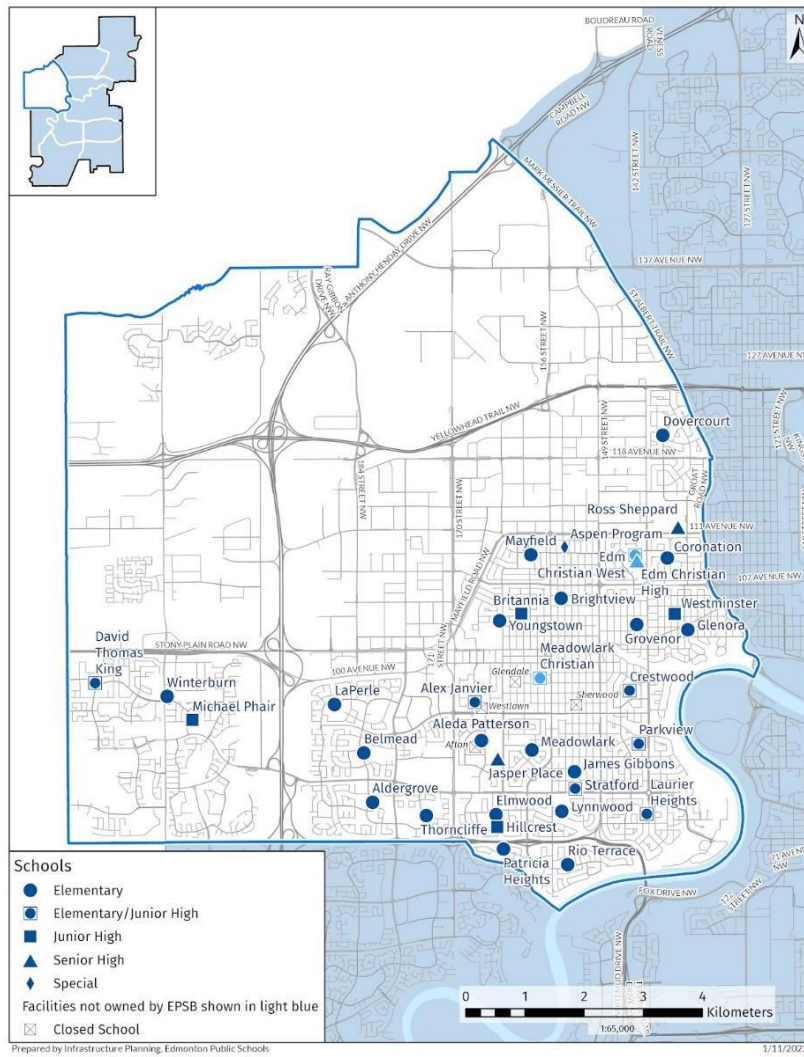
Soraya Hafez School (Grades K–6) opened in September 2020 and serves new and developing communities in northeast Edmonton. The sector has one new construction priority outlined in the *Three-Year Capital Plan 2023–2025*. Currently, there are three schools with junior high programming north of 153 Avenue and between 97 Street and Manning Drive: Florence Hallock, Edmonton Christian Northeast and Dr. Donald Massey Schools. These schools have a high utilization rate. A junior high program in the North sector would help ease enrolment pressures experienced by existing junior high programs in the area. A combination of new and existing junior high programming would support the continued enrolment growth resulting from the ongoing development of Griesbach, Crystallina Nera, Schonsee and McConachie neighbourhoods.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Athlone	K–6	271	63.7%	66
Balwin	K–9	713	66.0%	62
Baturyn	K–6	506	81.4%	43
Belvedere	K–6	389	65.3%	63
Caernarvon	K–6	522	79.0%	47
Calder	K–6	396	67.7%	96
Delwood	K–6	548	64.9%	56
Dickinsfield	7–9	483	73.9%	28
Dr. Donald Massey	K–9	935	106.7%	12

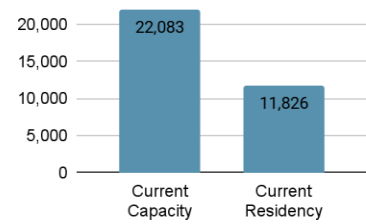
Dunluce	K-6	533	63.7%	44
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Edmonton Christian Northeast*	K-9	660	94.5%	n/a
Elizabeth Finch	K-9	894	95.9%	12
Evansdale	K-6	508	79.6%	51
Florence Hallock	K-9	775	97.0%	12
Glengarry	K-6	714	86.6%	59
Hilwie Hamdon	K-9	854	86.4%	5
J. A. Fife	K-6	538	55.0%	54
John Barnett	K-6	271	57.6%	50
Kensington	K-9	625	69.2%	64
Kildare	K-6	625	69.2%	54
Killarney	7-9	795	66.7%	63
Lago Lindo	K-6	502	94.7%	33
Lauderdale	K-6	294	65.0%	69
Londonderry	7-9	787	91.5%	54
Lorelei	K-6	466	85.5%	45
M.E. LaZerte	10-12	2,286	97.0%	64
Major General Griesbach	K-9	612	86.0%	10
Mary Butterworth	7-9	675	91.0%	31
McArthur	K-6	460	51.1%	64
McLeod	K-6	429	85.7%	50
Mee-Yah-Noh	K-6	574	55.0%	62
Northmount	K-6	529	71.0%	52
Princeton	K-6	488	40.1%	58
Queen Elizabeth	10-12	1,803	81.7%	62
Rosslyn	7-9	709	67.1%	62
Scott Robertson	K-6	529	81.9%	62
Soraya Hafez	K-6	626	63.3%	2
Steele Heights	7-9	778	62.2%	54
York	K-6	419	66.5%	56
<b>Average</b>		<b>654</b>	<b>75.0%</b>	<b>48</b>

Note: \*Facility not owned by the Division

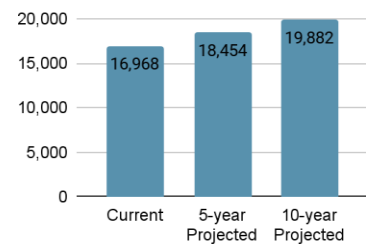
# Northwest Sector



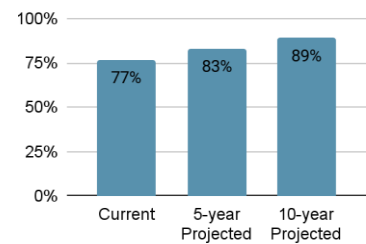
Sector Profile



Enrolment



Utilization



## Where are we?

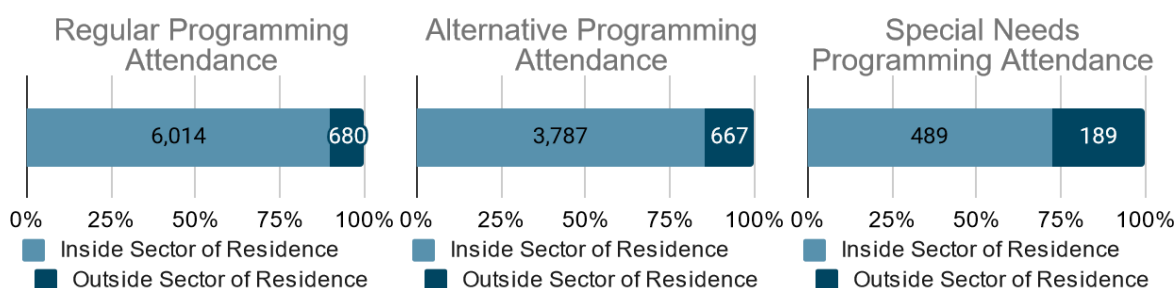
The Northwest sector consists of developing, established and mature neighbourhoods. The sector is expected to experience stable growth. New development is expected to focus on the Lewis Farms area, with additional development occurring in Big Lake. Infill development is expected to continue in neighbourhoods closer to the river valley (such as Glenora, Crestwood, Parkview, and Laurier Heights) and along the future Valley Line West LRT corridor.

