



AGENDA

BOARD OF TRUSTEES

Julie Kusiek
Board Chair

Jan Sawyer
Board Vice-Chair

Dawn Hancock
Marcia Hole
Marsha Nelson
Sherri O'Keefe
Saadiq Sumar

The Board of Trustees of Edmonton School Division
One Kingsway
Edmonton, Alberta

Board Meeting

Online
Tuesday, March 4, 2025
2 p.m.

Land Acknowledgement

- A. Roll Call
- B. Approval of the Agenda
- C. Communications from the Board Chair
- D. Communications from the Superintendent of Schools
- E. Approval of the Minutes
 - 1. DRAFT – Board Minutes – February 11, 2025
- F. Recognition
 - 2. Edwin Parr Teacher Award
(Information)
- G. Comments from the Public and Staff Group Representatives
on Items on the Meeting Agenda
*(NOTE: Pre-registration with the Board Office [780-429-8443] is required
by 12 p.m. on Monday, March 3, 2025, to speak under this item.)*
- H. Reports
 - 3. Special Caucus Committee Report (From the meeting held on
February 18, 2025)
(Information)
 - 4. Process and Timeline for the 2025-2026 Budget
(Recommendation)
 - 5. Ten-Year Facilities Plan 2025-2034
(Information)
- I. Other Committee, Board Representative and Trustee Reports
- J. Trustees and Board Requests for Information
- K. Notices of Motion
- L. Meeting Dates
- M. Adjournment

MINUTE BOOK**Board Meeting**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held online on Tuesday, February 11, 2025, at 2 p.m.

Present:**Trustees**

Dawn Hancock
Julie Kusiek

Marsha Nelson

Sherri O'Keefe
Saadiq Sumar

Officials

Todd Burnstad
Grace Cooke
Andrea Cooper
Karen Mills

Kent Pharis
Nancy Petersen
Cliff Richard

Darrel Robertson
Carrie Rosa
Ron Thompson
Liz Yule

Board Chair: Julie Kusiek

Recording Secretary: Catherine Angeles

The Board Chair called the meeting to order and called upon Trustee Nelson to provide a land acknowledgement.

Trustee Nelson acknowledged that we are on Treaty 6 territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis and Inuit whose footsteps have marked these lands for centuries. As we gather here before Family Day, let us acknowledge the importance of family and community, values that are deeply cherished by Indigenous peoples. May this day be a time for us to strengthen our bonds with one another and to celebrate the rich diversity of cultures that make up our community and our families.

A. Roll Call: 2:05 p.m.

The Superintendent advised that Trustees Estabrooks, Hole and Sawyer were absent and all other Trustees were present.

B. Approval of the Agenda

MOVED BY Trustee Sumar:

"That the agenda for the February 11, 2025, Board meeting be approved as presented."

(UNANIMOUSLY CARRIED)

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MOVED BY Board Chair Kusiek:

“Whereas the time allotted for speakers on any educational issue at 5 pm is 20 minutes according to the Trustee Handbook, and

Whereas there is a need to balance the opportunity for individuals to address the Board while recognizing that Board meetings are business meetings and thus convened to move forward the work of the Board,

I move that we extend the time allotted to triple the normal amount of time, up to 60 minutes, for speakers at today's meeting. As this is a virtual meeting, should the 18 registered speakers, totaling 54 minutes of speaking time, not be able to speak due to technical difficulties we accommodate as much as reasonably possible.”

MOVED BY Trustee Sumar the motion be amended:

“That the time allotted for registered speakers be extended to accommodate all speakers at 5 p.m.”

The Board Chair called the question to the amendment.

IN FAVOUR: Trustees Hancock, Nelson, O’Keefe, and Sumar

OPPOSED: Trustee Kusiek

(CARRIED)

The Board Chair called the question on the amended motion.

(UNANIMOUSLY CARRIED)

C. Communications from the Board Chair

The Board Chair shared that on January 20, Trustee Hole went on medical leave; an end date for the leave has not been set. During her absence, Trustee Hancock and Trustee O’Keefe will be providing coverage for Ward C. Schools within Ward C have been split between them and a list is available on SchoolZone under the “Trustee” tab and in the Trustees section on epsb.ca.

The Board Chair shared that on January 23, Trustee Estabrooks submitted her resignation from the Board of Trustees. Pursuant to Section 80 of the *Education Act*, the Board Chair accepted the resignation of Trustee Estabrook at this meeting. Board Chair Kusiek thanked Trustee Estabrooks for her years of service as a Trustee. The Board Chair’s full statement on behalf of the Board of Trustees is posted on epsb.ca. At a Special Caucus meeting held on January 28 the Board of Trustees appointed Board Chair Kusiek as the Trustee for Ward D for the remainder of the term. She’s looking forward to getting to know the school communities, families and other constituents of Ward D better over the next eight months.

The Board Chair advised that the Board of Trustees has delegated the authority for all human resources matters, including labour relations, to the Superintendent. Typically all bargaining committees, including CUPE Local 474, CUPE Local 3550, CUPE Local 784 and the ATA committee have Trustee representation. Today, Trustee Sawyer represented the Board at the collective bargaining negotiations with CUPE 3550.

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The role of Trustees on the committee is to ensure that all Trustees are informed about current matters affecting the Board and the Division.

The Board Chair said that the Board of Trustees acknowledged and appreciated that this is a challenging time. In their governance role for the Division, they remain committed to taking a system-wide approach to ensuring the best learning outcomes and environment for all students. They hold the Superintendent accountable and continue to do everything within their role to reach a deal so that learning can get back to normal.

The Board Chair took a moment to reflect on what they are all here for...the students at Edmonton Public Schools and their education. The Board of Trustees believes in the critical importance of public education and the need to collectively invest in it. The Board of Trustees remains committed to advocating for public education and fulfilling the duties entrusted to them throughout the remainder of their term.

The Board Chair stated that the Provincial budget is expected to be announced at the end of February. The Board of Trustees have been steadfast advocates for a change to the funding formula that will meet the needs of the unprecedented student enrolment and rising complexities in our classrooms. The Premier and Minister of Education have stated that they will be making adjustments to the funding formula. While we don't know what those changes will be, we will be watching closely to see how our suggestions and feedback have been reflected in the changes.

The Board Chair said that the Board of Trustees has been a relentless advocate for new school construction, modernization of existing schools and provincial investment to reduce deferred maintenance, which sits at approximately \$1 billion dollars currently for the Division. Board Chair Kusiek discussed the pace of provincial funding for Edmonton Public Schools' capital projects and said the Board will continue to advocate for timely funding to meet the Division's needs. The Board's ongoing advocacy efforts involve engagement with parents, school councils, and elected officials at all levels of government. Board Chair Kusiek encouraged the community to engage with their ward Trustee regarding Board advocacy. At the next Board meeting on March 4, she will bring an update on the impact of the Provincial Budget to Edmonton Public Schools.

The Board Chair reported that the Advocacy Committee met since the last Board meeting to discuss:

- Methods for improving communication of the Board of Trustees' advocacy work;
- Content of joint advocacy with partner organizations; and
- Opportunities to strengthen government relations.

D. Communications from the Superintendent of Schools

The Superintendent shared that the Division remains committed to reaching a negotiated settlement with CUPE Local 3550. The Division believes that an agreement is possible, and they are dedicated to working collaboratively to achieve that. The Division values our support staff tremendously; they are essential members of our school communities and central office. The Division recognizes the vital role they play in supporting student success. Superintendent Robertson acknowledged that this strike is particularly difficult

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for families with children who have specialized learning needs. It is not the Division's preference to have any student learning from home and schools are doing everything they can to support teaching and learning for all students within the constraints of the current situation. The Superintendent said he knows this is challenging for families and students. Leading up to the strike, families had conversations with their school community and principals about how learning might look, should valued support staff decide to strike. This open communication and collaboration are essential. Our principals are working tirelessly to be as accommodating as possible. However, the reality is that the Division is operating with limited staff and must prioritize the safety and wellbeing of everyone in school. The Division is asking for everyone's continued patience and understanding as they work towards a resolution.

The Superintendent shared that last week, pre-enrolment and registration for the 2025-2026 school year started. Like last year, the Division has combined dates for new student registration and returning student pre-enrolment. Parents have until Wednesday, March 19 to pre-enrol their children. To help families get ready to choose a school for the 2025-2026 school year, open houses will run throughout February and March, giving families and students a chance to learn a little more about what a school has to offer, from alternative programming to complementary courses, extracurricular activities, sports teams, a taste of school culture and a chance to see the space. Information about these dates will be available on epsb.ca. If families have any questions, reach out to the school principal for more information.

E. Approval of the Minutes

1. Board Meeting – December 10, 2024

MOVED BY Trustee Nelson:

**"That the minutes of the Board meeting held December 10, 2024, be approved as presented."
(UNANIMOUSLY CARRIED)**

F. Comments from the Public and Staff Group Representatives on Items on the Meeting Agenda

The Board of Trustees heard from one registered speaker for this item.

G. Reports

2. Student Senate 2024-2025 Work Plan Update

Student Trustees Bella Jiao, Chloe Ge and Christina Daniel presented the 2024-2025 Student Senate work plan update.

MINUTE BOOK**3. Report from Caucus (From the meetings held on November 28, December 5 and 10, 2024 and January 28, 2025)**

Information was provided regarding actions taken at the following Caucus Committee meetings:

- November 28, 2024 – Special Caucus
- December 5, 2024 – Special Caucus
- December 10, 2024 – Caucus
- January 28, 2025 – Special Caucus

4. School Resource Officer Program Evaluation Framework

An update was provided on the Evaluation Framework used to guide the evaluation of the School Resource Officer (SRO) Program, which is currently being reintroduced into six Division high schools.

The Board Chair recognized that Item H on the agenda was scheduled for 5 p.m. and noted the current time as 4 p.m.; therefore, she proceeded to the next agenda item.

I. Other Committee, Board Representatives and Trustee Reports

Trustee Nelson shared an Edmonton Public Schools Foundation (the Foundation) update:

- The Foundation supports our students with *Top-ups for Tummies*, *Chromebook for Kids* and *Fresh Hoops* programs.
- The Foundation Board would like to challenge everyone to the following:
 - Sign up to all the Foundation's social media platforms and newsletter
 - Facebook
 - Instagram
 - "X"
 - LinkedIn
 - foundation.epsb.ca
 - Sign up for their newsletter
 - Invite ten friends to do the same!

J. Trustees and Board Requests for Information - None**K. Notices of Motion**

Trustee Sumar gave notice that he would be making the following motion:

That the Board of Trustees advocate to the Federal Government to provide a timeline to applicants including school boards as to when they can expect to receive funds that have already been

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approved and to clarify procedures and timelines to more expeditiously review existing and future requests submitted under Jordan's Principle.

The Board Chair called a recess at 4:06 p.m. and reconvened the meeting at 5 p.m.

H. Comments from the Public and Staff Group Representatives on Educational Issues – 5 p.m.

The Board of Trustees heard from 15 registered speakers for this item.

L. Next Board Meeting: Tuesday, March 4, 2025, at 2 p.m.**M. Adjournment: 5:53 p.m.**

The Board Chair adjourned the meeting.

Julie Kusiek, Board Chair

Karen Mills, Director Board and
Superintendent Relations

DATE: March 4, 2025

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Edwin Parr Teacher Award

ORIGINATOR: Angela Anderson, Chief Human Resources Officer, Human Resources

RESOURCE

STAFF: Trish Kolotyluk, Randy Radmanovich

ISSUE

Each year, principals are invited to nominate first year teachers for the Edwin Parr Teacher Award which is sponsored by the Alberta School Boards Association (ASBA). One nominee is selected to represent the Division at the zone level.

BACKGROUND

Twenty-two first year teachers were nominated by their principals for the 2025 ASBA Edwin Parr Teacher Award. A committee of Division leadership staff met on Friday, January 24, 2025, to review and assess the nominations relative to the selection criteria established by ASBA. Results from the committee's assessment, as well as points awarded based on scholastic achievement and student teaching evaluations were compiled. Based on the selection criteria, five nominees were invited to a virtual meet and greet with representatives from the Division Support Team.

CURRENT SITUATION

Each of the following nominee semi-finalists will be introduced:

Nominee	School
Prerak Shah	Elder Dr. Francis Whiskeyjack School
Derek Repchuk	Highlands School
Lauren McDonald	Mayfield School
Sagan Speer	Westglen School
Breanna Tran-Ly	Weinlos School

KEY POINTS

The Division recipient for the 2025 Edwin Parr Teacher Award will be announced by the Superintendent of Schools and will be presented with an engraved plaque.

TK:am

DATE: March 4, 2025

TO: Board of Trustees

FROM: Trustee Sawyer, Caucus Committee Chair

SUBJECT: Special Caucus Committee Report (From the meeting held on February 18, 2025)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: [Trustees' Handbook](#) – Caucus Committee - Section 5.4

ISSUE

The Board approved the following recommendation at the March 3, 2015, Board meeting: That Section 5.4 of the Trustees' Handbook be revised to give the Caucus Committee final decision-making power on certain types of matters, and yet constrain that power so it is used only when absolutely necessary.

The following recommendations were approved at the February 18, 2025, Special Caucus Committee meeting:

1. Trustee Coverage for Wards C and D and other related Trustee Duties

That the Board suspend until October 20, 2025, the requirement for the Governance and Evaluation Committee and the Policy Review Committee to consist of four Trustees.

That the Board approve one Trustee stepping down from the Governance and Evaluation Committee, bringing the total number of Trustees to three.

BACKGROUND

Trustee Hole went on medical leave on January 20; her return date has not been set. In her absence, schools in Ward C will be covered by Trustees Hancock and O'Keefe. Trustee Estabrooks submitted her resignation from the Board of Trustees with an effective date of January 23. Trustee Kusiek will be the contact for Ward D for the remainder of this term (i.e., until October 20, 2025). The absence of Trustee Hole and resignation of Trustee Estabrooks left the Policy Review Committee with only two active members. It was also agreed that best practice would be to ensure total Trustee membership on a committee is less than a majority of all Trustees. Trustee Nelson will serve on the Policy Review Committee until Trustee Hole resumes her Trustee duties. Trustee Sawyer has stepped down from the Governance and Evaluation Committee.

KM:ca

DATE: March 4, 2025

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Process and Timeline for the 2025-2026 Budget

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: Jennifer Price, Jeremy Higginbotham, Madonna Proulx

REFERENCE: [Province of Alberta Education Act](#)

ISSUE

School divisions are required to prepare and submit a Board-approved budget to the Minister of Education by May 31 of each year for the fiscal year beginning on the following September 1. To assist Division staff and the Board of Trustees with the planning process, Financial Services develops a process and timeline calendar for approval by the Board of Trustees.

BACKGROUND

The 2025-2026 Provincial Budget was announced on February 27, 2025. The Edmonton Public Schools funding profile and the 2025-2026 Funding Manual for School Authorities is anticipated to be released before the end of March. To accommodate the time required for site-based budgeting, the Process and Timeline for the approval of the 2025-2026 Budget has been developed (Attachment I).

RELATED FACTS

- The Distribution of Funds feedback report is to be presented at the Caucus meeting on April 1, 2025. If the Edmonton Public Schools funding profile is received later than expected, the Distribution of Funds feedback report could be presented at a Special Caucus meeting held on April 3, 2025.
- The Distribution of Funds recommendation report will be presented at a Special Public Board meeting on April 9, 2025. This date allows Division leaders extra time to finalize their budgets, due to Good Friday and Easter Monday falling within the 2025 budget period.
- Enrolment Projections are the number of anticipated students in a school at the end of September. Principal input into enrolment projections opens on March 12, 2025 and closes on March 19, 2025.
- Pre-enrolment represents the number of students that have pre-enrolled at a school as of the end of pre-enrolment on March 19, 2025.
- Projected enrolment is the basis for many school related budget allocations. When schools complete their budgets, they will have the opportunity to update their projections to account for any enrolment adjustments (new registrations).
- Following approval of the Distribution of Funds, schools and central departments will receive budget allocations and the Budget Planning System (BPS) will be available for budget completion.
- Although school divisions are no longer required to provide a fall budget update to Alberta Education, the Division updates budget allocations in the fall. These updates are based on the Division's actual enrolment as of the September count date versus the projected enrolment used in the spring.

- Each fall, Trustees participate in School and Central Results Review meetings. The tentative dates for these meetings are outlined in Attachment I and are provided here for planning purposes. Confirmation of the dates and times, along with detailed information regarding these meetings for Trustees and decision units, will be outlined in a recommendation report prepared by Strategic Division Supports in the fall of 2025.

RECOMMENDATION

That the Process and Timeline for the 2025-2026 Budget as outlined in Attachment I, be approved.

NEXT STEPS

- If approved by the Board of Trustees, the 2025-2026 budget process and timeline will be communicated to principals and central decision unit leaders.
- The 2025-2026 Budget will be presented at the May 23, 2025, Special Board meeting, with the final budget report being submitted to the Province by the May 31, 2025, deadline.

ATTACHMENTS and APPENDICES

ATTACHMENT I Process and Timeline for the 2025-2026 Budget (Calendar)

JH:ja

2025-2026 Spring Budget Timeline

Attachment I

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
FEB	2	3 Pre-Enrolment Opens	4	5	6	7	8
	9	10	11 BOARD 2:00 PM	12	13	14	15
	16	17 FAMILY DAY	18 PD DAY	19	20	21	22
	23	24	25	26	27 TEACHER'S CONVENTION PROVINCIAL BUDGET ANNOUNCEMENT	28 TEACHER'S CONVENTION	1
MAR	2	3	4 BOARD 2:00 PM Process & Timeline Recommendation	5	6	7	8
	9	10	11	12 Projected Enrolment Principal Input Opens	13	14	15
	16	17	18 BOARD 2:00 PM	19 Projected Enrolment Principal Input Closes Pre-Enrolment Closes	20	21	22
	23	24 SPRING BREAK	25 SPRING BREAK Projected Enrolment File Forwarded to Budget & Funding	26 SPRING BREAK	27 SPRING BREAK	28 SPRING BREAK	29
APR	30	31 PD DAY	1 CAUCUS 9:00 AM BOARD 2:00 PM Distribution of Funds Feedback Report	2	3 POSSIBLE SPECIAL CAUCUS for the Introduction to the Distribution of Funds Feedback Report	4	5
	6	7	8	9 SPECIAL BOARD 2025-2026 Distribution of Funds Recommendation	10 BPS Could Open if Ready	11 BPS Opens	12

2025-2026 Spring Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
APR	13	14	15 BOARD 2:00 PM	16	17 PD DAY	18 GOOD FRIDAY	19
	20	21 EASTER MONDAY	22	23	24	25	26
	27	28 BPS Closes	29	30	1	2	3
MAY	4	5	6 BOARD 2:00 PM	7	8	9	10
	11	12	13	14	15	16	17
	18	19 VICTORIA DAY	20 BOARD APPROVED NON- INSTRUCTIONAL DAY	21 TEACHER'S DAY IN LIEU	22	23 SPECIAL BOARD Approval of the 2025-2026 Budget	24
	25	26	27 BOARD 2:00 PM	28	29	30 Budget Report Due to Alberta Education	31

2025-2026 Fall Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
OCT	28	29	30 THE NATIONAL DAY FOR TRUTH AND RECONCILIATION	1 Enrolment File to Budget & Funding	2	3 BPS Opens for Results Review and Plans	4
	5	6	7	8	9	10	11
	12	13 THANKSGIVING	14 BPS Opens for Fall Budget	15	16	17	18
	19	20 PD DAY (Municipal Election)	21	22	23	24	25
	26	27 BPS Closes – Budget, Results Review and Plans Due	28	29	30	31	1
NOV	2	3	4	5	6 Results Review, Plans and Budget Packages to Trustees	7	8
	9	10	11 REMEMBRANCE DAY	12 BOARD APPROVED NON- INSTRUCTIONAL DAY	13 BOARD APPROVED NON- INSTRUCTIONAL DAY	14 TEACHER'S DAY IN LIEU	15
	16	17	18	19 Central & School Results Review (tentative)*	20 Central & School Results Review (tentative)*	21 Audit Committee Presentation of Audited Financial Statements	22
	23	24 Central & School Results Review (tentative)*	25 Audited Financial Statements presented to Board	26 Audited Financial Statements submitted to the Province	27 Central & School Results Review (tentative)*	28 Central & School Results Review (tentative)*	29

*Central & School Results Review Meetings to be confirmed by Strategic Division Supports in the fall of 2025

PROCESS AND TIMELINE FOR THE 2025-2026 BUDGET (DETAIL)

Timeline	Process
March 4, 2025	<ul style="list-style-type: none"> Process and Timeline for 2025-2026 Budget is recommended to the Board of Trustees
April 1 or 3, 2025	<ul style="list-style-type: none"> Distribution of Funds feedback report is presented to Caucus (this date is dependent on when EPSB receives the Funding Profile from the Province)
April 9, 2025	<ul style="list-style-type: none"> Distribution of Funds is recommended to Board
April 10/11, 2025	<ul style="list-style-type: none"> Schools and central departments receive allocations and budget requirements
April 28, 2025	<ul style="list-style-type: none"> Schools and Central departments budgets are due
May 23, 2025	<ul style="list-style-type: none"> The 2025-2026 Budget recommendation report is presented to the Board of Trustees
Nov 19-20, 24, 27-28, 2025	<ul style="list-style-type: none"> School and Central Results Review (Tentative)

DATE: March 4, 2025

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Ten-Year Facilities Plan 2025-2034

ORIGINATOR: Cliff Richard, Chief Infrastructure and Technology Officer

RESOURCE STAFF: Shauna Bland, Andrea Ducharme, Josephine Duquetete, Jenifer Elliott, Terri Gosine, Geoff Holmes, Darryl Kaminski, Roland Labbe, Valerie Leclair, Andrew Lowerre, Maegan Lukian, Coreen Moccia, Shaminder Parmar, Allison Sylvester, Robert Tarulli, Jennifer Thompson, Kyle Wagner, Christopher Wright

REFERENCE [Infrastructure Planning Principles Policy \(EA.BP\)](#)
[Strategic Plan 2022–2026](#)
[Three-Year Capital Plan 2025–2028](#)
[Ten-Year Facility Plan 2024–2033](#)
[Government of Alberta School Capital Manual – Chapter 2](#)

ISSUE

The Province requires all school divisions to have a Ten-Year Facilities Plan available upon request. The current *Ten-Year Facilities Plan 2024–2033* was approved by the Board of Trustees on March 19, 2024. Administration has prepared the *Ten-Year Facilities Plan 2025–2034* (Attachment I) to provide up-to-date information and the context in which the Division is currently operating.

BACKGROUND

Alberta Education and Alberta Infrastructure require each school division to have a Ten-Year Facilities Plan available upon request. A Ten-Year Facilities 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 and historical, current and projected enrolment (increase in enrolment that may lead to additional 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
- 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

Edmonton's [City Plan](#) is a strategic document that charts a path for how the city should grow to accommodate a population of two million residents. The Plan identifies where housing and population growth will be encouraged to occur and how the city can create the environment to support growth that

is sustainable, efficient and creates a livable city. The Division's *Ten-Year Facilities Plan 2025–2034* focuses on planning for anticipated enrolment growth in the Division over the next ten-year period, while considering the potential for growth in population that is anticipated to reach the two million population horizon, beyond ten years.

The *Ten-Year Facilities Plan 2024–2033* highlights the challenges that the Division's inventory of facilities faces in the coming decade and can help inform Division families and members of the public about the manner in which funding to support Division needs is generated. Recent levels of provincial funding for capital projects and infrastructure maintenance and renewal have challenged the Division's ability to effectively accommodate new students who come to reside predominantly in newly developing neighbourhoods on the outskirts of the city, and to forecast and allocate resources for addressing deferred maintenance across the Division's ageing facilities.

These challenges, compounded by enrolment growth that continues to outpace the delivery of new school capacity, means choice for students and their families is becoming more limited. This includes an increasing number of schools where open attendance area boundaries cannot be maintained, challenges in expanding the Division's range of alternative and Division centre special needs program offerings, and providing access to schools close to where students live. Increased student commute times and limited access to equitable, high-quality and flexible learning spaces negatively impact the educational experience for a growing number of students and their families.

CURRENT SITUATION

Two main themes reflect major pressure points for the Division:

- the decreasing amount of space available to accommodate student enrolment growth
- the age and condition of Division facilities

The Division continues to experience increases in enrolment due to the favourable economic conditions in the province and the relative affordability of Alberta as compared to other Canadian provinces. Alberta's demographic landscape has experienced significant changes, marked by a robust growth rate that surpasses national trends. Between October 1, 2023 and October 1, 2024, the province has seen its population grow by 3.9 per cent, down slightly from 4.3 per cent over the prior one-year period. This growth is a testament to Alberta's appeal as a destination for both international and interprovincial migrants.

The Division is experiencing significant enrolment growth and, as a result, increased utilization of schools. The enrolment count from the end of September 2023 to the end of September 2024 increased by 4.4 per cent or 5,022 new students. The Division's overall space utilization rate increased to 88 per cent as of the September count date for the current school year—an increase of six per cent over the past two years. These increases, combined with a lack of timely funding for new school construction, have restricted the Division's ability to accommodate students close to where they live, increased student travel times and transportation costs, and limited the Division's ability to meet the demand for additional alternative and Division centre special needs program sites. The escalation in enrolment growth and projected future growth indicates that the overall Division utilization rate will grow to at least 90 per cent (estimated to have already been reached as of March 4, 2025) in the current school year, and is projected to reach 100 per cent near the start of the 2028–2029 school year. This was previously projected to occur by the 2027–2028 school year; however, a slight tempering in enrolment growth along with additional provincial modular classroom funding has precipitated an adjustment. Nonetheless, given that it takes between three and five years from the announcement of approved

funding to open a new school, any new school projects not currently funded for construction are likely to open after the Division reaches 100 per cent utilization.

In addition to needed new space, the Division supports an ageing infrastructure portfolio with deferred maintenance that now exceeds \$1 billion in value. Past and current levels of modernization project funding, Infrastructure Maintenance and Renewal (IMR) funding and Capital Maintenance and Renewal (CMR) funding have not been sufficient to address the deferred maintenance needs of ageing Division buildings.

The Division will continue to advocate for sufficient funding for infrastructure renewal and capital projects and implement sustainable energy initiatives to increase the operational efficiency of schools where possible. The recently announced Alberta [School Construction Accelerator Program](#) provides some optimism that the Division will experience some relief to our capacity challenges over the ten-year period; the degree to which conditions and projections will improve will be dependent on how many projects are approved for Edmonton Public Schools and how quickly construction can be completed.

NEXT STEPS

The *Ten-Year Facilities Plan 2025–2034* will be submitted to Alberta Education for provincial consideration. Further, it will inform the capital priority recommendations in the Division's *Three-Year Capital Plan 2026–2029*, which is scheduled to be tabled at the April 1, 2025, public Board meeting and submitted to the Province.

KEY POINTS

- Providing equitable access to high-quality learning environments remains an overarching goal in the Ten-Year Facilities Plan, as guided by the Division's Infrastructure Planning Principles Policy (EA.BP).
- The enrolment projection for September 2025 is 125,173 students, which would be an increase of 4,975 students (4.1 per cent) from September 2024.
- Between September 2023 and September 2025, the Division will have registered approximately 10,000 additional students, an increase of 8.7 per cent.
- Although enrolment growth is occurring in all sectors of the city, it has been greater in new suburban neighbourhoods in southeast, southwest and west Edmonton.
- Over the past eleven years, the Division's utilization rate has risen 17 per cent, from 71 per cent in 2013–2014 to 88 per cent as of the official September count date for the 2024–2025 school year.
- The overall Division utilization rate is estimated to have already reached 90 per cent this school year and is projected to reach 100 per cent by the 2028–2029 school year.
- The Division's total enrolment is projected to reach 172,130 students by 2034.
- Without additional new capital funding, enrolment growth will outpace new capacity by approximately 28,500 student spaces by 2034, which would be the equivalent of 30 additional Kindergarten to Grade 9 schools with a capacity of 950 students.
- New construction projects take between three and five years to complete once funded for design.
- Increases in the utilization rate will continue to challenge the Division's ability to expand locations for alternative programs and Division centres, increase the number of schools requiring enrolment control measures, increase travel distances for students, increase reclamation of spaces currently housing tenants, and result in using more specialized purpose-built spaces for regular instruction. Examples of purpose-built spaces include music rooms, food labs, career and technology spaces, libraries or learning commons, and physical education training rooms.
- Current levels of major modernization, IMR and CMR funding are not adequate to address the deferred maintenance needs of ageing Division buildings. The Division's estimated accumulated

deferred maintenance total across 214 operational school sites now surpasses \$1 billion.

- The Alberta School Construction Accelerator Program provides some optimism that the Division will experience some relief to our capacity challenges over the ten-year period.

ATTACHMENTS and APPENDICES

ATTACHMENT I Ten-Year Facilities Plan 2025-2034

CW:jl



Ten-Year Facilities Plan 2025–2034

(Updated February 18, 2025)



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EXECUTIVE SUMMARY

The *Ten-Year Facilities Plan 2025–2034* serves as an advocacy tool by highlighting the challenges that the Division faces over the coming decade in terms of space and the condition of our facilities. Population growth and evolving economic and demographic factors combined with fluctuating levels of provincial capital and maintenance funding continue to present significant challenges for the Division's planning and allocation of resources.

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

- key strategies and objectives for the next ten years or longer
- expected utilization rate and historical, current and projected enrolment (increase in enrolment that may lead to additional 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
- 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
- need for capital funding to modernize or add space to the school(s) where students are being relocated

Two key themes that represent the most pressing infrastructure challenges for the Division continue to be diminishing available space to accommodate enrolment growth, and the age and condition of the Division's school buildings.

The Division has witnessed a remarkable enrolment increase over the past few years, starting with a gain of 4,455 students or 4.2 per cent during the 2021–2022 school year. This was followed by the 2022–2023 school year when the Division marked the largest one-year enrolment increase since the 1964–1965 academic year (5,336 students or 4.9 per cent). The 2023–2024 school year was comparable with a growth of 5,022 students or 4.4 per cent. This surge in student numbers reflects broader demographic changes and poses both opportunities and challenges for the Division in terms of resource allocation, student accommodation and infrastructure planning.

Despite this overall increase in enrolment, the smallest cohort is Kindergarten. The smaller enrolment in Kindergarten suggests that the current surge in student enrolment is not being driven by an increase at the entry level (birth rate), but rather through growth in other grades (in-migration). As students in the Kindergarten cohort move up in grades, the cohort demonstrates an average growth of 1,900 students (30 per cent) by the time they reach Grade 10. This is a further indication that the Division's growth is being driven, in large part, by new students as a result of interprovincial and international migration.

Alberta's sustained growth presents both opportunities and challenges. As Alberta's population grows through international and interprovincial migration, the labour force will inevitably increase and produce a larger pool of skilled workers and drive economic development. For example, while the province's growth rate decreased slightly in 2024 compared to the preceding year, it remained the highest in Canada, surpassing even the historically strong growth of 2022. This sustained demographic momentum

is evident in the province's consistent quarterly gains, outpacing all other provinces in the rest of the country.

Rising school enrolments, fueled by the influx of young families, will, however, necessitate significant investment in educational infrastructure, maintenance, and staffing. Division total enrolment is expected to continue to grow steadily through to 2034. Although enrolment growth is occurring in all sectors of the city, it is greatest in new growth neighbourhoods in southwest, southeast and west Edmonton. Without additional capital funding, enrolment growth will continue to outpace capacity by approximately 28,500 students by 2034–2035. Depending on the project delivery method and other factors, newly funded projects take between three and five years to complete and realize additional student spaces.

The amount of space available to accommodate new Division students is declining, which challenges how the Division has operated foundationally for decades. Continued increases in utilization result in reduced choice for families, with fewer options for families to access Division centre special needs and alternative programming, reduced open boundaries access to other schools, increasing pressure on yellow bus service levels, and reclamation of specialized spaces for regular instruction. Specialized spaces include those for career and technology studies (CTS), music, art, library and leases like childcare. All of these programs and services contribute to providing equitable access to high-quality learning environments, with the increasing shortage of space potentially profoundly impacting the way the Division accommodates students moving forward.

Since the 2010–2011 school year, the Division has opened 28 net new schools and five replacement schools, and hopes to open five future schools by 2029, for a total of 35,842 newly constructed student spaces. In addition, the Division has either installed or relocated 486 modular classrooms in lieu of funding for new schools. Over the past ten years, the Division's utilization rate has risen 13 per cent (from 75 per cent in 2014–2015 to 88 per cent as of the official September count for 2024–2025).

Limited new construction funding for new schools 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 are caused by growing capacity limitations.

Funding limitations are also leading to a mounting deferred maintenance deficit, which is over \$1 billion for the 2024–2025 school year, limiting the Division's ability to deliver quality learning environments for all students regardless of where they live. The Division explores avenues to increase the value obtained from infrastructure spending through joint partnerships with local stakeholders on capital projects 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 contemporary learning spaces, enhanced energy sustainability, incorporation of partners, and reduced operating costs. The Division has had seven new schools announced for full construction funding since 2018:

- Joey Moss elementary/junior high school opened in September 2022
- Elder Dr. Francis Whiskeyjack high school opened in September 2024
- Edgemont elementary/junior high school, opening date to be determined
- Glenridding Heights junior/senior high school projected to open in September 2028
- Glenridding Heights elementary school projected to open in 2029

- Rosenthal elementary school projected to open in 2029
- McConachie junior high school projected to open in 2029

Additionally, design funding has now been announced for two additional school projects:

- Delton School K–6 Replacement
- Spruce Avenue School 7–9 Replacement

The projected opening dates for schools in the design and construction phases remain dependent on numerous factors and may change if project or funding delays materialize. The Alberta [School Construction Accelerator Program](#) provides some hope that projects in the design phase will move swiftly into construction, and that additional new schools are announced over the next two years and beyond.

Regarding the maintenance and upkeep of the Division’s existing schools, recent levels of Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) funding are not adequate to fully address the deferred maintenance needs of ageing Division buildings. The Division typically receives information regarding the provincial allocations of IMR and CMR in March of each year. There has been some indication that the funding levels for CMR for 2025–2026 may be increased; however, this remains unconfirmed.

Replacement facilities represent the most efficient path to addressing the deferred maintenance of an ageing building inventory while ensuring equitable access to high-quality learning environments and reducing the Division’s carbon footprint by replacing old and inefficient buildings with new ones constructed to contemporary learning and environmental standards. Looking ahead, strategic planning and investment in infrastructure will be crucial to accommodate the growing population and ensure the long-term sustainability of Alberta's education system.

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

INTRODUCTION

The Ten-Year Facilities Plan 2025–2034 aims to set a path forward for Edmonton Public Schools by identifying markers that influence enrolment and student accommodation. The Plan is updated regularly to reflect changes that impact the way the Division leverages trends, manages opportunities and addresses challenges.

GROWTH TRENDS

Population Growth

According to Statistics Canada and the Province of Alberta's [current provincial population estimates](#), Alberta's demographic landscape has undergone significant changes, marked by a robust growth rate that surpasses national trends. Changes to federal immigration policies in 2024 have started to slow the number of non-permanent residents moving to Alberta; however, net international migration continued to be the biggest driver of Alberta's growth in the third quarter of 2024.

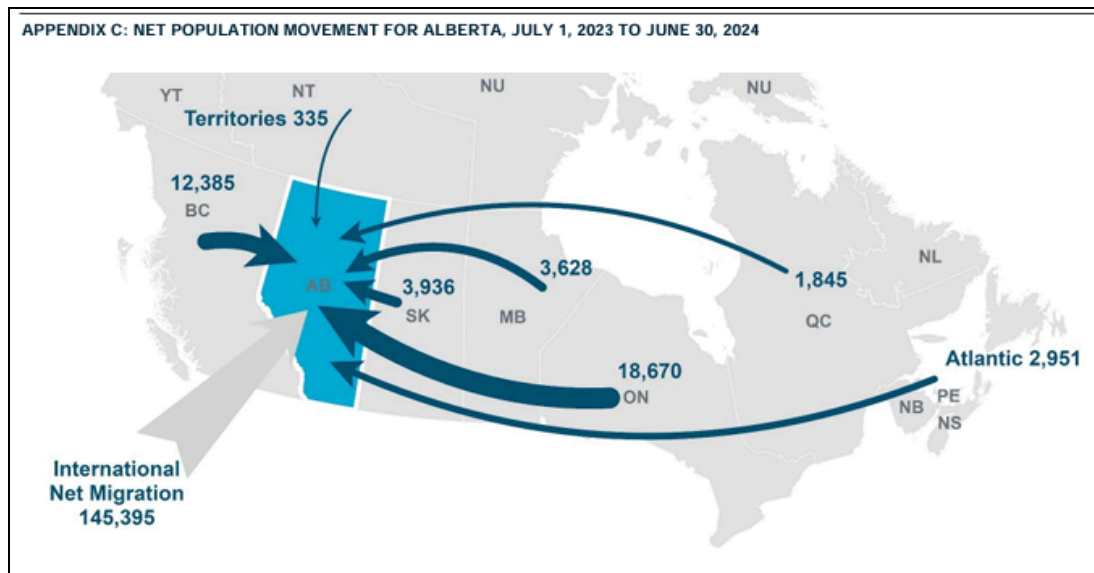
Between October 1, 2023 and October 1, 2024, the province has seen its population grow by 3.9 per cent, down slightly from the prior one-year period (4.3 per cent). Alberta maintained its position as the fastest-growing province in Canada for the fifth consecutive quarter, despite signs of slowing. Between July 1 and September 30, 2024, Alberta's population grew by 0.9 per cent, surpassing Quebec (0.5 per cent), British Columbia (0.4 per cent), and Ontario (0.3 per cent).

Immigration was a key driver, with Alberta setting a new third-quarter record and securing the second-highest share of immigrants in Canada. However, gains from non-permanent residents (NPR) slowed significantly, likely due to federal policy changes.

In the third quarter of 2024 alone, Alberta welcomed almost 17,000 immigrants, setting a new record for the highest number of international migrants for the third quarter since 1971. This trend has been consistent over the last year, with the province adding more than 145,000 residents through international migration. While Alberta's growth rate has slightly slowed, the province remains a leader in population expansion, driven by record immigration levels and sustained interprovincial migration gains.

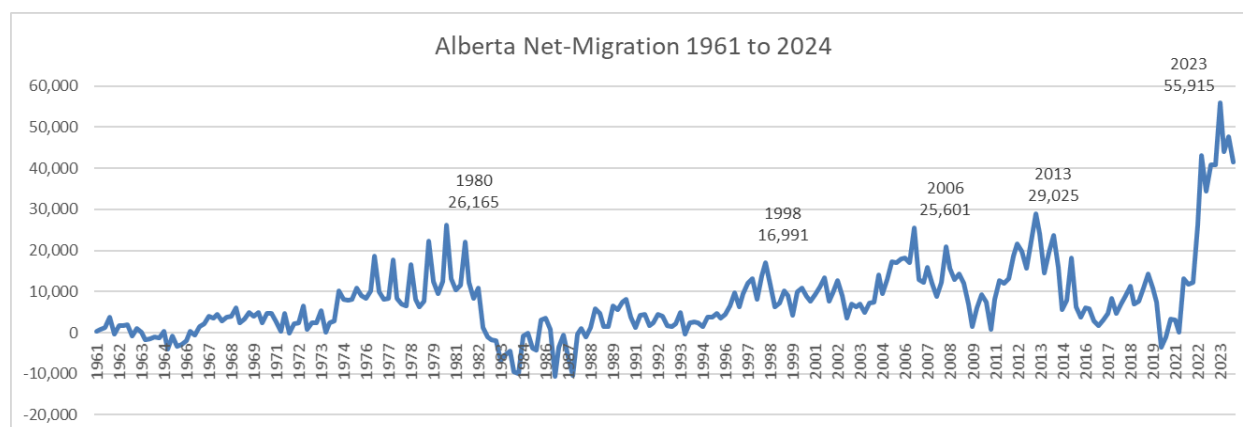
Further bolstering Alberta's population growth is the steady influx of residents from other Canadian provinces. In the third quarter of 2024, the province experienced an increase of over 10,000 interprovincial migrants, reaching a population of 4.93 million as of October 1, 2024. The consistent flow of people into Alberta is highlighted by the fact that, for nine consecutive quarters, the province has seen the highest net interprovincial gains of all provinces in Canada.

A closer look at the origins of these interprovincial migrants reveals that British Columbia and Ontario are the principal contributors. These two provinces accounted for over two-thirds of Alberta's net interprovincial migrants in the third quarter and more than 70 per cent over the last four quarters. This pattern marks a departure from previous migration waves, where the combined share from Ontario and BC was significantly lower. This shift suggests that housing affordability, particularly in contrast to the more expensive markets of British Columbia and Ontario, is playing a greater role in influencing migration decisions.



Source: [Annual population report, Alberta 2023–2024](#)

- Factors such as a labour shortage, competitive cost of living, high average incomes, relative housing affordability and availability, as well as promotions such as the “Alberta is Calling” and the “It’s Better Here” campaigns are all contributing factors that draw new residents to the province and Edmonton.
- The provincial government has tracked net migration for Alberta from the first quarter in 1961 to the third quarter in 2023. The *Alberta Net-Migration Table* includes both international immigration and inter-provincial migration, while being adjusted for those leaving the province.



