

**DATE:** November 5, 2024

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent

**SUBJECT:** Student Accommodation Plan 2024–2025

**ORIGINATOR:** Cliff Richard, Chief Infrastructure and Technology Officer

**RESOURCE STAFF:** Jenifer Elliott, Valerie Leclair, Allison Sylvester, Jennifer Thompson, Kyle Wagner, Christopher Wright

**REFERENCE** [HC.AR Student Admission and Enrolment](#)

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### ISSUE

The Student Accommodation Plan is updated annually. The plan is informed by:

- residential growth and development
- changes to attendance areas
- new school openings
- current school enrolment and residency patterns

### BACKGROUND

Planning for student accommodation is an ongoing process as we adapt to the evolving needs of the communities and students we serve. Administration considers feedback from community engagement before taking action to ensure that accommodation challenges are addressed transparently. These challenges include:

- schools and programs being too full
- schools and programs with declining enrolment
- shifts in student demographics

The Division’s [Ten-Year Facilities Plan 2024–2033](#) highlights the many challenges we face concerning student accommodation. As outlined in the plan, further increases in utilization across the Division may lead to the following:

- reduced choice for families
- fewer options for families to access Division centre or alternative programming
- reduced access to other schools through open boundaries
- increased demand for Student Transportation services to farther designated schools
- reclamation of specialized spaces [e.g., Career and Technology Studies (CTS), music, art, library, leased space] for regular instruction

The Student Accommodation Plan highlights actions taken to address enrolment demands on Division schools. As the Division awaits new construction planned by the Government of Alberta, the Division must implement growth accommodation measures, as per the [Growth Control Model](#), to manage enrolment within existing capacity. All Division schools are at one of three levels (Attachment I). Enrolment fluctuations that trigger a school to move between levels are specific to regular programming

only. Enrolment limits and the random selection process can control capacity challenges within alternative programs.

1. Level 1 – Division schools have the capacity to accept new students. These schools have open boundaries and, in some cases, may also have a secondary attendance area. Resident students living within the attendance area and siblings of current students returning to the school the following year are guaranteed a space.
2. Level 2 – Division schools move from Level 1 to Level 2 when they near capacity. Many Level 2 schools, but not all, have closed boundaries.
3. Level 3 – When Division schools have reached capacity and can no longer accommodate additional attendance area resident students, the school moves from Level 2 to Level 3. In Level 3, further measures must be taken to restrict access to a school beyond those taken in Level 2. In response to researching best practices from other jurisdictions and respecting feedback from community members in previous growth accommodation engagements, the Division uses a lottery process. This process employs a standardized course of action to manage enrolment and ensure equitable access to a school that is at or overcapacity with its attendance area resident students.

## **CURRENT SITUATION**

### Utilization Rates

Currently, the overall average utilization rate of the Division is estimated to be at 90 per cent, up from 86 per cent in 2023–2024. The Division has experienced a 15 per cent increase in utilization over the last ten years. Typically, 80 per cent utilization is when schools begin to feel full. When utilization is too high, the Division faces many challenges including:

- limited ability to accommodate resident students in schools closest to where they reside
- well-distributed alternative programming is not possible
- expanding Division centre programming to keep up with demand becomes challenging
- students in new neighbourhoods are unable to access a designated receiving school close to home, which strains the transportation system as ride times and the number of routes increase

Fundamentally, choice for students and families is shrinking due to these space and infrastructure limitations. As the Division becomes increasingly higher utilized, accommodating students closest to where they reside is becoming increasingly difficult. Schools selected to become designated receiving schools for new, developing neighbourhoods place further strains on the transportation system, as designations are farther away.

### Residential Growth and Development

The City of Edmonton continues to grow. Several neighbourhoods across the city are in the early stages of development. In addition to the large, developing areas of Riverview (West), Horse Hill (Northeast) and Decoteau (Southeast), in 2019, the City of Edmonton annexed two areas of land from Leduc County and the Town of Beaumont. Edmonton Public Schools' boundaries expanded to match the new City of Edmonton municipal boundaries. As Area Structure Plans take effect, future students in these new neighbourhoods will require a designated school.