Due to the wide range of alternative programming opportunities available in the sector, students residing inside and outside the sector are choosing programming in the Northwest sector.

Due to their age, several facilities will likely soon require modernization. Major modernization of Ross Sheppard High School was completed in fall 2019 (with the gym, classrooms and building envelope/structure being amongst major components to be updated). Significant investments in some facilities were made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding to provide better quality learning environments.

In fall 2021, two new schools were opened in the sector. The new schools were a result of the Space for Students in Mature Communities discussions undertaken in the Westlawn cluster. The Division consolidated educational programming from four aging buildings into two new replacement schools (Aleda Patterson School — Grade K–3 in the Afton neighbourhood and Alex Janvier School — Grade 4–9 in the Westlawn neighbourhood). The two replacement schools serve mature neighbourhoods in west Edmonton.

The Northwest sector has a wide range of special needs, alternative and Kindergarten programming options. Popular alternative programs that draw resident students from other sectors include Cogito at Stratford School, Chinese (Mandarin) Bilingual at Meadowlark and Parkview Schools, French Immersion at three schools, German Bilingual at Rio Terrace School and Christian Alternative that is offered at three non-EP SB owned facilities. It should be noted that utilization in this sector may decrease should competitive alternative programming options become available in surrounding sectors. Given the enrolment pressures and challenges to obtain capital funding in those sectors, it is likely that resident students in those sectors who wish to seek out alternative programming options will continue to do so in the Northwest sector.



*Where Are We Going and How Do We Get There?*

Within the next five to six years, the Valley Line West LRT is expected to increase mobility for residents in the Northwest sector, as the LRT will connect Lewis Farms Transit Centre to downtown Edmonton. This is expected to increase access to the range of programming options available to resident students inside and outside the northwest sector.

There is one major Space for Students in Mature Communities priority identified in the Three-Year Capital Plan 2023–2025. Four aging schools in the Britannia-Youngstown, Mayfield and Canora neighbourhoods will eventually be combined into two new buildings. When funded, Britannia School will be replaced by a new K–9 school for 700 students, and Mayfield School will be replaced with a Pre-Kindergarten to Grade 3 school for 400 students.

Two new construction priorities are outlined in the Three-Year Capital Plan 2022–2025. K–6 schools in the developing neighbourhoods of Rosenthal, Hawks Ridge and surrounding Big Lake neighbourhoods would help alleviate growth pressures that the area will experience in the near future.

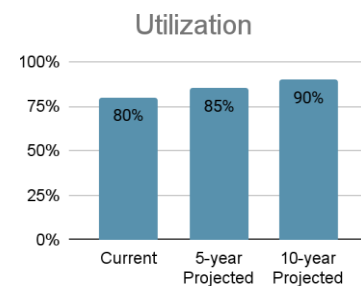
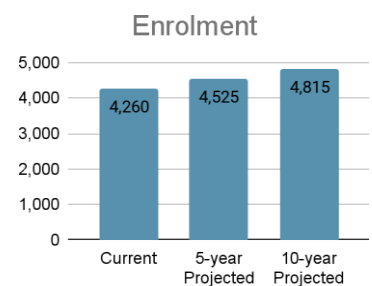
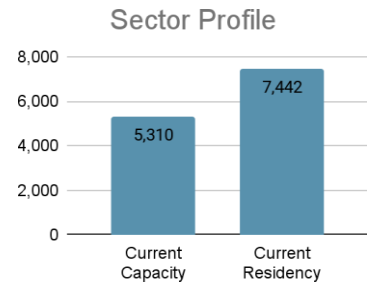
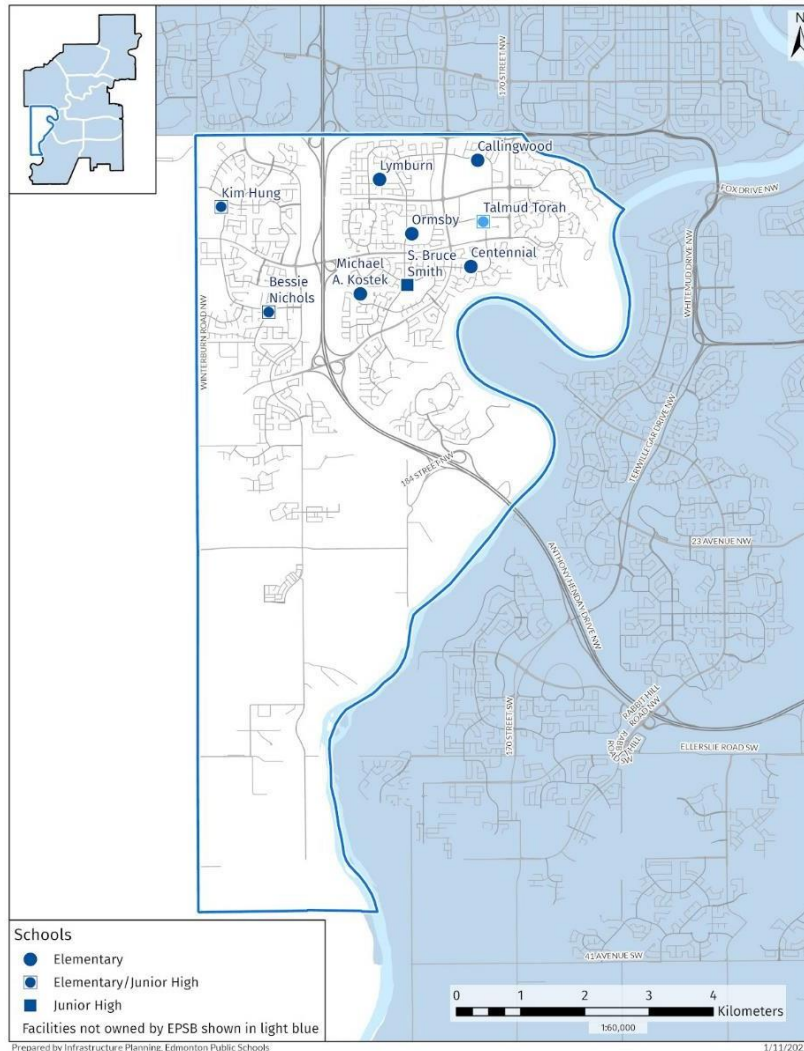
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Aldergrove	K–6	364	84.1%	46
Aleda Patterson	K–3	370	61.2%	1
Alex Janvier	4–9	743	74.6%	1
Aspen Program	2–12	167	54.5%	68