Source: [Net Migration – Alberta Economic Dashboard](#)

- The net migration peak in July 2023 was almost twice as high as the next highest peak experienced in 2013.

The province's economic environment further complements its demographic appeal, reflected in a number of indicators including the highest Gross Domestic Product (GDP) per capita, the highest employment rate, the highest retail sales per capita, and highest average weekly earnings of any province. However, with such a large influx of new residents, the labour market is in the process of

adjusting to the increase of people looking for employment. As such, Alberta’s unemployment rate increased to 7.5 per cent in 2024.

Additionally, the job vacancy rate in Alberta has recently surpassed the national rate for the first time since early 2016, indicating a healthy and dynamic labour market. Alberta had the highest disposable income per household of any province in 2022 according to Statistics Canada. At \$113,572, disposable income per household in Alberta was 22 per cent higher than the national average of \$93,290. The closest province was British Columbia at \$99,474.

Finally, Alberta benefits from a relatively large natural increase in population, thanks to its younger demographic profile. The natural increase, calculated as births minus deaths, has contributed nearly 16,000 to the population over the last four quarters. This aspect, though less prominent than migration, is an important component of the province's overall population growth, reflecting both the vitality and potential accommodation challenges of Alberta's demographic landscape.

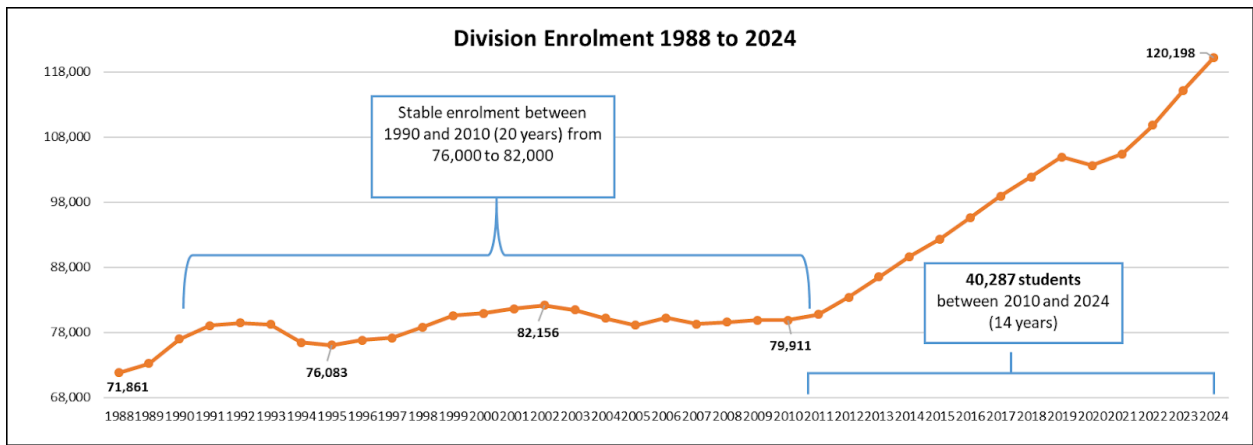
Looking forward, changes to the federal government's immigration policy call for a reduction in permanent residency targets over the next three years. The [2025–2027 Immigration Levels Plan](#) aims to reduce permanent resident intakes from previous targets of 500,000 to 395,000 permanent residents in 2025, 380,000 permanent residents in 2026 and 365,000 permanent residents in 2027.

Despite these planned decreases in immigration intakes over the next three years, Alberta's continued affordability and attractiveness as a destination, it is likely that the province will continue to receive a significant portion of this migration. This sustained influx will likely contribute to ongoing growth in school enrolments, necessitating proactive planning and investment in educational infrastructure.

Division Enrolment Growth

Division enrolment has continued to increase, following a slight decrease in 2020 (first year of the pandemic) and has reached levels of growth not seen by the Division in almost 60 years.

The following graph shows the Division’s yearly enrolment since 1988:

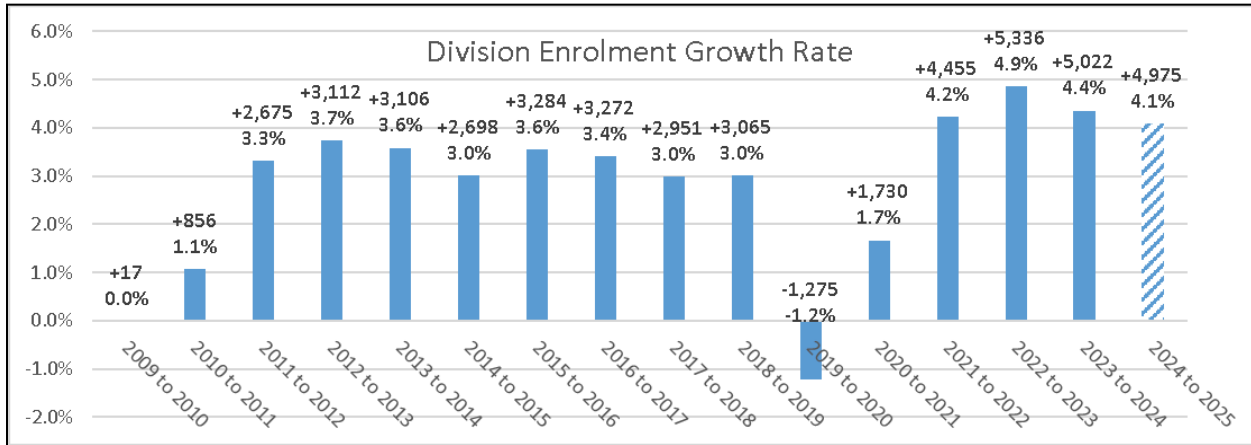


Between 1990 and 2010, the Division’s enrolment experienced minor fluctuations, but was stable at approximately 80,000 students. From 2011 to 2021, the City of Edmonton grew by 24 per cent (based on federal census data) and the Division grew by 31 per cent over the same time period.

Beginning in 2010, there was a pronounced increase in the growth rate, as the Division grew by over 40,000 students between 2010 and 2024. Between 2011 and 2019, the Division’s average growth rate was 3.3 per cent. While growth declined for a period during the pandemic (2020 and 2021), as shown in the *Division Enrolment Growth Rate* graph below, the average growth rate grew to 4.5 per cent for 2022 to 2025. This increased growth rate on a growing total student enrolment accelerates and compounds our total enrolment growth and the coming associated capacity challenges.

The Division has witnessed a remarkable enrolment increase over the past few years, starting with a gain of 4,455 students or 4.2 per cent during the 2021–2022 school year. This was followed by the 2022–2023 school year when the Division marked the largest one-year enrolment increase since the 1964–1965 academic year (5,336 students or 4.9 per cent). The 2023–2024 school year was comparable with a growth of 5,022 students or 4.4 per cent. This surge in student numbers reflects broader demographic changes and poses both opportunities and challenges for the Division in terms of resource allocation, student accommodation and infrastructure planning.

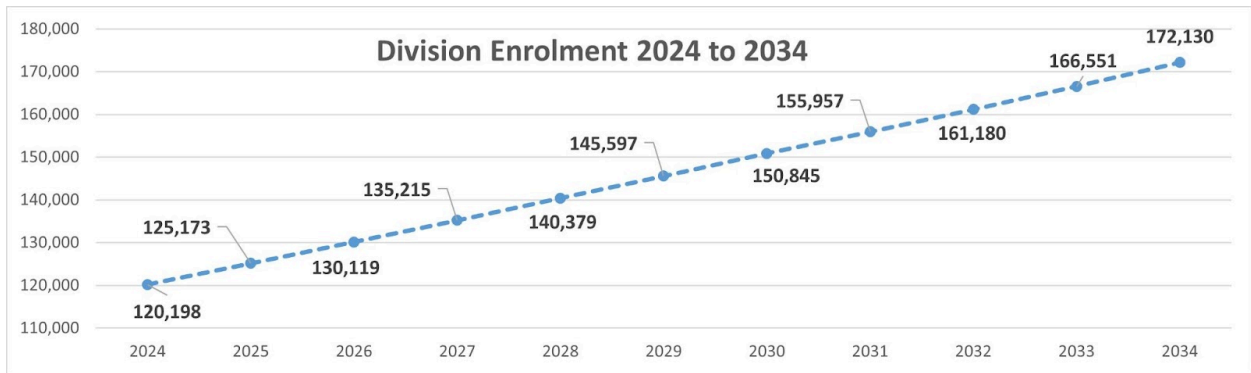
Despite this overall increase in enrolment, the smallest cohort is Kindergarten. The smaller enrolment in Kindergarten suggests that the current surge in student enrolment is not being driven by an increase at the entry level (birth rate), but rather through growth in other grades from new resident students. This is not to suggest that Kindergarten growth is not without impact. As students in the Kindergarten cohort move up in grades, the Kindergarten cohort demonstrates an average growth of 1,900 students (30 per cent) by the time they reach Grade 10. This is a further indication that the Division’s growth is being driven, in large part, by interprovincial and international migration.



The projection for September 2025 is 125,173 students, which would be an increase of 4,975 students (4.1 per cent) from September 2024. Between September 2023 and September 2025, the Division will have registered approximately 10,000 additional students, an increase of 8.7 per cent.

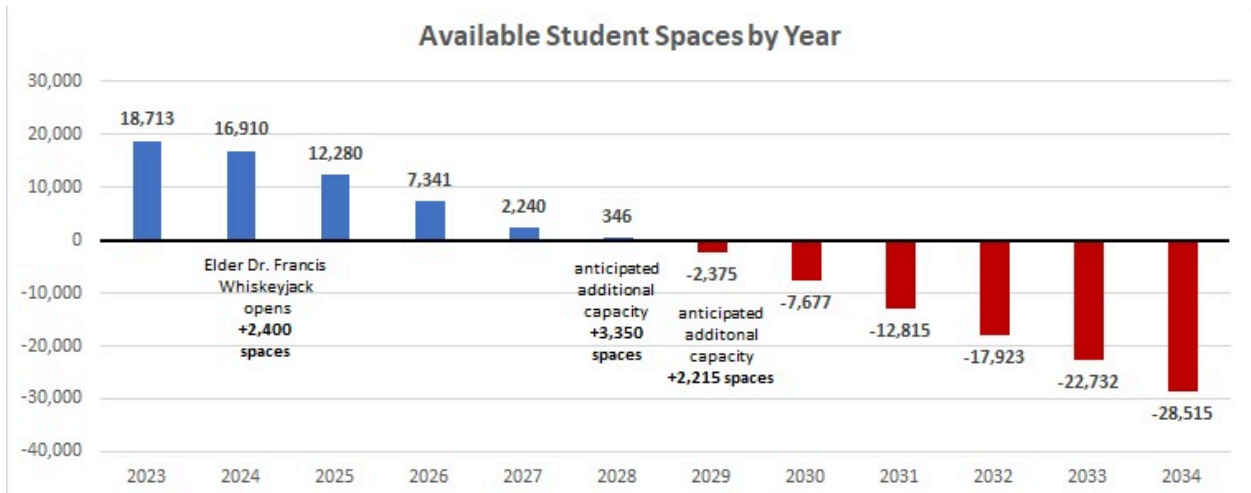
Since the end of September 2024, the Division had been growing by an average of over 100 new students every week, nearly one modular classroom’s worth of students per school day. The Division surpassed 122,000 students on January 9, 2025 as the in-migration trends continue.

While there has been a trend of escalating annual percentage enrolment growth from 2021 through to the projection for 2024–2025, enrolment growth is projected to return to more typical growth percentages of 3.2 to 3.9 per cent (averaging 3.5 per cent) in subsequent years, through to 2034. That stated, the *number* of new students enrolled annually will continue to rise given that a stable percentage of an increasing total enrolment still yields increased growth, despite a lower projected growth rate (by percentage) in subsequent years. As such, total enrolment is projected to reach 172,130 students by 2034.



When the number of new student spaces available within Division infrastructure does not keep pace with the enrolment growth, flexibility and choice in accommodation is limited. As the gap between the funding and construction of new infrastructure and the Division’s enrolment continues to widen, the Division will increasingly struggle to accommodate students. New spaces to accommodate these students would need to have already been approved for construction in order to slow increases in the Division’s overall utilization rate.

The *Available Student Spaces by Year* graph depicts the difference between adjusted enrolment and net capacity, which is the current and projected space surplus/deficit from 2023–2024 to 2034–2035. The graph includes projects funded for construction and projected to open over the next 10 years.



Since 2010, the Division received funding to open 28 new schools in new growth areas as a result of previously identified capital priorities. The most recent school opened was Elder Dr. Francis Whiskeyjack School in September 2024 with 2,351 student spaces.

Currently, five new school projects that have been funded for full construction are underway:

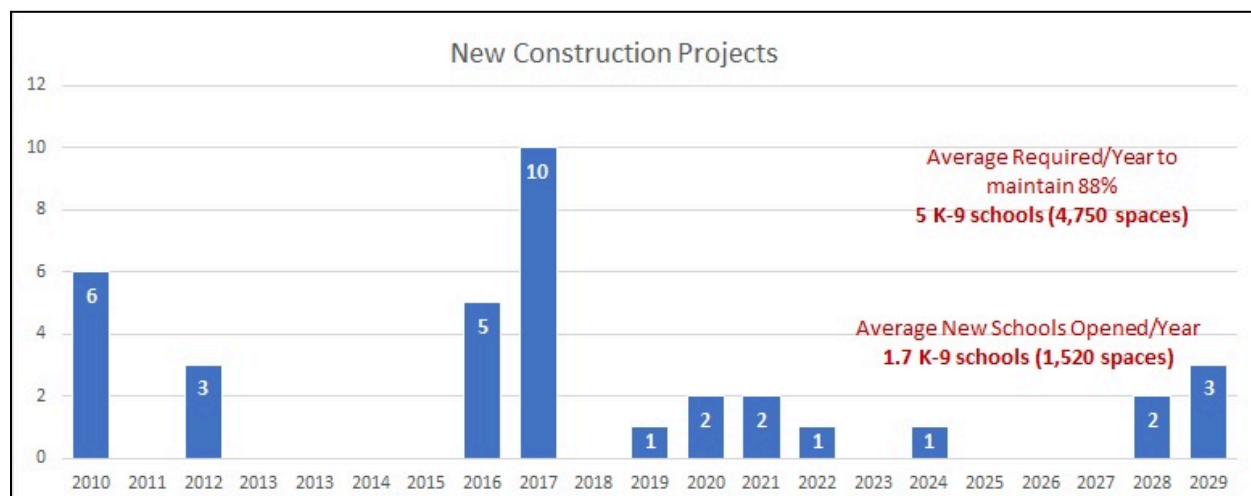
- an elementary/junior high school with 950 student spaces in Edgemont, opening date to be determined (originally anticipated in 2027; project delays subsequently encountered)
- Glenridding Heights 7–12 school, which is estimated to open in September 2028
- Glenridding Heights elementary school projected to open in 2029
- Rosenthal elementary school projected to open in 2029
- McConachie junior high school projected to open in 2029

Two additional projects have been funded for design funding:

- Delton School K–6 replacement
- Spruce Avenue School 7–9 replacement

Even if new school construction funding was announced immediately, depending on the funding delivery method, there will be three to five years between the announcement of funding and opening spaces to accommodate resident students. Although additional student spaces as a result of the opening of these schools will help the Division’s overall capacity issues in the short term, the Division will nonetheless be deficient by more than 2,500 student spaces by 2029. This will continue to increase to a deficit of approximately 28,500 student spaces by 2034 without additional new school construction approvals in the near-term.

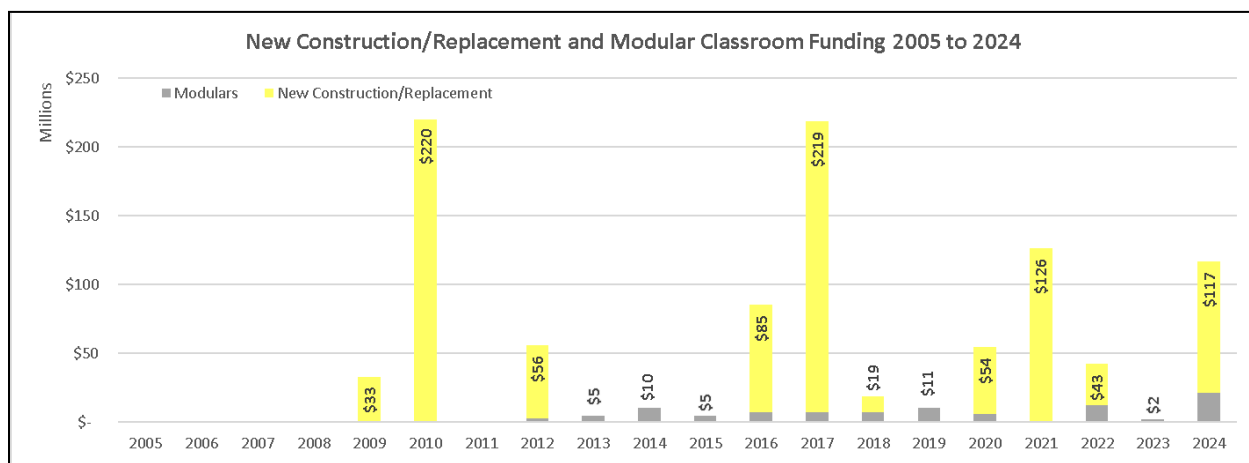
The *New Construction Projects* graph shows how many schools will have opened by year since 2010, including the previously mentioned five new schools.



The above chart illustrates the intermittent funding for school construction over the years. On average, the Division will have been funded for 1.7 new schools per year since 2010, excluding modernizations and replacement schools. However, if school construction were to be at a pace to maintain the Division’s September 2024 utilization rate of 88 per cent, five new schools per year would be required.

Enrolment growth for September 2025 is projected to be 4,975 students. This is equivalent to more than five Kindergarten to Grade 9 (K–9) schools at 950 students each. If the Division were able to open five schools per year, the Division’s utilization rate could be stabilized at 88 per cent; otherwise, the Division utilization rate will continue to increase. Of note, 80 per cent utilization is typically the point where a school begins to feel full. In order to accommodate additional enrolment, schools will normally be required to start converting non-instructional space such as staff rooms, conference rooms, libraries, etc., into classrooms, reducing flexibility and programming options.

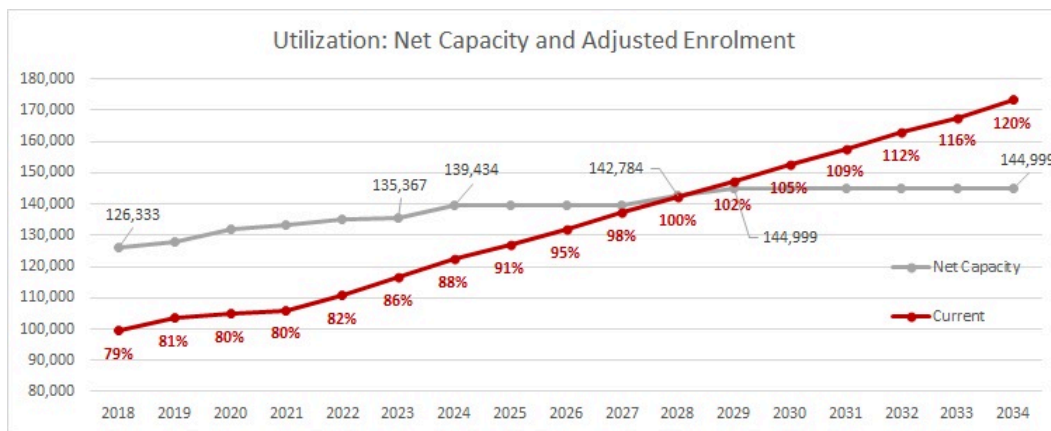
The *New Construction/Replacement/Modular Classroom Funding* graph depicts the inconsistency of capital funding provided to accommodate enrolment growth.



When funding for student space is insufficient and inconsistent, the Division must employ other growth control mechanisms that limit choice for families and increase travel times to designated schools further from where students live.

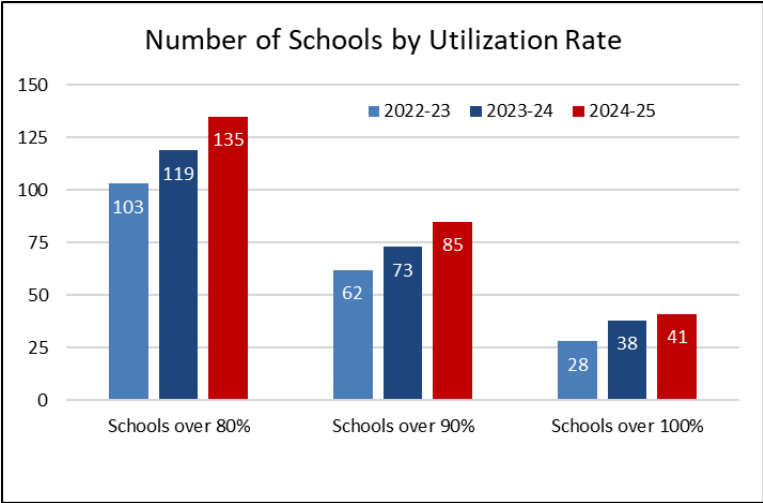
UTILIZATION AND STUDENT ACCOMMODATION

The *Utilization: Net Capacity and Adjusted Enrolment* graph is another way to contextualize the reduction in available space into the future.



The projected growth shows that the Division will exceed 90 per cent utilization in 2025 and is projected to reach 100 per cent capacity by 2028. Of note, new infrastructure takes a minimum of three years to build and open to students. The pace of enrolment growth both by percentage and by total net new students is accelerating, exacerbating the challenges that limited funding for new schools and modular classrooms cause.

In 2022–2023, there were 103 schools at or above 80 per cent utilization, 62 schools at or above 90 per cent, and 28 schools at or above 100 per cent utilization. In 2024–2025, this has grown to 135 schools at or above 80 per cent utilization, 85 schools at or above 90 per cent, and 41 schools at or above 100 per cent utilization.



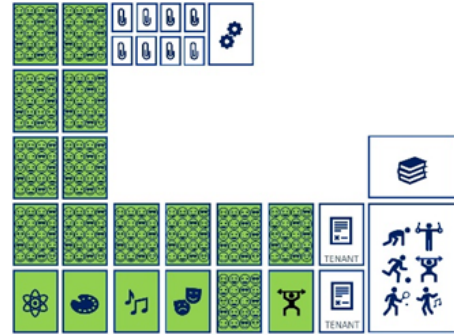
In 2014–2015, the Division’s utilization rate was 75 per cent; it reached 88 per cent for the official September count for 2024–2025, a rise of 13 per cent in overall utilization during the last 10 years despite opening 22 new schools. In that same period, the Division has had to make many changes to accommodate resident students. As Division schools continue to experience a 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 over 120,000 students. Using this analogy, the pressures that individual schools experience will become the pressures that the entire Division will feel. Accommodating resident students close to home and providing alternative and Division centre classroom options becomes much more difficult, ultimately limiting family choice.

80 per cent to 89 per cent Utilization Rate

As a school:

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



As a sector (North, Northwest, West and Central sectors):

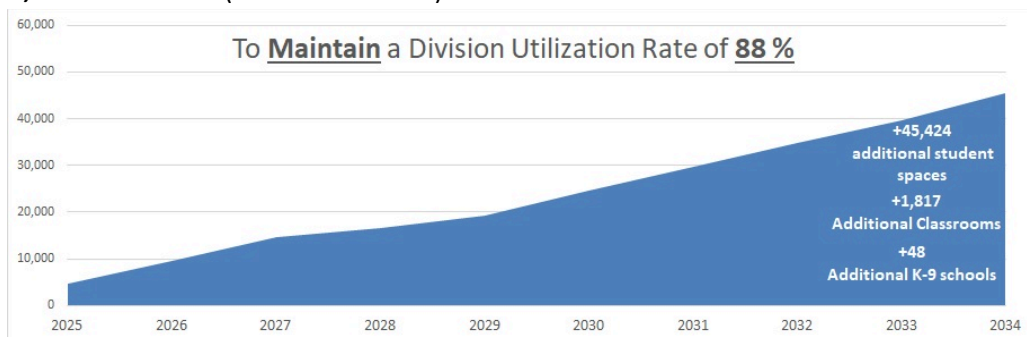
- Some regular program students will be designated into other sectors for accommodation as no space is available where they reside.
- Many alternative program students will need to leave the sector for programming.
- Some Division students requiring specialized supports will need to leave the sector 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 more difficult as space is reduced for all programming.
- Division centre special needs program 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.
- Fewer schools will have dedicated lease space available and some will be reclaimed to accommodate enrolment growth.
- 15 to 20 per cent of schools will have closed boundaries or will have a lottery process in place.

The Division at 88 per cent utilization (official September count for 2024–2025). In order to maintain this utilization rate, the Division would need to **add 45,424 student spaces** by 2034, which is the equivalent to opening:

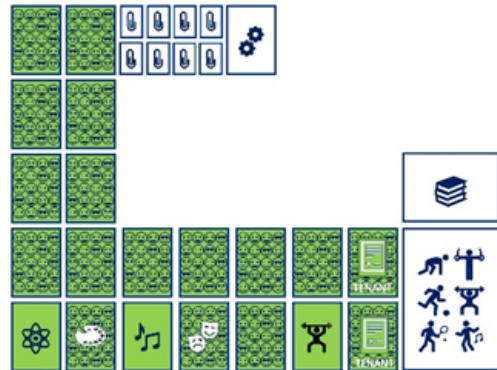
- **48 additional Kindergarten to Grade 9 schools** (950 students each)
- **1,817 classrooms** (25 students each)



90 per cent to 99 per cent Utilization Rate

As a school:

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



As a sector (Southeast 1, Southwest 1 and Southwest 2 sectors):

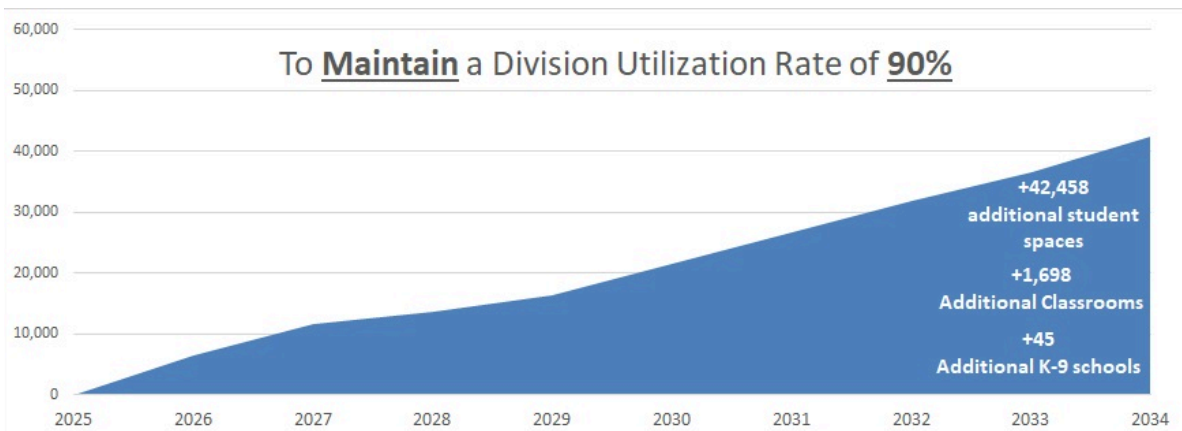
- Most alternative program students will have to leave the sector to attend the program, as classes are limited to accommodate regular program growth.
- Many Division centre students who require specialized supports will be accommodated in sectors where they do not reside.
- The number of resident students who 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 transportation service model would be under pressure to maintain current service levels without significant impacts to driver availability.
- Only a handful of dedicated space leases remain in operational schools.

The Division will be at **90 per cent utilization** before September 2025. In order to maintain this utilization rate, the Division would need to **add 42,458 student spaces** by 2034, which is equivalent to opening:

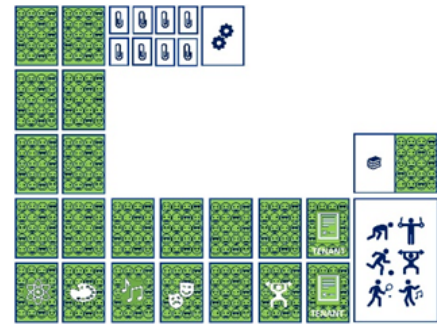
- **45 additional Kindergarten to Grade 9 schools** (950 students each)
- **1,698 classrooms** (25 students each)



100 per cent Utilization Rate and Above

As a school:

- There are no empty rooms in the building; in fact, there may be more classes than there are rooms.
- If modular classrooms or additional space is not added, any growth will require spaces to be created, if possible, inside the building. 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 (Southeast 2 sector):

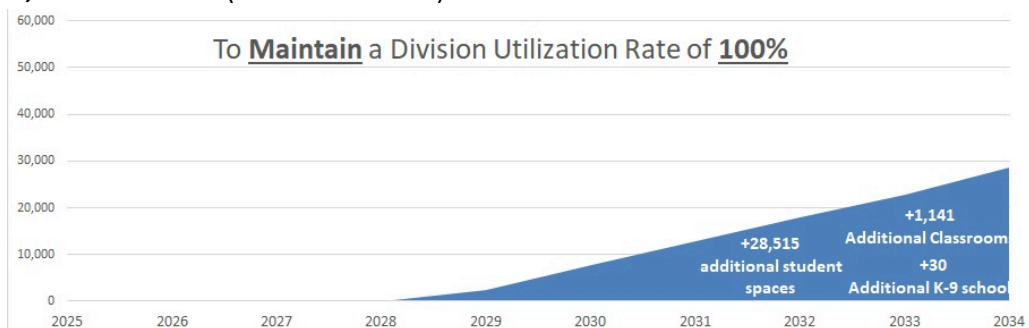
- Any new growth will not be designated within the sector.
- Ride times will be long as many schools will use a lottery process with overflow designations to other sectors.
- The average ride time will increase as designations and program locations continue to move further from where students reside.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

As a Division:

- Most schools will have closed boundaries or a lottery process in place. There will only be a handful of schools that still have open boundaries.
- There is no space for alternative program expansion or Division centre special needs program expansion.
- Most schools will not have purpose-built or CTS spaces, as all spaces will be needed for regular programming.
- Most libraries are subdivided; gathering areas hold classes full-time. In some cases, fitness areas are reclaimed as well.
- Transportation resources will need to be prioritized. Service levels will be significantly reduced.

The Division is projected to be at **100 per cent utilization** in September 2028. In order to maintain this utilization rate, the Division would need to **add 28,515 student spaces** by 2034 which is the equivalent to opening:

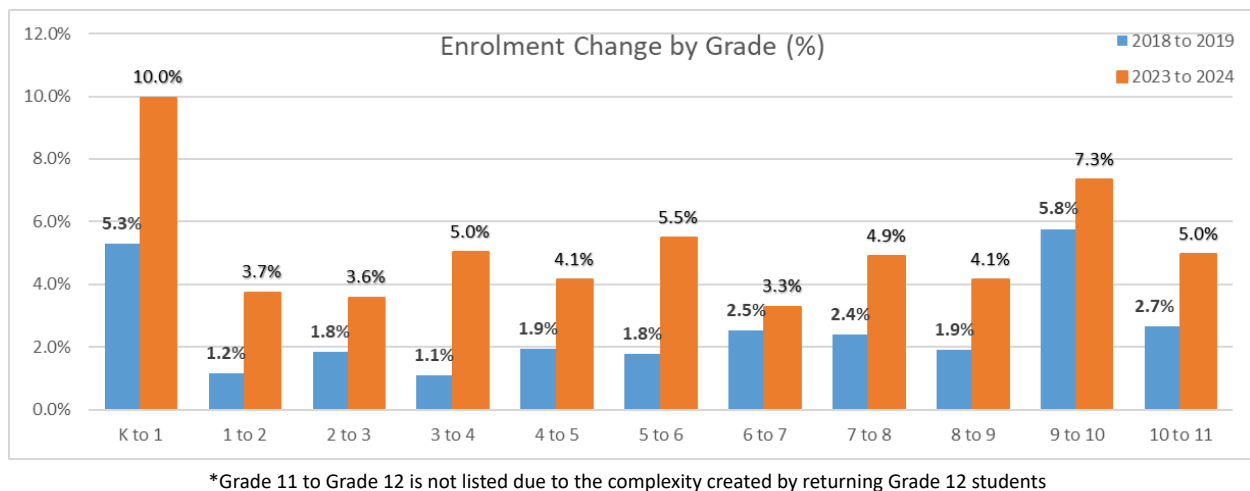
- **30 additional Kindergarten to Grade 9 schools** (950 students each)
- **1,141 classrooms** (25 students each)



This analogy shows that, as the Division becomes more fully utilized:

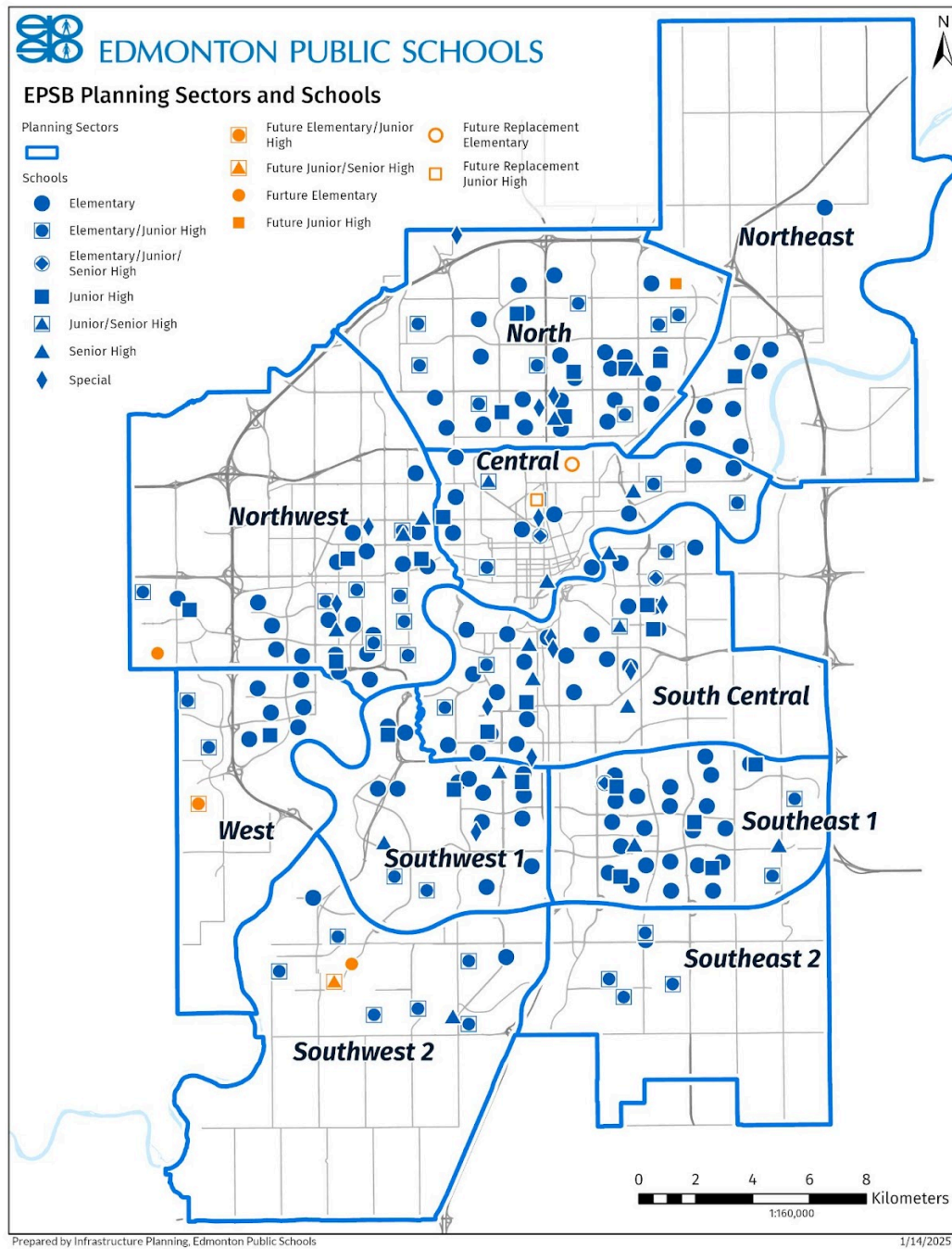
- The ability to accommodate resident students where they reside or even within their home sector becomes increasingly difficult.
- Well-distributed alternative programming is not possible and Division centre special needs programming cannot expand.
- The selection of designated receiving schools to serve new growth areas will require students to be transported the furthest.
- The strain on the transportation system increases as designated schools are further away and neighbourhoods are designated to attend multiple different schools; lottery processes and associated overflow designated schools require more transportation resources.
- Ultimately, the Division's ability to provide choice erodes as utilization increases.

The growth in enrolment is occurring in all grade levels as shown in the *Enrolment Change by Grade* graph below, with the most notable increases in Kindergarten to Grade 5. This pattern is indicative of families moving to the city to access programming in the Division, as opposed to a higher birth rate from families already residing within the city. Immigration also results in more students entering the Division during the school year.

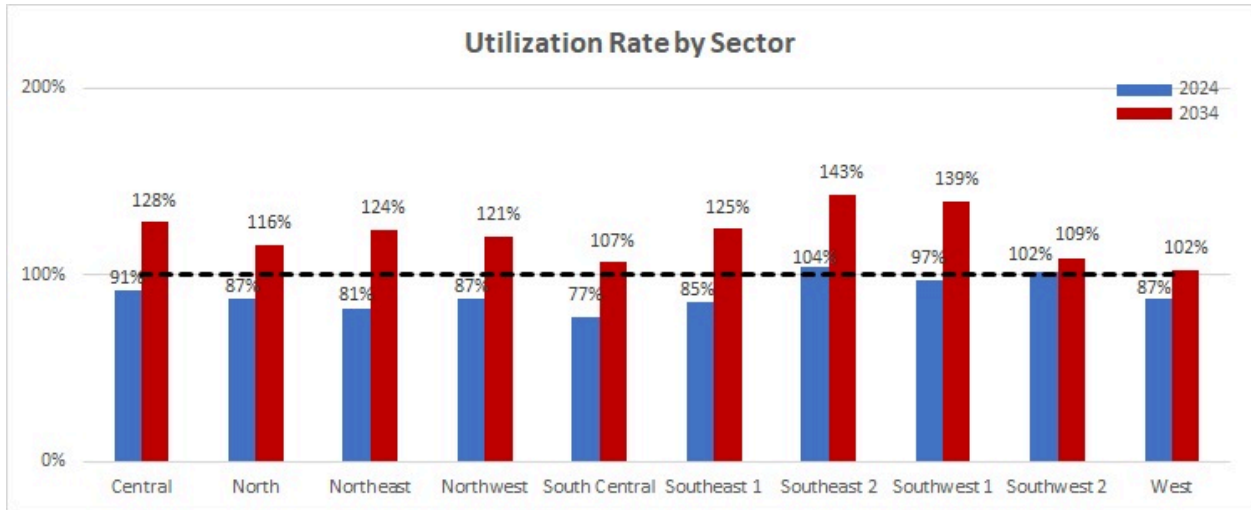


Planning Sectors

The Division uses 10 planning sectors to analyse geographic data to inform capital planning recommendations and student accommodation decisions. The 10 planning sectors aim to distribute the current enrolment, projected growth, similar school communities, and numbers of school facilities as equitably as possible. The planning sectors honour the Division's objective of bringing high-quality educational opportunities to students as close to home as possible.



Although there is enrolment growth in all sectors, the distribution of this growth is varied. Only one sector out of 10 is currently below 80 per cent utilization: South Central. As these areas reach capacity, there will be growth accommodation pressures on existing space in other sectors. For example, the Central and Northwest sectors continue to experience a notable increase in utilization as they are required to continue to accommodate a growing number of students from outside the sector. As shown in the *Utilization Rate by Sector* graph, without additional new capacity, all 10 planning sectors will be over 100 per cent utilization by 2034, when the Division Utilization Rate is projected to be 120 per cent.