For 2024–2025, Alces and Meltwater neighbourhoods (the first two neighbourhoods planned in Decoteau), were designated to Avonmore and Kenilworth schools for elementary and junior high programming. The Southeast 2 sector has experienced one of the highest growth rates in the Division (Attachment I). As such, upcoming growth areas in this sector, including Decoteau, will continue to be designated to schools in the South Central sector as schools in Southeast 1 and Southeast 2 cannot accommodate students projected to reside in these neighbourhoods. The five neighbourhoods planned

for the Horse Hill area will also require updated school designations as these areas develop. Similar to the south side, these designations will likely be outside the Northeast sector due to limited capacity in existing schools.

To provide school designations in a timely fashion, Administration monitors the pace of residential development. When identifying designations for new neighbourhoods, Administration looks to provide access to schools located near each neighbourhood while balancing enrolment at existing schools. A communications plan is developed to inform affected families about new designations. In some cases, Administration may explore options in collaboration with communities. Other times, there is only one possible solution, in which case the community is informed of the final decision. For 2024–2025, existing neighbourhood redesignations were approved for three areas in West Edmonton to mitigate enrolment pressure and accommodate students at schools closer to where they reside.

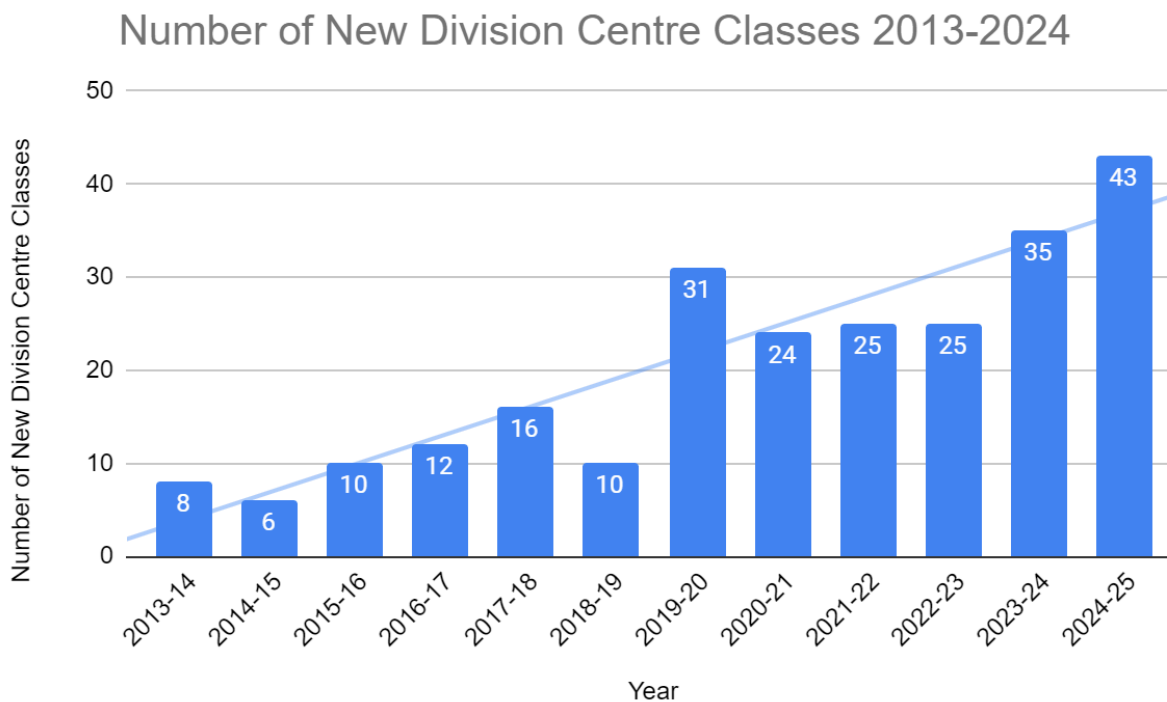
	<b>Previous Designated School(s)</b>	<b>New Designated School</b>
<b>Rosenthal Northwest</b>	LaPerle	Thornccliffe
<b>Edgemont Northwest</b>	Winterburn and Michael Phair	Bessie Nichols
<b>Keswick</b>	Jasper Place	Harry Ainlay

In addition to new development in Edmonton’s suburban areas, several residential redevelopment projects are scheduled to occur in mature neighbourhoods. These projects, coupled with high immigration rates, may impact student residency data as they come to fruition. Administration will continue to monitor development progress, immigration rates and impacts on enrolment.