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Belmead	K-6	351	71.9%	44
Brightview	K-6	464	51.3%	55
Britannia	7-9	472	33.7%	66
Coronation	K-6	265	80.4%	69
Crestwood	K-9	400	104.9%	69
David Thomas King	K-9	899	109.1%	5
Dovercourt	K-6	401	89.5%	67
Edmonton Christian High*	10-12	521	52.8%	n/a
Edmonton Christian West*	K-9	929	61.2%	n/a
Elmwood	K-6	540	37.8%	62
Glenora	K-6	248	69.2%	82
Grovenor	K-6	307	62.7%	73
Hillcrest	7-9	643	66.1%	59
James Gibbons	K-6	182	77.2%	68
Jasper Place	10-12	3,379	82.5%	62
LaPerle	K-6	480	89.6%	40
Laurier Heights	K-9	641	88.8%	65
Lynnwood	K-6	428	73.8%	62
Mayfield	K-6	388	87.2%	64
Meadowlark	K-6	438	95.5%	64
Meadowlark Christian	K-9	306	100.3%	n/a
Michael Phair	7-9	938	50.3%	6
Parkview	K-9	820	75.7%	67
Patricia Heights	K-6	424	71.3%	54
Rio Terrace	K-6	526	64.9%	59
Ross Sheppard	10-12	2,193	99.9%	66
Stratford	K-9	708	104.0%	58
Thorncliffe	K-6	478	42.1%	n/a
Westminster	7-9	763	59.5%	72
Winterburn	K-6	544	87.7%	65
Youngstown	K-6	546	43.4%	63
<b>Average</b>		<b>636</b>	<b>73.1%</b>	<b>56</b>

\*Includes both Edmonton Christian West buildings; none of these buildings are owned by the Division;

\*\*Does not reflect the recent modernization

# West Sector

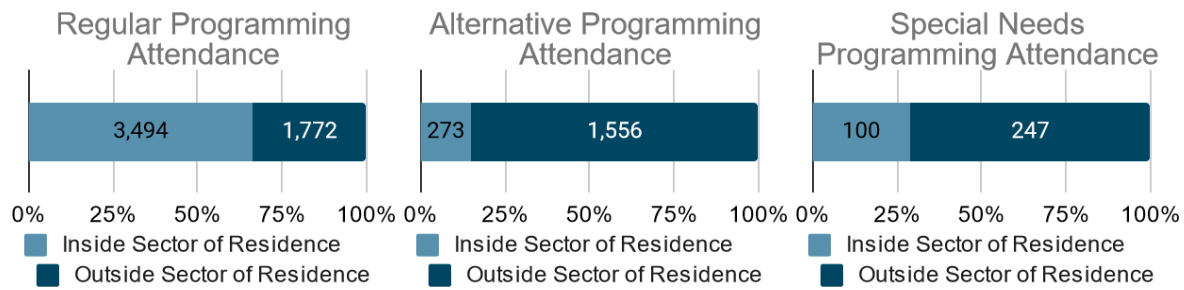


## Where are we?

The west sector includes developing and mature communities as well as the urban growth areas of Edgemont, The Grange area and Riverview area.

Substantial growth is expected to come from continued growth in the Edgemont neighbourhood and neighbourhoods in the Riverview area; particularly in The Uplands, Stillwater, and River’s Edge neighbourhoods, which are planned to accommodate a large amount of low-density, family-style housing.

Significant investments in some facilities have been made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding to provide better quality learning environments. There are very few alternative and Kindergarten programming options available to the sector’s resident students. Many students in the sector choose to attend regular and alternative programming outside of the sector. A unique programming option in the sector is the Hebrew Bilingual program at Talmud Torah School.



*Where Are We Going and How Do We Get There?*

Based on projections, new construction projects for the high school level are not required in the immediate future as there is sufficient high school capacity to serve this sector. Administration will continue to monitor the demand for high school space in the sector. The sector has a high school site available in The Hamptons and a site planned in the Riverview area, which can be considered in future capital planning processes.

Because of the low median age of school facilities and a deficit in student capacity in the sector, significant modernization/replacement initiatives are not currently prioritized within the Three-Year Capital Plan 2023–2025 for the sector.

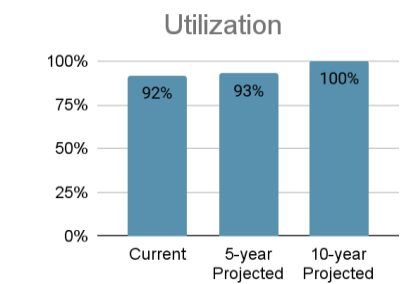
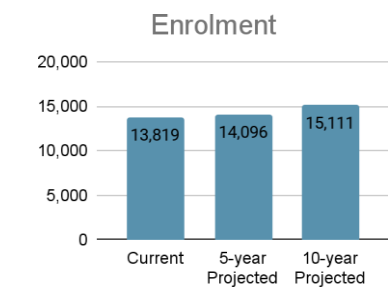
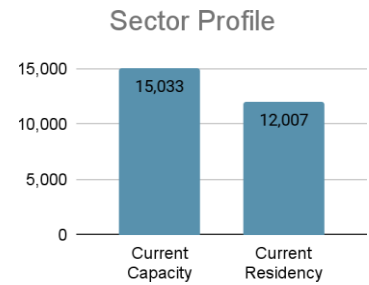
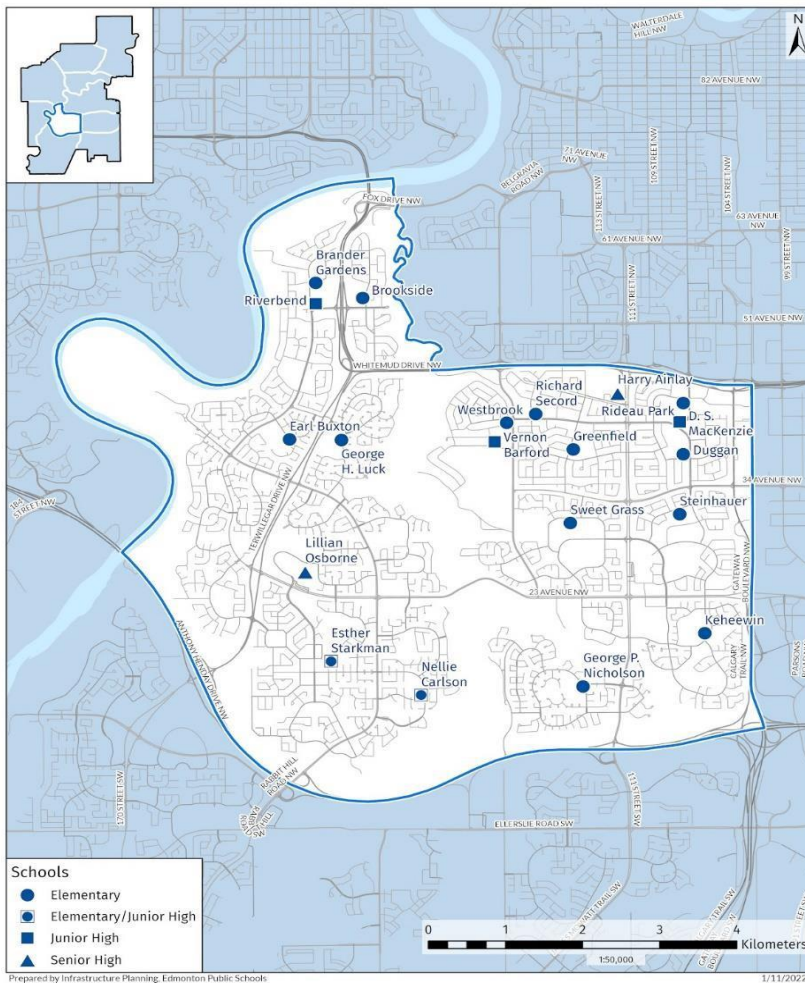
There are two new construction priorities outlined in the Three-Year Capital Plan 2023-2025. Due to projected development in neighbourhoods within the Edgemont and the Riverview area, additional capacity will need to be provided within the sector. With respect to the Edgemont and Riverview areas, the closest K–6 school is Michael A. Kostek School and the closest K–9 school is Bessie Nichols School (both of which have relatively high utilization rates).