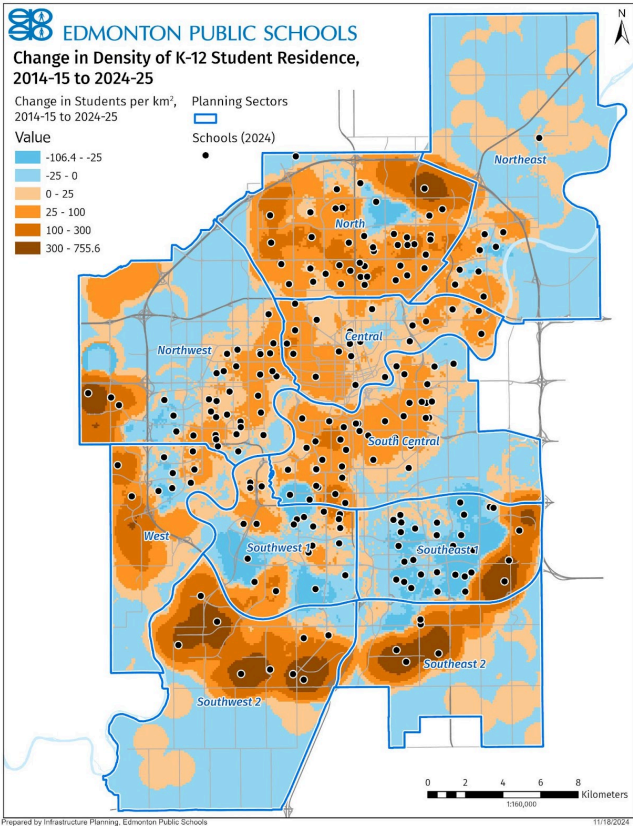


On average, 47 per cent of the students attending schools in the Central sector reside in the Central sector. The growth shown in the Central sector is primarily due to increases in city-wide draw schools, placement of programming where there is available space, and designations for growth areas. As the utilization rate increases in the Central sector, it will be unable to accommodate students from other sectors, thereby putting more pressure on the remaining sectors.

In the *Change in Density of K–12 Student Residence Map 2014–2015 to 2024–2025*, these trends can be seen for the 10-year period.

Overall, the density of students has increased in all sectors; however, the growth has been more significant 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



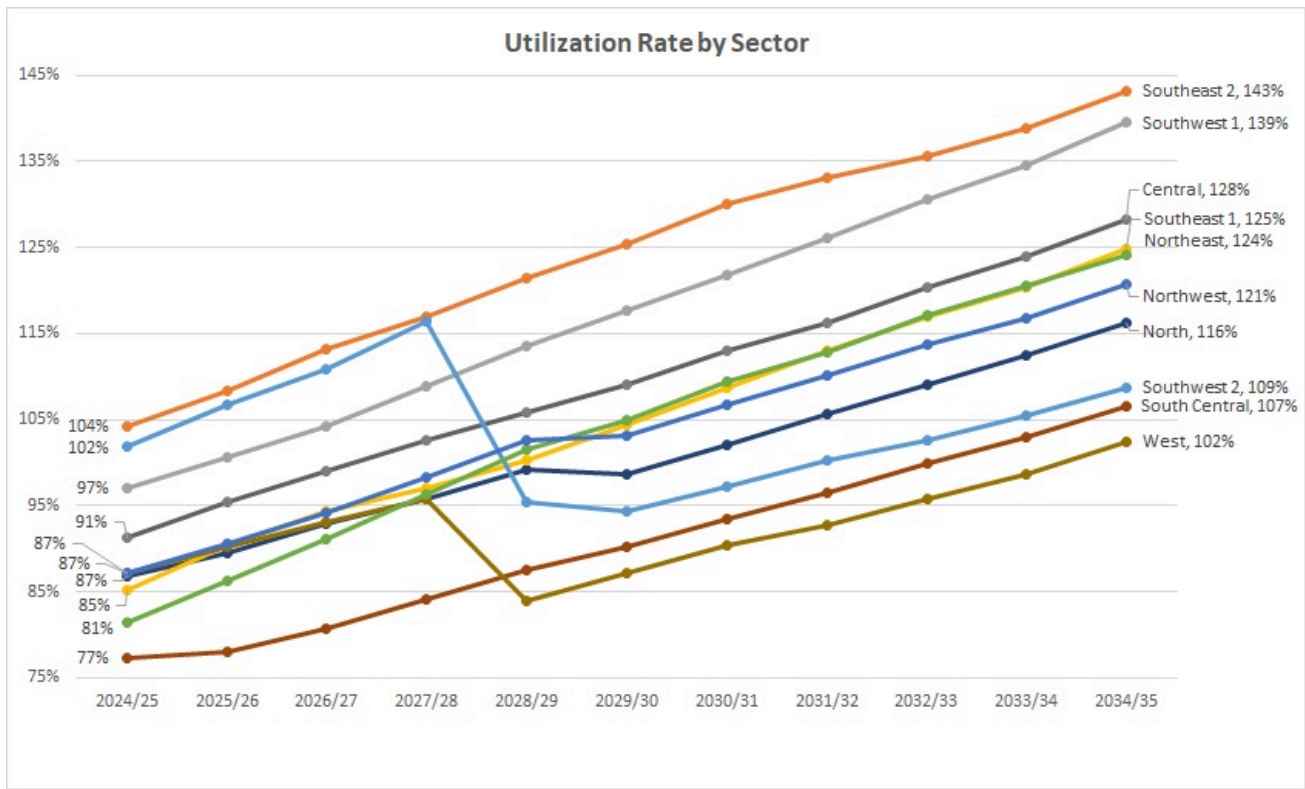
indicated by the lighter orange/brown areas. Growth in the core (Central, South Central and partially Northwest) is growing slightly with a net change in density of less than 100 students per square kilometre over the last 10 years.

The slight growth in the core area, which is still lower than the total design capacity of the buildings, is indicative of increasing pressure on the Division’s older facilities. This continues to be the pattern that the Division is experiencing in the core area. The City of Edmonton has since introduced the [City Plan](#) and the new [Zoning Bylaw 20001](#) to encourage increased new growth in the core. Administration will continue to monitor changes and evaluate how the City Plan may influence the demographics in all areas.

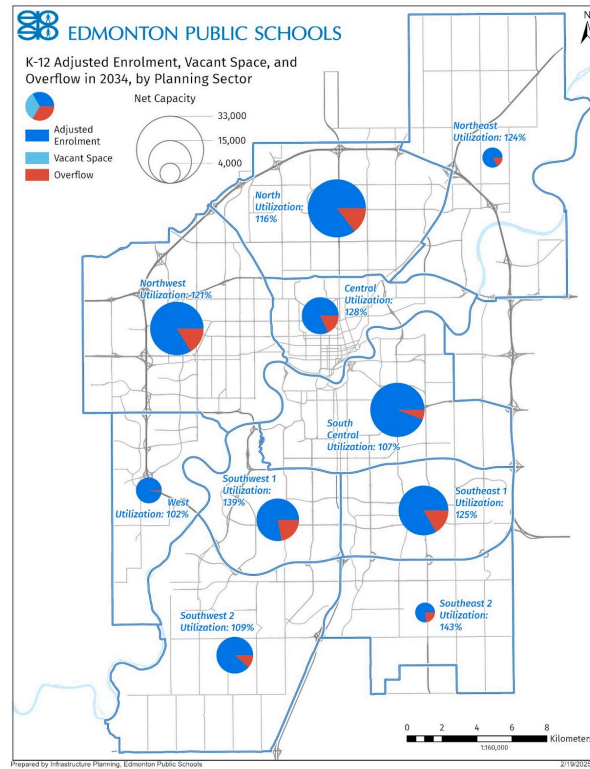
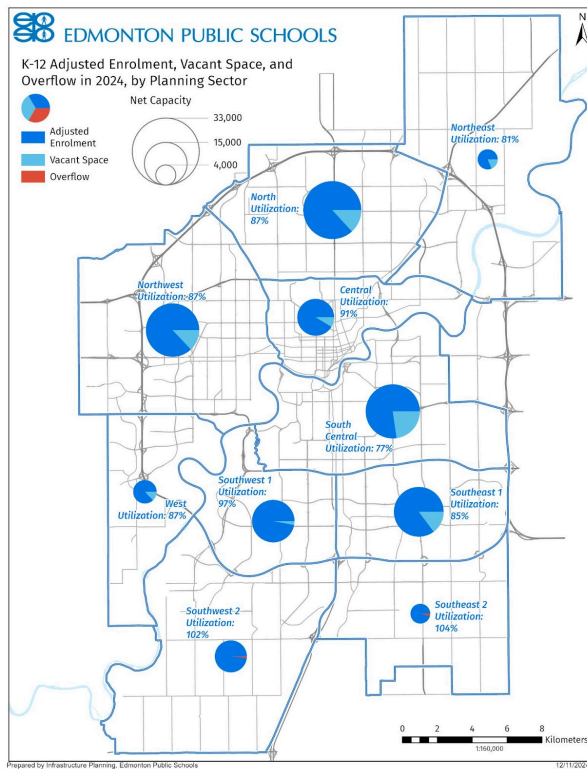
As the Division’s utilization rate continues to increase, resident students from growth areas will continue to be designated into older buildings in core and established neighbourhoods, as schools in the growth areas will be unable to accommodate all of the growth.

Planning Sector Space

Over the next 10 years, different sectors will experience different growth rates, but the increasing trajectory holds for all planning sectors.



Captured another way in the following maps, there is a reduction of empty space in all sectors. All sectors show a deficit in available student space. This is due to high growth in student residency, coupled with the fact that, historically, public infrastructure lags behind residential development.



Growth Control Model

As available space decreased, the Division implemented mechanisms to accommodate resident students as equitably as possible. In response to this growth pressure, Administration developed a model to:

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

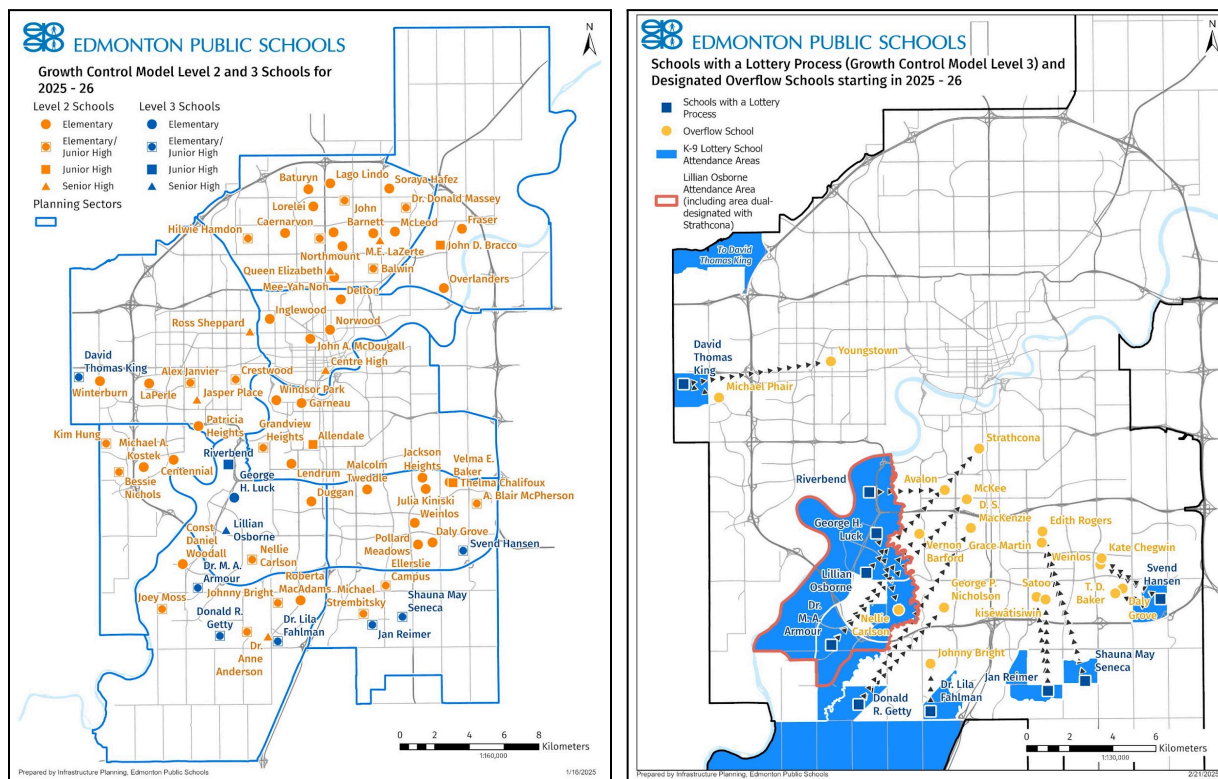
Previous growth accommodation strategies, such as attendance area changes and reconfiguration of grades, have divided communities and families. Over the years, communities have consistently expressed disappointment with decisions to remove grades or reduce attendance areas. To address growth challenges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

Administration monitors and manages enrolment on an ongoing basis. Within 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 following maps show the location of all schools in growth control Levels 2 and 3, as well as the schools with a lottery process in place for 2025–2026 with 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 students outside a school's attendance area, capping grades or programs, reconfiguring existing school space or adding modular classrooms, if feasible.

Since September 2020, the Division has implemented lottery processes at ten Level 3 schools:

- David Thomas King School
- Donald R. Getty School (NEW for 2025–2026)
- Dr. Lila Fahlman School
- Dr. Margaret-Ann Armour School
- George H. Luck School (NEW for 2025–2026)
- Jan Reimer School
- Lillian Osborne School
- Riverbend School (NEW for 2025–2026)
- Shauna May Seneca School
- Svend Hansen School

Additional changes to the Growth Control Model for 2025–2026 include the following:
Schools Moving up from Level 1 to Level 2:

- Centre High School
- Daly Grove School
- Duggan School
- Evansdale School
- Fraser School
- Garneau School
- Inglewood School
- John A. McDougall School
- Johnny Bright School
- Lendrum School
- Mee-Yah-Noh School
- Michael A. Kostek School
- Northmount School
- Norwood School
- Windsor Park School

The following schools moved down from Level 2 to Level 1 in concert with lower numbers of students residing in the associated attendance areas:

- Glenora School
- Meyokumin School

Planning for student accommodation is an ongoing process that adapts to the evolving needs of communities and students. Given that the Division is not in control of the timing for 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.

The longer additional school infrastructure is not available, the greater the likelihood the Division will be required to implement growth accommodation measures, including the lottery process, at more schools. Growth accommodation measures such as the lottery process require students to travel further to attend schools where space is available. This translates to at least one new bus for each overflow designated school assigned in a student transportation system that can struggle to recruit enough drivers and procure buses. Families must travel further to attend school, increasing the overall carbon footprint for student transportation, as fewer students are able to reach their school through active transportation such as walking or cycling. Additionally, the increase in schools with growth accommodation measures will mean fewer options for families. A growing number of overflow designated schools may be further removed from communities, the establishment of additional Division centre special needs classrooms will become increasingly difficult, and opportunities to expand alternative programs using the current metrics may be limited.

The Division's utilization rates are based on a formula provided and required by the Province. The formula represents a "one-size-fits-all" approach to measuring the amount of instructional space within a facility that is utilized by students. This universal formula works well for many schools and provides valuable data in aggregate (for example, the Division's overall utilization rate), but it is not as accurate in certain cases where variations from average room sizes exist — as such, cases may exist where schools with high calculated utilization remain at lower levels on the Growth Control Model. Utilization rates are only one consideration in determining a school's level within the Growth Control Model; classroom count and options to expand capacity are also important considerations.

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 where programs experience low enrolment. This is important to ensure resources and space are distributed as equitably as possible across the Division.

In the Division, there are and have been schools experiencing low enrolment in one or more programs within a school. This can be in a regular or alternative program, which is different from a whole school experiencing overall low enrolment. Administration has put in place a mechanism to address low enrolment programs within the Division. Several indicators 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.

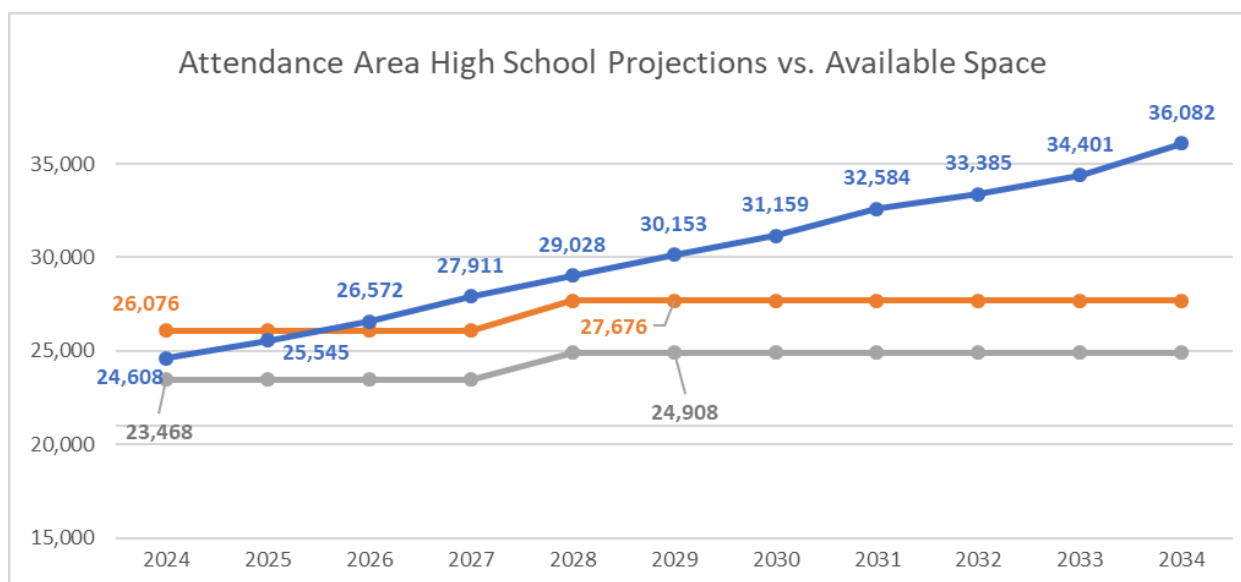
High School Accommodation

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.

In the 2024–2025 school year, five high schools moved to Level 2 on the Growth Control Model. Two of the five high schools (Jasper Place and Ross Sheppard schools) had closed boundaries. The other three schools (Dr. Anne Anderson, M. E. Lazerte and Queen Elizabeth schools) had open boundaries; however, the schools were only able to accommodate a few out-of-attendance area resident students in addition to their resident attendance area students and siblings of returning students.

Consideration must also be given to the anticipated need to establish Division centre special needs programming at the high school level. For example, there are currently 33 Interactions classes at the high school level. It is predicted that the Division will require an additional 27 classes (60 classes total) by 2027–2028, based on the current number of junior high and elementary Interactions classes. While choosing inclusive settings is always an option for families and students, an additional 27 classes are anticipated to be needed to keep up with the demand for Interactions programming in Division centre special needs classrooms.

The *High School Projections vs. Available Space* graph shows the projected enrolment of high school students compared to capacity in attendance area high schools over the next 10 years.



Despite Dr. Anne Anderson School opening in September 2021 and Elder Dr. Francis Whiskeyjack School opening in September 2024, the Division is projected to surpass 100 per cent utilization of attendance area high school space in the 2026–2027 school year. High schools will remain above 100 per cent despite the Glenridding Heights junior/senior high school, projected to open in September 2028. Specialty high school programming, such as Vimy Ridge Academy or Old Scona schools, are at similar utilization rates. The optimal solution to address future enrolment pressures at the high school level is the construction of new attendance area high schools in southwest, west, north and northeast Edmonton, as well as adding capacity at Dr. Anne Anderson School.

A proposed 600-seat addition to Dr. Anne Anderson School is the top High School priority on the *Three Year Capital Plan 2025–2028*. Other high school priorities include two additional high schools in the west that would provide approximately 3,000 high school spaces collectively, a new high school in the north sector and a northeast 7–12 school for the Horse Hill plan area. In addition to new high school space, the *Three-Year Capital Plan 2025–2028* includes modernization requests for Queen Elizabeth School and McNally School as the Division will need to use this high school space in addition to the space requested via new construction. Consideration may also be given to expanding capacity as part of these modernization projects.

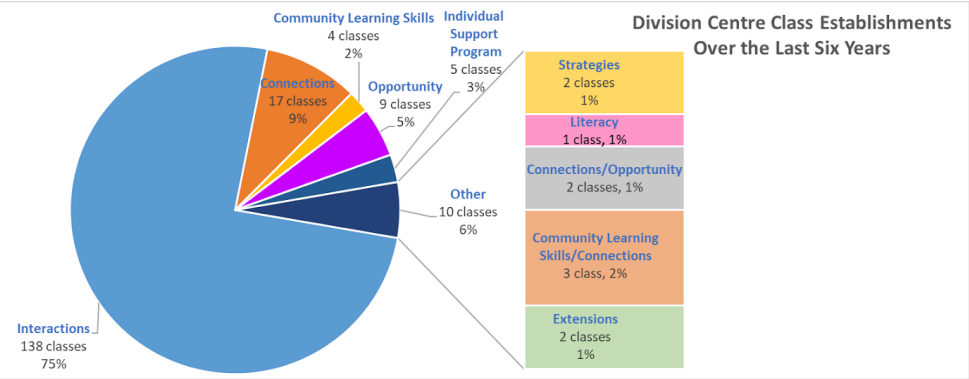
Division Centre Special Needs Programs

In the Division, students who require specialized supports are accommodated in various ways depending on student need and family choice. A family may choose to have their child included in a regular/alternative classroom setting or they may choose to request placement in a Division centre classroom. Currently, 55 per cent of students with severe special needs coding in Grades 1 to 12 are enrolled in Division centre programming (congregated setting), while 45 per cent are supported inclusively in a regular/alternative program setting.

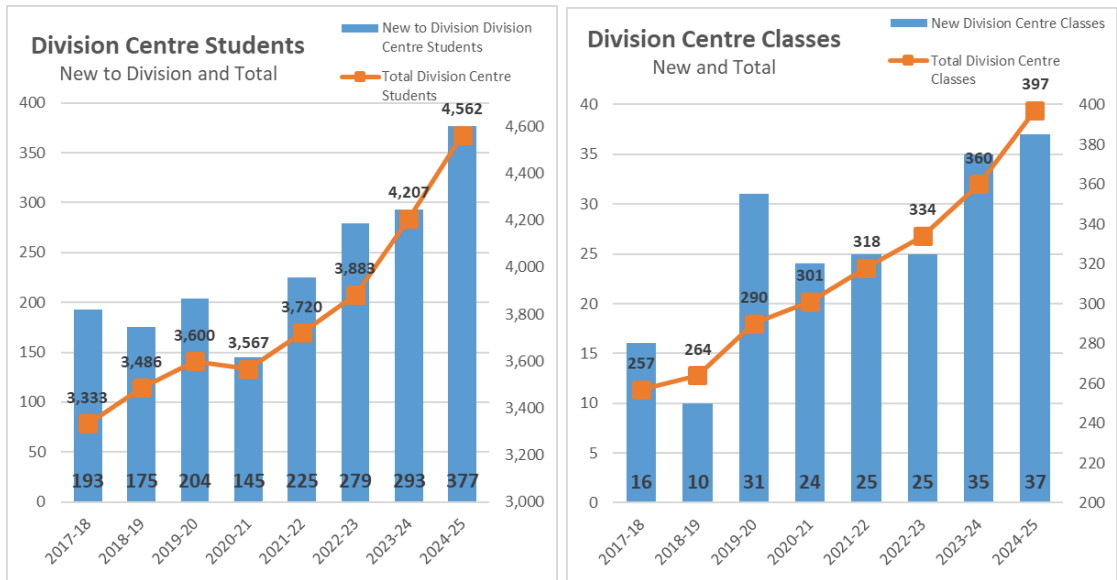
A Division centre special needs program is a congregated program where students are primarily educated in a setting or classroom composed of other students benefiting from a similar level of

support. For students requiring a high level of support, relevant programs (Connections, Interactions and Individual Support) have class sizes typically ranging from seven to 12 students. For students requiring a moderate level of support, programs (Community Learning Skills, Opportunity, Literacy and Strategies) have an optimal class size of 12 to 17 students in a classroom. Many other school divisions in Alberta do not offer the same range of programming options for students who require specialized support.

There have been 183 new Division centre special needs program classes established in the Division over the past six years. The pie chart shows how many classes were established by program.



The choice to access the type of programming that best meets the needs of students in the Division draws families from across and outside of Alberta. This has resulted in a continued high level of growth in the number of Division centre special needs program classes established year over year. This is demonstrated through the consistent number of students who are new to the Division who access special needs programming. The 2024–2025 school year marks the highest number of “new to Division” students accessing these programs, with 377 students as shown in the *Division Centre Students* graph. Responding to the demand for this type of programming has meant the Division has been establishing classes at consistently high levels since 2019–2020.



This growth has been especially high in the Interactions program, which supports students with autism spectrum disorder (ASD). As these students age, they will require placement in junior high and high

school program locations. An additional layer of consideration is that students are able to access the Interactions program until they are 20 years old, creating 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 with all programs, establishing Division centre special needs programs in close proximity to where families reside presents a challenge as available space declines and enrolment growth continues. It is already difficult to find space in some sectors, resulting in longer travel times for some Division students with complex needs.

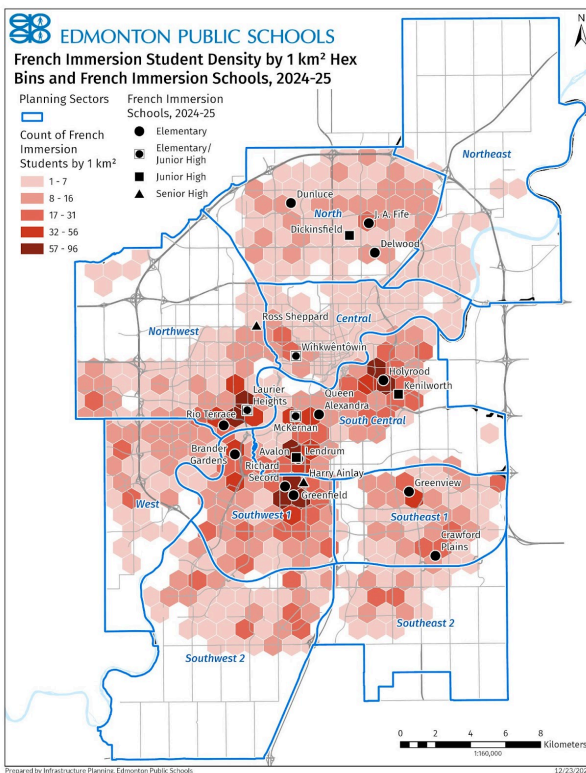
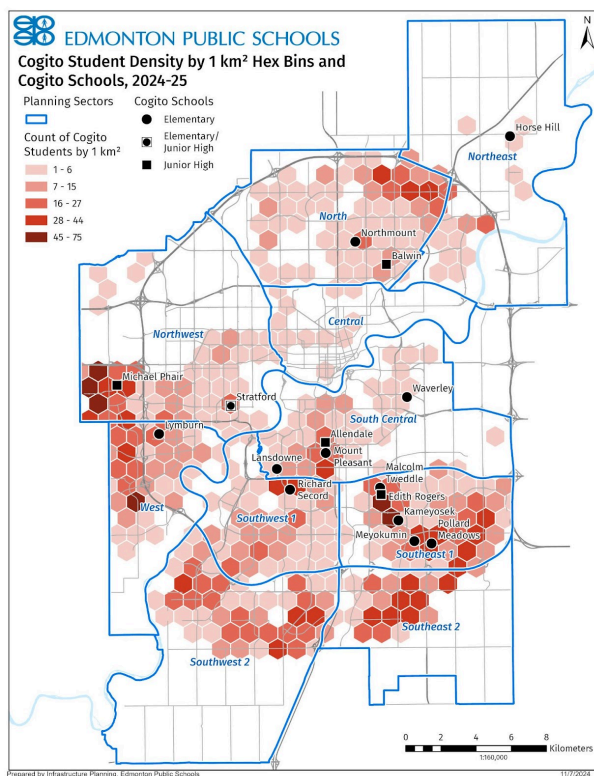
Alternative Programs

At 88 per cent utilization in the Division, as the Division attempts to accommodate students within existing space, there are increasing complexities and competing demands to expand programs while bringing students closer to home. Space is only available in small amounts throughout many schools and is rarely located in any large quantity at one site. This adds to the complexity when looking for space to accommodate any programming expansion, whether it is needed for regular, alternative or specialized learning needs. The current method of distribution for alternative program expansion in new sites, or adding classes to grades to an existing program site, requires 6.5 classrooms for an elementary program or three additional classrooms for a junior high/senior high program. Since most of the demand stems from the elementary level, the Division is unable to establish new programs when schools are nearly full.

As Division utilization continues to increase, the distribution of alternative programs will shift from accommodating new demand to simply attempting to sustain existing programs within existing space. Distribution methods being explored consider:

- alternative ways of offering alternative programming, such as magnet schools (locating alternative programs in schools with lower utilization, drawing students from across a broader area)
- transportation efficiencies
- maximizing program space
- access to alternative programming, such as the use of waitlists or attendance areas

The following maps show the location of schools offering French Immersion and Cogito programs in relation to 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 yellow bus transportation services has grown over the past 10 years by over 67 per cent. This has exceeded the historic growth in overall Division enrolment of approximately 39 per cent. Transportation ridership has increased consistently since the COVID-19 pandemic and is expected to continue increasing. The continued 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 and programming locations 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 a lottery process.
- Increased demand for Division centre special needs programming locations that are distant from students who require door-to-door service.
- Changes to the provincial Student Transportation regulation which means that a shorter geographic distance is used to calculate eligibility for transportation. Edmonton Public Schools fully implemented these changes, effective September 2023. Further changes to the eligibility distance are expected to take effect in September 2026 with details expected as part of the provincial budget in Spring 2025.

As the transportation system has been experiencing driver shortages in recent years, the projected growth in service levels will continue to pressure the student transportation industry to hire more drivers and procure additional buses. If current accommodation patterns persist, the Division will need to continue to consider how the reduction in available space and required increase in student

transportation might impact service levels in the context of industry capacity and government funding that has not kept pace with the combination of growth and cost inflation.

CITY PLAN - DISTRICT PLANNING

The Edmonton [City Plan](#) is a statutory document that combines Edmonton's Municipal Development Plan and Transportation Master Plan to develop a strategic direction for growth and development in Edmonton including environmental planning, social planning and economic development.

The City Plan outlines how Edmonton will accommodate an additional 1 million people, for a total of 2 million people, through the use of population milestones. The four main milestones are a population of 1.25 million, 1.5 million, 1.75 million and 2 million. Detailed growth plans are developed for each population target, but do not specify a timeline. These population targets serve to prioritize policies and services such as amenities, nodes and corridors, and transportation infrastructure. School division plans are based less on population thresholds, focusing on planning for actual and projected student residency and enrolment based on three and 10 year cycles.



The City Plan led to the creation of 15 geographic districts, similar to the Division planning sectors utilized since 2002, to guide residential and non-residential growth, connectivity, accessibility and quality of life. This district-based approach allows for a more organized and targeted development strategy by providing insight into future growth within municipal neighbourhoods.

Each District Plan contains information on where the City anticipates growth as well as the nodes and corridors where the City is strategically orienting redevelopment and development. District Plans provide more detailed information when envisioning a population milestone of 1.25 million residents and will eventually be updated with additional information as each population target is reached. Each of the 15 districts are comprised of several neighbourhoods that help support the ability of residents to meet their immediate needs within a 15 minute commute.

Between 1 and 1.25 million residents, the City anticipates 50 per cent of new housing units to be infill in communities within Anthony Henday Drive (redeveloping areas).

Between 1.25 and 1.75 million residents, growth is anticipated to be concentrated in the communities primarily outside Anthony Henday Drive (developing areas).

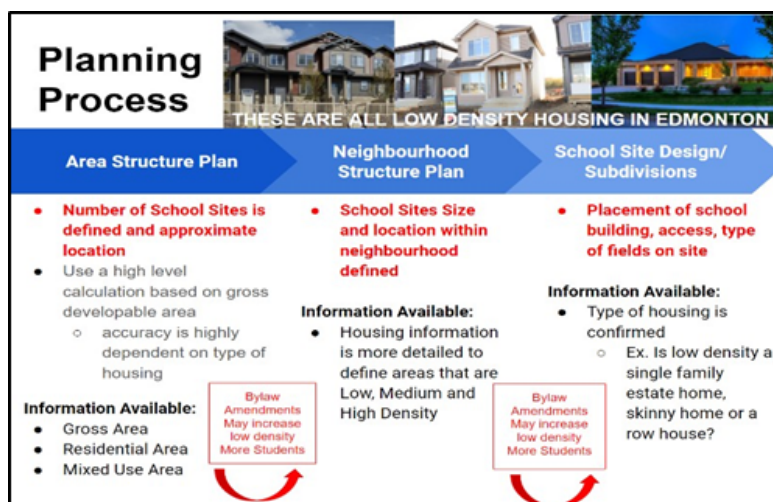
Between 1.75 and 2 million, new residents are anticipated to be concentrated along nodes and corridors in mature neighbourhoods. At this population horizon, existing infrastructure will need to be maintained and potentially replaced to address infill redevelopment and large scale development projects (Blatchford, Exhibition Grounds) in the redeveloping areas.

Projecting where future growth will take place at each population milestone helps organizations such as Edmonton Public Schools determine their capacity to accommodate growth in existing buildings and through long-range planning for future school sites. Tables outlining the Division's current and future capacity, as well as projected enrolment for each district, can be found in the appendix at the end of this document. Additional information on the City Plan and district planning can be found on the [City of Edmonton](#) website.

Edmonton Public Schools Planning Sectors	City Plan Districts
Northeast	Horse Hill and ½ Northeast
North	Northwest and ½ Northeast
Northwest	Jasper Place, ½ West Henday and ½ West Edmonton
Central	Central and 118 Avenue
South Central	Southeast and Scona
West	½ West Henday and ½ West Edmonton
Southwest 1	Whitemud
Southwest 2	Southwest and Rabbit Hill
Southeast 1	Mill Woods and Meadows
Southeast 2	Ellerslie

Community Planning Process

Residential development is not static; it can deviate from the original plan causing 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.

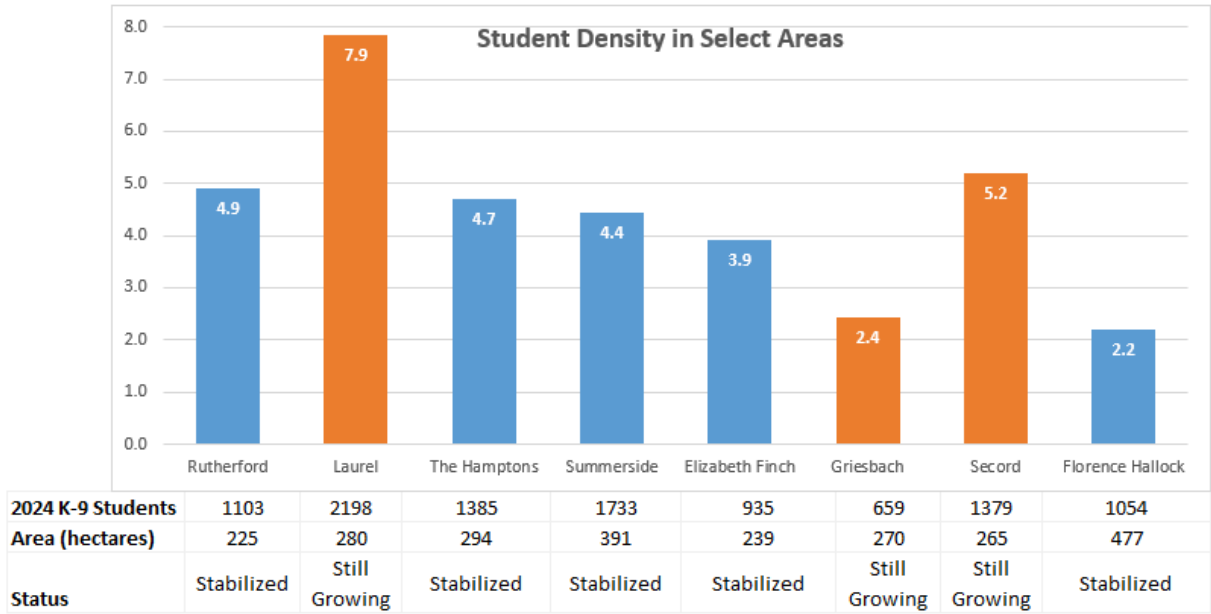


Some additional factors that impact and influence the way school attendance areas are planned include:

- 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 can 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 when the construction proceeds rapidly.

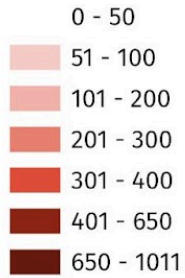
The number of Kindergarten to Grade 9 students in neighbourhoods of similar sizes can vary widely as shown in the *Student Density in Select Areas* graph.



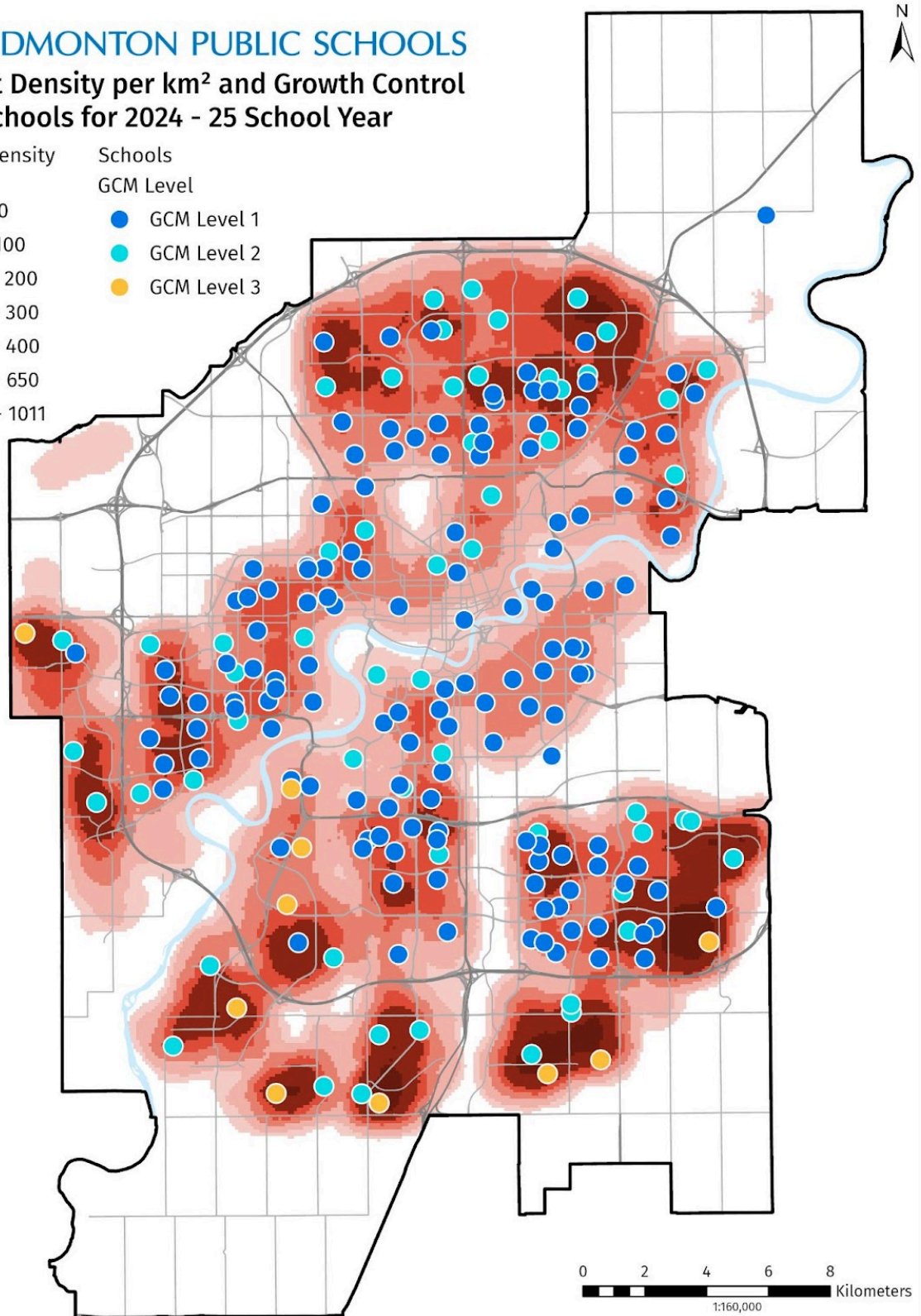
The Laurel neighbourhood has over 50 per cent higher student density than the next neighbourhood and there is still growth remaining. The pace of growth has a big impact on student density when comparing the Laurel neighbourhood to the Griesbach neighbourhood, which has developed at a much slower and predictable rate.