### Division Centres

The Division offers a wide range of specialized programming for students with emotional, behavioural, cognitive, learning, speech, hearing, vision, physical or medical needs. The number of students choosing a Division centre program has increased substantially over the past six years.

There have been 183 Division centre classes approved in the past six years (an average of 31 classes per year) compared to only 62 approved classes in the previous six years (an average of 10 classes per year).



Across the Division, as enrolment increases across all programs and available space declines, establishing Division centre classes near where students reside becomes increasingly challenging. As the Division’s utilization rate increases, it is increasingly difficult to find space to establish or expand Division centre programming.

New Construction

Depending on the project delivery method and other factors that may impact project approval, design and construction timelines, new schools take three to five years to build and open for students. Depending on the timing and extent of possible new school construction funding, enrolment growth in the Division will exceed school capacity by approximately 60,000 students over the next ten years. There are currently two new construction projects underway:

- Edgemont K–9 school: tentatively opening September 2027 (Capacity: 950)
- Glenriding Heights Grades 7–12 school: tentatively opening September 2028 (Capacity: 2,410)

The lack of new construction funding results in increased demand for student transportation with further designated schools as well as more pressure on the capacity of existing schools. This leads to an increase in the number of schools managing enrolment with closed boundaries or using the lottery process.

Growth Control Model

A series of measures can be taken to respond to increasing enrolment pressures and to support accommodating student growth in the absence of new school construction. The amount of space available to accommodate a growing number of new Division students is decreasing. To continue to respond to increasing enrolment pressures, Administration developed a model to manage student enrolment growth, to meet demand for student learning space and to be transparent with communities. Like previous growth accommodation strategies, Administration considered long-term sustainability,

equitable access to high-quality learning environments, and the potential level of disruption for students. The Growth Control Model for student accommodation, informed by feedback from families over the past few years, is a dynamic, transparent strategy with a responsive approach to student accommodation Division-wide.

This Growth Control Model does not create additional space for students but rather serves to create efficiencies, provide clarity and minimize the impact on students where possible in the absence of capital funding for new construction.

### Level 1 – Open Access

The majority of Division schools are at Level 1 on the Growth Control Model. At this level, schools are required to accommodate resident attendance area students first and if there is space remaining, may accommodate other students. Schools will accommodate as many students as possible up to their enrolment limit. Many schools nearing (or beyond) their enrolment limit will primarily accommodate students from within their attendance area. When nearing or beyond their enrolment limit, based on either current or projected enrolment patterns, the school will then move to Level 2 on the Growth Control Model.

#### *Low Enrolment Model:*

It is equally challenging to organize and deliver programming in schools or programs with low enrolment. This is evident with both regular and alternative programs. In some Division schools at Level 1, although they may have a healthy overall enrolment due to other programs, the regular program has not been viable over several years. The opposite is also true; some alternative programs do not have enough students enrolled to make the program viable at a site.

To address programs experiencing low enrolment, Edmonton Public Schools created the Low Enrolment Model in 2021. This process helps the Division identify programs with low enrolment at schools. Schools work together with families in the program and the school community to develop a community-driven plan to increase enrolment before deciding the next steps for the program. The model uses a two-phase approach over two years. This provides an appropriate amount of time to consult and support communities, ensuring all programs in the Division are viable and sustainable. Each year, Administration evaluates program enrolment across all Division schools after the September count date.

Holyrood, McKernan and Rosslyn schools are currently phasing out low enrolment programs at each site. The regular elementary program will be phased out of Holyrood and McKernan schools by the end of the 2025–2026 school year. Resident students living in the Holyrood and McKernan school attendance areas are designated to Avonmore and Garneau schools for regular programming, respectively. The Chinese (Mandarin) Bilingual program will be phased out of Rosslyn School by the end of the 2024–2025 school year. Continuity of programming for students in elementary Chinese (Mandarin) Bilingual programs in North Edmonton is provided at one of the other junior high schools offering this program.

### Level 2 – Limit Access

Some schools are experiencing such high demand for space that measures must be taken to limit enrolment to resident attendance area students only. Adding modular classrooms, reclaiming leased space, facility modifications and closing attendance area boundaries are measures the Division can take to ensure schools are able to accommodate resident attendance area students. Seven additional schools have moved from Level 1 to Level 2 for the 2024–2025 school year.