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Bessie Nichols	K–9	933	107.9%	10
Callingwood	K–6	445	68.9%	45
Centennial	K–6	344	82.6%	41
Kim Hung	K–9	857	83.6%	5
Lymburn	K–6	469	76.7%	38
Michael A. Kostek	K–6	626	89.5%	29
Ormsby	K–6	457	76.5%	42
S. Bruce Smith	7–9	719	76.4%	32
Talmud Torah*	K–9	480	25.9%	n/a
<b>Average</b>		<b>592</b>	<b>76.4%</b>	<b>30</b>

Note: \*Building not owned by the Division



# Southwest 1 Sector

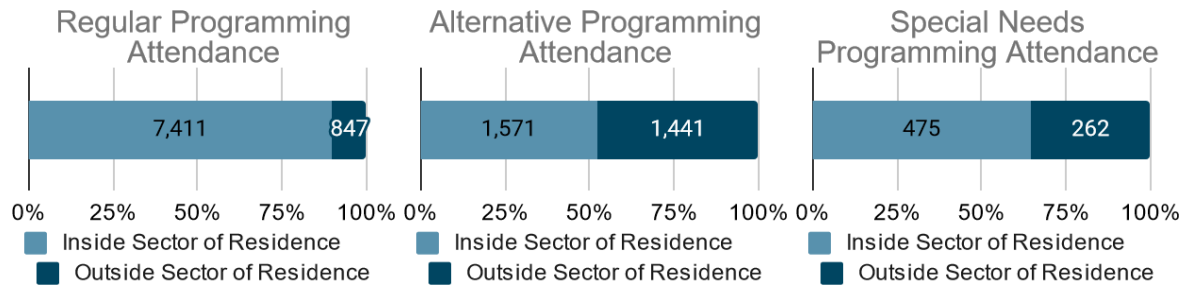


## Where are we?

The Southwest 1 sector includes established and mature communities. Currently, there is a lack of alternative program options within and in surrounding sectors. The unmet demand from these sectors is causing students from the sector to choose programming outside of the sector. The sector is projected to experience a significant increase in student enrolment over the next decade. Continued enrolment is expected from the Terwillegar Heights area. Much of the sector’s excess capacity is located east of Whitemud Creek Ravine. Enrolment pressures continue to exist in areas west of the Ravine, with particular challenges being experienced in the south portion of the sector that neighbours the Southwest 2 sector.

Significant investments in some facilities have been made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding to create better learning environments.

The sector can accommodate resident students while also offering a range of academic, special needs, language and other types of alternative programming options.

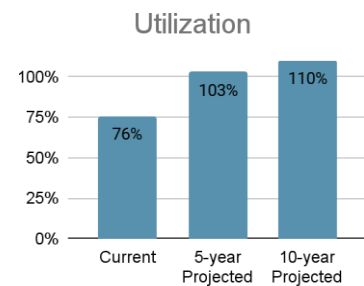
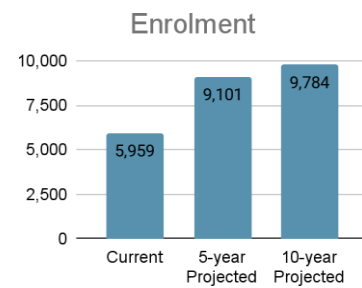
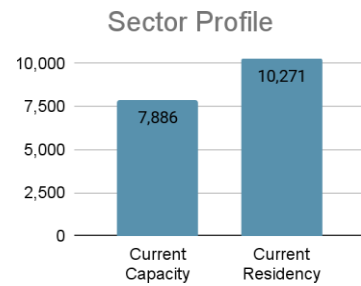
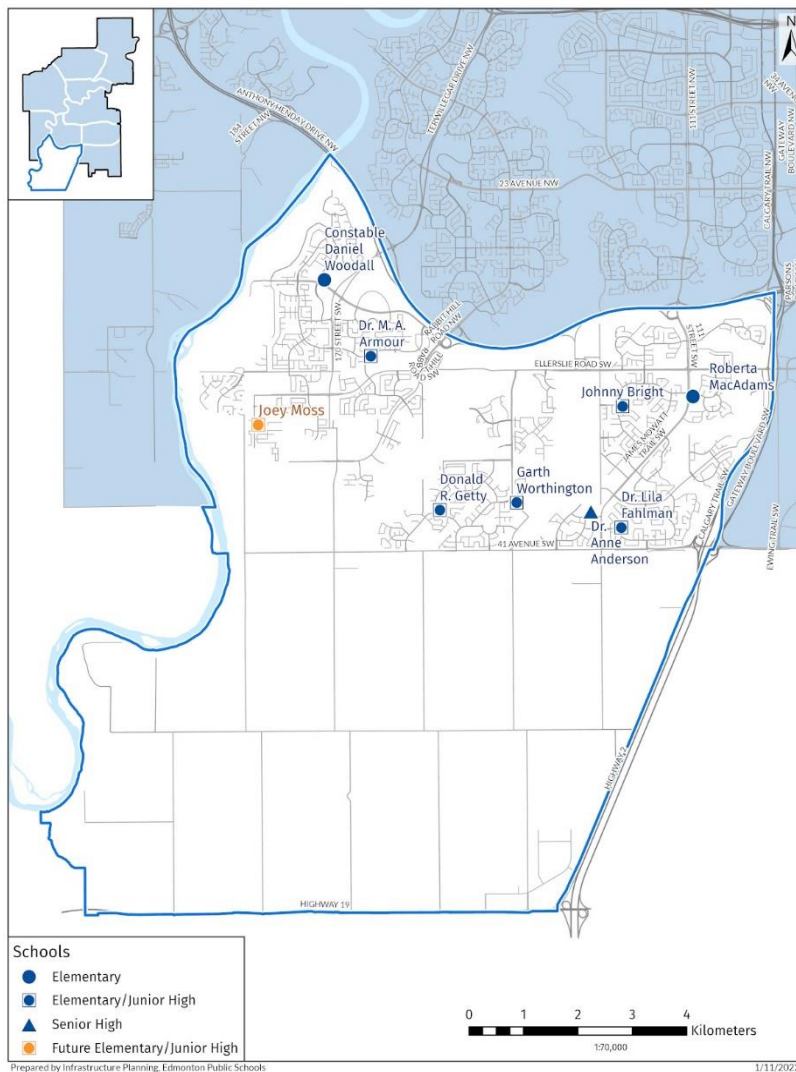