Student Density per km² and Growth Control Level Schools for 2024 - 25 School Year

Student Density
per km²



Schools
GCM Level



Prepared by Infrastructure Planning, Edmonton Public Schools

1/16/2025

CAPITAL PROJECTS

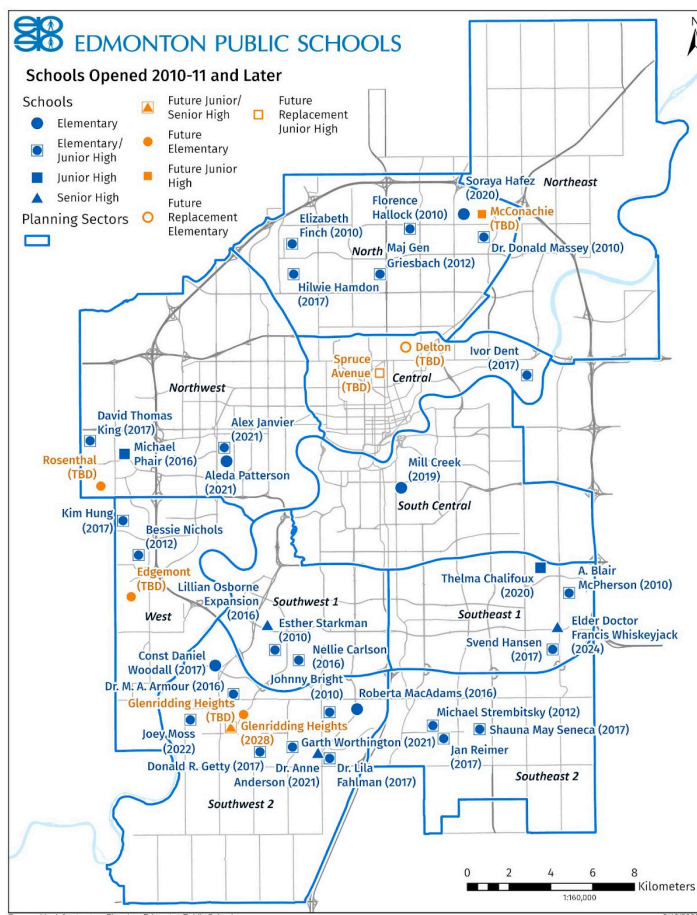
As available Division space continues to decline, the only permanent solution is to build additional student capacity. This can be in the form of new schools, additions or modular classrooms.

New School Construction Projects

Since the 2010–2011 school year, the Division has opened 28 schools and five replacement schools, and will open two future schools, for a total of 35,992 newly constructed student spaces by 2029:

- Nine schools in Southwest 2 and two schools funded for construction
 - Glenridding Heights 7–12 in 2028
 - Glenridding Heights K–6 in 2029
 - 12,212 total student spaces by 2029
- Five schools and one replacement school in North, and one school funded for construction
 - McConachie 7–9 in 2029
 - 5,581 total student spaces
- Four schools in Southeast 1
 - 5,335 total student spaces
- Three schools in Southeast 2
 - 2,916 student spaces
- Three schools in Southwest 1
 - 2,364 student spaces
- Two schools and two replacement schools in Northwest, and one school funded for construction
 - Rosenthal K–6 in 2029
 - 3,769 student spaces
- Two schools in West and one school funded for construction
 - Edgemont K–9 TBD
 - 2,782 student spaces
- One replacement school in Central
 - 624 student spaces
 - Two more replacement schools in design
- One replacement school in South Central
 - 409 student spaces
- No schools in Northeast

This distribution of new schools is an indication of where the Division has seen the most growth in the last 12 years. For example, almost two of every three new student spaces constructed (65 per cent) are located in the southwest and southeast sectors.



School Construction Accelerator Program

In September of 2024, the Government of Alberta introduced an \$8.6 billion dollar program to create 150,000 new student spaces over the next seven years. The School Construction Accelerator Program plans to accommodate 200,000 new students by 2031. Under this plan, the Division was awarded design and construction funding for three schools:

- McConachie 7–9
- Glenridding K–6
- Rosenthal K–6

Additionally, Alberta Education announced design funding for two replacement schools within the Central Sector:

- Delton School K–6 Replacement
- Spruce Avenue School 7–9 Replacement

Full construction funding for two schools was awarded to the Division in the spring of 2024. This consists of 950 student spaces in a Kindergarten to Grade 9 school in Edgemont, with an as yet to be determined opening date, and 2,400 students spaces in a Grade 7 to 12 school in Glenridding Heights, projected to open in September 2028.

Modular Classrooms

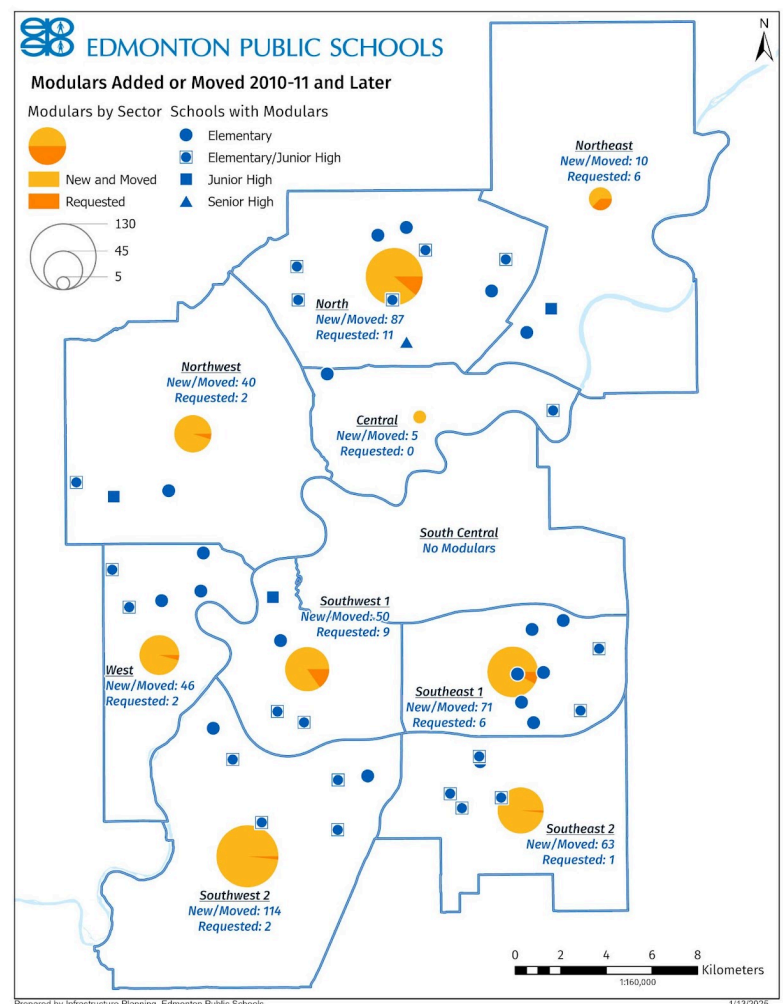
Since 2010, the Division has installed 486 modular classrooms in lieu of additional new schools being funded, in all sectors except South Central:

- 114 modular classrooms in Southwest 2
 - two additional requested
- 87 modular classrooms in North
 - 11 additional requested
- 71 modular classrooms in Southeast 1
 - six additional requested
- 63 modular classrooms in Southeast 2
 - one additional requested
- 50 modular classrooms in Southwest 1
 - nine additional requested
- 46 modular classrooms in West
 - two additional requested
- 40 modular classrooms in Northwest
 - two additional requested
- 10 modular classrooms in Northeast
 - six additional requested
- five modular classrooms in Central

Similar to new construction projects, 60 per cent of all new/relocated modular classrooms

Ten-Year Facilities Plan 2025–2034

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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.

The Division submits a request to Alberta Education for new modular classrooms or funding to relocate existing modular classrooms by November 1 annually. Over the past few years, the Division received funding for approximately half of the modular classrooms requested. The Division has used Capital Reserve funds to acquire and install some of the unfunded requests. Under the School Construction Accelerator Program, additional provincial funding has been identified for the next three years, which should result in less need to self-fund acquisition of unfunded modular units.

Modular classrooms are requested for schools with growing enrolments and an anticipation that the enrolment will continue to grow over the short and medium-term. Primarily, the modular classrooms are being requested to accommodate the student growth in the new and developing areas of the city, typically at schools that receive students from the new areas. The City of Edmonton approves the location of the modular classrooms through the development permit 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. The number of modular classrooms that can be accommodated at any school site is subject to limiting factors, including washroom capacity, fire code, building code and land available to physically accommodate new units and associated drop-off and parking requirements. While they serve to support some schools experiencing enrolment pressure, modular classroom units alone cannot address the growing demand for additional student space caused by rapid enrolment growth.

Efficiency Initiatives

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



- Working with the City of Edmonton's Building Great Neighbourhoods (BGN), 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.
- There are presently 24 schools with Division-led solar installations, which provide alternative energy to the school and serve as teaching and learning tools for students.
- The Infrastructure department conducted a feasibility study and developed a comprehensive Division Solar Strategy to expand solar installations on existing schools resulting in 12 new and existing schools having modules installed by the end of 2022.
- The most recent phase of work on the Solar Strategy, which included another 12 schools, was completed in partnership with the Municipal Climate Change Action

Centre (MCCAC) Solar for Schools Program (MCCAC is a partnership between the Government of Alberta, Alberta Municipalities and the Rural Municipalities of Alberta).

- The combined Division-led solar initiatives from 2018–2023 are expected to generate approximately 5,500 megawatt-hours of electricity and save an estimated \$650,000 per year.
- These solar installations are expected to generate about 7.5 per cent of the Division's electricity consumption, or that of about 800 Alberta homes per year.
- As a result of the Division Solar Strategy, Edmonton Public Schools has the largest solar array installed on a secondary school in western Canada (Lillian Osborne High School).
- In 2024–2025, solar will be installed onto two additional sites, Londonderry and W. P. Wagner schools.
- Strategic spending of capital funding, to achieve both greenhouse gas emissions reductions and cost savings, is part of the strategy to reach new Division emissions reduction targets of five per cent by 2025 and 45 per cent by 2035.
- LED (Light Emitting Diode) retrofits, consisting of new LED tubes for some existing fixtures and new LED fixtures for others, continue as a standard efficiency measure. In 2024–2025, a new project tracking lighting retrofits in four schools (John D. Bracco, Riverbend, Hazeldean and Parkview) will quantify energy and financial savings from the latest LED technology.
- Intentional efforts have been made and will continue to be made, to identify grant/funding sources to improve school facilities through matching grants to stretch funding further.

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 modern, high-quality learning environment design principles with an Integrated Project Delivery (IPD) process, our recent school construction projects have been very successful. Using the Division's experience with IPD projects, Edmonton Public Schools' Infrastructure team expanded our IMR and CMR project delivery model to include the use of IPD across multiple school sites and project types. The Division has completed eight CMR funded IMR projects, reducing deferred maintenance at over 70 schools. These projects included a variety of upgrades to the buildings, including items such as electrical and mechanical components, exterior building envelope upgrades, structural repairs and functional program upgrades related to instruction.

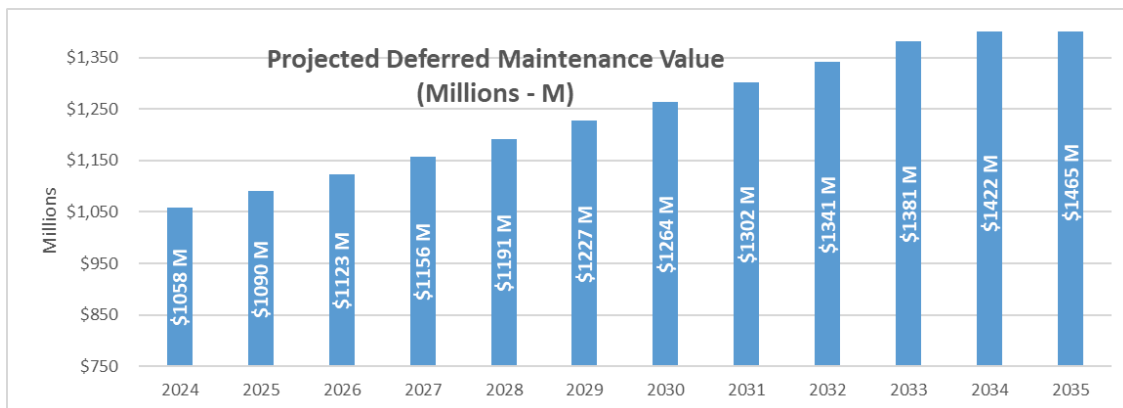
The Division has completed seven IPD new school construction projects since 2020 and they have been very successful. The Dr. Anne Anderson School project team was presented with a *Lean in Design* award by the Lean Construction Institute in the fall of 2021 for creating a lean design process for a high school. A lean design process focuses on continuous customer value maximization, while minimizing all activities and tasks that are not adding value.

Over the past 10 years, the Division has used surplus funds to reduce deferred maintenance, increase efficiency and support instruction in a variety of ways. This included projects that provided 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.

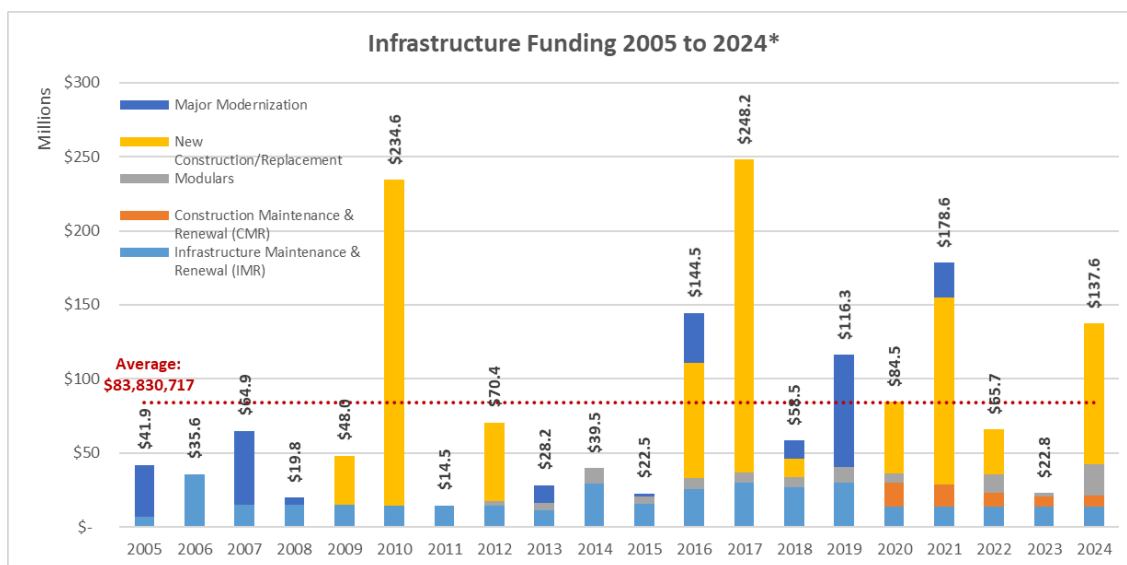
As always, the Division works closely with the City of Edmonton to minimize development costs for new schools or school modernizations in mature areas, where development permits may require significant upgrades to off-site infrastructure. To reduce overall site development costs, the Division and the 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.

BUILDING CONDITION AND DEFERRED MAINTENANCE

The Division supports an ageing infrastructure portfolio with increasing total deferred maintenance totalling over \$1 billion in the 2024–2025 school year and forecast to approach \$1.465 billion in ten years. Past and current levels of modernization project funding, as well as IMR and CMR funding, are not adequate to address the deferred maintenance needs of ageing Division buildings. The total funding received through IMR and CMR funding for the 2023–2024 school year was the lowest since the 2015–2016 school year, followed by a slight increase for 2024–2025. The Division will receive information regarding the provincial allocations of IMR and CMR for 2025–2026 in March 2025. There has been some indication that the funding levels for CMR may be increased; however, this remains unconfirmed.



As the Division brings on additional infrastructure in the form of new schools or modular classrooms, efficiency becomes paramount as the Division continues to support its ageing infrastructure while assuming additional maintenance liabilities for new infrastructure. One of the challenges in dealing with ageing infrastructure in the Division is prioritizing proactive maintenance to reduce deferred maintenance while keeping all Division buildings safe and comfortable for students and staff.



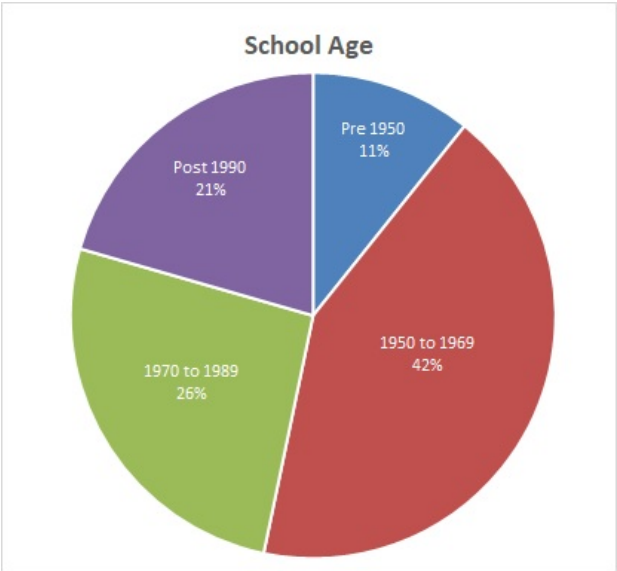
*2024 numbers are estimated

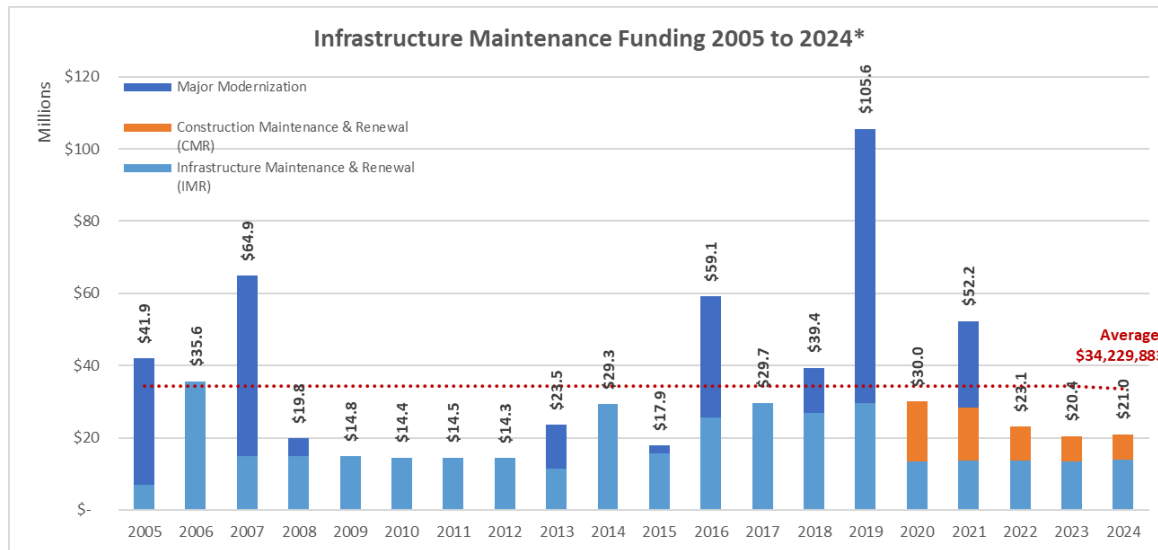
The *Infrastructure Funding 2005 to 2024* chart above shows that infrastructure funding has historically been inconsistent and unpredictable, making it a challenge to plan for enrolment growth and the preventative maintenance and renewal of existing infrastructure. Maintenance funding in the chart is represented by the light blue, orange and dark blue sections; the addition of new infrastructure is represented by the yellow and grey sections. It should be noted that different sizes of building have different build costs — the funding injection in 2021 for example supported two buildings, Garth Worthington School (950 spaces) and Dr. Anne Anderson (1,950 spaces), whereas the new construction funding in 2017 supported ten additional K–6/K–9/7–9 buildings ranging from 600 to 950 spaces each. Funding for schools that have been approved for construction but that are not yet open is not reflected in the graph.

The average age of an operational school in the Division is 53 years old. The Division has 91 buildings (42 per cent) built between 1950 and 1969 and 56 buildings (26 per cent) built between 1970 and 1989. Together there are 147 buildings (69 per cent) in the Division’s inventory that were built in this 40-year period and, on average, are 58 years old. There are an additional 23 buildings built before 1950.

Apart from capital project funding for building modernization, both IMR and CMR funding is used to provide repairs to building systems, replace failed building components or to renew elements of the school building envelope, such as windows and roofs. Division assets continue to accumulate deferred maintenance which leads to funding for maintenance and renewal being increasingly diverted to emergent repairs instead of being applied to preventative maintenance. A portion of IMR funding is directed each year towards repairing or replacing failed building components. As our deferred maintenance has grown, so has the amount of money used towards these failed components. Ten years ago, approximately 15 per cent of the IMR budget was allocated towards emergency repairs. In recent years, this number has risen to between 20 per cent and 30 per cent as a result of additional Division funds being set aside for anticipated emergent repairs, escalation in costs, fluctuating overall IMR/CMR funding, and the increased average age of Division infrastructure.

Although schools remain safe and healthy spaces for students, limited provincial funding for maintenance renewal means that funding for planned and preventative maintenance to avoid larger repairs is becoming less available as emergent repairs become more common.





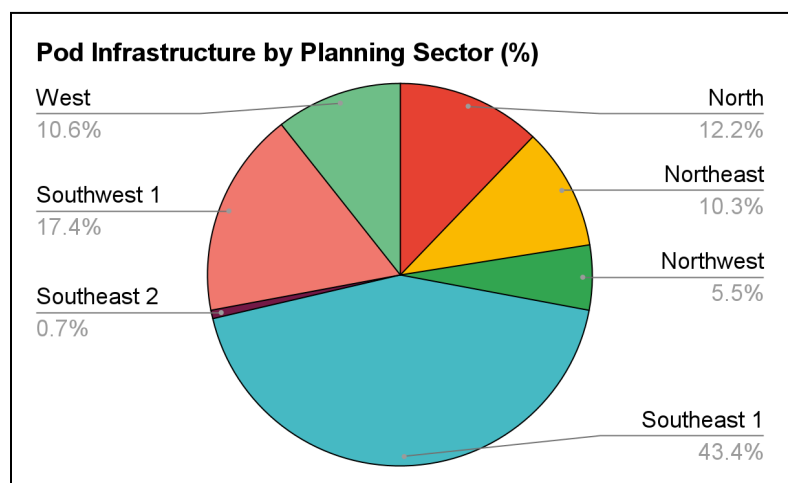
*2024 numbers are estimated

Capital funding grants to address deferred maintenance have historically been unpredictable, which creates challenges 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. Ageing components and insufficient capital funding to address them in combination contribute to the mounting deferred maintenance faced by the Division.

One of the key contributing factors to the Division’s mounting deferred maintenance is the amount of “temporary” infrastructure in the form of “pods” across the Division. Pods are wood-framed groups of classrooms that were added to schools as a temporary measure to increase capacity. Approximately 37,000 square metres of pod infrastructure was built across the Division between 1959 and 1994.

Pods and older model wood-framed portables/modulars, were designed and built with a life expectancy of approximately 25 years. On average, the Division’s pod infrastructure is now 40 years old. This space is still required to accommodate students as space in the Division continues to be limited. The largest portion of “pod” infrastructure is located in the southeast, primarily in the Southeast 1 sector, specifically in the Mill Woods area. This is indicated in the *Pod Infrastructure by Planning Sector* pie chart and the *Pods as percentage of Gross Area* map. It should be noted there are no pods in Central, South Central and Southwest 2 sectors.

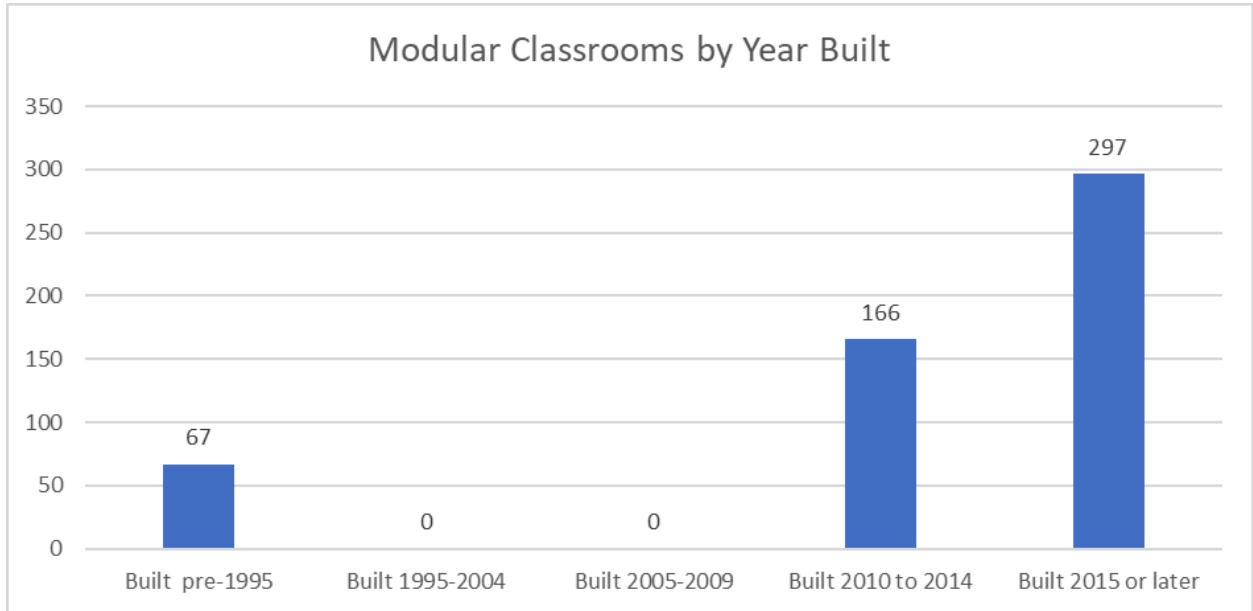
As pod infrastructure was built to a different standard than a masonry or brick building, the longevity of this



type of construction is shorter. These portions of the buildings are starting to require an increased level of maintenance as the pods approach and exceed the end of their expected life cycle. Due to the amount of space the pods account for as part of a school building’s total capacity, the replacement of the pods would require significant modernization funding from the provincial government to fully address the issue.

The Division currently has 486 modular/portable classrooms on school sites. Modular classrooms are also meant to be temporary infrastructure. The Division has used modular/portable classrooms for as long as 37 years. A benefit to modular/portable classrooms over pods is that they can be replaced in smaller batches, thus spreading the cost of replacement over a longer period of time.

Modular classrooms/portables constructed prior to 1995 were typically expected to last 25 years, whereas newer provincial standard models are designed to last approximately 40 years. The Division’s large inventory of older modular classrooms/portables also contributes to the growing volume of deferred maintenance; however, divestment has not been possible due to space shortages and student accommodation pressures.



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

Deferred Maintenance Reduction

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

- replacing components utilizing available maintenance renewal grants or through capital modernization projects
- improving condition by consolidating schools into fewer sites with updated or replacement buildings
- replacing schools where addressing modernization needs exceeds 75 per cent of replacement costs for a building

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 modernizing/improving the existing space, the Division 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
- maintaining capacity to accommodate resident students in mature areas with plans for intensification and redevelopment (e.g., Blatchford, Exhibition Lands, Michener Park)

Replacing older space with new space through school 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, reduce carbon emissions from our buildings 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.

When converting real estate asset value (such as closed schools) to fund capital investment in operational space, there is an annual cost-savings to the Division in deferred maintenance and operating costs, among other savings. Of note, however, is the recent enactment of the *Real Property Governance Act* (discussed below) and the associated net book value property transfer provision that impacts the Division's ability to derive market value revenue from the disposition of surplus properties.

Real Property Governance Act (RPGA)

The *Real Property Governance Act*, introduced as Bill 13, received Royal Assent in May 2024. The Act establishes a centralized framework for managing Alberta's publicly owned real estate assets including land and property titled to the Division. Upon Board approval to surplus Division property, the Province is provided an Offer to Transfer sites to Alberta Infrastructure at net book value. In most cases, the net book value of a Division-owned property is a small fraction of the market value, significantly impacting the Division's ability to derive proceeds from the disposition of surplus property and limiting the potential revenue available to reinvest into other infrastructure priorities.

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 to meet demand for Division centre special needs and alternative programs expansion.
- The distance between new and developing areas and designated receiving schools will continue to increase, placing additional pressure on the student transportation system while resulting in longer ride times for students. 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.
- More schools will reach the highest levels of the Growth Control Model, reducing family and student choice.
- The Division will be required to use capital funding to fit-up space to accommodate the changes to how space is utilized, without the ability to derive additional capital revenue from the market value (as versus net book value) disposition of surplus properties.
- Access to specialized and purpose-built learning space will become more limited within many schools.
- In some schools, students will have classes in unconventional learning spaces, such as staff rooms, libraries, etc.

If deferred maintenance is not addressed through an adequate, reliable and 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 school projects are delayed, it will be challenging to provide equitable access to high-quality learning environments to all students regardless of where they live.

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 the Province.

APPENDICES

Appendix 1: Sector Profiles

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, which is a document separate and distinct from this Ten-Year Facility Plan document.
- Expansion of existing alternative programs and the establishment of new alternative programs are considered in the context of demand and available space.
- The location and need for Division centre special needs program spaces are reviewed on an ongoing basis.

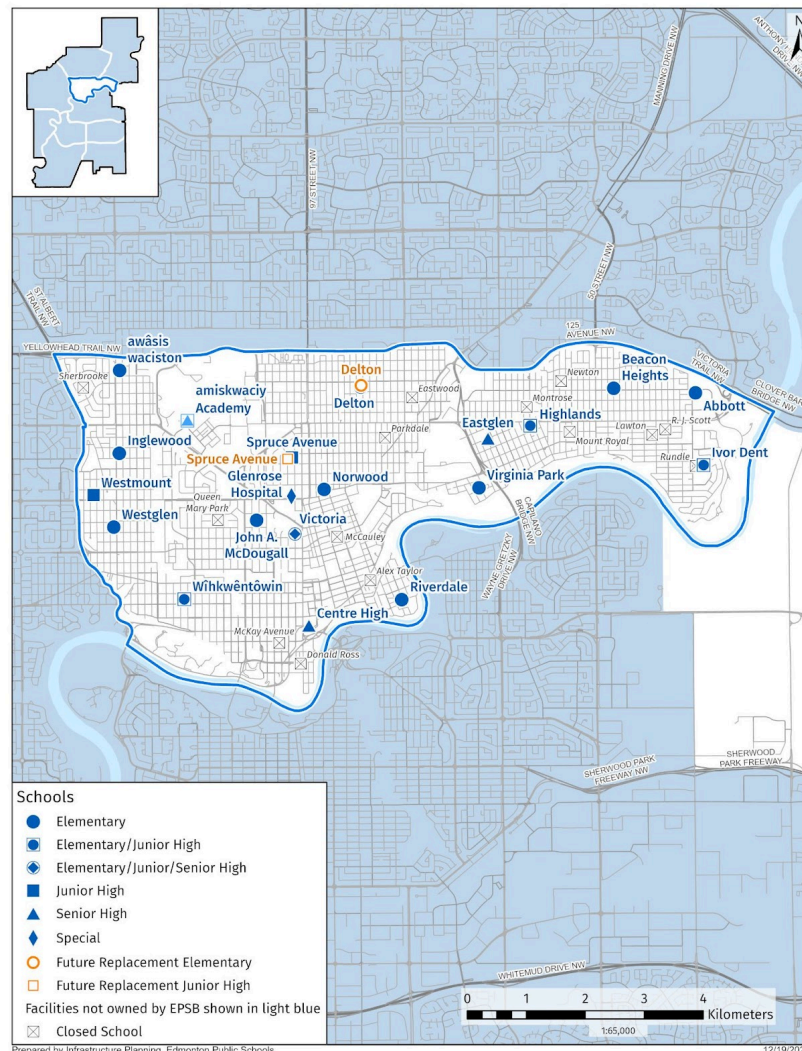
Appendix 2: Buildings: Construction and Condition By Sector

Appendix 3: City Planning District Summaries

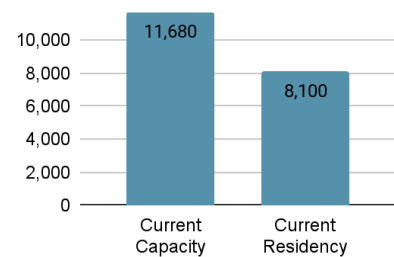
An important note to consider is that enrolment and capacity charts are created with Division data and projections, while utilizing city geographic areas. As such, the projections include only Division students and will not match total population projections found in the City Plan or other City documents, which do not include age or timeline specific data.

Appendix 1: Sector Profiles

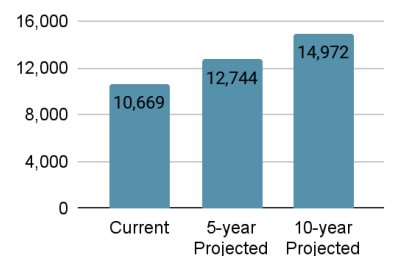
Central Sector



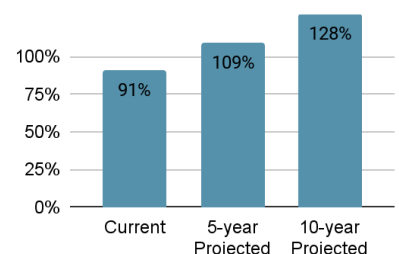
Sector Profile



Enrolment



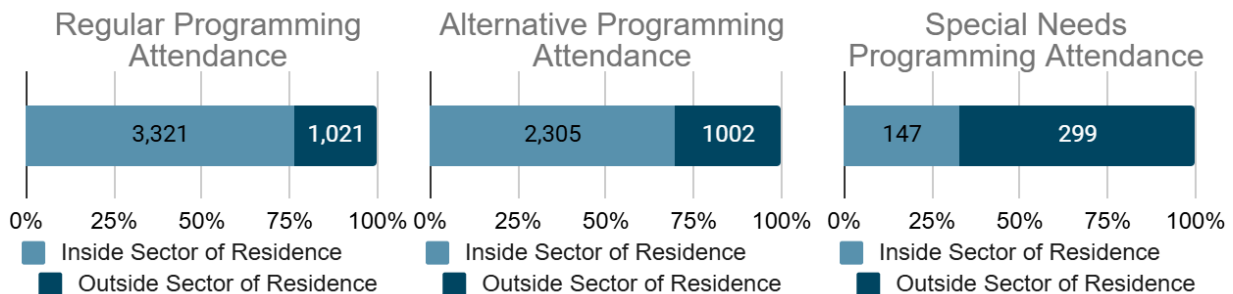
Utilization



Where are we?

The Central sector includes core and mature communities and the redeveloping neighbourhood of Blatchford. The sector includes a growing stock of row housing attractive to families, as well as a significant number of medium to high rise apartment complexes. To provide better quality learning environments, significant investments in some Division facilities have been made through maintenance and renewal, capital and operating surplus funding. The Division will need to monitor operations and maintenance of these school facilities to ensure fiscal responsibility. While there have been a number of closures, consolidations and replacement schools built, further considerations may be needed to ensure students have access to modern, high-quality learning environments across this sector.

There is a range of academic, arts, specialized programs and full-day Kindergarten programming options available to resident students in the sector. These programs are strategically located to serve the demographic range of residents in the sector as well as city-wide interest. Unique programming options include Awasis (Cree), amiskwaciy Academy and the Nellie McClung Girls' (junior high) program.



Where Are We Going and How Do We Get There?

The City has identified the sector, encompassing the city's 118 Avenue and Central districts, as an area of focus for infill development and intensification. The population is steadily increasing in neighbourhoods such as Boyle Street, Downtown and Wîhkwêntôwin. The greatest increase in net row housing units has been in central areas of the city. Half of the top 12 neighbourhoods with the greatest increases are located in the Central sector (including Blatchford, Beacon Heights, Spruce Avenue, Eastwood, awâsis waciston and Rosssdale). 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* land use plan will guide growth around the Stadium LRT station over the next 15 to 20 years, as well as considerations for improvements around Coliseum Station. Transit Oriented Development near 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.

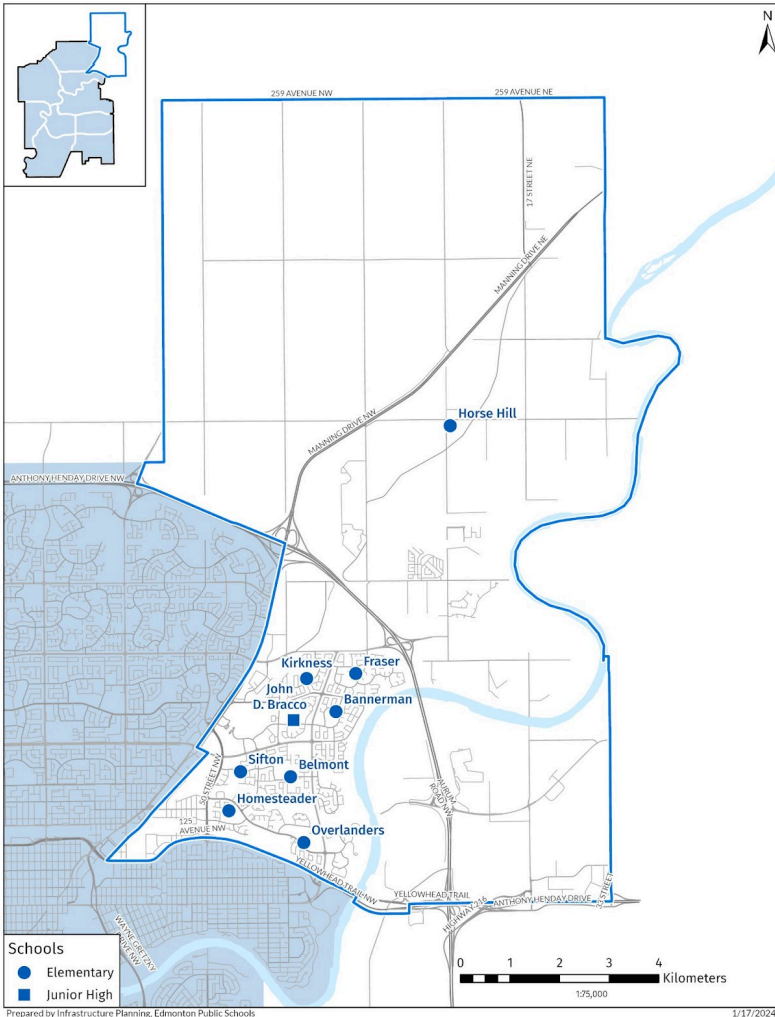
There are two replacement schools funded for design (Delton K–6 and Spruce Avenue 7–9) in this sector.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Abbott	K–6	365	59%	65
amiskwaciy Academy*	7–12	775	49%	25
awâsis waciston	K–6	432	75%	76
Beacon Heights	K–6	240	100%	72
Delton	K–6	593	85%	79
Eastglen	10–12	1235	89%	72

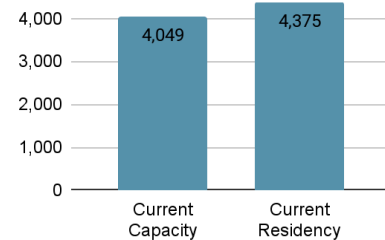
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Highlands	K–9	830	87%	111 (original); 2 (new addition)
Inglewood	K–6	319	64%	75
Ivor Dent	K–9	624	85%	8
John A. McDougall	K–6	425	94%	95
Norwood	K–6	317	88%	117
Riverdale	K–6	163	63%	102
Spruce Avenue	7–9	460	72%	96
Victoria	K–12	2251	87%	77
Virginia Park	K–6	255	63%	78
Westglen	K–6	282	118%	84
Westmount	7–9	540	63%	112
Wîhkwêntôwin	K–9	495	82%	115
Sector Utilization			91 %	Average Age 81

Note: *Facility is leased by the Division.

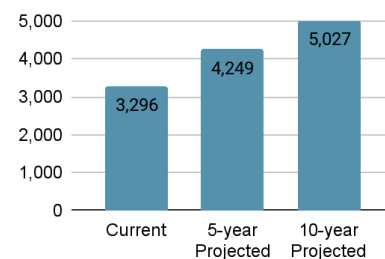
Northeast Sector



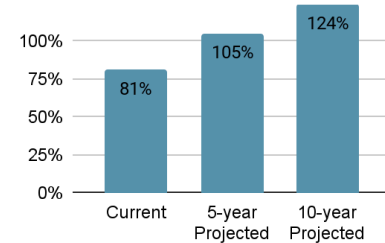
Sector Profile



Enrolment



Utilization

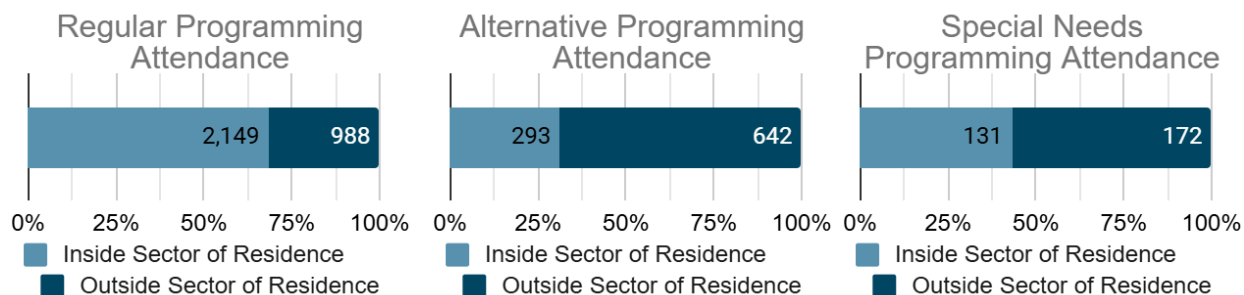


Where are we?