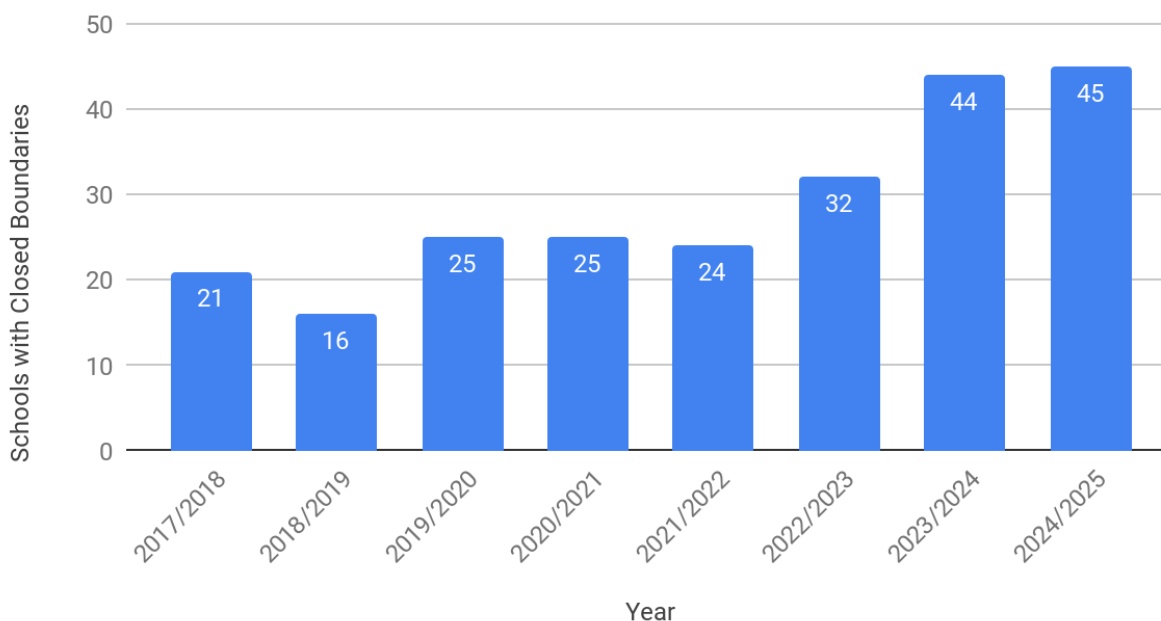
*Implications for Lease Groups*

While before and after school care programs are not operated by the Division, several licensed service providers work with Property Management staff to lease space in Division schools to provide service to families and the community. As enrolment growth outpaces capacity in a school, the availability of space for lease groups is becoming increasingly limited. As utilization rates increase overall, available lease space in schools is reduced and current leased space may be removed to accommodate enrolment growth. In preparation for the 2024–2025 school year, Athlone, Avonmore, Delwood, Fraser, Garneau, Garth Worthington, Joey Moss, Lansdowne, Laurier Heights, Malmo and McKee schools reclaimed classroom spaces to accommodate additional students.

*Closed Boundaries*

The amount of space available to accommodate Division students is declining, making it difficult to offer choice for students, including the ability to maintain open attendance area boundaries. The number of closed boundary schools continues to increase each year. There are 45 schools with closed boundaries for 2024–2025 (Attachment II).

Number of Closed Boundary Schools



Pressure for new school construction in developing areas is expected to continue, as most new students reside in developing areas where schools are at or nearing capacity. Further increases in utilization rates reduce choice for families through greater travel distances for students, fewer seats for Division centre and alternative programming, elimination of open boundaries for schools, and reclamation of spaces used for libraries, staff rooms, and CTS, music, science and art programming.

*Modular Classrooms*

In scenarios where continued enrolment growth is putting pressure on existing capacity, the Division can request modular classrooms from the Province. Since 2010–2011, the Division has installed or relocated 440 modular classrooms in place of receiving funding for new school construction. This school year, 46 net new modular classrooms (42 new units plus four used units relocated from another school

jurisdiction) were approved, and the Division relocated four existing units. Annually, the Division submits a request to the Province for new modular classrooms or funding to relocate existing units. Over the past few years, the Division has not received funding for all requested modular classrooms and has been required to use capital reserve funds to acquire and install additional modulars at priority locations.