*Where Are We Going and How Do We Get There?*

Administration will continue to monitor the demand for high school sites in the established and mature communities. The sector has a planned high school site in Keheewin that could be considered in future capital planning processes.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Brander Gardens	K-6	457	89.5%	47
Brookside	K-6	398	63.7%	54
D. S. MacKenzie	7-9	775	78.3%	54
Duggan	K-6	463	70.2%	50
Earl Buxton	K-6	529	89.8%	32
Esther Starkman	K-9	897	83.3%	12
George H. Luck	K-6	491	94.3%	30
George P. Nicholson	K-6	517	80.1%	20
Greenfield	K-6	723	66.2%	54
Harry Ainlay	10-12	2,764	97.5%	57
Keheewin	K-6	434	69.0%	42
Lillian Osborne	10-12	1,669	127.2%	13
Nellie Carlson	K-9	850	99.5%	6
Richard Secord	K-6	674	95.4%	55
Rideau Park	K-6	337	74.6%	45
Riverbend	7-9	773	104.8%	48
Steinhauer	K-6	461	76.9%	45
Sweet Grass	K-6	455	69.5%	45
Vernon Barford	7-9	820	98.5%	56
Westbrook	K-6	541	80.8%	56
<b>Average</b>		<b>751</b>	<b>85.5%</b>	<b>41</b>

## Southwest 2 Sector



### Where are we?

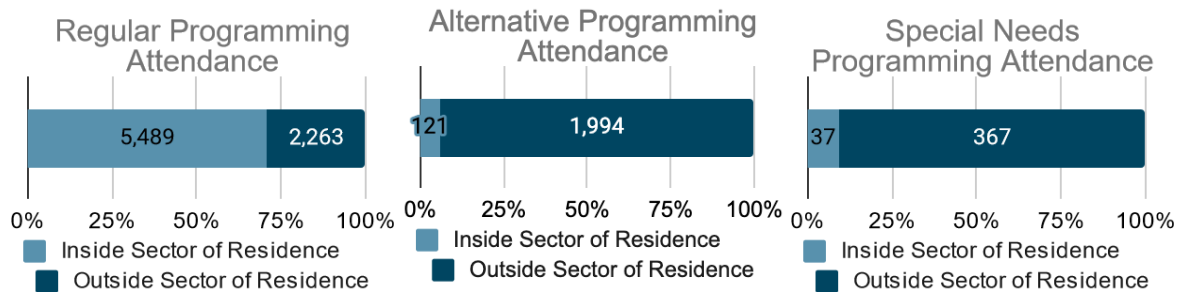
The Southwest 2 sector includes developing and established communities, as well as the newly annexed urban growth areas of Edmonton South West and Edmonton South Central.

The sector is projected to experience a significant increase in student enrolment over the next ten years. A substantial amount of this growth is expected to come from new development in the Windermere and Heritage Valley areas.

Significant investments in some facilities have been made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding to provide better quality learning environments.

There are very few alternative, Kindergarten and special needs programming options available to students in this sector.

A significant number of students in the sector (almost half of all resident students) choose to attend regular and alternative programming outside of the sector. There are no alternative programming options available to resident students in this sector.

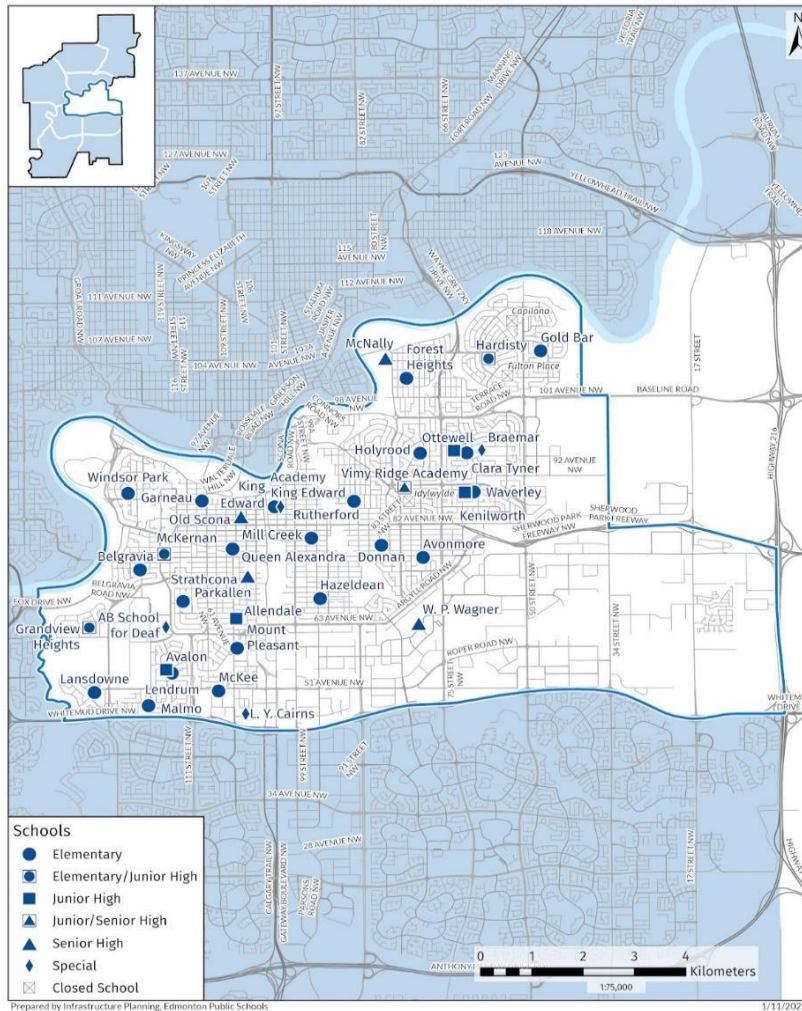


*Where Are We Going and How Do We Get There?*

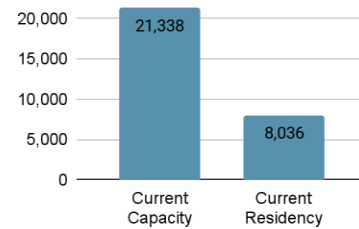
Because of the low median age of school facilities and a deficit in student capacity within the sector, modernization/replacement initiatives are not prioritized within the Three-Year Capital Plan 2023-2025 for the Southwest 2 sector. There are three new construction priorities outlined in the Three-Year Capital Plan 2023-2025. Due to the development that is projected in neighbourhoods within the Heritage Valley and Windermere areas, additional capacity will need to be secured to accommodate these resident students.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Constable Daniel Woodall	K-6	615	102.6%	5
Donald R. Getty	K-9	854	100.0%	5
Dr. Anne Anderson	10-12	1,940	40.2%	1
Dr. Lila Fahlman	K-9	1,000	94.9%	5
Dr. Margaret-Ann Armour	K-9	922	114.5%	6
Joey Moss (Fall 2022)	K-9	950	n/a	n/a
Garth Worthington	K-9	867	33.6%	1
Johnny Bright	K-9	983	83.5%	12
Roberta MacAdams	K-6	553	101.0%	6
<b>Average</b>		<b>965</b>	<b>83.8%</b>	<b>5</b>