The Northeast sector comprises established, developing and Horse Hill Area Structure Plan (ASP) lands. This sector includes portions of the city's Horse Hill and Northeast districts. Horse Hill neighbourhoods 1, 3, 4 and 5 are expected to have approved neighbourhood plans soon. Development is already underway in Marquis (neighbourhood 2). Development in Horse Hill and the Pilot Sound area could accelerate enrolment growth within the next five years. If this happens, existing facilities in the sector may need to be replaced or the capacity increased. The Division is requesting a new Kindergarten to Grade 6 school in the developing Marquis neighbourhood and funding for a planning study for a future Grade 7–12 school in the proposed Horse Hill District Campus Site, which includes the current Horse Hill School property.

Although several school facilities offer specialized programming and full-day Kindergarten programs, alternative programs in the sector are limited to Cogito and Logos Christian. Should demand increase, additional programming for K–6 could help increase utilization. However, because only one junior high school exists in the sector, additional K–6 enrolment will put pressure on the already highly utilized John D. Bracco School.

Significant investments in the sector's facilities have been made through maintenance and renewal, capital and operating surplus 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 shortage of junior high space and availability of alternative programming. Continued implementation of the Alternative Program Framework, along with capital investments in space modifications will help mitigate these issues.

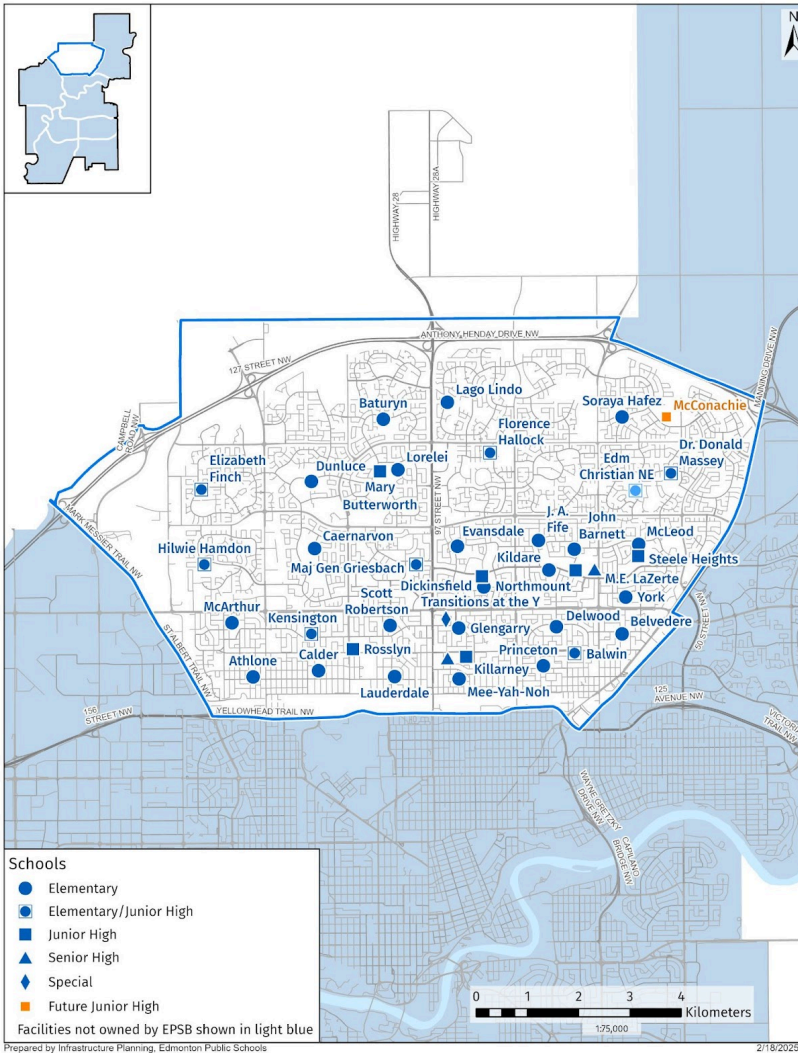
Administration will continue to monitor demand for high school space in the growing suburban areas. The sector has a vacant high school site in Clareview Town Centre and a high school site in the Horse Hill area.

In addition to the existing Horse Hill School site, the Division has three new school sites planned in the Horse Hill area to provide additional student capacity. In the future, the existing Horse Hill School site will be expanded to create a larger Campus park site able to accommodate a Recreation Centre and two high schools. The existing Horse Hill School building, an older facility that was annexed, will be at the edge of the planned residential area within the new neighbourhood of Marquis. The *Three-Year Capital Plan 2025–2028* requests a new K–6 school to be located within Marquis. As more residential development plans are approved in the Horse Hill area, excess space in Northeast sector schools may be required to accommodate resident students from these areas until new local schools can be opened.

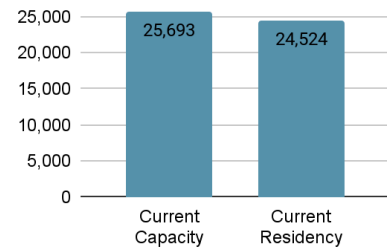
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Bannerman	K–6	516	49%	45
Belmont	K–6	368	76%	47
Fraser	K–6	388	108%	42
Homesteader	K–6	318	71%	49
Horse Hill	K–6	487	69%	72
John D. Bracco	7–9	776	96%	34

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Kirkness	K-6	373	82%	43
Overlanders	K-6	423	88%	45
Sifton	K-6	400	91%	48
Sector Utilization			81%	Average Age 47

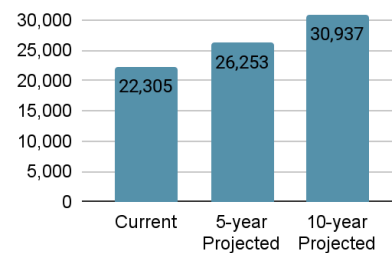
North Sector



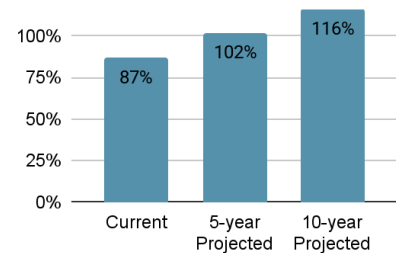
Sector Profile



Enrolment



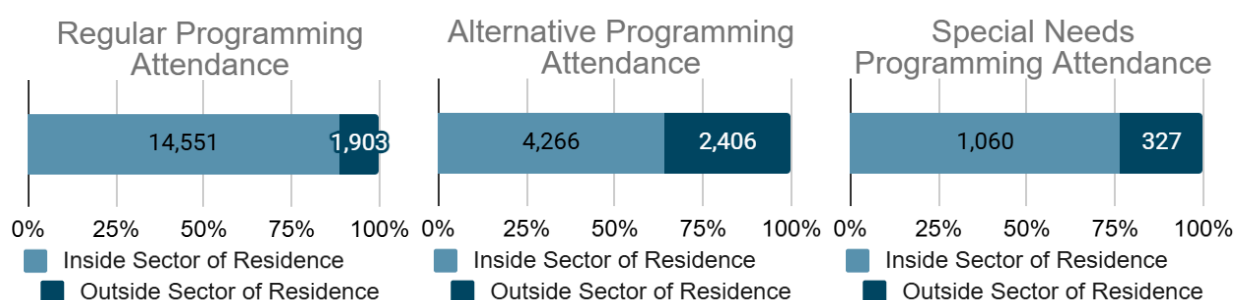
Utilization



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. This sector includes portions of the city's Northeast and Northwest districts.

Schools within the sector are able to accommodate resident students while also offering a range of academic, alternative and specialized programming options. Significant investments in some facilities have been made through maintenance and renewal, capital and operating surplus 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; however, a new high school on the Castle Downs Campus is included in the *Three-Year Capital Plan 2025–2028*.

One major modernization initiative from the North sector is listed in the *Three-Year Capital Plan 2025–2028*. The project is a modernization of Queen Elizabeth High School. This project seeks to modernize the learning environment for resident students, right-size space to increase utilization and reduce operational costs that result from maintaining ageing infrastructure.

The McConachie junior high school was recently announced for construction funding and is anticipated to open in 2029. Soraya Hafez School (Grades K–6) opened in September 2020 and serves new and developing communities in northeast Edmonton. The sector has a new construction priority outlined in the *Three-Year Capital Plan 2025–2028*, Crystallina Nera K–6. Currently, there are three elementary schools surrounding the Lake District Area: Florence Hallock, Lago Lindo, and Soraya Hafez schools. These schools have a high utilization rate, over 95 per cent. Another elementary program in the North sector would help ease enrolment pressures experienced by existing elementary schools resulting from the ongoing development of Crystallina Nera and Schonsee neighbourhoods.

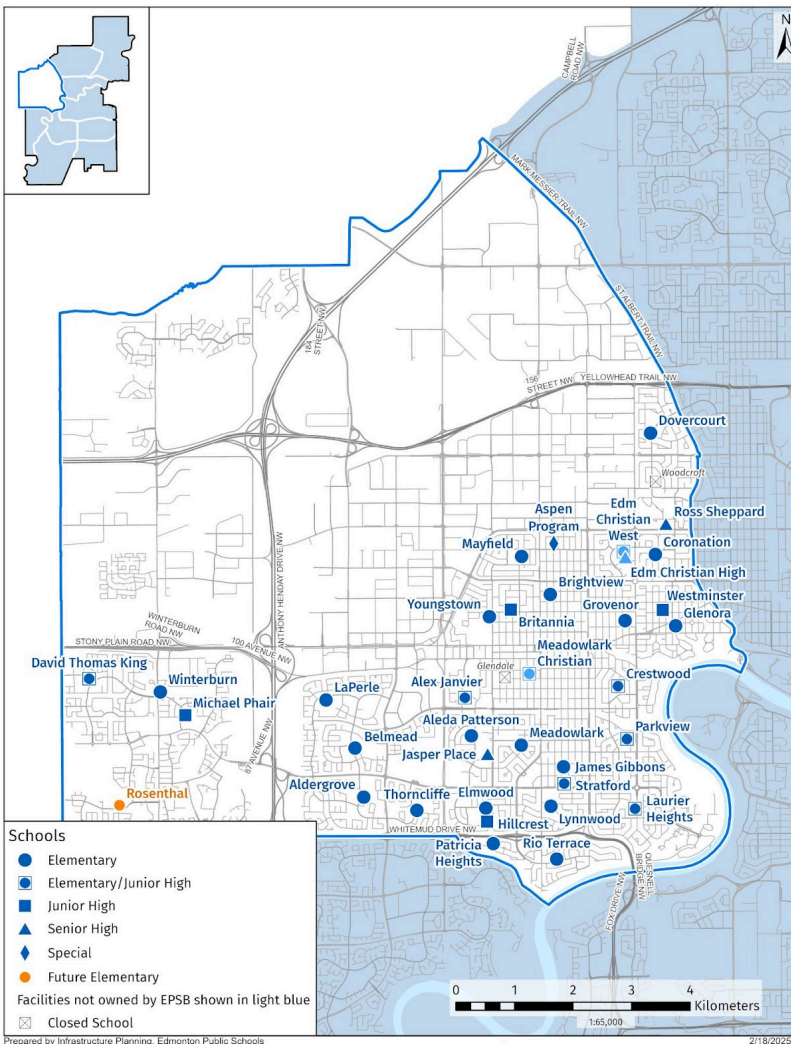
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Athlone	K–6	332	88%	69
Balwin	K–9	699	88%	65
Baturyn	K–6	516	88%	46
Belvedere	K–6	374	89%	66
Caernarvon	K–6	522	88%	50
Calder	K–6	402	77%	99
Delwood	K–6	598	59%	59

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Dickinsfield	7–9	483	79%	51
Dr. Donald Massey	K–9	905	96%	15
Dunluce	K–6	484	79%	47
Edmonton Christian Northeast*	K–9	719	94%	17
Elizabeth Finch	K–9	817	100%	15
Evansdale	K–6	508	92%	54
Florence Hallock	K–9	792	105%	15
Glengarry	K–6	714	91%	62
Hilwie Hamdon	K–9	854	95%	8
J. A. Fife	K–6	519	58%	57
John Barnett	K–6	271	85%	53
Kensington	K–9	648	71%	67
Kildare	K–6	625	68%	57
Killarney	7–9	785	82%	66
Lago Lindo	K–6	502	99%	36
Lauderdale	K–6	294	91%	72
Londonderry	7–9	787	95%	57
Lorelei	K–6	487	95%	48
M. E. LaZerte	10–12	2,408	103%	57
Major General Griesbach	K–9	612	73%	13
Mary Butterworth	7–9	675	103%	34

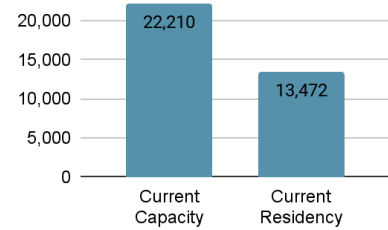
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
McArthur	K–6	460	55%	67
McLeod	K–6	411	91%	53
Mee-Yah-Noh	K–6	579	76%	65
Northmount	K–6	547	88%	55
Princeton	K–6	494	41%	61
Queen Elizabeth	10–12	1,794	96%	65
Rosslyn	7–9	713	65%	65
Scott Robertson	K–6	529	84%	65
Soraya Hafez	K–6	646	95%	5
Steele Heights	7–9	788	81%	57
York	K–6	400	75%	59
Sector Utilization			87%	Average Age 51

Note: *Facility not owned by the Division.

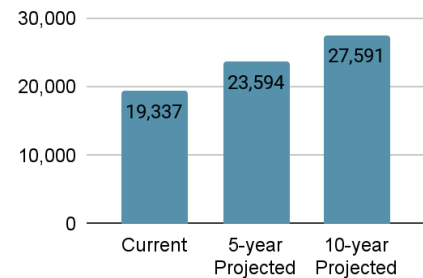
Northwest Sector



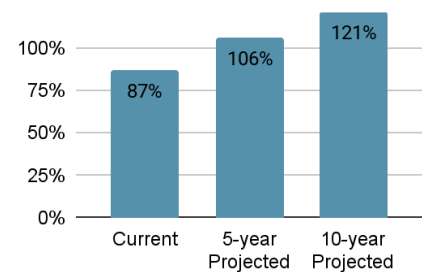
Sector Profile



Enrolment



Utilization



Where are we?

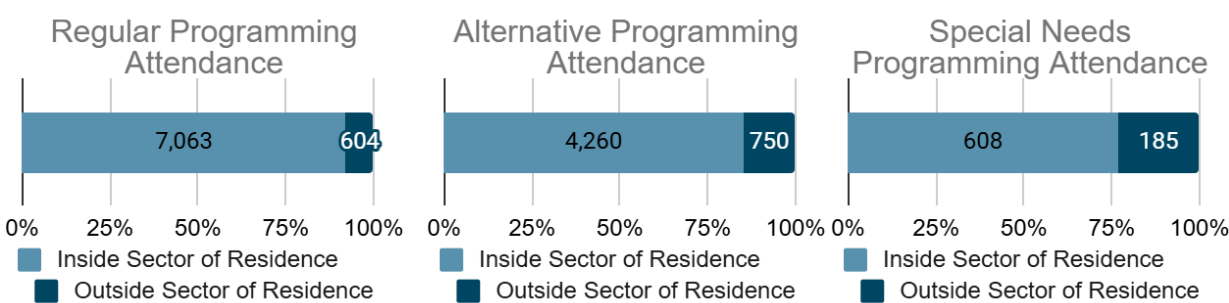
The Northwest sector consists of developing, established and mature neighbourhoods. The sector is expected to experience stable growth. New development is expected to focus on the Lewis Farms and Big Lake areas. Infill development is expected to continue in neighbourhoods closer to the river valley (such as Glenora, Crestwood, Parkview and Laurier Heights) and along the future Valley Line West LRT corridor. This sector includes portions of the city's West Edmonton and West Henday districts and the Jasper Place district.

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. Significant investments in some facilities were made through maintenance and renewal, capital and operating surplus 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 ageing buildings into two new replacement schools: Aleda Patterson School (Grades K–3) in West Meadowlark Park neighbourhood and Alex Janvier School (Grades 4–9) in Glenwood neighbourhood. These two replacement schools serve mature neighbourhoods in west Edmonton.

The Northwest sector has a wide range of alternative, Kindergarten and specialized programming options. Popular alternative programs that draw resident students from other sectors include Cogito at Stratford School; Chinese (Mandarin) Bilingual at Meadowlark, Dovercourt and Parkview schools; French Immersion at three schools; German Bilingual at Rio Terrace School; and Christian programming offered at three non-Division-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 from 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?

In the next five 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 Space for Students in Mature Communities priority in this sector identified in the *Three-Year Capital Plan 2025–2028*. Four ageing schools in the Britannia-Youngstown, Mayfield and Canora neighbourhoods will eventually be combined into two new buildings. There is also one modernization project from this sector (Grovenor K–6) identified in the *Three-Year Capital Plan 2025–2028*.

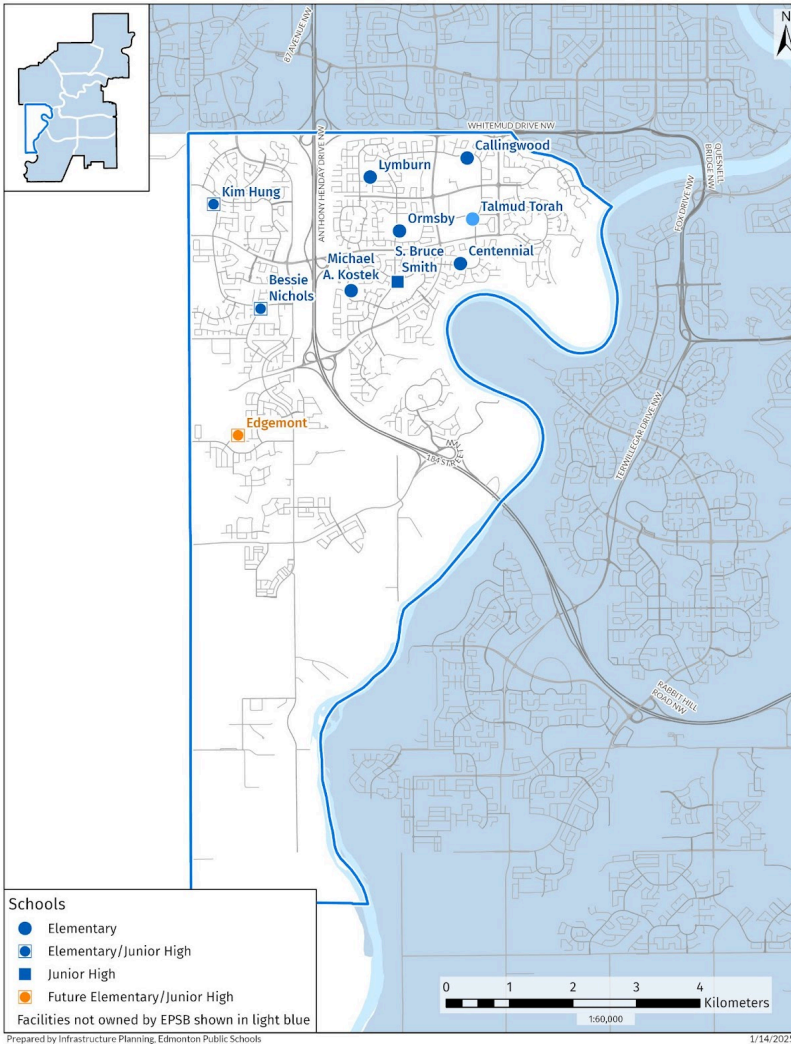
The Rosenthal elementary school has been funded for construction and is anticipated to open in 2029. Another new construction priority from this sector, Hawks Ridge K–6, is in the *Three-Year Capital Plan 2025–2028*. These K–6 schools will help alleviate growth pressures in the developing neighbourhoods of Rosenthal, Hawks Ridge and the surrounding Big Lake neighbourhoods.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Aldergrove	K–6	364	96%	49
Aleda Patterson	K–3	437	74%	4
Alex Janvier	4–9	732	87%	4
Aspen Program (High Park School)	K–12	167	60%	70
Belmead	K–6	373	65%	47
Brightview	K–6	484	50%	58
Britannia	7–9	330	71%	69
Coronation	K–6	265	74%	72
Crestwood	K–9	400	119%	72
David Thomas King	K–9	990	115%	8
Dovercourt	K–6	445	81%	70
Edmonton Christian High*	10–12	521	55%	26
Edmonton Christian West*	K–9	645	87%	17
Elmwood	K–6	582	49%	65
Glenora	K–6	248	71%	85
Grovenor	K–6	307	70%	76
Hillcrest	7–9	643	68%	62
James Gibbons	K–6	182	88%	71
Jasper Place	10–12	3,248	98%	65
LaPerle	K–6	587	95%	43
Laurier Heights	K–9	667	88%	68

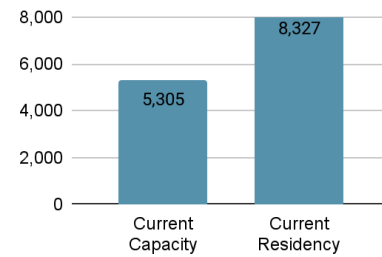
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Lynnwood	K–6	421	87%	65
Mayfield	K–6	388	95%	67
Meadowlark	K–6	438	100%	72
Meadowlark Christian	K–9	306	145%	72
Michael Phair	7–9	957	68%	8
Parkview	K–9	809	83%	70
Patricia Heights	K–6	434	86%	57
Rio Terrace	K–6	537	70%	62
Ross Sheppard	10–12	2,171	114%	69
Stratford	K–9	708	102%	61
Thornccliffe	K–6	478	63%	53
Westminster	7–9	755	61%	75
Winterburn	K–6	630	97%	76
Youngstown	K–6	561	63%	66
	Sector Utilization		87%	Average Age 56

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

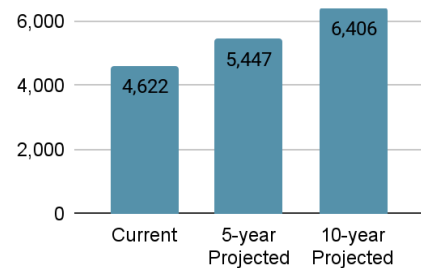
West Sector



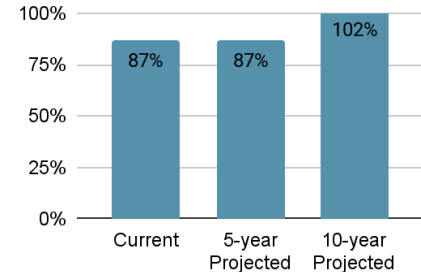
Sector Profile



Enrolment



Utilization

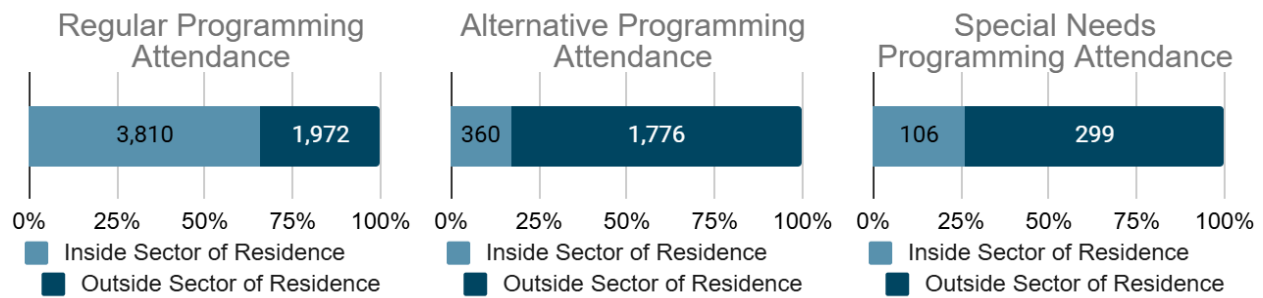


Where are we?

The West sector includes developing and mature communities as well as the urban growth areas of Edgemont, The Grange area and Riverview area. This sector includes portions of the city's West Edmonton and West Henday districts.

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

Some investments in facilities have been made through maintenance and renewal, capital and operating surplus 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.



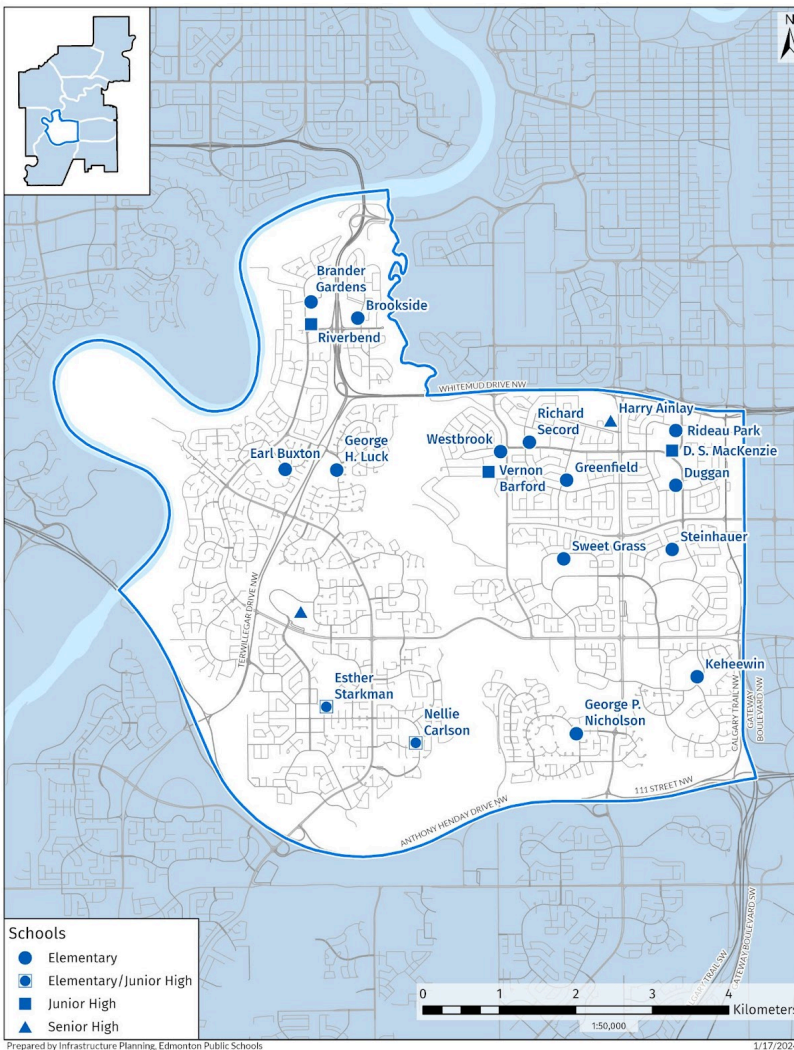
Where Are We Going and How Do We Get There?

A new Edgemont K–9 school will provide short-term relief to enrolment pressures as Riverview continues to develop. Overall, there are now four new construction priorities from this sector outlined in the *Three-Year Capital Plan 2025–2028*. Based on projections, two west high schools have been added as a priority in the *Three-Year Capital Plan 2025–2028*. The sector has a high school site available in The Hamptons and a site planned in the Riverview area. Each site can accommodate a high school, which would relieve enrolment pressures at Jasper Place School. With respect to the Riverview area, the closest K–6 school is Michael A. Kostek School and the closest K–9 school is Bessie Nichols School (both of which have high utilization rates). Due to projected development in Riverview area neighbourhoods, additional capacity will need to be provided within the sector. For these reasons, two K–9 schools serving the Riverview plan area are included in the *Three-Year Capital Plan 2025–2028*.

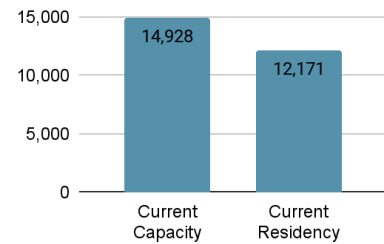
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Bessie Nichols	K–9	934	104%	13
Callingwood	K–6	445	76%	48
Centennial	K–6	475	78%	44
Kim Hung	K–9	878	94%	8
Lymburn	K–6	498	89%	41
Michael A. Kostek	K–6	626	92%	46
Ormsby	K–6	457	73%	45
S. Bruce Smith	7–9	719	88%	35
Talmud Torah*	K–6	273	50%	28
Sector Utilization			87%	Average Age 34

Note: *Building not owned by the Division.

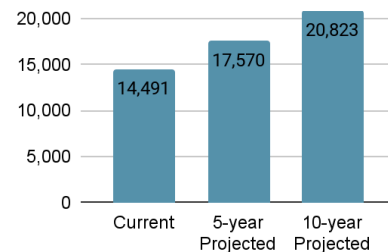
Southwest 1 Sector



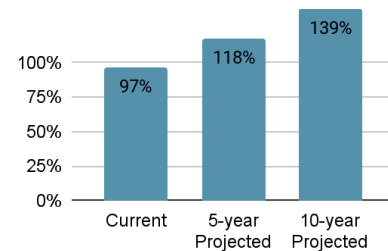
Sector Profile



Enrolment



Utilization

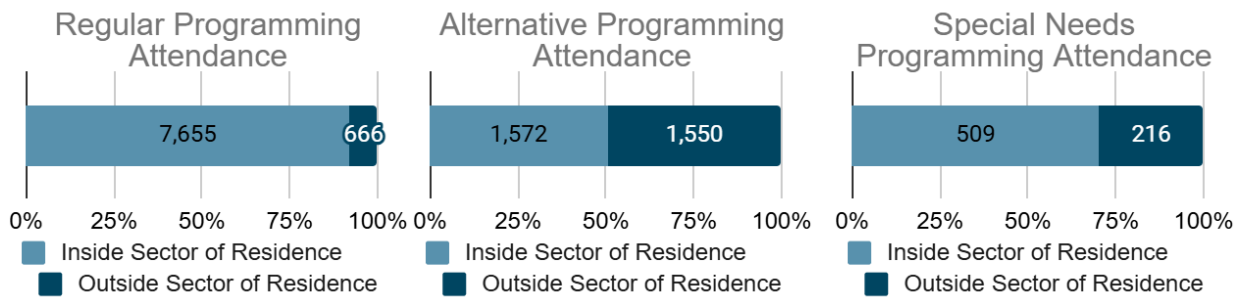


Where are we?

The Southwest 1 sector includes established and mature communities. This sector matches the city's Whitemud district. Enrolment pressures continue to exist in the Terwillegar Heights plan area, with particular challenges being experienced in the south portion adjacent to Anthony Henday Drive. The sector is projected to experience a significant increase in student enrolment over the next decade. Currently, alternative program options within the Southwest 1 sector and in surrounding sectors such as the Southwest 2 sector, are limited. The unmet demand from these sectors is causing sector students to choose programming outside of the sector. Much of the sector's excess capacity is located east of Whitemud Creek Ravine.

Significant investments in some facilities have been made through maintenance and renewal, capital and operating surplus funding to create better learning environments. The sector can accommodate resident students while also offering a range of academic, specialized, language and other types of alternative

programming options. These include Chinese (Mandarin) Bilingual, French Immersion, German Bilingual and Spanish Bilingual programs.



Where Are We Going and How Do We Get There?

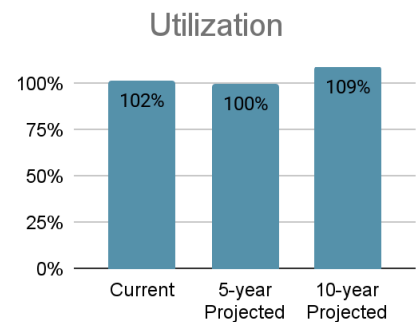
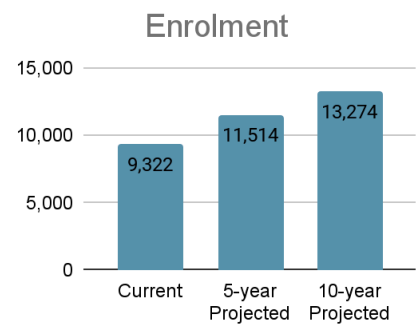
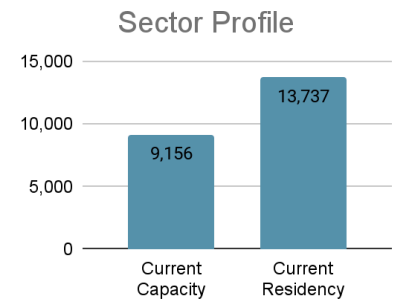
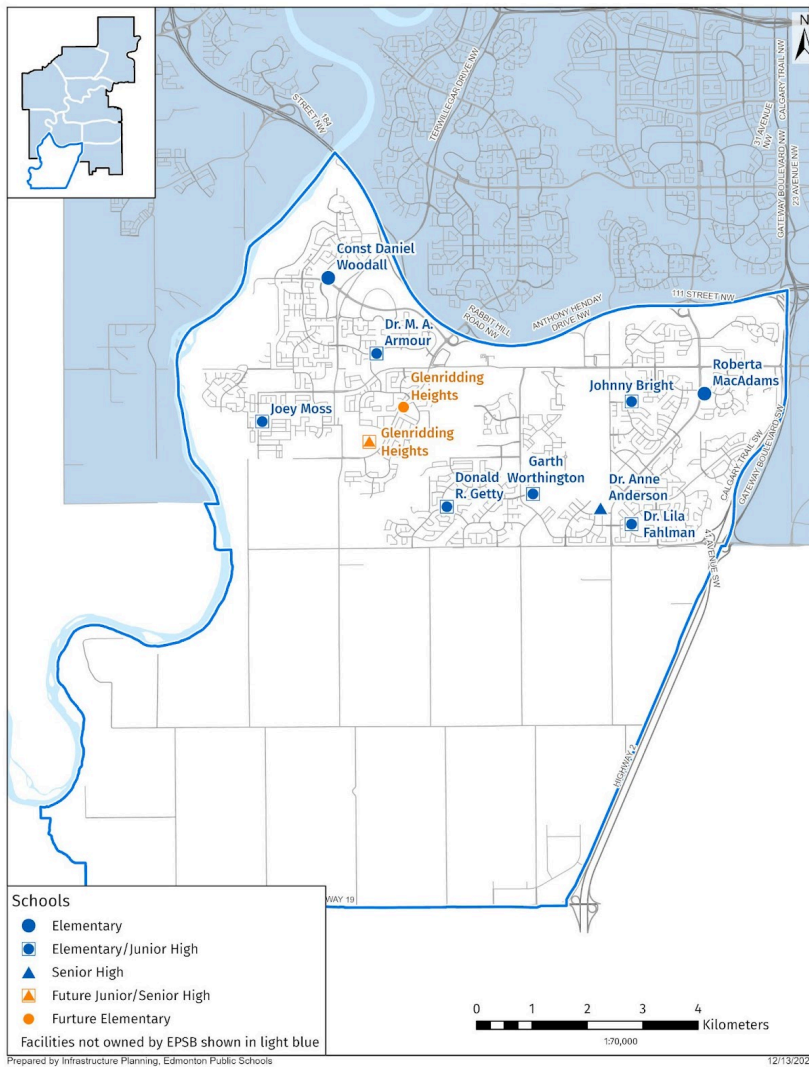
Administration will continue to monitor the demand for high school sites in the established and mature communities. The sector has a planned high school site in Keheewin that could be considered in future capital plan priorities.

There is currently one modernization priority in this sector (Brander Gardens K–6) outlined in the *Three-Year Capital Plan 2025–2028*.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Brander Gardens	K–6	426	99%	50
Brookside	K–6	398	67%	57
D. S. MacKenzie	7–9	757	85%	57
Duggan	K–6	463	91%	53
Earl Buxton	K–6	529	95%	35
Esther Starkman	K–9	871	100%	15
George H. Luck	K–6	491	110%	33
George P. Nicholson	K–6	495	82%	23
Greenfield	K–6	723	69%	57
Harry Ainlay	10–12	2,764	103%	60
Keheewin	K–6	434	78%	45

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Lillian Osborne	10–12	1,669	119%	16
Nellie Carlson	K–9	830	98%	9
Richard Secord	K–6	669	96%	58
Rideau Park	K–6	295	86%	48
Riverbend	7–9	823	107%	51
Steinhauer	K–6	461	93%	48
Sweet Grass	K–6	455	77%	48
Vernon Barford	7–9	820	105%	59
Westbrook	K–6	555	92%	59
Sector Utilization			97%	Average Age 44

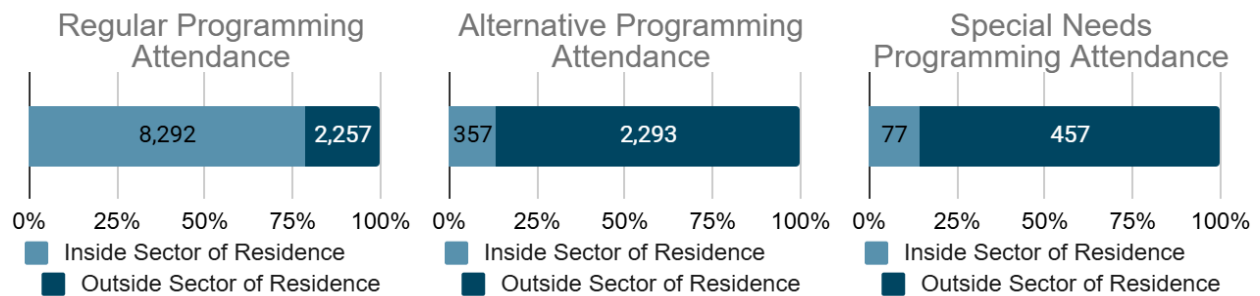
Southwest 2 Sector



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 10 years. A substantial amount of this growth is expected to come from new development in the Windermere and Heritage Valley plan areas. This sector includes the city's Southwest and Rabbit Hill districts.

There are very few alternative or specialized programming options available to students in this sector, as capacity is required predominantly to accommodate resident students. 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.

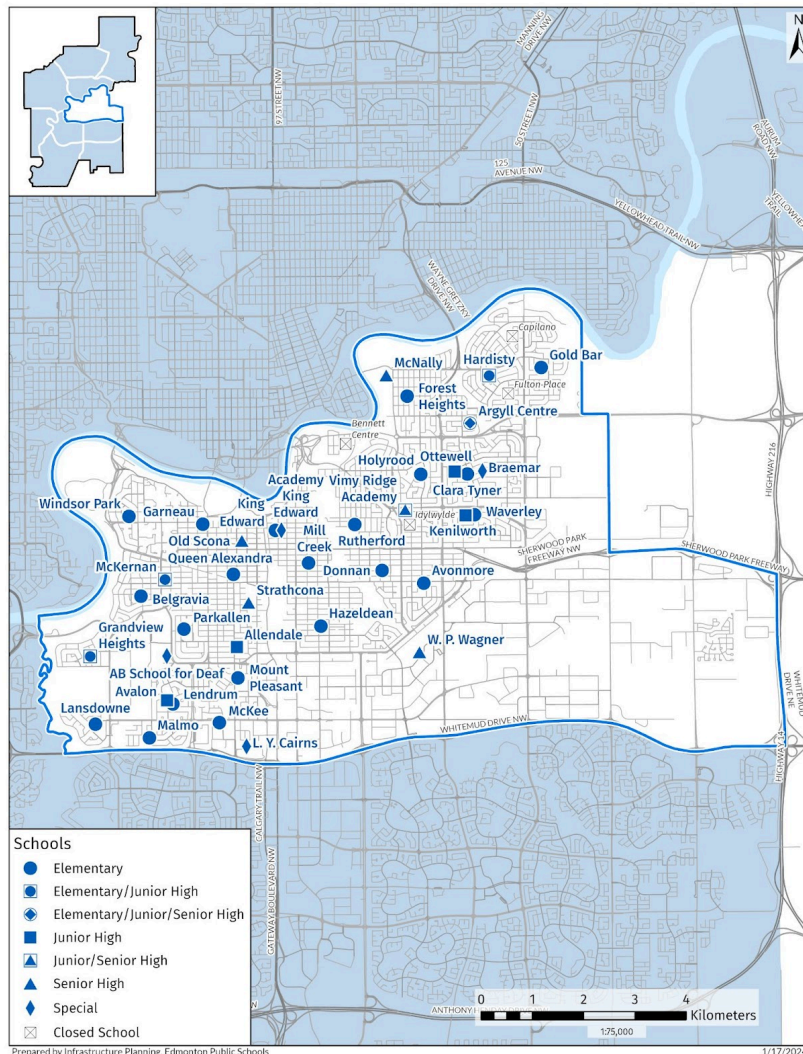


Where Are We Going and How Do We Get There?