While additional modular classrooms are a measure to relieve enrolment pressure in some cases, modular classrooms alone cannot address the Division's space challenges. Given the limitations to how many units can be accommodated at existing schools, the provision of modular classroom units is not a practical approach to address rapid enrolment growth. The number of modular classrooms that can be added to a school site is subject to factors such as fire code, building code, parking requirements, washroom capacity and available land. Additionally, modular units are also not a practical approach to providing specialized learning spaces, such as in the accommodation of students with specialized learning needs, or for purpose-built space for junior and senior high school students in the areas of career and technology studies. It will become more challenging for schools to schedule spaces such as gymnasiums and music rooms, given that the school facility is operating beyond the original designed capacity. Many of our newer schools have a greater number of modular classrooms compared to permanent construction; this poses challenges for general functionality such as access to water, washrooms and lockers. Where it is not possible to add modular classrooms, facility modifications may be completed to create additional capacity in non-traditional learning spaces such as learning commons or even staff workrooms.

#### *High School Accommodation*

Typically, high school accommodation is managed through enrolment limits and program choices students make. Enrolment limits are designed to support underutilized schools and keep highly utilized schools at optimal levels. However, in recent years, as student enrolment has grown and space has become limited, the focus has shifted towards helping overutilized schools manage and accommodate students. Specific to high school, students choose to pre-enrol at schools outside of their attendance area because of choice of courses/programs. This has traditionally helped shift students to schools with space. High school accommodation is also managed through facility modifications to transform underutilized spaces into flexible classroom environments. These initiatives are focused on improved programming and increased student capacity.

Despite enrolment limits and student choice, several Division high schools have seen an increase in enrolment due to a greater number of resident students enrolling in their designated attendance area school. For the 2024–2025 school year, five high schools moved to Level 2 on the Growth Control Model. Jasper Place and Ross Sheppard schools joined Lillian Osborne School by operating with closed boundaries for the first time. Dr. Anne Anderson, M. E. LaZerte and Queen Elizabeth schools continue to have open boundaries while at Level 2; however, these schools were able to accommodate very few out-of-attendance area resident students. Similar to Level 1 schools, they used the random selection process to manage incoming enrolment when space was available after accommodating resident attendance area students and siblings of returning students. As an example, Dr. Anne Anderson and M. E. LaZerte schools used the random selection process in Grade 10. In Grades 11 and 12, they were only able to accept resident attendance area students who pre-enrolled before the deadline.

The Division is projected to reach 100 per cent utilization of attendance area high school space in the 2025–2026 school year, despite the recent openings of Dr. Anne Anderson School (2021) and Elder Dr. Francis Whiskeyjack School (2024). As of October 1, 2024, all Division attendance area high schools are

full in planned classes for the duration of the 2024–2025 school year. This means that only resident students who newly move into the attendance area for a given high school will be accepted.

School	Enrolment*	Enrolment Limit	Enrolment as % of Enrolment Limit
Dr. Anne Anderson	1,953	1,980	98.6%
Eastglen	1,035	1,050	98.6%
Elder Dr. Francis Whiskeyjack	854	900**	94.9%
Harry Ainlay	2,781	2,700	103%
J. Percy Page	1,312	1,215	108%
Jasper Place	3,058	2,850	107.3%
Lillian Osborne	1,948	1,950	99.9%
M. E. LaZerte	2,387	2,280	104.7%
McNally	1,051	1,155	91%
Queen Elizabeth	1,621	1,500	108%
Ross Sheppard	2,377	2,190	108.5%
Strathcona	1,701	1,650	103.1%
Victoria	976	960	101.7%
W. P. Wagner	1,569	1,755	89.4%

*\*As of September 2024 count date*

*\*\*Opened in Grades 10 and 11 only for 2024–2025*



While Area Capacity and Utilization (AC&U) is reviewed and considered to inform student accommodation planning, enrolment limits reflect the functional capacity of a high school. For example, the capacity of Elder Dr. Francis Whiskeyjack School is 2,400 students while the enrolment limit for 2024–2025 is 900 students. This is because the school is offering only Grades 10 and 11 in its first year of operation and has limited enrolment to resident attendance area students as much as possible. Despite well-managed enrolment limits, Elder Dr. Francis Whiskeyjack School is projected to be at capacity within three or four years of opening. Enrolment limits are reviewed annually in collaboration with school principals. As the larger, younger cohorts in the Division move into high school, the ideal solution to address high school enrolment pressure is the construction of new attendance area high schools in the growth areas across Edmonton. In the meantime, some high schools have identified areas within the school buildings that could increase student capacity through facility modifications.