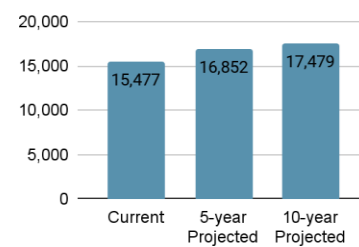
# South Central Sector



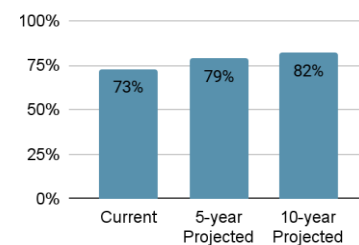
Sector Profile



Enrolment



Utilization



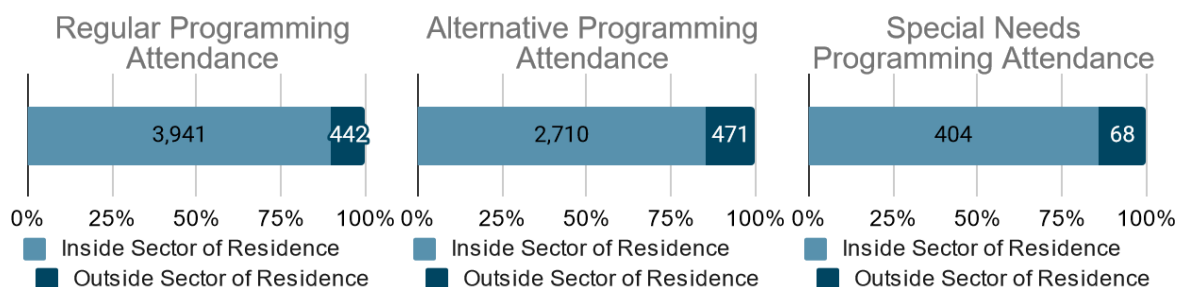
## Where are we?

The South-Central sector includes mature and established communities. The sector is projected to experience moderate growth over the next ten years, with most of it expected to come from infill development. Infill development is expected to continue in neighbourhoods along Valley Line Southeast LRT corridor from Mill Woods to downtown. This segment of the LRT expansion is scheduled to open this calendar year. Neighbourhoods such as Holyrood, Bonnie Doon and Strathearn are expected to see the development of larger scale housing projects. However, housing type and affordability will determine if infill will attract younger families with school-aged children.

Due to the age of buildings in this sector and excess capacity when compared to student residency, Space for Students in Mature Communities conversations may need to be considered with stakeholders to ensure that students have access to 21<sup>st</sup> Century learning environments and that the Division is able to be fiscally responsible in its operation and maintenance of school facilities.

Significant investments in some facilities have been made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding to provide better quality learning environments.

There are a range of academic, sports, special needs and language programming available to students in the sector. Unique programming in this sector includes the Pregnant and Parenting Teens program at Braemar School and Sports Alternative at Donnan School and Vimy Ridge Academy. Although Pre-Kindergarten programming is available, there are no full-day Kindergarten programming options available to students in this sector.



### *Where Are We Going and How Do We Get There?*

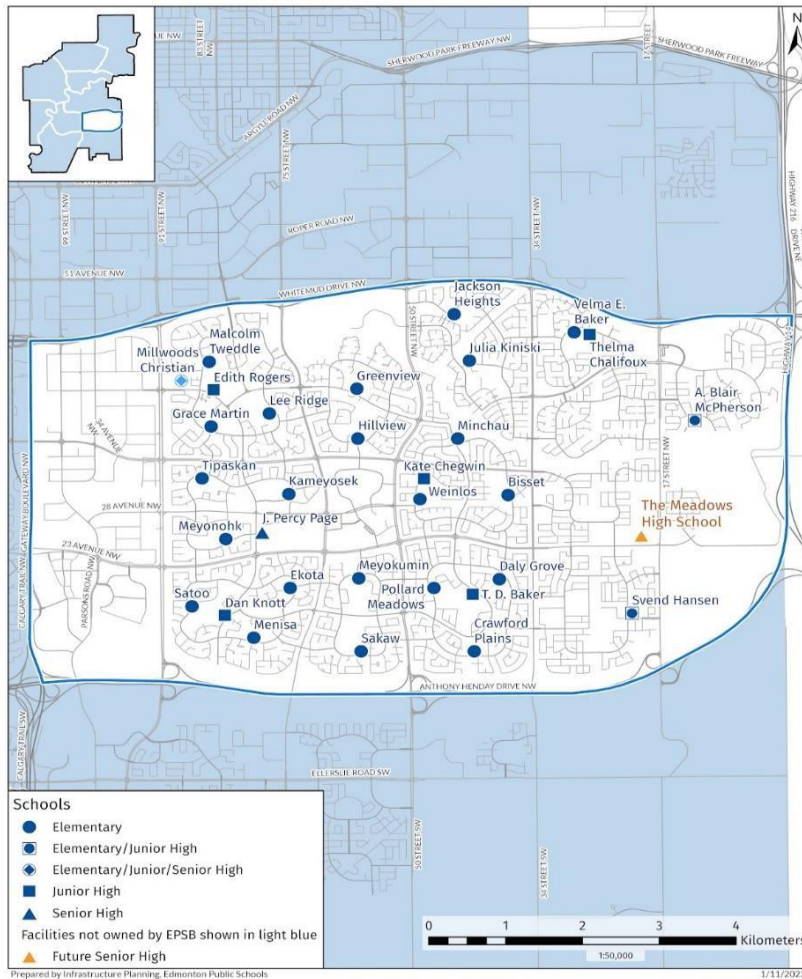
The Division will continue to monitor student enrolment trends in the sector to determine if capital funding is required to accommodate enrolment growth.

The need for modernization projects in the South-Central sector will be reviewed on an ongoing basis as the school buildings continue to age. There are currently three projects listed in the Three-Year Capital Plan 2023–2025 as priorities for modernization or replacement. The projects include McKee School, Lendrum School, and McNally School.