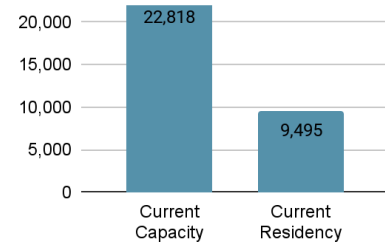
A new Glenridding Heights 7–12 school is tentatively scheduled to open in fall 2028 and will provide relief to enrolment pressures as the Windermere area continues to develop. The Glenridding Heights K–6 is also funded for construction and is anticipated to open in 2029. There are two additional new construction priorities outlined in the *Three-Year Capital Plan 2025–2028*, Dr. Anne Anderson School Addition and Heritage Valley Neighbourhood 14 K–6. Due to the development that is projected in neighbourhoods within the Heritage Valley and Windermere areas, additional capacity will continue to be needed to accommodate resident students.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Constable Daniel Woodall	K–6	763	96%	8
Donald R. Getty	K–9	974	111%	8
Dr. Anne Anderson	10–12	1,995	100%	4
Dr. Lila Fahlman	K–9	1,022	111%	8
Dr. Margaret-Ann Armour	K–9	956	126%	9
Garth Worthington	K–9	923	86%	4
Joey Moss	K–9	940	92%	3
Johnny Bright	K–9	946	90%	15
Roberta MacAdams	K–6	637	105%	9
Sector Utilization			102%	Average Age 8

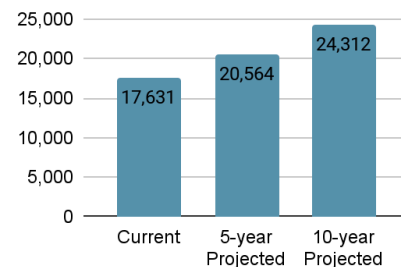
South Central Sector



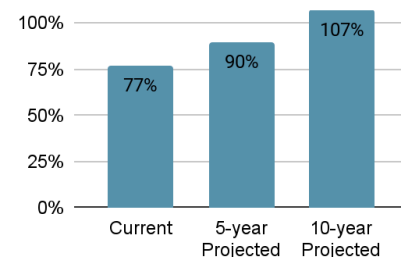
Sector Profile



Enrolment



Utilization



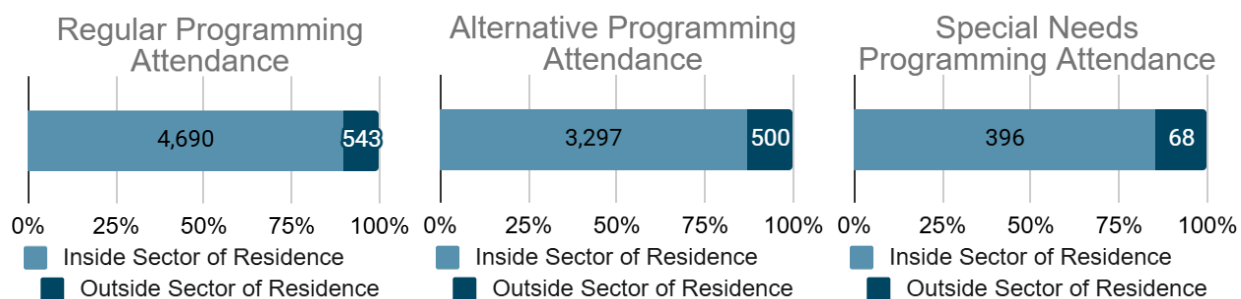
Where are we?

The South Central sector includes mature and established communities. This sector includes the city's Scona and Southeast districts. The sector is projected to experience moderate growth over the next 10 years, with most of it expected to come from infill development. Infill development is expected to continue in neighbourhoods along the Valley Line Southeast LRT corridor from Mill Woods to downtown. 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 modern, high-quality learning environments and 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 maintenance and renewal, capital and operating surplus funding to provide better quality learning environments.

There are a range of academic, sports, specialized and language programming available to students in the sector. Unique programming in this sector includes the Sports Alternative program 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.

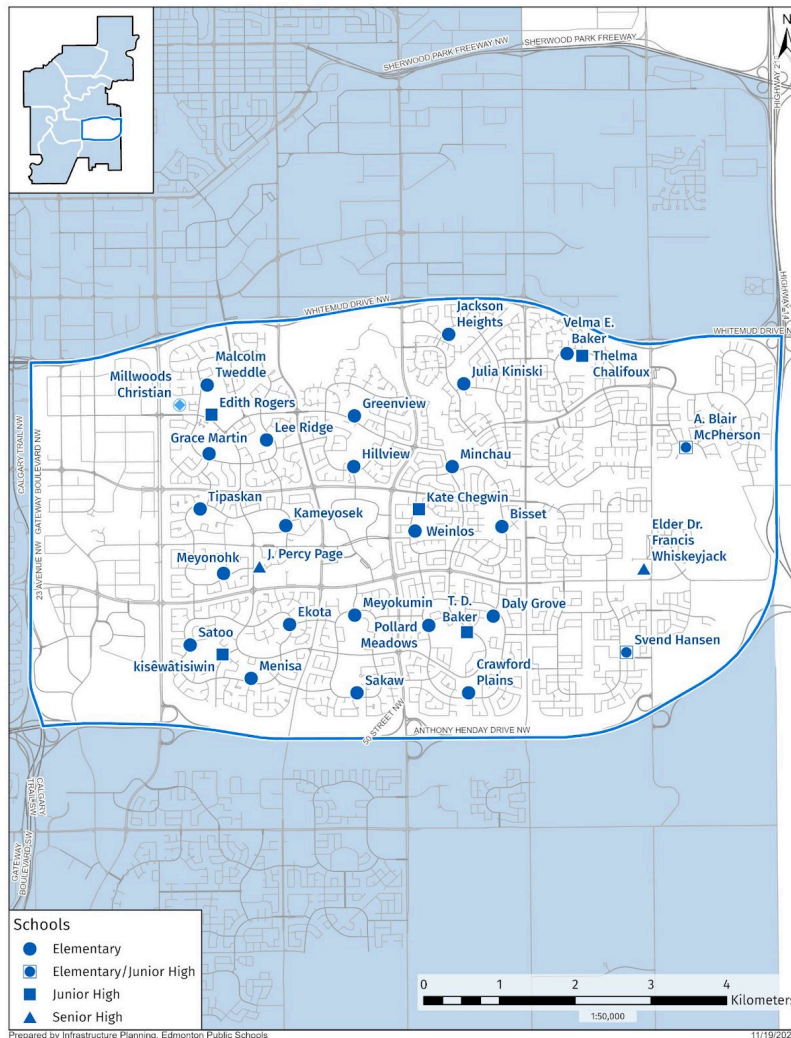
The need for modernization projects in the South-Central sector will be reviewed on an ongoing basis as the school buildings continue to age. There are currently two projects from this sector listed in the *Three-Year Capital Plan 2025–2028* as priorities for modernization: Lansdowne K–6 and McNally 10–12.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Alberta School for the Deaf/Tevie Miller	K-12	877	55%	70
Allendale	7–9	706	85%	76
Avalon	7–9	676	79%	60
Avonmore	K–6	318	89%	70
Belgravia	K–6	153	89%	71
Braemar	7–12	304	25%	66
Clara Tyner	K–6	221	76%	59
Donnan	K–6	448	88%	76
Forest Heights	K–6	416	69%	77

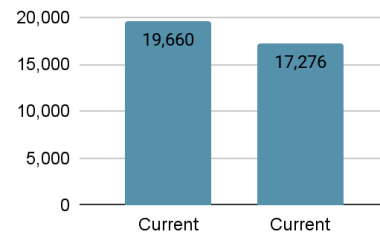
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Garneau	K–6	350	103%	102
Gold Bar	K–6	425	52%	67
Grandview Heights	1–9	341	96%	66
Hardisty	K–9	944	58%	68
Hazeldean	K–6	498	66%	75
Holyrood	K–6	478	86%	70
Kenilworth	7–9	587	53%	63
King Edward	K–6	291	78%	66
L. Y. Cairns	7–12	935	56%	57
Lansdowne	K–6	303	55%	56
Lendrum	K–6	345	100%	62
Malmo	K–6	467	61%	62
McKee	K–6	531	81%	59
McKernan	K–9	737	97%	73
McNally	10–12	1,365	78%	62
Mill Creek	K–6	353	90%	6
Mount Pleasant	K–6	333	96%	72
Old Scona	10–12	381	99%	118
Ottewell	7–9	806	87%	65
Parkallen	K–6	472	75%	74
Queen Alexandra	K–6	318	48%	120
Rutherford	K–6	322	80%	125

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Strathcona	10–12	1,516	115%	72
The Academy at King Edward	3–12	478	71%	112
Vimy Ridge Academy	7–12	1,388	100%	67
W. P. Wagner	10–12	2,080	75%	56
Waverley	K–6	557	37%	60
Windsor Park	K–6	221	82%	72
Sector Utilization			77%	Average Age 71

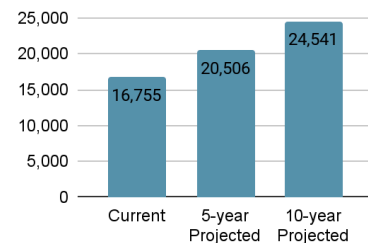
Southeast 1 Sector



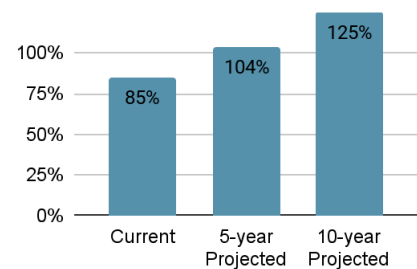
Sector Profile



Enrolment



Utilization

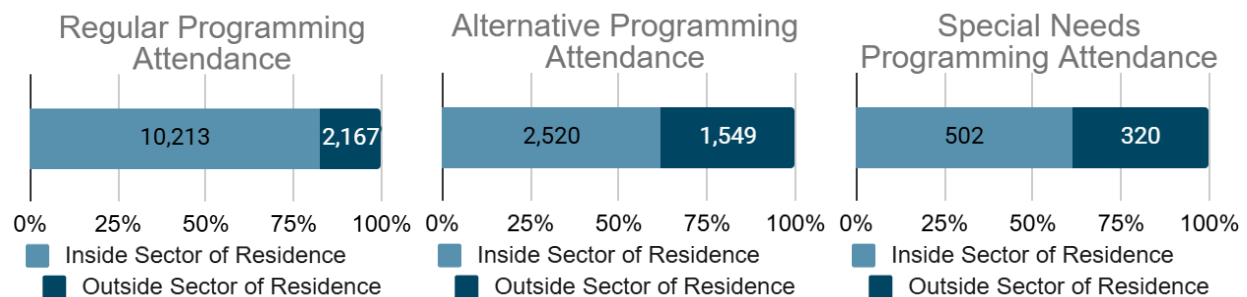


Where are we?

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 plan, including the neighbourhoods of Aster, Laurel and Tamarack. This sector includes the city's Mill Woods and Meadows districts. Growth and high student density in neighbourhoods in The Meadows area are expected to continue placing enrolment pressures on schools in Mill Woods.

The utilization in this sector is anticipated to decrease over five years with the addition of 2,351 spaces in Elder Dr. Francis Whiskeyjack School and then rebound to 2023 levels by 2026. 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 ageing 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.

Significant investments in some facilities have been made through maintenance and renewal, capital and operating surplus 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 will help increase mobility for residents in the Southeast 1 sector, connecting Mill Woods Transit Centre to downtown Edmonton. This is expected to increase access to programming options available to resident students inside and outside of the sector.

Two new construction projects from this sector are prioritized in the *Three-Year Capital Plan 2025–2028* (Aster K–9 and Silver Berry K–6). Additional projects may also be prioritized for modernization or replacement in the near future as ageing facilities in the sector will need to be addressed in the form of maintenance and renewal investments, as the Division seeks to modernize learning environments for students and reduce operational costs that result from maintaining ageing infrastructure.

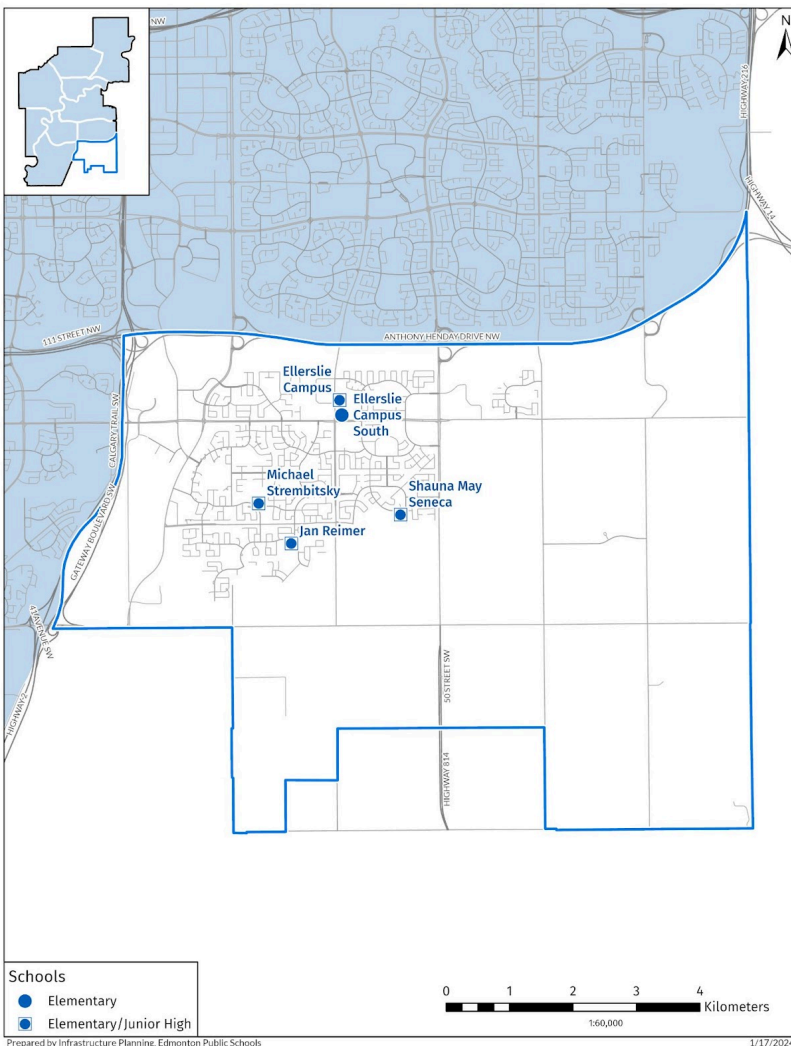
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
A. Blair McPherson	K–9	943	112%	15
Bisset	K–6	515	102%	36
Crawford Plains	K–6	508	92%	43
Daly Grove	K–6	504	76%	37
Edith Rogers	7–9	611	87%	50
Ekota	K–6	284	66%	49
Elder Dr. Francis Whiskey Jack**	10–11	2351	37%	0
Grace Martin	K–6	495	66%	53
Greenview	K–6	459	74%	45

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Hillview	K–6	330	96%	45
J. Percy Page	10–12	1,220	114%	43
Jackson Heights	K–6	398	89%	23
Julia Kiniski	K–6	519	84%	40
Kameyosek	K–6	290	74%	48
Kate Chegwin	7–9	658	105%	34
kisêwâtisiwin	7–9	668	76%	45
Lee Ridge	K–6	368	78%	49
Malcolm Tweddle	K–6	419	90%	50
Menisa	K–6	284	75%	44
Meyokumin	K–6	559	92%	45
Meyonohk	K–6	568	76%	45
Millwoods Christian*	K–12	667	136%	50
Minchau	K–6	407	82%	42
Pollard Meadows	K–6	500	83%	45
Sakaw	K–6	467	83%	45
Satoo	K–6	369	58%	49
Svend Hansen	K–9	1,060	115%	8
T. D. Baker	7–9	806	87%	36
Thelma Chalifoux	7–9	981	86%	5
Tipaskan	K–6	403	62%	43
Velma E. Baker	K–6	549	107%	33
Weinlos	K–6	500	97%	43
Sector Utilization			85%	Average Age 40

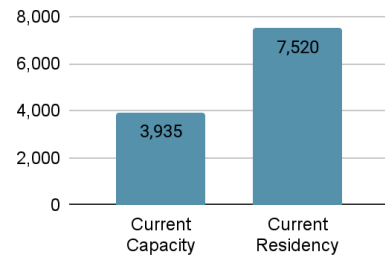
Note: *Building not owned by the Division.

** Grade 12 being phased in next year

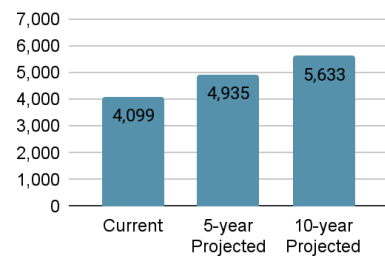
Southeast 2 Sector



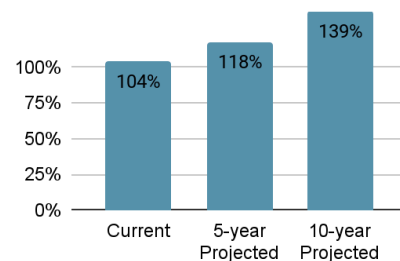
Sector Profile



Enrolment



Utilization



Where are we?

The Southeast 2 sector includes predominantly the Ellerslie, Southeast and Decoteau plan areas, which feature multiple developing neighbourhoods. The sector is contiguous with the city's Ellerslie district, which also contains a future urban growth area recently annexed into the City of Edmonton.

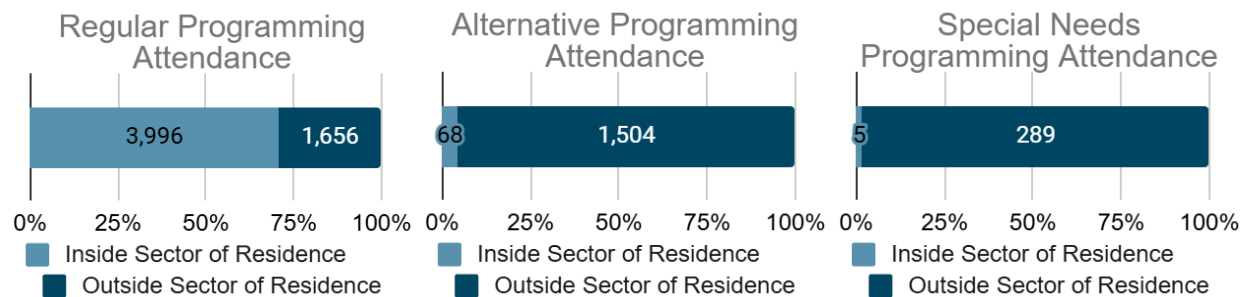
Two newer schools in the Ellerslie area (Jan Reimer School) and Southeast area (Shauna May Seneca School) have high utilization rates that increased rapidly as the neighbourhoods around them developed and are both Level 3 schools utilizing a lottery process. Utilization in this sector is expected to 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 maintenance and renewal, capital and operating surplus funding to provide better quality learning environments.

Ten-Year Facilities Plan 2025–2034

Page 70

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



Where Are We Going and How Do We Get There?

Three new construction projects are prioritized in the *Three-Year Capital Plan 2025–2028*: a K–9 school in The Orchards South, a K–9 school in Meltwater and a K–6 school in Alces. An Ellerslie K–9 Replacement-Solution school is also proposed in the plan, which would involve consolidation of two existing buildings into a single new building. 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.

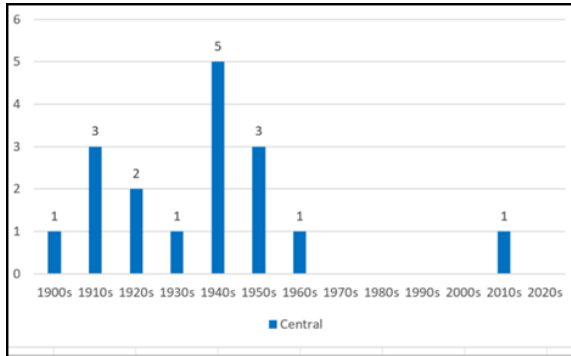
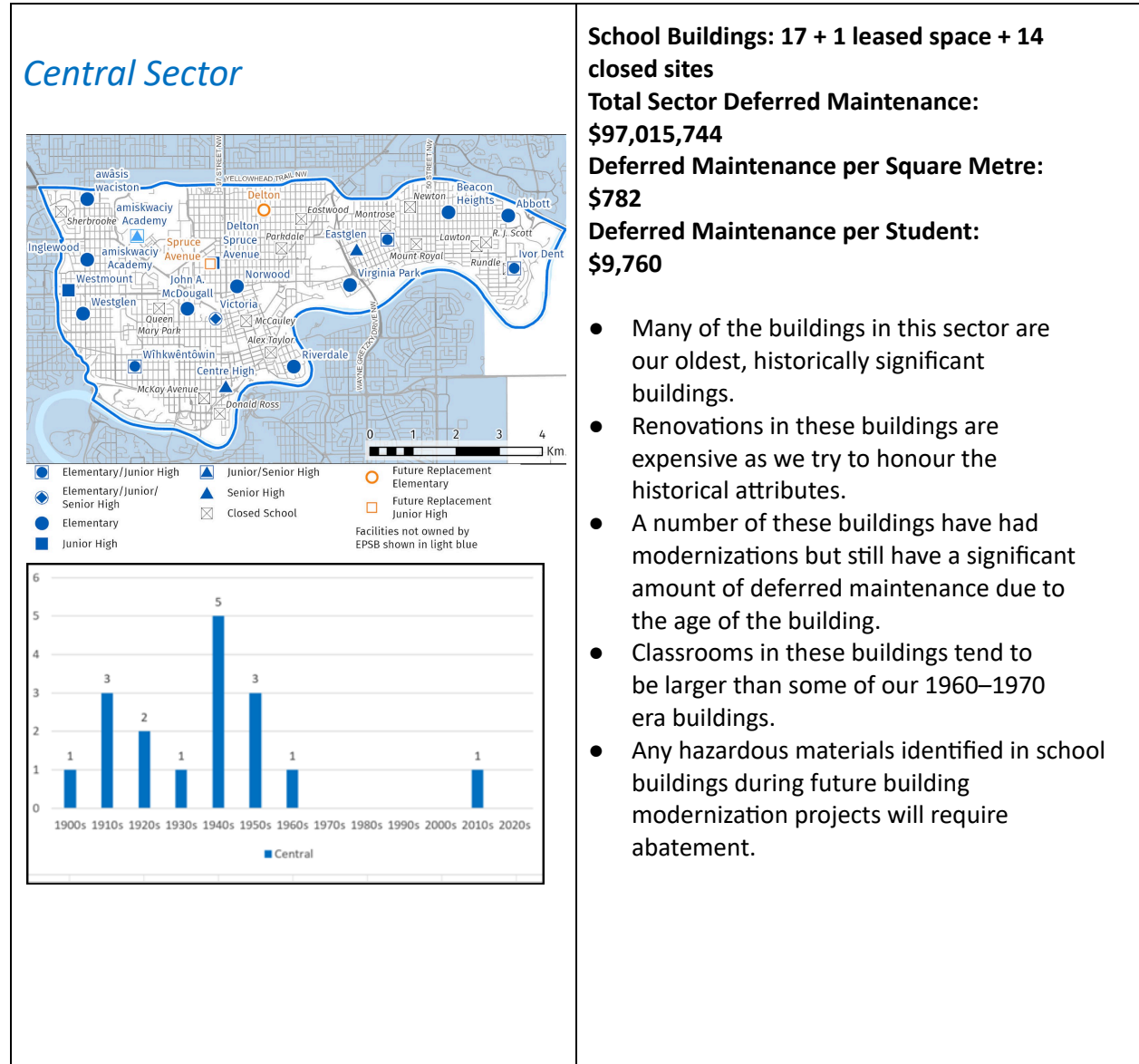
The Division will continue to advocate for school sites in future urban growth areas. As neighbourhoods in the Southeast, Decoteau plan areas and annexed areas in southeast Edmonton begin to develop, the Division will identify school sites in these regions within its Three-Year Capital Plan when required.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Ellerslie Campus*	K–9	1,019	103%	69
Jan Reimer	K–9	961	112%	8
Michael Strembitsky	K–9	982	94%	13
Shauna May Seneca	K–9	973	108%	8
Sector Utilization			104%	Average Age 25

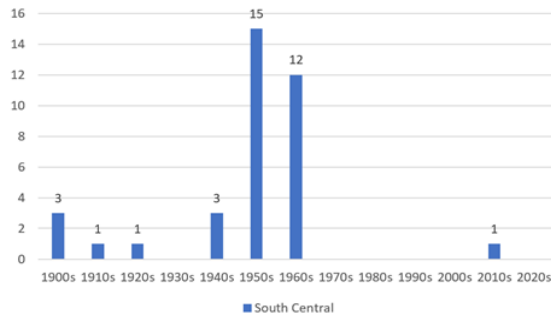
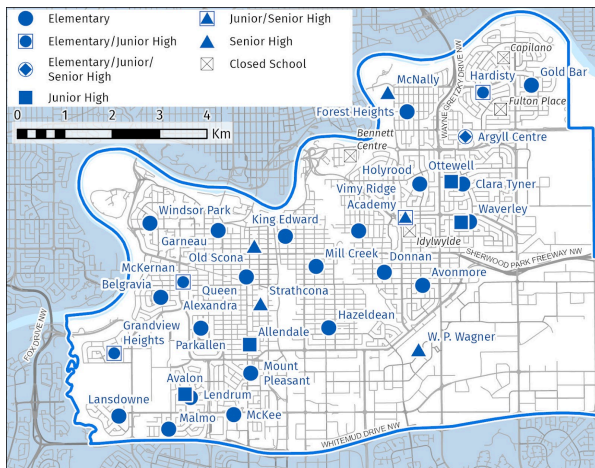
Note: *Includes both Ellerslie Campus buildings.

Appendix 2: Buildings: Construction and Condition By Sector

Summary Table: Deferred Maintenance by Sector



South Central Sector



School Buildings: 35 + 4 closed sites

Total Sector Deferred Maintenance:

\$222,497,856

Deferred Maintenance per Square Metre:

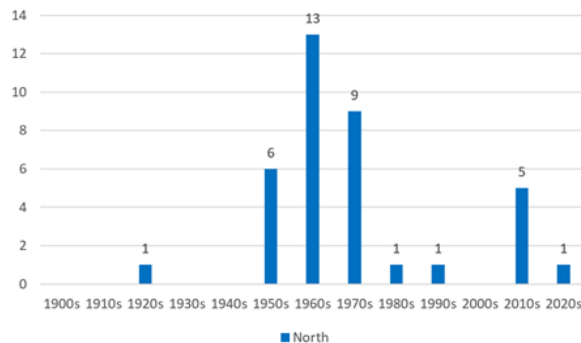
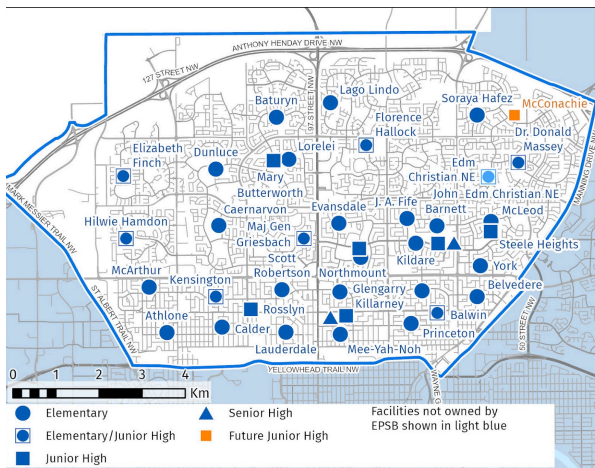
\$1035

Deferred Maintenance per Student:

\$12,429

- 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 will require abatement.
- This sector also has some older, historically significant buildings.

North Sector



School Buildings: 37 + 1 partner site

Total Sector Deferred Maintenance:

\$203,201,247

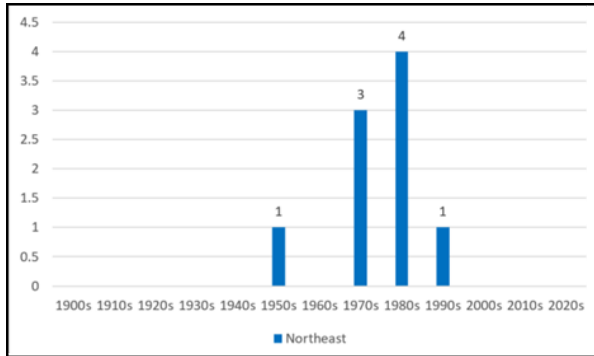
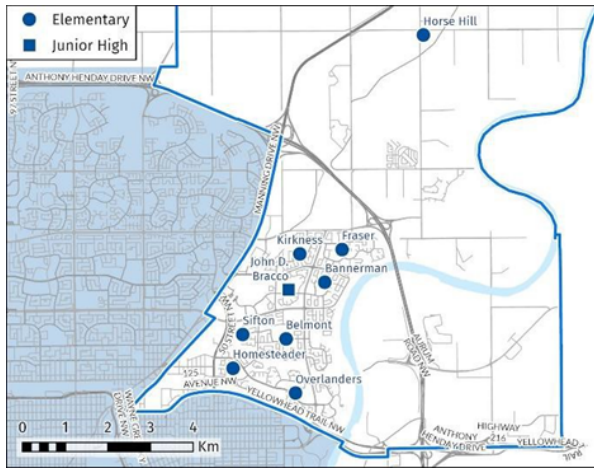
Deferred Maintenance per Square Metre: \$936

Deferred Maintenance per Student:

\$10,020

- 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 (pods) added in the 1970s or 1980s.

Northeast Sector



School Buildings: 9

Total Sector Deferred Maintenance:

\$41,911,837

Deferred Maintenance per Square Metre:

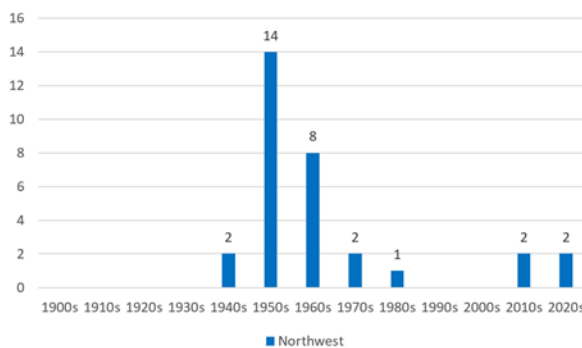
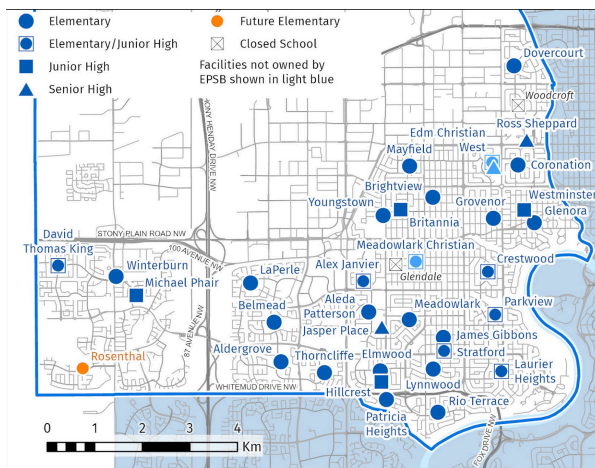
\$1,128

Deferred Maintenance per Student:

\$13,629

- This is a small sector with schools mostly built in the 1970s and 1980s.
- 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 (pods) added in the 1970s or 1980s.
- The Horse Hill School is a rural school acquired through annexation.

Northwest Sector



School Buildings: 32 + 3 partner sites + 2 closed sites

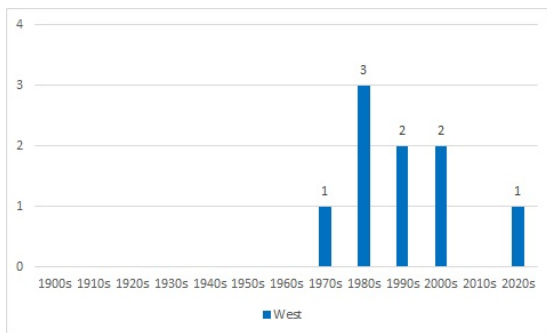
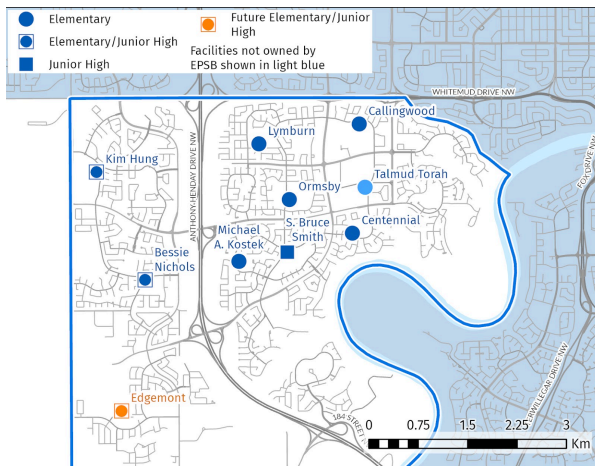
Total Sector Deferred Maintenance: \$187,667,859

Deferred Maintenance per Square Metre: \$984

Deferred Maintenance per Student: \$11,106

- 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 (pods) added in the 1970s or 1980s.
- 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 four schools were closed and two new ones opened.
- This sector has the only K–3 school in the Division.

West Sector



School Buildings: 8 + 1 partner site

Total Sector Deferred Maintenance:

\$32,284,568

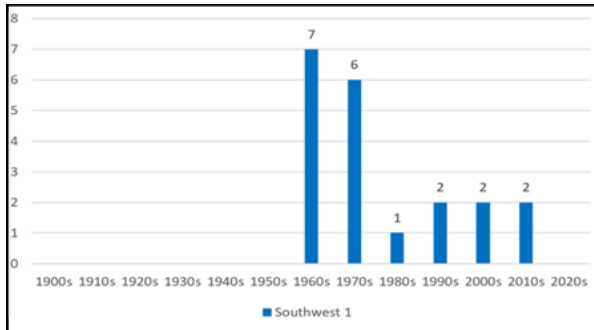
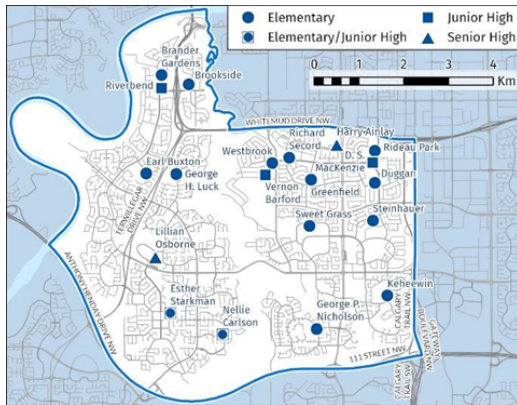
Deferred Maintenance per Square Metre: \$715

Deferred Maintenance per Student:

\$7,014

- This is a small sector with schools opened between 1977 and 2017.
- 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 (pods) added in the 1970s or 1980s.

Southwest 1 Sector



School Buildings: 20

Total Sector Deferred Maintenance:

\$108,348,455

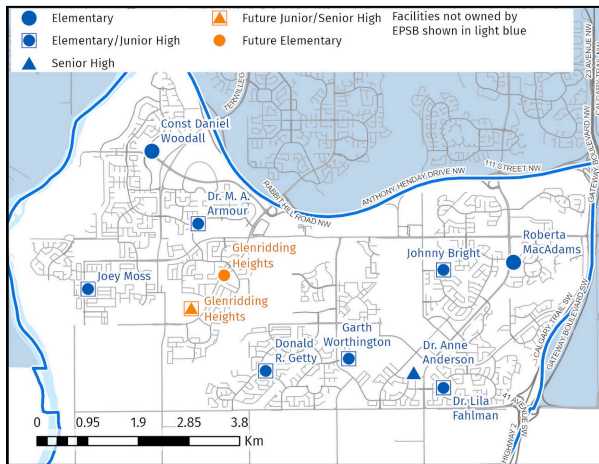
Deferred Maintenance per Square Metre: \$866

Deferred Maintenance per Student:

\$7,605

- 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 (pods) added in the 1970s or 1980s.
- 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.

Southwest 2 Sector



School Buildings: 9

Total Sector Deferred Maintenance:

\$335,691

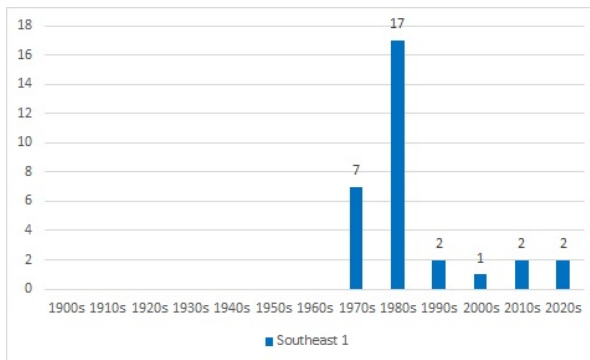
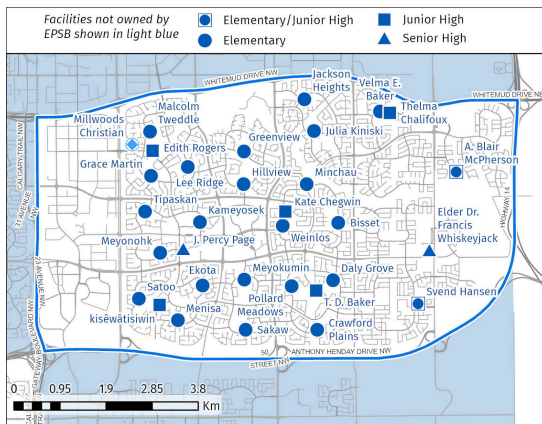
Deferred Maintenance per Square Metre: \$4

Deferred Maintenance per Student:

\$36

- The schools in this sector are newer construction and have less deferred maintenance.
- There are pressures on these buildings related to adding modular or portable classrooms and the resulting pressure on the building/site core infrastructure, like washrooms and parking lots.

Southeast 1 Sector



School Buildings: 31 + 1 partner site

Total Sector Deferred Maintenance:

\$156,185,590

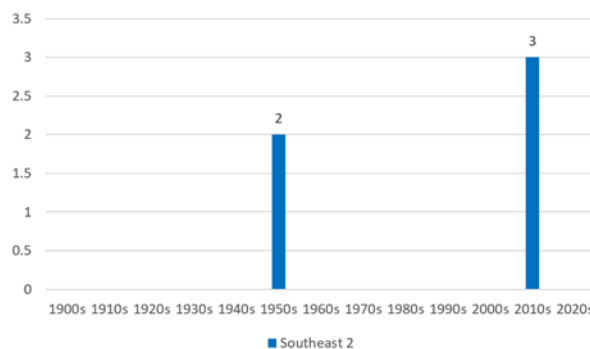
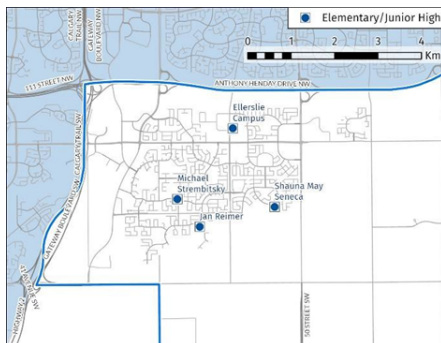
Deferred Maintenance per Square Metre: \$938

Deferred Maintenance per Student:

\$10,298

- 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 (pods) added in the 1970s or 1980s.
- 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.

Southeast 2 Sector



School Buildings: 4

Total Sector Deferred Maintenance:

\$8,792,249

Deferred Maintenance per Square Metre:

\$270

Deferred Maintenance per Student:

\$2,151

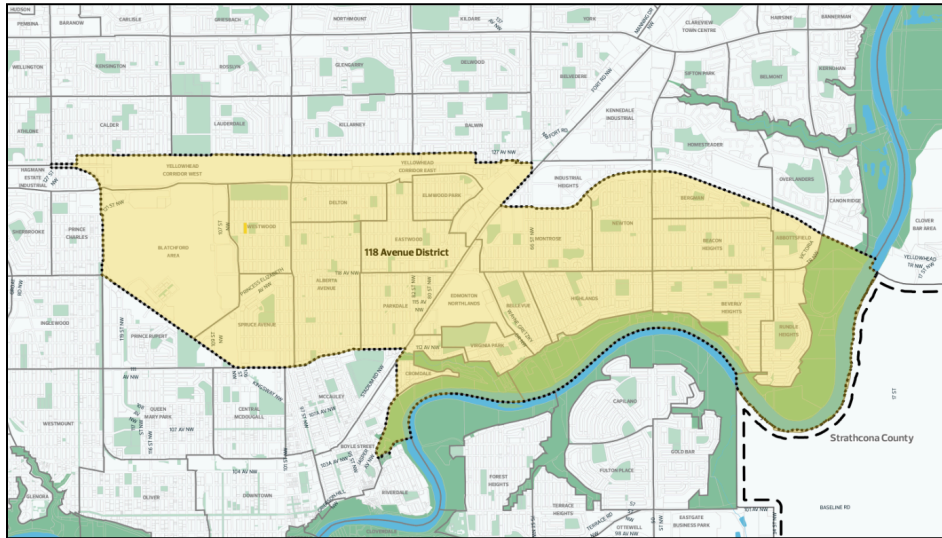
- This is a small sector with three schools built within the last 15 years.
- The Ellerslie School campus has two buildings which initially were rural schools acquired through annexation.
- These two buildings are likely to contain hazardous materials within their construction that would require abatement during any modifications.
- These schools all have modular classrooms currently at the school due to enrolment pressures.