As long as enrolment growth continues to outpace provincial funding and delivery of new construction projects, the transportation of students from new and developing communities to schools farther from home will continue to increase, while the amount of available space, and ultimately the amount of choice in public education, will continue to decrease. In response to growth in enrolment and decreasing space in the Division, an increasing number of schools may move to Levels 2 and 3 on the Growth Control Model. Ultimately, the Division requires capital funding and the construction of new school facilities in new and developing communities to accommodate city growth.

#### Level 3 – Restrict Access (Lottery Process)

The lottery process helps schools at or near capacity manage enrolment by limiting the number of new resident students, allowing the school to stabilize its enrolment while making the most of its available space. It determines which attendance area resident students can access their designated school when there are too many resident students compared to spaces. The lottery process only impacts resident students who are new to a school. Non-resident students are not able to attend a Level 3 school. For those resident students not selected to attend the school through the lottery process, Administration has provided an overflow designated school. A benefit to this process is that it can be applied to individual grade levels and be turned on and off yearly, as needed.

During pre-enrolment for 2024–2025, the number of Level 3 schools using the lottery process was status quo. There are seven Division schools at Level 3 on the Growth Control Model and 14 overflow designated schools. Lillian Osborne School accepted 100 per cent of students who pre-enrolled and they did not use the lottery process for 2024–2025. Grades 10 through 12 are now full in planned classes. As for the six Kindergarten to Grade 9 Level 3 schools, most were open and able to accept additional students in at least two grades before the start of the 2024–2025 school year. It is important to note that the vast majority of students who pre-enrol in a Level 3 school are accepted each year.

Percentage of Students Accepted into Level 3 Schools during Pre-Enrolment					
	2020	2021	2022	2023	2024
<b>David Thomas King</b>	N/A	N/A	67%	92%	100%
<b>Dr. Lila Fahlman</b>	No data	87%	81%	92%	88%
<b>Dr. Margaret-Ann Armour</b>	70%	65%	81%	91%	94%
<b>Jan Reimer</b>	N/A	N/A	N/A	84%	89%
<b>Lillian Osborne</b>	N/A	N/A	85%	100%	100%
<b>Shauna May Seneca</b>	N/A	N/A	N/A	100%	94%
<b>Svend Hansen</b>	65%	46%	50%	62%	72%

### *Callback List Extension*

Students requesting space at a Level 3 school but who are unsuccessful may access a space in an overflow designated school or they may choose another Division school with space in planned classes. Specific to Level 3 Schools, they may also place their name on a callback list for that particular grade. The callback list was used to fill any available spaces up until the September count date. After the September count date, names were no longer added to the list and the Level 3 school could no longer accept any new students in grades full and closed.

After consultation with Level 3 and Overflow Designated School principals, it was determined that extending the callback list would be beneficial. Prior to pre-enrolment for 2024–2025, the end date for the callback list was extended from the September count date to the end of pre-enrolment for the following school year. This change allows Level 3 schools to accept as many students as possible over the school year, maximizing capacity up to their enrolment limits.

Previously, families that moved into a Level 3 school attendance area after the September count date were directed to the overflow designated school regardless of whether or not there was available space in the Level 3 school. As such, there has been a growing discrepancy in both walk-in rates and class sizes between a Level 3 school and the overflow designated school. With increasing residential development and immigration, the number of walk-ins over a school year has been high. This has placed an increasing amount of unpredictability and pressure on overflow designated schools. By extending the callback period by almost six months, Level 3 schools now have more time to fill vacant spaces with resident attendance area students from the callback list who have indicated they would like to attend the school closest to their home. It also reduces pressure on overflow designated schools, which are typically smaller buildings with less flexibility for scheduling.

*Establishment of Additional Overflow Designated Schools*

Identifying sustainable, long-term overflow designated schools for Level 3 schools has become increasingly more challenging.