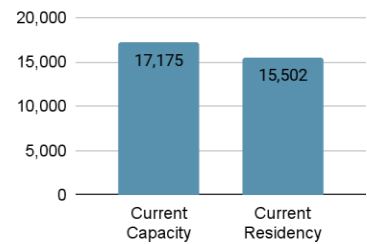
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Allendale	7–9	697	73.0%	73
Avalon	7–9	676	84.3%	57
Avonmore	K–9	278	54.9%	67
Belgravia	K–6	153	88.2%	68
Braemar	10–12	190	31.6%	63
Clara Tyner	K–6	209	80.9%	56
Donnan	K–6	474	65.2%	73
Forest Heights	K–6	416	61.3%	74
Garneau	K–6	325	81.2%	99
Gold Bar	K–6	412	49.3%	64
Grandview Heights	1–9	318	108.2%	63
Hardisty	K–9	954	54.0%	65
Hazeldean	K–6	483	55.0%	72
Holyrood	K–6	519	87.2%	67
Kenilworth	7–9	592	54.9%	60
King Edward	K–6	251	78.1%	63
L. Y. Cairns	7–12	915	58.5%	54
Lansdowne	K–6	301	39.2%	54

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Lendrum	K-6	324	90.3%	59
Malmo	K-6	442	51.6%	59
McKee	K-6	412	55.0%	56
McKernan	K-9	762	85.4%	70
McNally	10-12	1,379	69.4%	59
Mill Creek	K-6	353	86.5%	3
Mount Pleasant	K-6	351	92.7%	69
Old Scona	10-12	381	96.1%	115
Ottewell	7-9	806	74.9%	62
Parkallen	K-6	365	80.4%	71
Queen Alexandra	K-6	273	34.1%	117
Rutherford	K-6	322	78.6%	122
Strathcona	10-12	1,516	108.3%	69
The Academy at King Edward	K-12	478	66.1%	109
Vimy Ridge Academy	7-12	1,299	90.6%	64
W. P. Wagner	10-12	2,134	72.4%	53
Waverley	K-6	473	30.8%	57
Windsor Park	K-6	221	76.9%	69
<b>Average</b>		<b>568</b>	<b>70.7%</b>	<b>69</b>

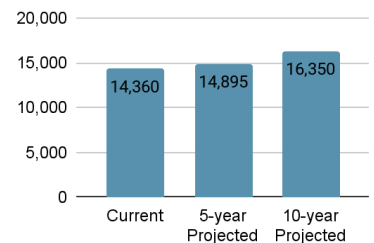
# Southeast 1 Sector



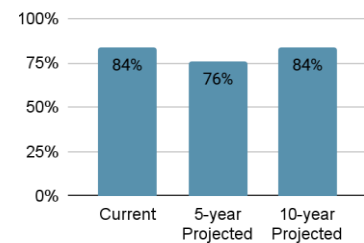
Sector Profile



Enrolment



Utilization



Utilization projections include all funded school projects

## Where are we?

The Southeast 1 sector includes established and developing communities. A significant amount of growth is expected to come from new development in the neighbourhoods within The Meadows area, including the neighbourhoods of Aster, Laurel, and Tamarack.

There are currently two vacant elementary/junior high school-ready sites in the Silver Berry and Wild Rose neighbourhoods. An elementary/junior high school site in the Aster neighbourhood is currently being assembled and serviced.

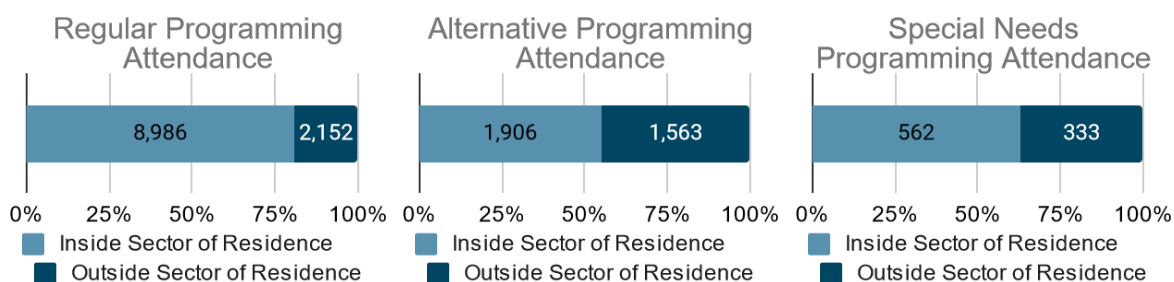
The utilization in this sector is anticipated to decrease over five years with the addition of 2,400 spaces in a new high school in The Meadows and rebound to 2021 levels by 2031. In the rest of the sector, investments in modernizations and addressing deferred maintenance over the next decade will be necessary to ensure that the Division is prepared for the aging facilities in this sector. A relatively high amount of capacity in this sector is modular student space. Because this type of capacity is made of materials with a shorter lifespan, capacity will need to be replaced earlier than areas with fewer



modular units. Growth and high student density in neighbourhoods in the Meadows area are expected to continue placing enrolment pressures on schools in Mill Woods.

Significant investments in some facilities have been made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding to provide better quality learning environments.

There are a range of academic, special needs, Pre-Kindergarten and alternative programming options available to resident students in this sector. These programs are strategically located to serve the range of demographics that reside in the sector. Unique programming options include the Sakinah Circle program at Grace Martin School, as well as French Immersion and Cogito.



*Where Are We Going and How Do We Get There?*

The Valley Line Southeast LRT is expected to open in Summer 2022 and will help increase mobility for residents in the Southeast 1 sector. The LRT will connect Mill Woods Transit Centre to downtown Edmonton. This is expected to increase access to the range of programming options available to resident students in and outside of the sector.

One new high school in The Meadows area is currently under construction and the expected opening date is September 2024.