This is a summary table of the number of school buildings and deferred maintenance total, per square metre and per student for all the planning sectors.

Sector	Number of School Buildings	Deferred Maintenance Sector Total	Deferred Maintenance/ Square Metre	Deferred Maintenance/ Student
Central	17 + 1 leased space + 14 closed	\$ 97,015,744	\$782	\$9,760
North	37 + 1 partner site	\$ 203,201,247	\$936	\$10,020
Northeast	9	\$ 41,911,837	\$1,128	\$13,6305
Northwest	32 + 3 partner + 2 closed sites	\$ 187,667,8590	\$984	\$11,106
South Central	35 + 4 closed sites	\$ 222,497,856	\$1,035	\$12,429
Southeast 1	31 + 1 partner site	\$ 156,185,590	\$937	\$10,298
Southeast 2	4	\$ 8,792,249	\$271	\$2,151
Southwest 1	20	\$ 108,348,455	\$866	\$7,604
Southwest 2	9	\$ 335,691	\$4	\$36
West	8 + 1 partner site	\$ 32,284,568	\$715	\$7,014

Appendix 3: City Planning District Summaries

The City Plan – 118 Avenue District



*red text indicates a capital plan priority for new construction or major modernization

Current Schools

Abbott
amiskwaciy Academy
Beacon Heights
Delton
Eastglen
Highlands
Ivor Dent
Norwood
Spruce Avenue
Virginia Park

Other Programs

Glenrose Hospital

Non-Operational Sites

Eastwood
Lawton
McCauley
Montrose
Mount Royal
Newton
Parkdale
R. J. Scott
Rundle

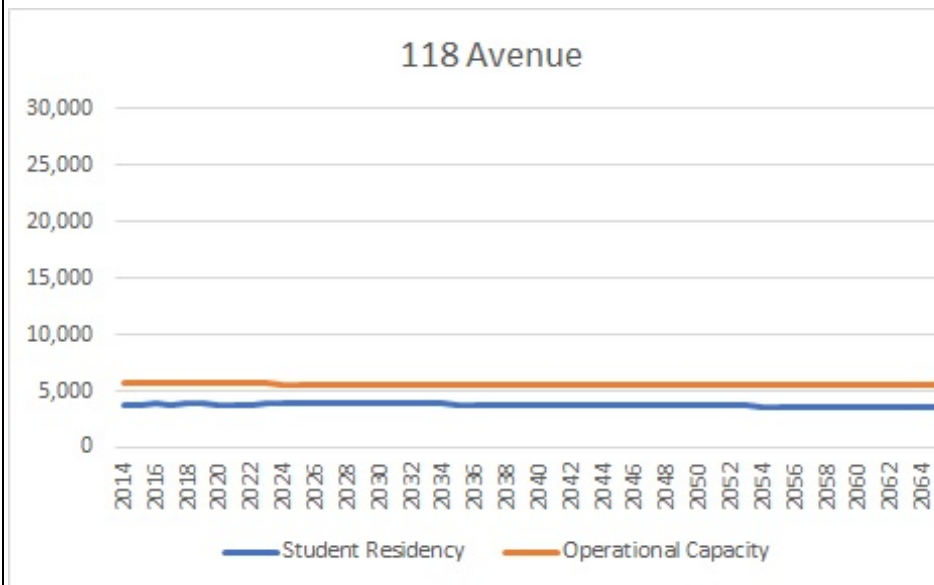
Future School Sites

Blatchford K-9

Priority Growth Areas

City Centre Area
Blatchford
Exhibition Lands
Stadium Station
Redevelopment

Student Residency History and Projection



*Does not include the Exhibition Lands

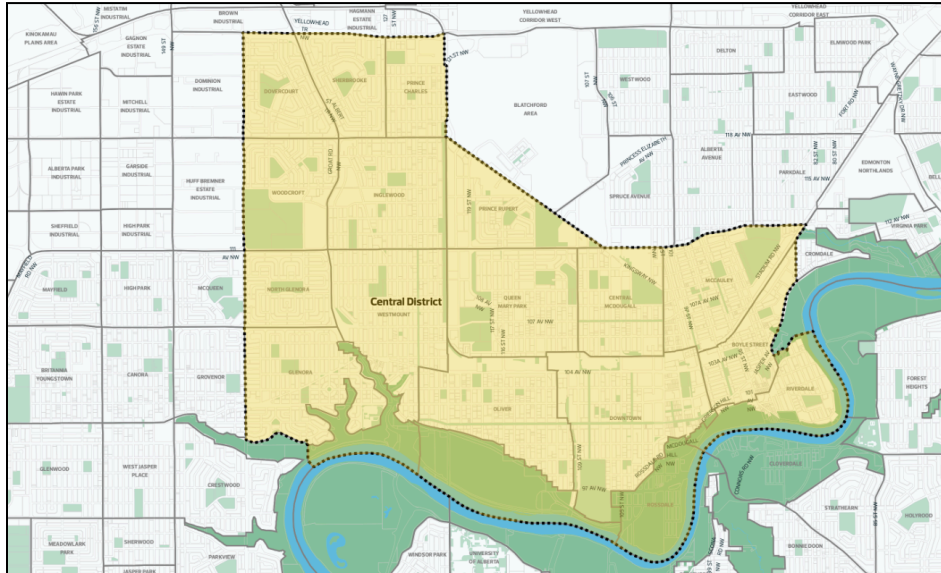
The City Plan – 118 Avenue District

Based on the current capacity of operational schools within the 118 Avenue District, the Division projects there will be sufficient capacity to accommodate local students beyond 2064. Long-range enrolment projections demonstrate stable student residency in the planning district despite new development being proposed in priority growth areas. Enrolment projections in the district do not include future Exhibition Lands as the scope and scale of the proposed redevelopment has yet to be determined.

There are currently 10 schools located within the district and nine non-operational schools/administration sites. As population milestones are reached, additional school sites will become available in future growth areas such as Blatchford and the Exhibition Lands. Currently, Delton and Spruce Avenue are listed as capital plan priorities.

- The 2021 federal census records **48,000 residents**. At a population horizon of 1.25 million, the 118 Avenue District is anticipated to accommodate **64,000 residents**. At two million, the District is anticipated to accommodate **137,000 residents**.
- Population and employment growth in the 118 Avenue District is anticipated at the Blatchford Major Node, Stadium and Exhibition District Nodes and along the 118 Avenue Primary Corridor.
- Major redevelopment projects contributing to this growth include the Blatchford mixed-use town centre (Blatchford Market) and Phase 1 of the Exhibition Lands.
- Residential development is expected within portions of Blatchford outside the Major Node and within the Stadium District Node.
- Incremental redevelopment for housing and commercial uses is planned along parts of 118 Avenue, around Riverview Crossing and in the Alberta Avenue and Beverly business areas, aimed at enhancing housing availability, pedestrian streetscapes and neighbourhood connections.
- Employment growth is expected from the NAIT expansion in Blatchford, the development of Blatchford Market and some growth in industrial areas along the Yellowhead Trail due to mobility investments.
- Large sites like Riverview Crossing shopping centre and Kingsway Mall offer potential for more housing and employment through comprehensive development.
- Mobility investments, including new mass transit routes (proposed for 97 Street NW) and stations (in Blatchford, a new Exhibition 115 Avenue NW station and a redeveloped Coliseum station), additional bike routes and the creation of new open spaces like Blatchford Park and improvements to Borden Park, will support this development.
- The primary area for population growth in the district is the new neighbourhood of Blatchford in the western part.

The City Plan – Central District



Current Schools

Centre High
Coronation
Dovercourt
Glenora
Inglewood
John A. McDougall
Oliver
awâsis waciston
Riverdale
Ross Sheppard
Victoria
Westglen
Westminster
Westmount

Other Programs

None

Non-Operational Sites

Alex Taylor
Donald Ross
McKay Avenue
Queen Mary Park
Sherbrooke
Woodcroft
McCauley
Maintenance Building
Centre for Education

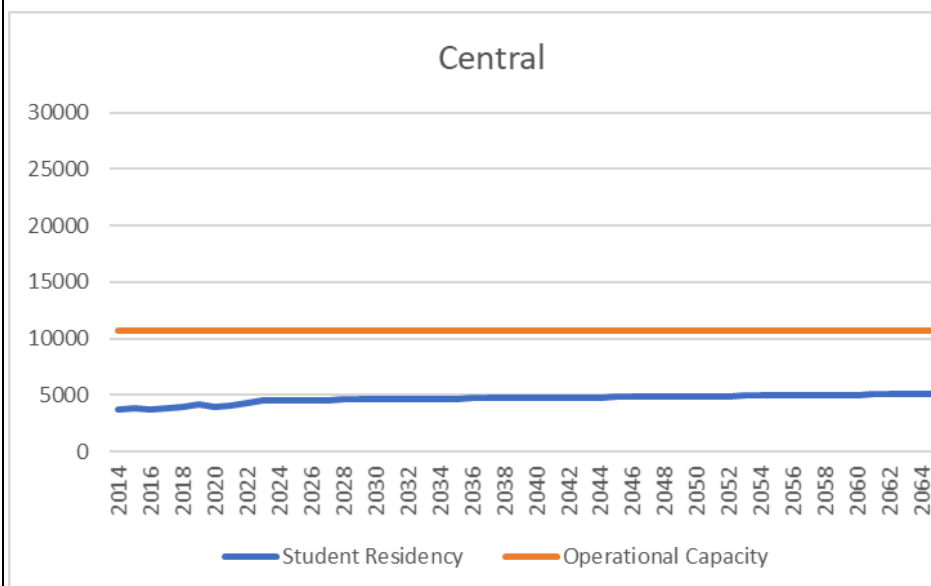
Future School Sites

N/A

Priority Growth Areas

Blatchford/ NAIT/
Kingsway (Node)
124 Street (Corridor)
Downtown
Wîhk-wêntôwin
North Edge
The Quarters
Rossdale-River
Crossing
Stadium (Node)
Stony Plain Road
(Corridor)

Student Residency History and Projection



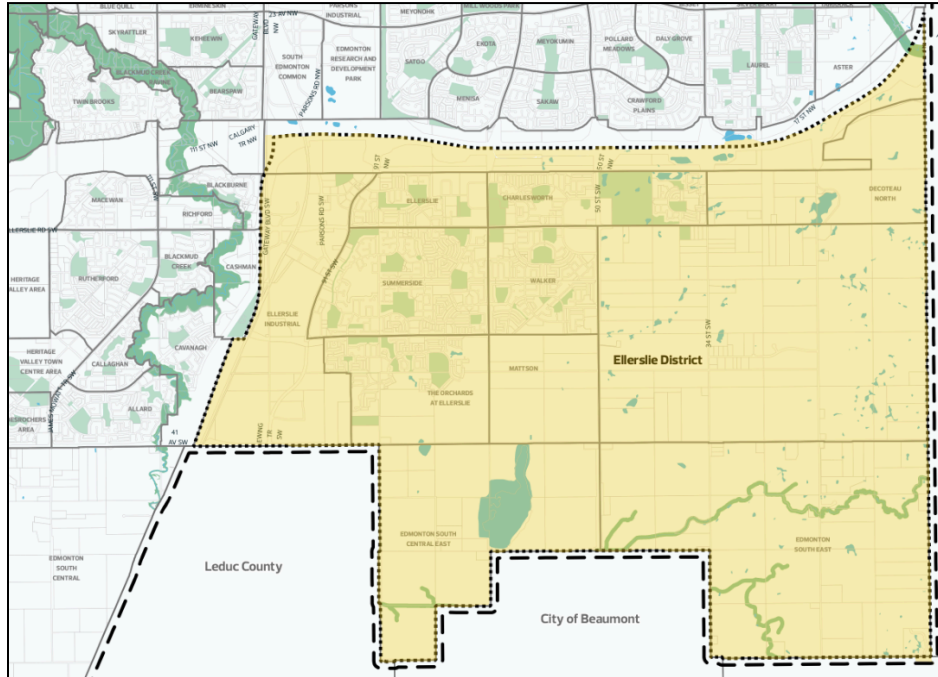
The City Plan – Central District

Based on the current capacity of operational schools within the Central District, the Division projects that there will be sufficient capacity to accommodate local students beyond 2064. Long-range enrolment projections demonstrate stable student residency despite the eventual growth projected as the city reaches 2 million residents.

There are currently 14 schools located within the District and nine non-operational schools. As population milestones are reached, existing infrastructure will need to be evaluated to ensure it continues to meet the needs of students, staff, parents and the broader community.

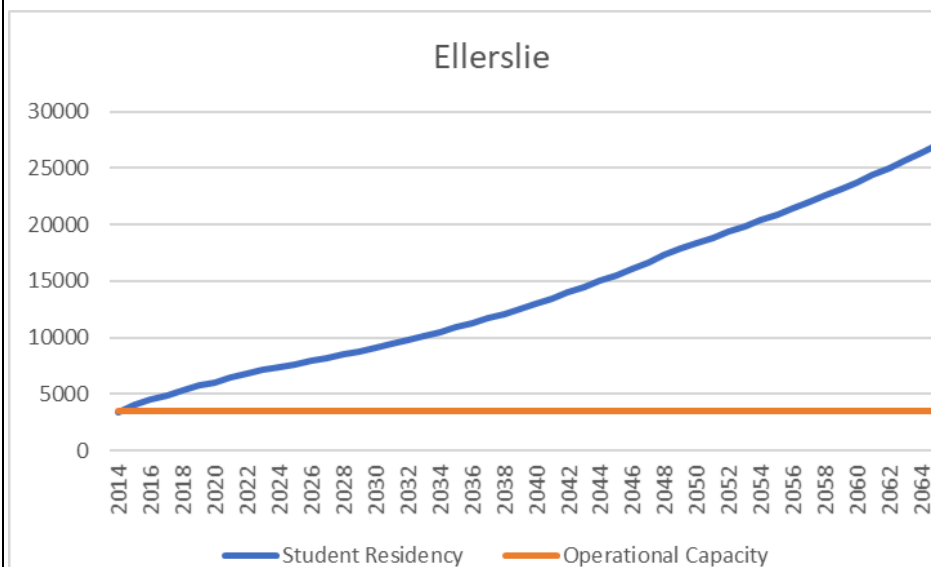
- The 2021 federal census records **84,000 residents**; at a population horizon of 1.25 million, the Central District is anticipated to accommodate **113,000 residents**; at two million, the District is anticipated to accommodate **240,000 residents**.
- Population growth in the Central District will primarily occur in Downtown, Jasper Avenue NW and 104 Avenue NW sections of Wîhkwêntôwin, The Quarters in Boyle Street, River Crossing in Rosssdale and the North Edge area (southern Queen Mary Park and Central McDougall).
- The Stadium District Node redevelopment at the district's eastern extremity is also a key focus for growth.
- Employment growth is expected in the Innovation Corridor, an area geared towards innovative business and institutional growth, connected by mass transit.
- Downtown will continue to strengthen its role as a business, cultural, transportation and visitor hub, with potential expansion to support adjacent areas of the Centre City Node.
- Redevelopment opportunities are identified along Primary Corridors like 124 Street, 97 Street, 111 Avenue and Stony Plain Road, supported by mass transit investments like the Valley Line LRT and a proposed route along 101 Street NW/97 Street NW.

The City Plan – Ellerslie District



*red text indicates a capital plan priority for new construction or major modernization

Student Residency History and Projection



Current Schools

Ellerslie Campus

Michael Strembitsky

Jan Reimer

Shauna May Seneca

Other Programs

None

Non-Operational Sites

None

Vacant Sites

Ellerslie Crossing (K–9)

Alces (K–6)

Meltwater (K–9)

Decoteau Southwest (K–9)

Decoteau Southeast (K–9) [1]

Decoteau Southeast (K–9) [2]

Decoteau Central (10–12)

The Orchards at Ellerslie (K–9)

Developing Plan Areas

Ellerslie Area

Walker Area

Decoteau Area

Annexation Area East

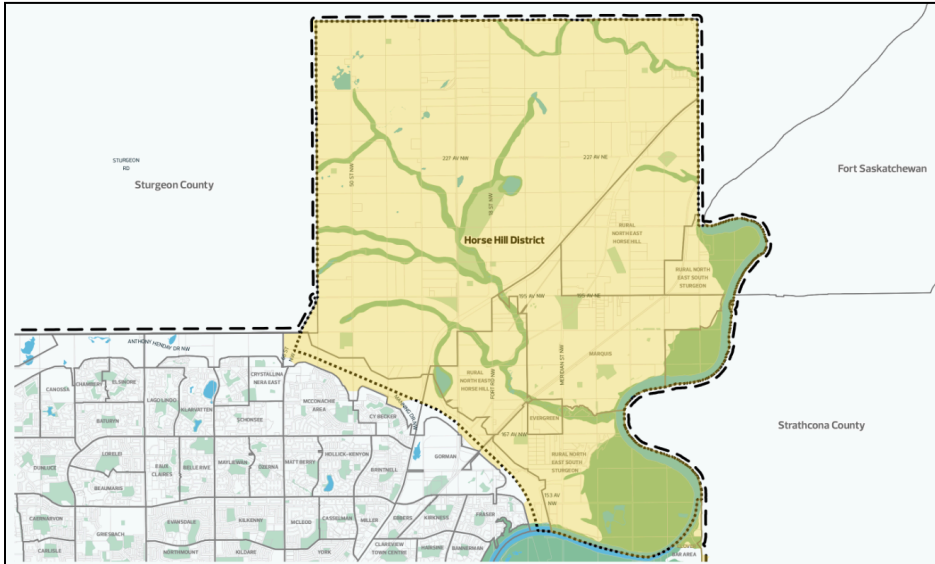
The City Plan – Ellerslie District

Based on the current capacity of operational schools within Ellerslie District, the Division is in a capacity deficit. Growth in southeast Edmonton has outpaced available student spaces within the schools that serve this District. Enrolment is projected to continue increasing beyond 2064.

As population milestones are reached, additional school sites will become available in future growth areas such as the East Annexation Area. Funding for new school construction will be an important part of ensuring new growth can be adequately accommodated. Currently, Ellerslie Campus Replacement, a new K–6 in Alces and K–9 schools in each of the Orchards and Meltwater are listed as capital priorities.

- The 2021 federal census records **51,000 residents**. At a population horizon of 1.25 million, the Ellerslie District is anticipated to accommodate **74,000 residents**. At two million, the District is anticipated to accommodate **159,000 residents**.
- Population growth is expected in new neighbourhoods like The Orchards at Ellerslie, Mattson, Charlesworth East, Meltwater and Alces, especially in the north portion of the Decoteau plan area east of 34 Street.
- Growth will align with approved and future plans consistent with the City Plan, market conditions and development trends.
- Employment growth is projected in the Charlesworth District Node and incrementally along Ellerslie Road.
- The Ellerslie Industrial area in the southwest part of the district will see continued industrial and commercial development.
- Large sites in Ellerslie-Parsons and Charlesworth District Nodes present opportunities for redevelopment and development, potentially driving both employment and population growth.
- Land south of 41 Avenue SW and along the west boundary is designated for non-residential development by the 1.25 million population horizon, pending City Council authorization for statutory planning.
- A portion of land is designated as a Future Growth Area, reserved for agricultural use until city population and development growth necessitate its development.

The City Plan – Horse Hill District



*red text indicates a capital plan priority for new construction or major modernization

Current Schools

Horse Hill

Other Programs

None

Non-Operational Sites

None

Future School Sites

Marquis (K–9)

Marquis (10–12)

Horse Hill

Neighbourhood 4
(K–9)

Horse Hill

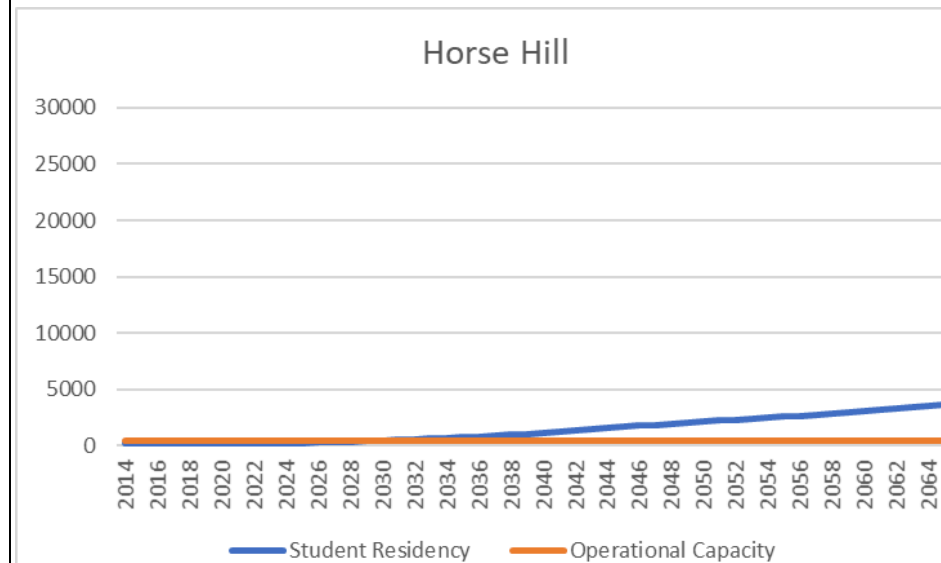
Neighbourhood 5
(K–9)

Developing Plan Areas

Horse Hill Area

Edmonton Energy and
Technology Park

Student Residency History and Projection



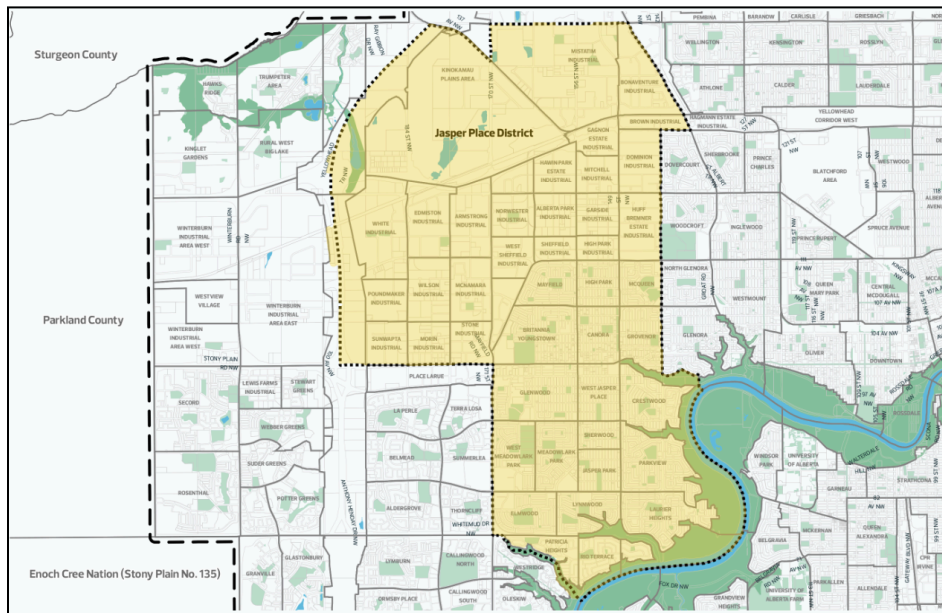
The City Plan – Horse Hill District

Based on the current capacity of operational schools within the Horse Hill District, the Division projects local student residency to surpass operational capacity by 2040. As communities develop in the southeast part of the District, additional capacity will need to be constructed to adequately accommodate the projected growth. Currently, a new K–9 school and 10–12 school are listed as capital plan priorities.

Residential development is planned for the areas southeast of Manning Drive. The future Edmonton Energy and Technology Park is planned for the areas north and northwest of Manning Drive. Capital priorities include a new K–9 in Marquis and a 7–12 school in Marquis, on the site of the current Horse Hill School.

- The 2021 federal census records **3,000 residents**. At a population horizon of 1.25 million, the Horse Hill District is anticipated to accommodate **3,500 residents**. At two million, the District is anticipated to accommodate **45,000 residents**.
- Population growth will mainly occur in areas with active Neighbourhood Structure Plans like Marquis and Horse Hill Neighbourhood 1A, with the addition of parks, schools and services to support local amenities.
- The Edmonton Energy and Technology Park is expected to be the primary area for employment growth, representing a significant portion of the city's future industrial land supply.
- The District's appearance and atmosphere will evolve with completed development projects, focusing on growth and higher-density development in nodes, corridors and new neighbourhoods.
- Local demographic shifts and economic changes will influence the District's employment and population growth.

The City Plan – Jasper Place District



*red text indicates a capital plan priority for new construction or major modernization

Current Schools

Alveda Patterson
Alex Janvier
Jasper Place
Grovenor
Patricia Heights
Elmwood
James Gibbons
Lynnwood
Mayfield
Meadowlark
Rio Terrace
Youngstown
Crestwood
Brightview
Laurier Heights
Parkview
Britannia
Hillcrest
Stratford

Aspen Program (High Park)
Edmonton Christian West
Edmonton Christian High
Meadowlark Christian

Other Programs

Learning Store West
Edmonton

Non-Operational Sites

Distribution Centre
Glendale
Sherwood

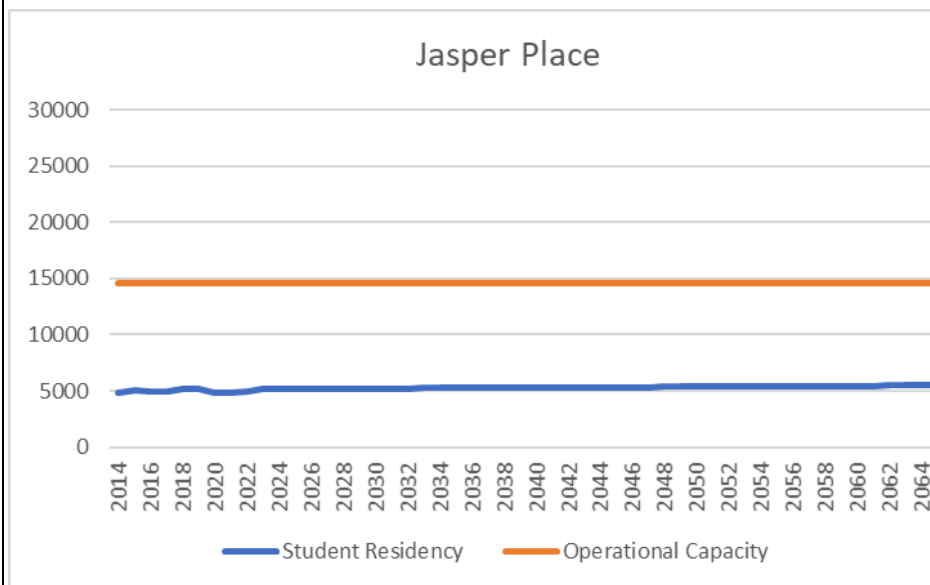
Future School Sites

None

Priority Growth Areas

West Edmonton Mall /Misericordia (Node)
Stony Plain Road (Corridor)
156 Street NW (Node)

Student Residency History and Projection

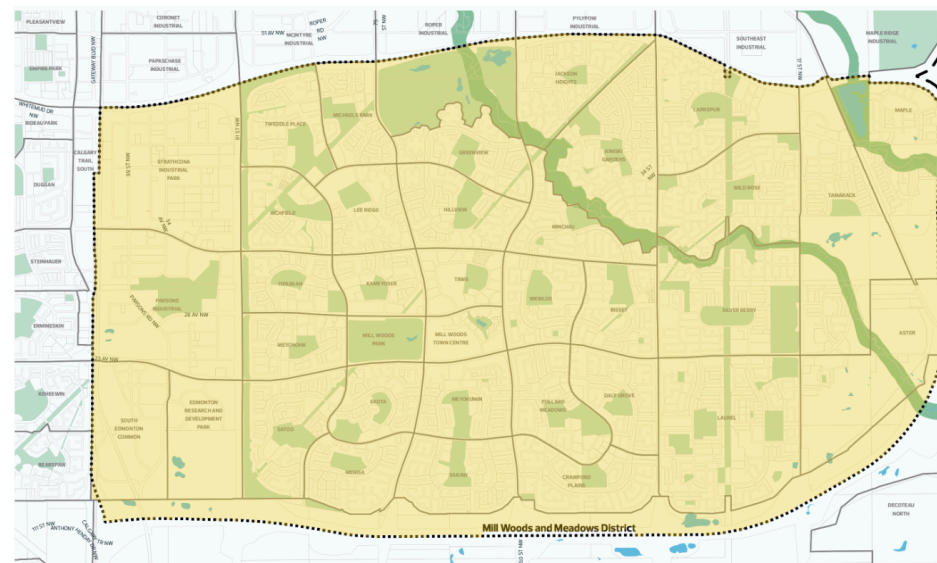


The City Plan – Jasper Place District

Based on the current capacity of operational schools within the Jasper Place District, the Division projects that there will be sufficient capacity to accommodate local students beyond 2064. Long-range enrolment projections demonstrate stable student residency as the city reaches a 1.25 million population horizon. There are currently 23 schools located within the District and two non-operational schools. Since there will be sufficient capacity, a capital request is focused on the Britannia Cluster of schools replacement solution, which proposes to replace four schools with two new schools.

- The 2021 federal census records **51,000 residents**. At a population horizon of 1.25 million, the Jasper Place District is anticipated to accommodate **58,000 residents**. At two million, the District is anticipated to accommodate **99,000 residents**. Population growth in the Jasper Place District is expected through the redevelopment of existing sites, primarily along the Stony Plain Road Primary Corridor.
- Other significant redevelopment areas include the Meadowlark District Node and areas near the planned mass transit network.
- Employment growth in the District will occur throughout, with a focus on commercial and industrial employment lands in the west and north.
- The West Edmonton Mall (WEM)-Misericordia Major Node and the Meadowlark District Node are also anticipated to experience employment growth.

The City Plan – Mill Woods and Meadows District



*red text indicates a capital plan priority for new construction or major modernization

Current Schools

Jackson Heights
J. Percy Page
Grace Martin
Malcolm Tweddle
Lee Ridge
Ekota
Satoo
Kameyosek
Meyonohk
Greenview
Sakaw
Hillview
Meyokumin
Pollard Meadows
Menisa
Crawford Plains
Daly Grove
Weinlos
Tipaskan
Minchau

Julia Kiniski
Bisset
Velma E. Baker
A. Blair McPherson
Edith Rogers
kisêwâtisiwin
T. D. Baker
Kate Chegwin
Thelma Chalifoux
Millwoods Christian
Svend Hansen

Other Programs

None

Non-Operational Sites

N/A

Future School Sites

Wild Rose (K–6)

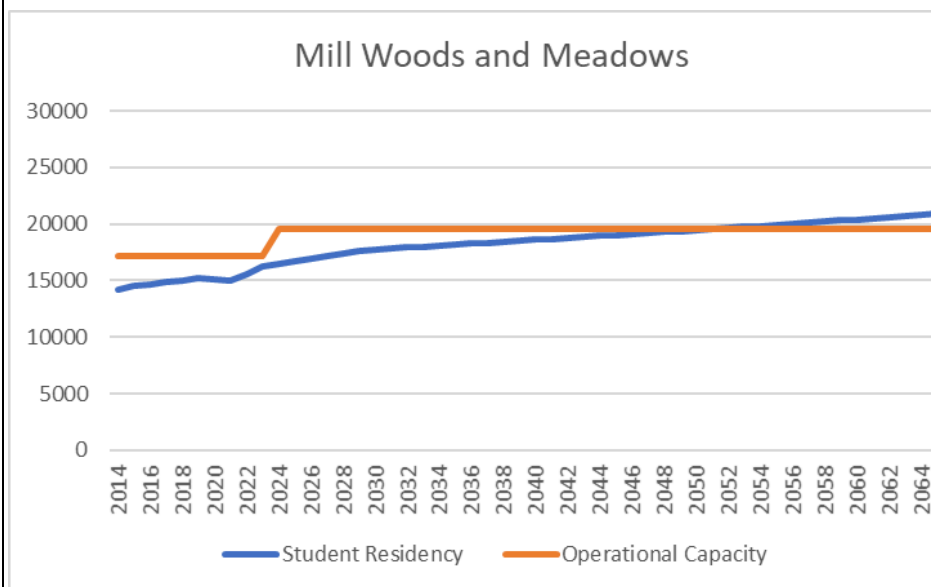
Aster (K–9)

Silver Berry (K–6)

Developing Plan Areas

The Meadows Area

Student Residency History and Projection



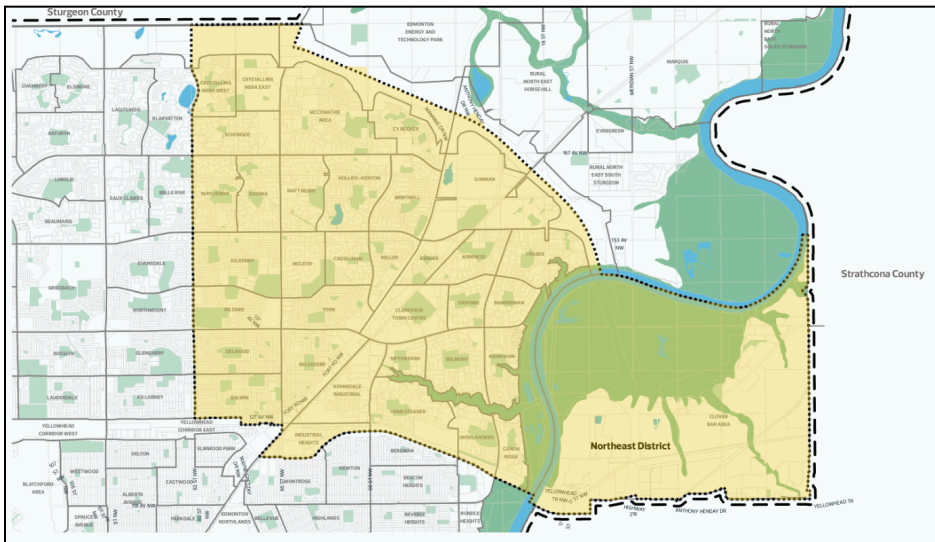
The City Plan – Mill Woods and Meadows District

Based on the current capacity of operational schools within the Mill Woods and Meadows District, the Division projects local student residency to surpass operational capacity by 2052. As communities develop in the southeast part of the District, additional capacity will need to be constructed to adequately accommodate the projected growth. Currently, a new K–9 school in Aster and a K–6 school in Silver Berry are listed as capital priorities.

There are currently 31 schools located within the district. Edmonton Public Schools will continue to monitor growth and may request additional capital funding for new schools as population milestones are reached.

- The 2021 federal census records **126,000 residents**. At a population horizon of 1.25 million, the Mill Woods and Meadows District is anticipated to accommodate **141,000 residents**. At two million, the District is anticipated to accommodate **160,000 residents**.
- Population growth will mainly occur in developing neighbourhoods such as Aster, Laurel, Maple and Tamarack and within the Mill Woods Major Node, spurred by proximity to Valley Line LRT stations.
- This growth will adhere to approved plans that align with the City Plan, market conditions and development trends.
- Employment growth is anticipated on the west side of the district and within the Mill Woods Major Node, fueled by intensified and completed industrial and commercial development.
- Large sites in the district's nodes and corridors present redevelopment opportunities, potentially boosting both population and employment.

The City Plan – Northeast District

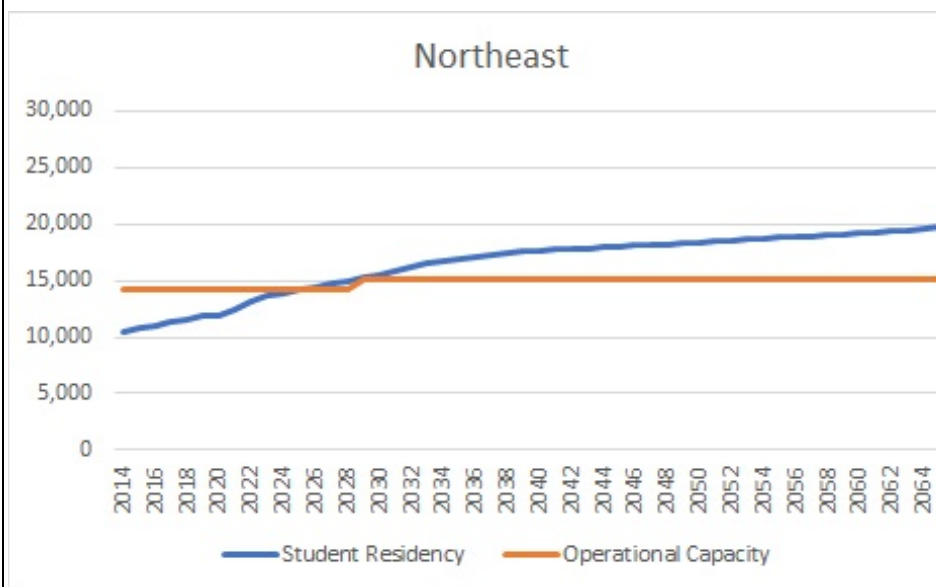


*red text indicates a capital plan priority for new construction or major modernization

Current Schools

M. E. LaZerte
Belvedere
Kildare
Princeton
J. A. Fife
Delwood
York
McLeod
John Barnett
Belmont
Overlanders
Sifton
Homesteader
Bannerman
Kirkness
Fraser
Dr. Donald Massey
Balwin

Student Residency History and Projection



Other Programs

None

Non-Operational Sites

None

Future School Sites

Mayliewan (K–6)
Pilot Sound Campus (McConachie 7–9)
Clareview Town Centre (10–12)
Crystallina Nera West (K–6)

Developing Plan Areas

Lake District
Pilot Sound

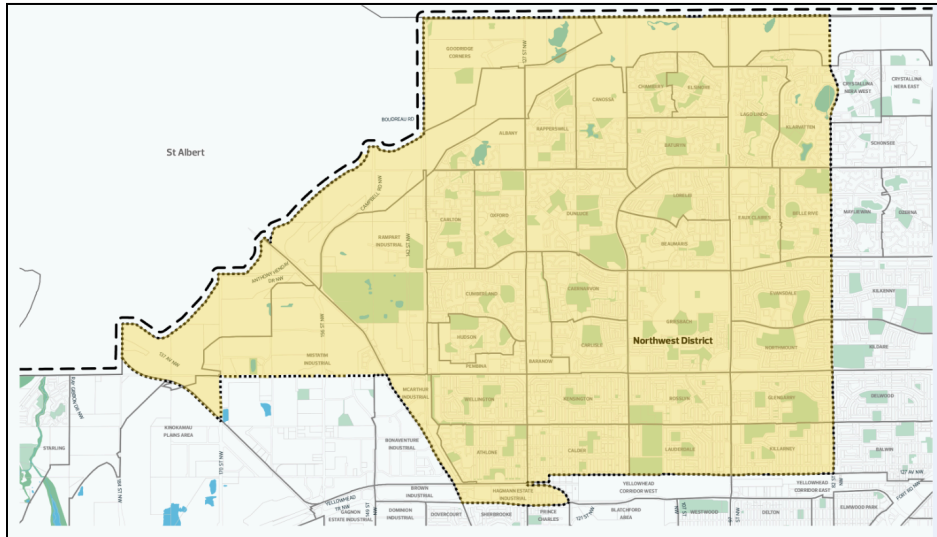
The City Plan – Northeast District

Based on the current capacity of operational schools within the Northeast District, the Division projects local student residency to surpass operational capacity by 2028. As communities build-out within the District, additional capacity will need to be constructed to adequately accommodate the projected growth. Currently, two new schools, Pilot Sound (McConachie 7–9) is funded for construction to open in 2029 and Crystallina Nera K–6 is listed as a capital priority.

There are currently 18 schools located within the District. Edmonton Public Schools will continue to monitor growth and may request additional capital funding for new schools as population milestones are reached.

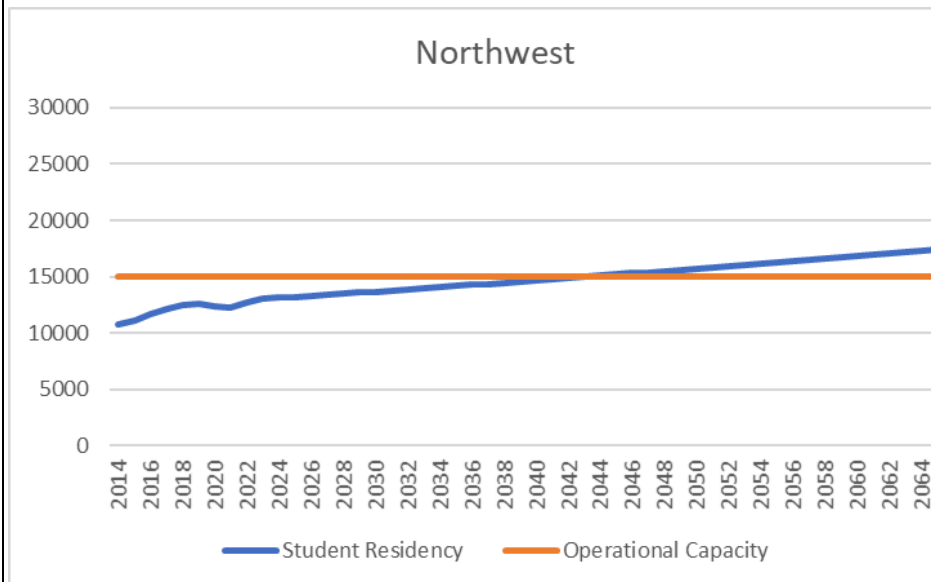
- The 2021 federal census records **40,000 residents**. At a population horizon of 1.25 million, the Northeast District is anticipated to accommodate **75,000 residents**. At two million, the District is anticipated to accommodate **140,000 residents**.
- Population growth in the Northeast District will primarily occur in the northern part, within neighbourhoods like Crystallina Nera East and West, Cy Becker, Gorman and McConachie, in line with approved and future plans aligned with the City Plan, market conditions and development trends.
- Employment growth is anticipated in the Kennedale Industrial neighbourhood.
- Initial redevelopment along the Fort Road Secondary Corridor may also contribute to population and employment growth.

The City Plan – Northwest District



*red text indicates a capital plan priority for new construction or major modernization

Student Residency History and Projection



Current Schools

Queen Elizabeth

Athlone
Calder
Kensington
Lauderdale
McArthur
Mee-Yah-Noh
Scott Robertson
Glengarry
Northmount
Evansdale
Caernarvon
Lorelei
Dunluce
Baturyn
Lago Lindo
Florence Hallock
Elizabeth Finch
Killarney
Rosslyn
Dickinsfield
Mary Butterworth
Major General
Griesbach
Hilwie Hamdon

Other Programs

Institutional Services
Rosecrest
Learning Store at
Northgate

Non-Operational Sites

None

Future School Sites

Oxford (7–9)
Cumberland (K–6)
Eaux Claires (K–6)
**Castle Downs Dunluce
(10–12)**
Canossa (K–6)

Developing Plan Areas

Castle Downs
Extension
The Palisades

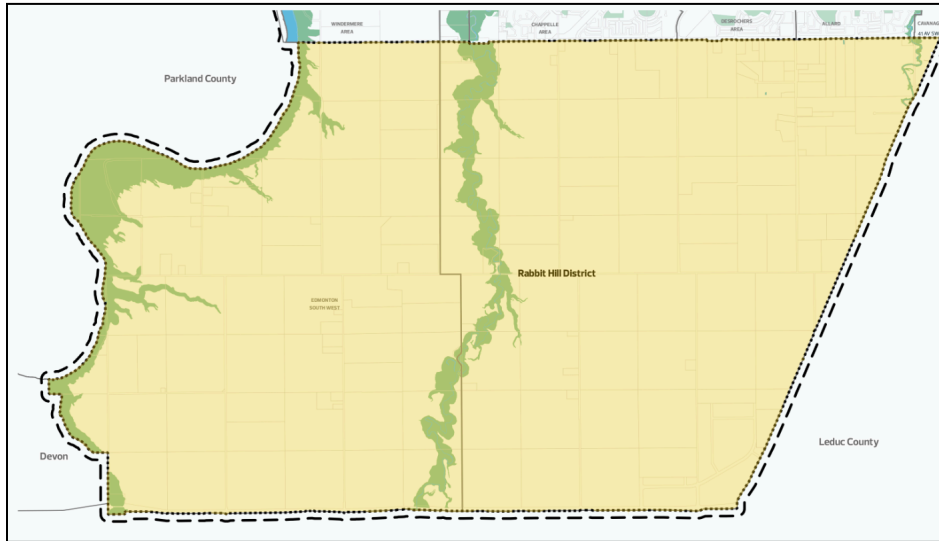
The City Plan – Northwest District

Based on the current capacity of operational schools within the Northwest District, the Division projects local student residency to surpass operational capacity by 2048. As communities build-out within the District, additional capacity will need to be constructed to adequately accommodate the projected growth. Currently, three schools are listed as capital priorities: Queen Elizabeth (Modernization), New Castle Downs 10–12 and New Canossa K–6.

There are currently 25 schools located within the district. Edmonton Public Schools will continue to monitor growth and may request additional capital funding for new schools as population milestones are reached.

- The 2021 federal census records **126,000 residents**. At a population horizon of 1.25 million, the Northwest District is anticipated to accommodate **134,000 residents**. At two million, the District is anticipated to accommodate **153,000 residents**.
- Population growth in the Northwest District is expected in developing neighbourhoods like Canossa, Eaux Claires, Goodridge Corners, Griesbach and Rapperswill.
- This growth will be concentrated along the nodes and corridors network, including the 137 Avenue NW Primary Corridor and the Castle Downs District Node.
- Employment growth is anticipated in Rampart Industrial and Mistatim Industrial, located in the west of the district.
- Additional employment growth is expected in commercial areas near Highway 28 (Canadian Forces Trail) and 137 Avenue NW and at the Castle Downs District Node.

The City Plan – Rabbit Hill District



Current Schools

None

Other Programs

None

Non-Operational Sites

None

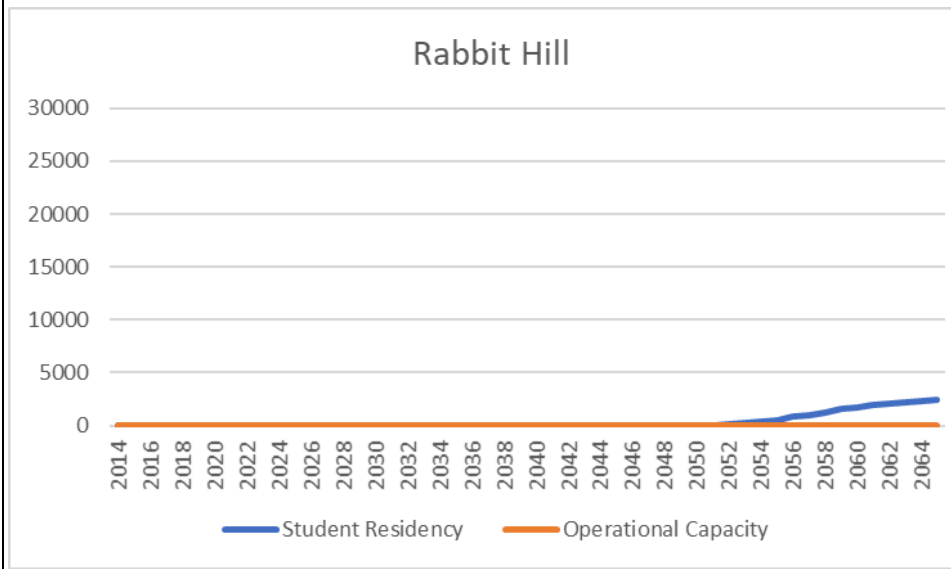
Future School Sites

None – will be planned when area plans are established

Developing Plan Areas

Annexation Area West

Student Residency History and Projection

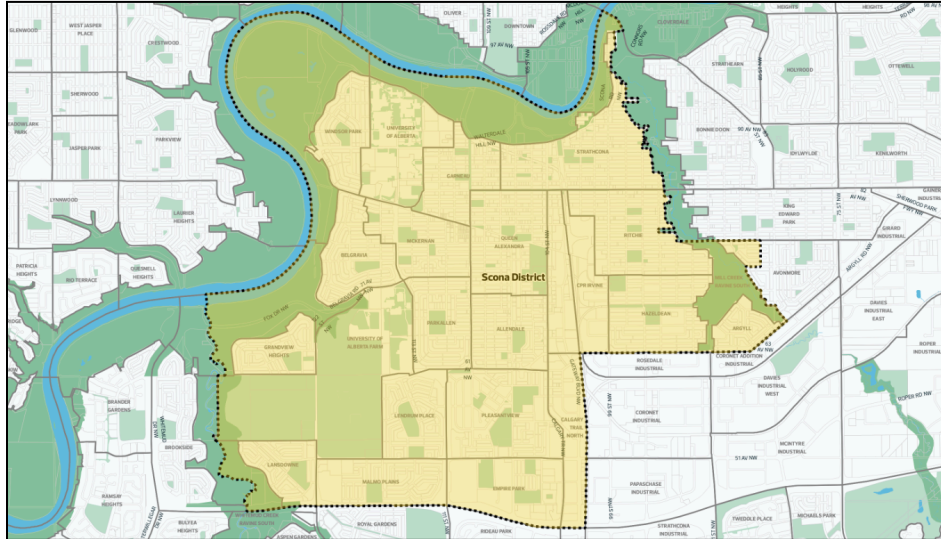


The City Plan – Rabbit Hill District

The Rabbit Hill District encompasses the West Annexation Area and is currently planned for a population horizon above 1.25 million. Edmonton Public Schools will continue to monitor growth and operational capacity in adjacent districts and may request additional capital funding as population milestones are reached.

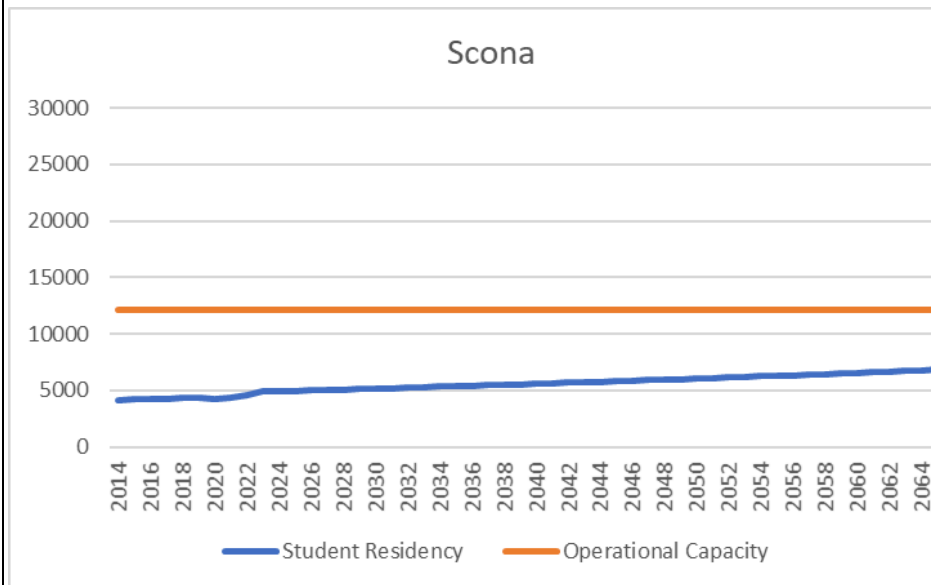
- The 2021 federal census records fewer than **1,000 residents** currently. At a population horizon of 1.25 million, the Rabbit Hill District is anticipated to remain under **1,000 residents**. At two million, the District is anticipated to accommodate **45,000 residents**.
- Population growth in the Rabbit Hill District is not expected until further planning of the undeveloped Future Growth Area is completed.
- Employment growth is anticipated in the southeast portion of the district, primarily in the Crossroads Area Structure Plan area.
- Significant population growth in this district is not foreseen for the 1.25 million population horizon.
- The southeast portion of the district is designated as a Non-Residential Area and will require City Council authorization and collaboration with servicing companies for development.
- Highway 19 and Highway 2 realignments are planned but are under provincial jurisdiction with no set completion date.

The City Plan – Scona District



*red text indicates a capital plan priority for new construction or major modernization

Student Residency History and Projection



Current Schools

Academy King Edward
Strathcona
Old Scona
Belgravia
Grandview Heights
Hazeldean
Mill Creek
Mount Pleasant
Queen Alexandra
Lansdowne
Windsor Park
Lendrum
Malmo
McKee
Allendale
Garneau
King Edward
McKernan
Parkallen
Avalon
L. Y. Cairns
Alberta School for Deaf
Tevie Miller Heritage
School

Other Programs

Learning Store on
Whyte

Non-Operational Sites

None

Future School Sites

None

Priority Growth Areas

West 240
Michener Park
University/Garneau
(Node)
Whyte Ave (Corridor)
109 Street (Corridor)
99 Street (Corridor)

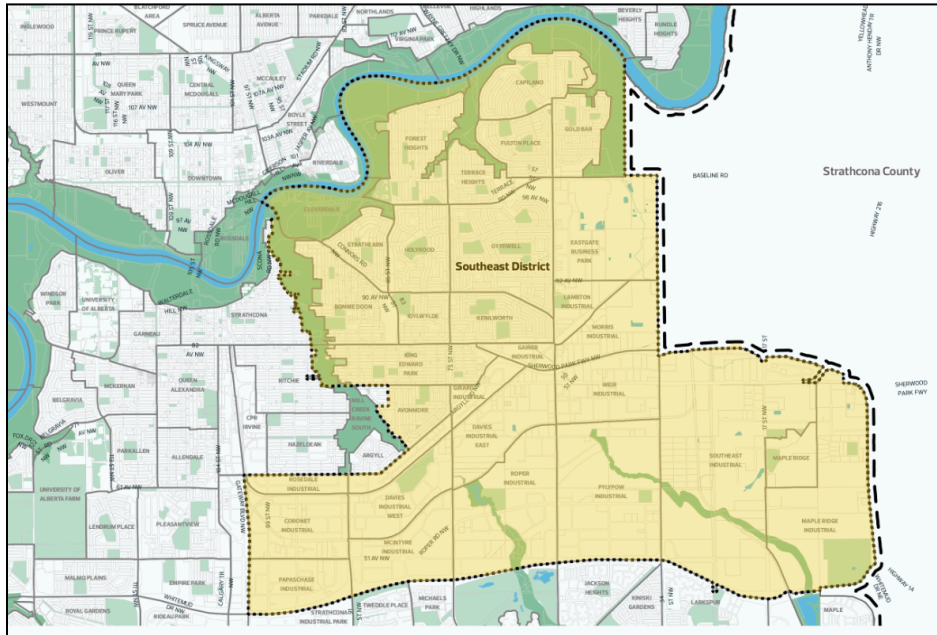
The City Plan – Scona District

Based on the current capacity of operational schools within the Scona District, the Division projects there will be sufficient capacity to accommodate students beyond 2064. Long-range enrolment projections demonstrate stable student residency despite new development being proposed in the developing plan areas (University West 240 and Michener Park). Since there will be sufficient capacity, capital requests will focus on modernizations and replacements such as the modernization of Lansdowne School.

There are currently 23 schools located within the District. As population milestones are reached, additional school sites will become available in future growth areas.

- The 2021 federal census records **56,000 residents**. At a population horizon of 1.25 million, the Scona District is anticipated to accommodate **74,000 residents**. At two million, the District is anticipated to accommodate **193,000 residents**.
- Population and employment growth will primarily occur along key corridors such as Whyte Avenue, 114 Street, 109 Street and 99 Street, enhancing pedestrian-friendly streetscapes and mass transit connectivity.
- Redevelopment along these corridors aims to increase housing availability near local businesses, improve pedestrian environments and strengthen connections with surrounding neighbourhoods.
- Urban design policies and guidelines will focus on enhancing the attractiveness of redevelopment along Gateway Boulevard, a major entry point into the city from the south.
- The University-Garneau Major Node, located in the northern part of the Scona District, is part of Edmonton's Innovation Corridor. It includes major academic, health and research institutions like the University of Alberta (three campuses) connected by mass transit (Norquest College, MacEwan University and NAIT) and supported by high-quality public places and spaces.
- Employment growth in advanced education, health and knowledge-based sectors is anticipated in the Innovation Corridor of the Scona District, along with the potential for more vertical mixed-use developments.

The City Plan – Southeast District



*red text indicates a capital plan priority for new construction or major modernization

Current Schools

Vimy Ridge Academy

W. P. Wagner

McNally

Forest Heights

Gold Bar

Rutherford

Waverley

Clara Tyner

Argyll Centre

Avonmore

Donnan

Hardisty

Holyrood

Ottewell

Kenilworth

Braemar

Other Programs

Metro Continuing Ed.

Non-Operational Sites

Bennett Centre

Idylwyld

Capilano

Fulton Place

Vacant Sites

None

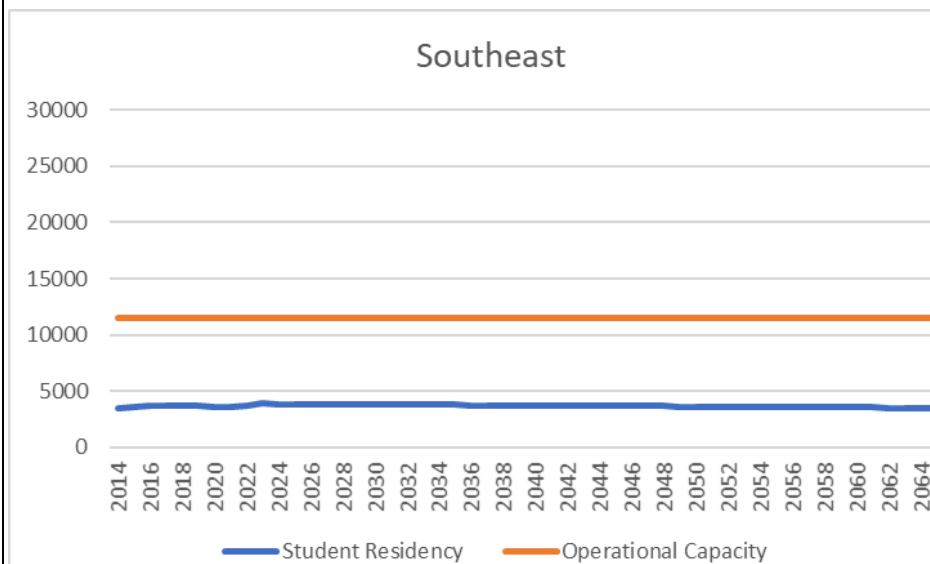
Priority Growth Areas

101 Avenue (Corridor)

Bonnie Doon (Node)

Whyte Ave (Corridor)

Student Residency History and Projection

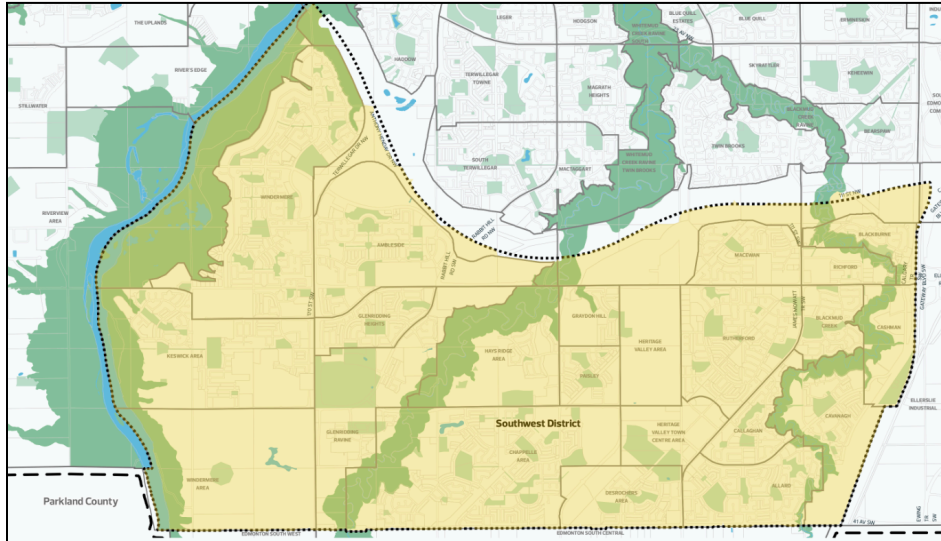


The City Plan – Southeast District

Based on the current capacity of operational schools within the Southeast District, the Division projects there will be sufficient capacity to accommodate local students beyond 2064. Long-range enrolment projections demonstrate stable student residency as the city reaches a 1.25 million population horizon. There are currently 16 schools located within the district and four non-operational schools. Since there will be sufficient capacity, capital requests will focus on modernizations and replacements such as the modernization of McNally High School.

- The 2021 federal census records **44,000 residents**. At a population horizon of 1.25 million, the Southeast District is anticipated to accommodate **52,000 residents**. At two million, the District is anticipated to accommodate **80,000 residents**.
- Population growth in the Southeast District is expected to primarily occur in the Bonnie Doon District Node, with mixed-use redevelopment of Bonnie Doon Shopping Centre and the development of Holyrood residential towers.
- The Valley Line LRT investment is likely to drive residential development near the Strathearn LRT stop within the 95 Avenue Secondary Corridor.
- Incremental residential and commercial redevelopment is anticipated along the Whyte Avenue corridor west from Bonnie Doon and in the eastern part of the district along the 101 Avenue Secondary Corridor.
- Employment growth is projected in mixed-use redevelopment areas in the north and through the continued build-out of employment lands in the south and east parts of the district, including Pylypow and Maple Ridge Industrial.
- Targeted non-residential intensification in the district's southern employment lands, particularly large sites along 99 Street NW and 51 Avenue NW, is expected to contribute to employment growth.

The City Plan – Southwest District



*red text indicates a capital plan priority for new construction or major modernization

Current Schools

Johnny Bright
Dr. Anne Anderson
 Garth Worthington
 Joey Moss
 Constable Daniel Woodall
 Dr. Lila Fahlman
 Dr. Margaret Ann Armour
 Roberta MacAdams
 Donald R. Getty

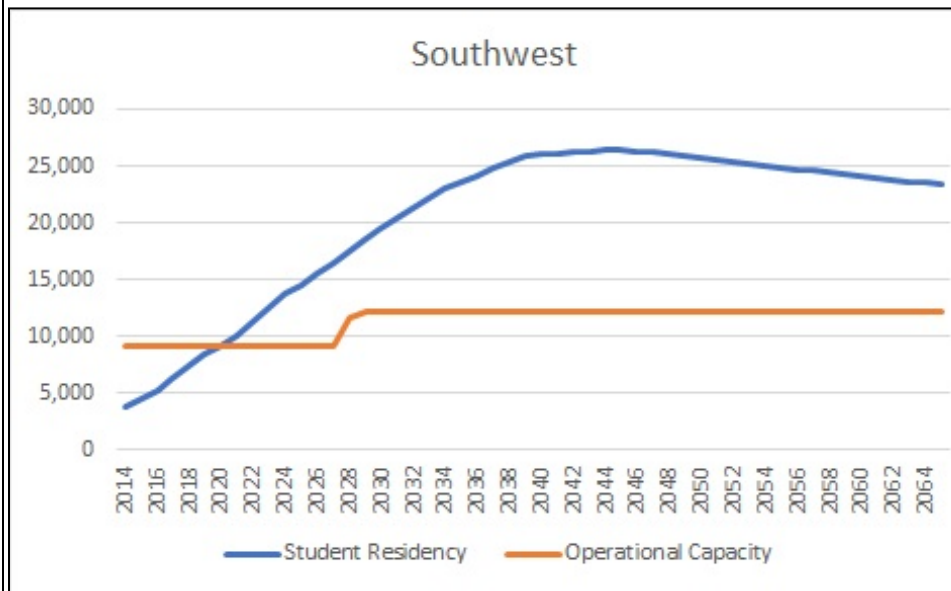
Other Programs

None

Non-Operational Sites

None

Student Residency History and Projection



Future School Sites

Glenridding Heights (K-6)
Glenridding Heights (7-12)
Heritage Valley Neighbourhood 14 (K-6)

Developing Plan Areas

Windermere Area
 Heritage Valley Area

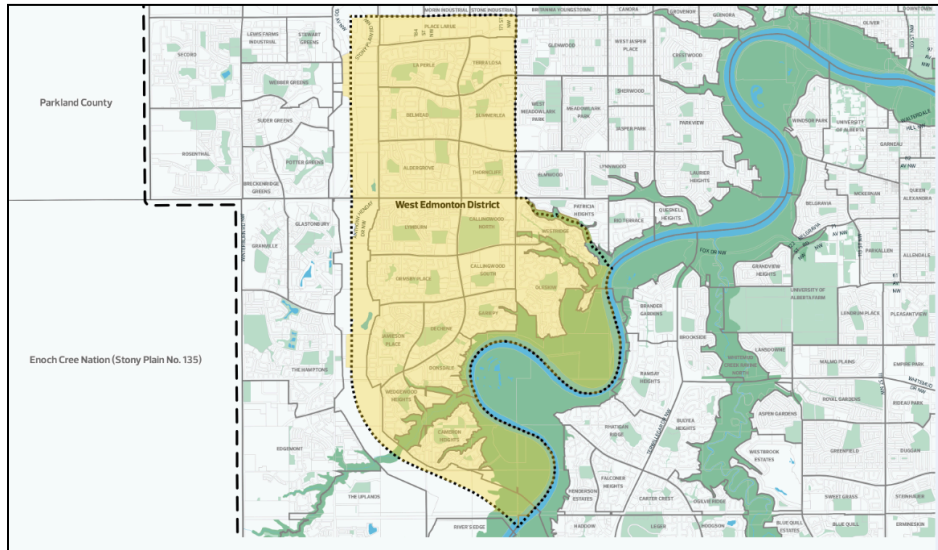
The City Plan – Southwest District

Based on the current capacity of operational schools within Southwest District, the Division has been in a capacity deficit since 2020. Growth in southwest Edmonton has outpaced available student spaces within the schools that serve this District. Enrolment is projected to continue increasing until 2040 before gradually levelling out.

As population milestones are reached, funding for new school construction will be an important part of ensuring new growth can be adequately accommodated. Currently, two new schools are funded for construction: Glenridding Heights K–6 and Glenridding Heights 7-12. In addition on the Capital Plan there are Heritage Valley Neighbourhood 14 K–6, as well as an addition to Dr. Anne Anderson High School as priorities.

- The 2021 federal census records **84,000 residents**. At a population horizon of 1.25 million, the Southwest District is anticipated to accommodate **141,000 residents**. At two million, the District is anticipated to accommodate **175,000 residents**.
- Population growth will primarily occur in new neighbourhoods like Keswick, Glenridding Ravine, Hays Ridge, Desrochers, Chappelle and Heritage Valley Town Centre, following approved and future plans aligned with the City Plan, market conditions and development trends.
- Employment growth is expected mainly in the Windermere Centre District Node, Heritage Valley Major Node and along the Ellerslie Road and James Mowatt Trail corridors.
- The development around Heritage Valley Major Node will be catalyzed by a new hospital and health campus and the extension of the LRT Capital Line, including mass transit stations at Ellerslie Park and Ride, the new hospital site and within Heritage Valley Town Centre.

The City Plan – West Edmonton District



Current Schools

Thorncliffe
Talmud Torah
Aldergrove
Belmead
Callingwood
Ormsby
Centennial
LaPerle
Lymburn
Michael A. Kostek
S. Bruce Smith

Other Programs

None

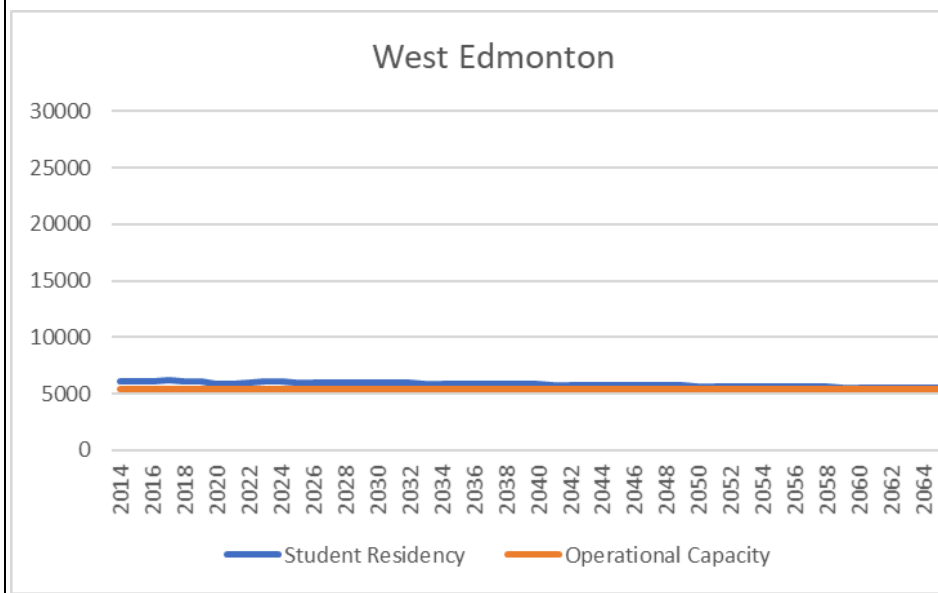
Non-Operational Sites

None

Future School Sites

Cameron Heights (K–6)

Student Residency History and Projection



Priority Growth Areas

West Edmonton
District
Stony Plain (Corridor)
WEM-Misericordia
(Node)

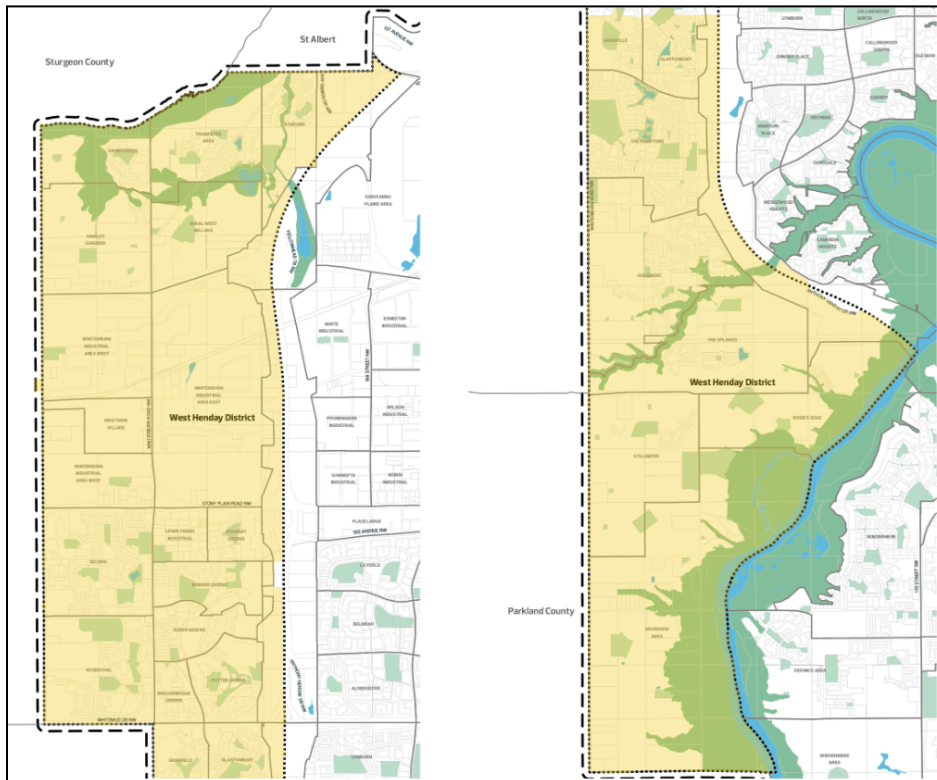
The City Plan – West Edmonton District

The operational capacity and local student residency within the West Edmonton District are currently evenly matched. A number of existing schools within the District are designated schools for areas outside the Anthony Henday experiencing significant growth pressures.

As population milestones are reached, additional capacity will need to be considered. Edmonton Public Schools will continue to monitor growth and may request additional capital funding as population milestones are reached. There are currently 11 schools located within the district and one future school site.

- The 2021 federal census records **58,000 residents**. At a population horizon of 1.25 million, the West Edmonton District is anticipated to accommodate **59,000 residents**. At two million, the District is anticipated to accommodate **69,000 residents**.
- Population growth in the West Edmonton District will mainly occur in parts of the WEM-Misericordia Major Node and as the Cameron Heights neighbourhood completes building, following approved and future plans aligned with the City Plan, market conditions and development trends.
- Employment growth in the district is expected to be modest, primarily occurring in the Stony Plain Road Primary Corridor and the western portion of the Place LaRue neighbourhood.

The City Plan – West Henday District



*red text indicates a capital plan priority for new construction or major modernization

Current Schools

Winterburn
Bessie Nichols
Kim Hung
David Thomas King
Michael Phair
Edgemont (under construction)

Other Programs

None

Non-Operational Sites

None

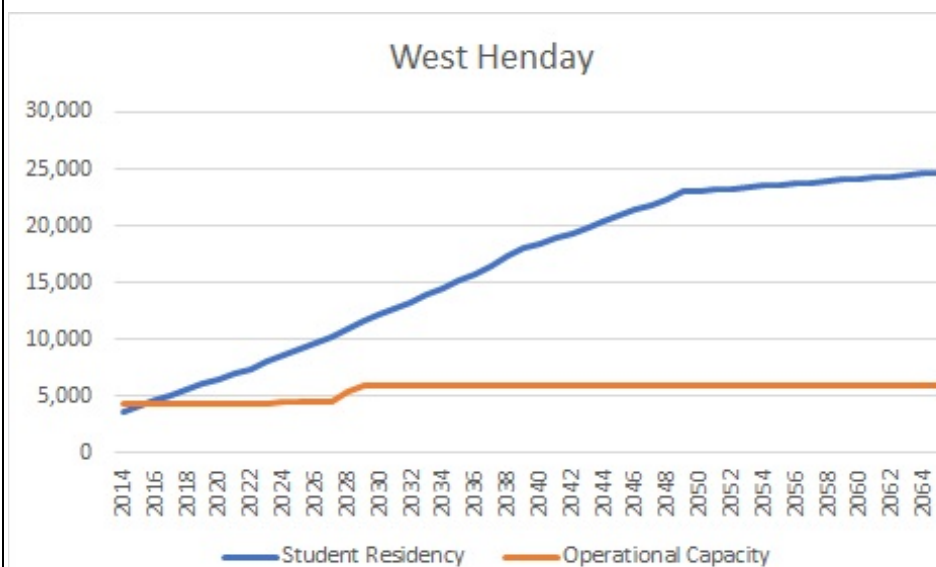
Future School Sites

Glastonbury (K–9)
Potter Greens (K–9)
The Hamptons (10–12)
Hawks Ridge (K–6)
Rosenthal (K–6)
Pintail Landing (K–9)
Starling (K–9)
River's Edge (K–9)
Stillwater (K–9)
River's Edge (10–12)
Riverview
Neighbourhood 5
(White Birch K–9)

Developing Plan Areas

Riverview
The Grange
Lewis Farms
Big Lake

Student Residency History and Projection



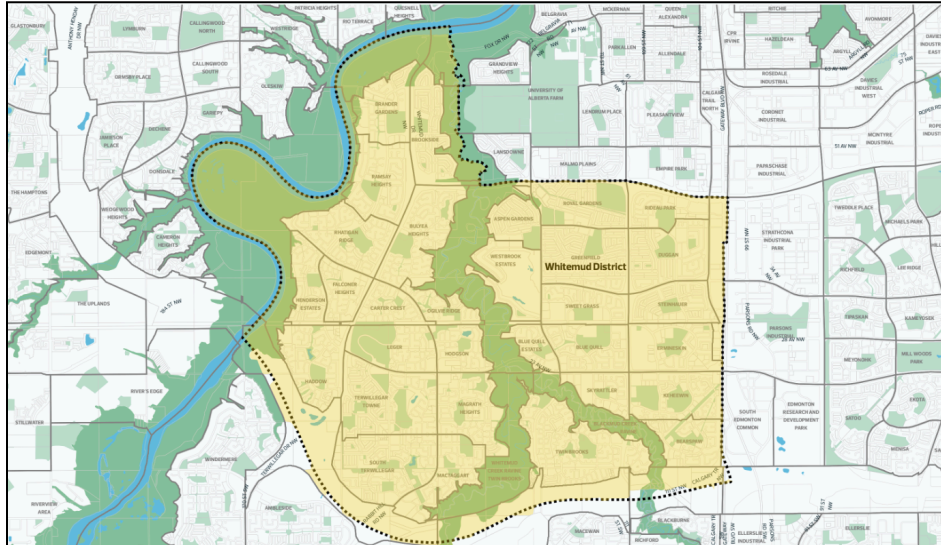
The City Plan – West Henday District

Based on the current capacity of operational schools within West Henday District, the Division is currently in a capacity deficit. Growth in the communities within the West Henday District have outpaced available student spaces within the schools that service this District. Enrolment is projected to continue increasing beyond 2064.

As population milestones are reached, funding for new school construction will be an important part of ensuring new growth can be adequately accommodated. Currently, Hawks Ridge K–6, River’s Edge K–9, Stillwater K–9, The Hamptons 10–12 and River’s Edge 10–12 are listed as capital priorities. There are five operational schools in the District and two schools are currently funded for construction: K–9 in Edgemont and a K-6 in Rosenthal.

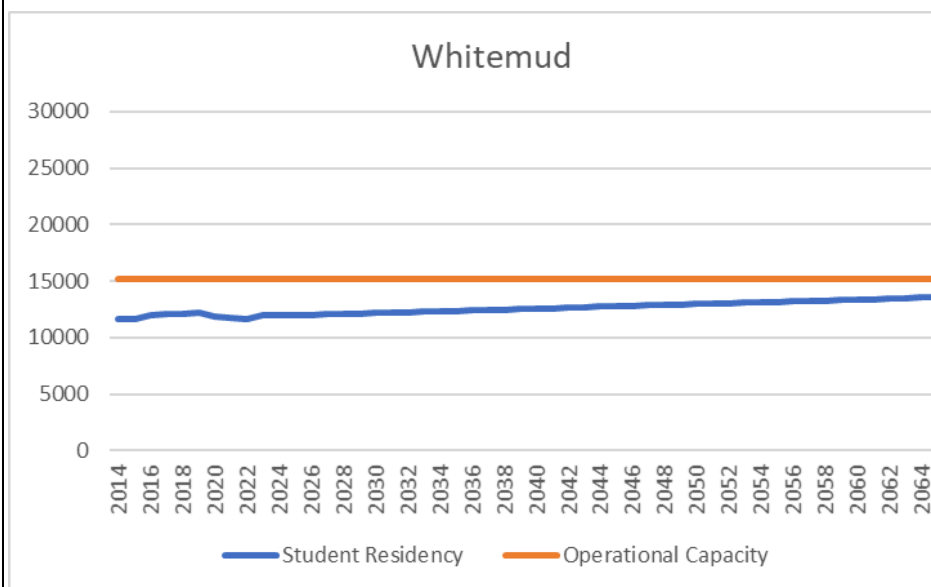
- The 2021 federal census records **61,000 residents**. At a population horizon of 1.25 million, the West Henday District is anticipated to accommodate **98,000 residents**. At two million, the District is anticipated to accommodate **157,000 residents**.
- Population growth in the West Henday District will primarily occur in the Edgemont, Lewis Farms, The Grange and Riverview Area Structure Plan areas in the central and south portions of the district.
- The Big Lake area in the north requires additional transportation studies and arterial upgrades before full build-out.
- Growth will adhere to approved and future plans that support new development, aligned with the City Plan, market conditions and development trends.
- Employment growth is expected in the Riverview District Node and to a lesser extent in various local nodes.
- Increased industrial and commercial development will continue in the Winterburn Industrial area in the central part of the district.
- The extension of the Valley Line–West will catalyze development in the Lewis Farms area, with the Lewis Farms mass transit station forming part of a mobility hub, including a transit centre and park and ride.

The City Plan – Whitemud District



*red text indicates a capital plan priority for new construction or major modernization

Student Residency History and Projection



Current Schools

George P. Nicholson
Harry Ainlay
Brookside
Greenfield
Westbrook
Richard Secord
Duggan
Brander Gardens
Rideau Park
Steinhauer
Sweet Grass
Keheewin
Earl Buxton
George H. Luck
Lillian Osborne
Esther Starkman
D. S. MacKenzie
Riverbend
Vernon Barford
Nellie Carlson

Other Programs

Learning Store at Blue Quill

Future School Sites

Terwillegar Towne (K–9)
Keheewin (10–12)

Non-Operational Sites

N/A

Priority Growth Areas

Century Park

The City Plan – Whitemud District

Based on the current capacity of operational schools within the Whitemud District, the Division projects there will be sufficient capacity to accommodate local students beyond 2064. Long-range enrolment projections demonstrate stable student residency as the city reaches a 1.25 million population horizon.

There are currently 20 schools located within the district and three vacant school sites that can be constructed should the need arise and provincial funds become available. Since there will be sufficient capacity, capital requests will focus on modernizations and replacements such as the modernization of Brander Gardens School.

- The 2021 federal census records **98,000 residents**. At a population horizon of 1.25 million, the Whitemud District is anticipated to accommodate **100,000 residents**. At two million, the District is anticipated to accommodate **118,000 residents**.
- Population growth in the Whitemud District will primarily occur in the Century Park District Node, featuring higher density, transit-oriented development.
- Limited population growth may also occur along the Calgary Trail Primary Corridor and the 23 Avenue and 111 Street Secondary Corridors.
- Employment growth is expected mainly in the Calgary Trail Primary Corridor and the 23 Avenue and 111 Street Secondary Corridors.