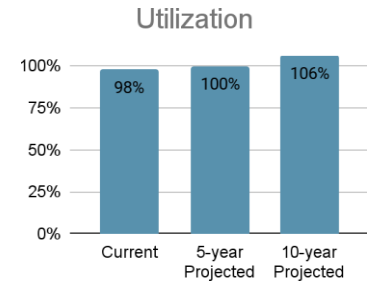
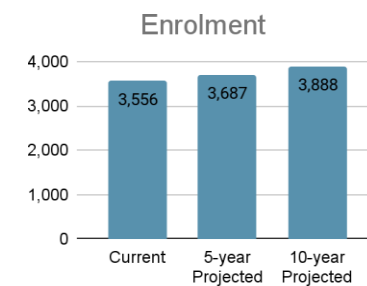
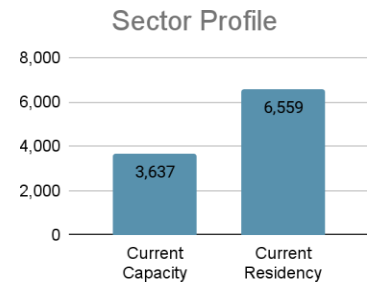
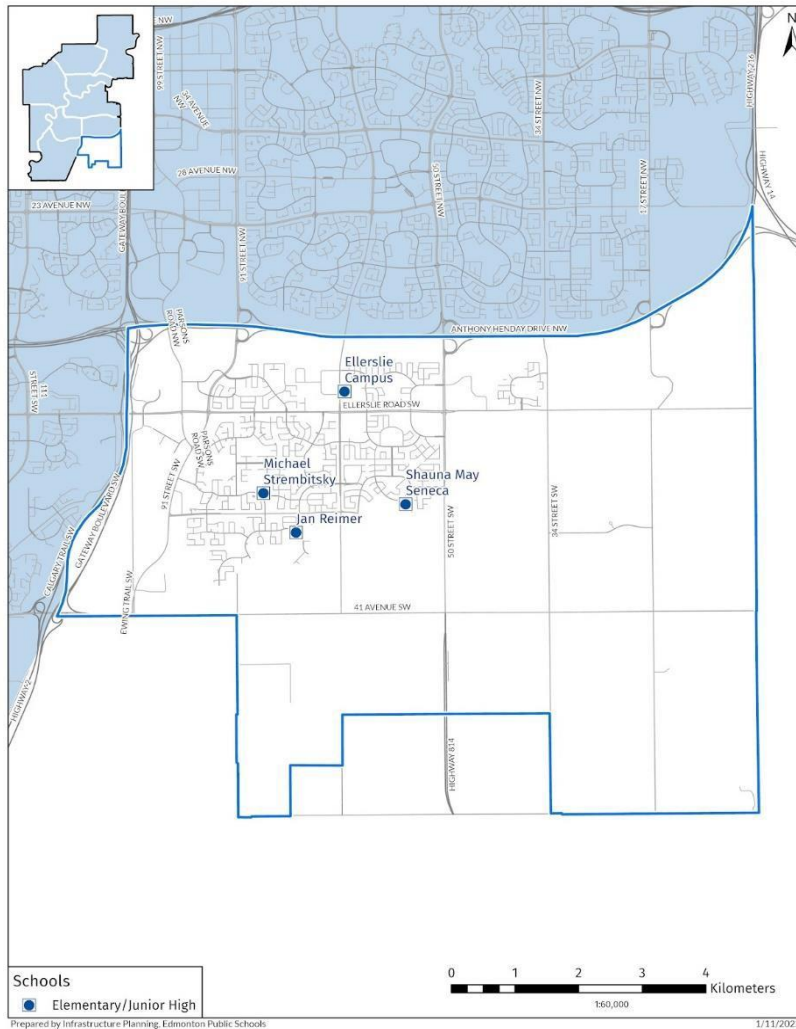
The Weinlos School major modernization/replacement project is prioritized in the Three-Year Capital Plan 2023-2025. Additional projects may also be prioritized in the near future as aging facilities in the sector will need to be addressed in the form of infrastructure maintenance and renewal investments, as the Division seeks to modernize learning environments for students and reduce operational costs that result from maintaining aging infrastructure.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
A. Blair McPherson	K-9	943	101.2%	12
Bisset	K-6	515	81.9%	33
Crawford Plains	K-6	530	72.6%	40
Daly Grove	K-6	454	72.6%	34
Dan Knott	7-9	668	76.8%	42
Edith Rogers	7-9	611	81.8%	47
Ekota	K-6	284	70.8%	46

Grace Martin	K-6	495	59.3%	50
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Greenview	K-6	459	77.2%	42
Hillview	K-6	330	82.4%	42
J. Percy Page	10-12	1,220	102.3%	40
Jackson Heights	K-6	360	77.2%	20
Julia Kiniski	K-6	476	77.2%	37
Kameyosek	K-6	290	73.1%	45
Kate Chegwin	7-9	658	97.0%	31
Lee Ridge	K-6	368	80.6%	46
Malcolm Tweddle	K-6	370	81.8%	47
Menisa	K-6	284	70.1%	41
Meyokumin	K-6	601	89.3%	42
Meyonohk	K-6	568	72.0%	42
Millwoods Christian*	K-12	682	132.6%	n/a
Minchau	K-6	386	78.6%	39
Pollard Meadows	K-6	500	83.0%	42
Sakaw	K-6	467	82.2%	42
Satoo	K-6	369	56.5%	46
Svend Hansen	K-9	1,060	97.9%	5
T. D. Baker	7-9	820	87.1%	33
Thelma Chalifoux	7-9	989	47.0%	2
Tipaskan	K-6	403	59.9%	40
Velma E. Baker	K-6	549	100.6%	30
Weinlos	K-6	459	89.1%	40
<b>Average</b>		<b>554</b>	<b>81.0%</b>	<b>37</b>

Note: \*Building not owned by the Division

## Southeast 2 Sector



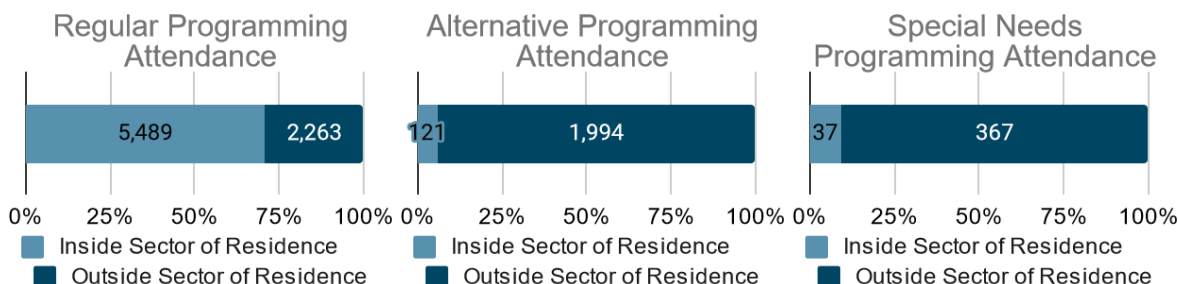
### Where are we?

The Southeast 2 sector includes predominantly developing neighbourhoods. It also contains urban growth areas that are expected to begin development in the near future.

Two newer schools in the Ellerslie area (Jan Reimer School) and Southeast area (Shauna May Seneca School) have high utilization rates that increased rapidly as the neighbourhoods around them developed. Utilization in this sector is expected to continue to increase rapidly as the neighbourhoods reach completion. A significant amount of this growth is expected to come from new development from the urban growth areas of Ellerslie, Southeast and Decoteau plan areas.

Investments in some facilities have been made through Infrastructure Maintenance and Renewal, capital, and plant operations and maintenance funding to provide better quality learning environments.

There are no alternative or Kindergarten programming options available to resident students in this sector although Jan Reimer School currently offers Behaviour and Learning Assistance programming. Many resident students in the sector choose to attend regular, special needs and alternative programming outside of the sector.



*Where Are We Going and How Do We Get There?*

Based on projections, new construction projects for the high school level are required. Although The Meadows high school site will provide high school capacity in the Southeast 1 sector, more space is expected to be needed in the Southeast 2 sector. Administration will continue to monitor the demand for high school space in the established and mature communities in the interim. The Southeast 2 sector has a planned high school site in the Decoteau area that can be considered in future capital planning processes. Neighbourhood development plan approvals and servicing are still pending around the future high school site in Decoteau, and the site may be up to 10 years away from being available for school construction.

The new high school in The Meadows will create additional high school capacity close to the sector. Consideration should be given to proposing a single replacement school to replace the two existing Ellerslie School Campus buildings, given their age and condition. As neighbourhoods in the Ellerslie, Southeast and Decoteau plan areas, and annexed areas in southeast Edmonton, begin to develop after approval of development plans, the Division will identify school sites in these regions within its Three-Year Capital Plan when required. The Division will continue to advocate for school sites in future urban growth areas.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Ellerslie Campus*	K-9	939	97.8%	66
Jan Reimer	K-9	817	98.7%	5
Michael Strembitsky	K-9	982	91.3%	10
Shauna May Seneca	K-9	899	97.9%	5
<b>Average</b>		<b>909</b>	<b>96.4%</b>	<b>22</b>

Note: \*Includes both Ellerslie Campus buildings