Svend Hansen School continues to turn away the largest number of students each year using the lottery process. When Svend Hansen School first implemented the lottery process in 2020, 1,357 Kindergarten to Grade 9 students lived in the attendance area. As of the September count date 2024, this number has increased to 1,928. The capacity of the school is 1,060. The addition of a second elementary and junior high overflow designated school(s) provides the ability to accommodate a growing number of students and balance enrolment among a number of Division schools. It also alleviates enrolment pressure on the overflow designated schools Kate Chegwin and Weinlos schools, which have been experiencing high enrolment throughout each school year. Weinlos School in particular has had one of the highest walk-in rates across the Division for several years in a row. Between the 2023 September count date and May 2024, enrolment at Weinlos School increased by 97 students. Facility modifications, the addition of modular classrooms and the implementation of closed boundaries were required to manage a rapidly increasing enrolment. Laurel East and Laurel West are the neighbourhoods within the Svend Hansen School attendance area. These areas have a clearly defined boundary divided by a utility corridor and a relatively even number of students in each portion. As of July 1, 2024, Daly Grove and T. D. Baker schools were identified as new overflow designated schools for Laurel West. Kate Chegwin and Weinlos schools remain the overflow designated schools for Laurel East. This did not affect any students currently attending Kate Chegwin or Weinlos schools. Having four overflow designated schools to serve the Svend Hansen School attendance area will reduce enrolment pressure on any one particular school while allowing students to attend a school as close to home as possible.

Similar to Weinlos School, Garth Worthington School faced capacity challenges as the result of being an overflow designated school for Dr. Lila Fahlman School. Between the 2023 September count date and January 2024, Garth Worthington School had an increase of 59 students, the highest number of walk-ins over that period across the Division (with the exception of Centre High Campus). It is difficult to predict the number of students that will choose to attend an overflow designated school. Given Garth Worthington's close proximity to Dr. Lila Fahlman School, while also being a brand new Kindergarten to Grade 9 school, a large number of students unable to access Dr. Lila Fahlman School chose to attend Garth Worthington School. While Garth Worthington School implemented closed boundaries to manage enrolment as much as possible, growth within its own attendance area prompted a change in overflow designations for students living in the Dr. Lila Fahlman School attendance area. In February 2024, Johnny Bright School became the overflow designated school for Dr. Lila Fahlman.

While Johnny Bright School is the third overflow designated school for this area since Dr. Lila Fahlman School was identified as a Level 3 school in 2020, students will continue to be able to access a school located close to home in the Heritage Valley area. Johnny Bright School is the only school at Level 1 on the Growth Control Model in the Southwest 2 sector. Of the 440 modular classrooms across the Division, 103 are located in this sector. Additional capacity through new school construction will be required in this area of the city to accommodate resident students.

## Student Accommodation Plan

The annual Student Accommodation Plan provides consistent and ongoing communication with Trustees, Administration, parents and community stakeholders. It outlines the Growth Control Model level assigned to each school for the 2024–2025 school year.

Initiatives to manage growth challenges may include:

- closing boundaries
- reclaiming leased spaces
- addition of modular classrooms
- facility modifications
- new neighbourhood designations
- suspending the sibling rule
- reconfiguring grades (including the removal of grades)
- school or program consolidations
- new school construction
- program establishments

## **KEY POINTS**

- The Student Accommodation Plan is updated annually to provide timely and transparent information to stakeholders and to build an awareness of the intricacies of student accommodation. It provides consistent and ongoing communication with Trustees, Administration, parents and community stakeholders.
- The Province determines new school funding and has recently announced the School Construction Accelerator Program which aspires to create more spaces over future years through school construction. The Board of Trustees has been tireless in their advocacy for new school funding.
  - The Division's Three-Year Capital Plan for 2025–2028 includes 29 priorities for new school construction and school modernization/replacement projects, of which all 12 priorities in Year 1 of the plan meet the provincial requirements for site readiness and are ready to proceed should provincial construction funding be approved.
- The Growth Control Model was developed, based on feedback received through stakeholder engagement, to help manage enrolment at schools as our Division continues to grow.
- The Growth Control Model toolkit is available to support school administration when having conversations with their school community about the levels within the model and the level for their school.
- Updated information will be added online to school profiles to allow parents easy access to this information. This will keep communities and families informed and ensure transparency is reflected through ongoing student accommodation work.

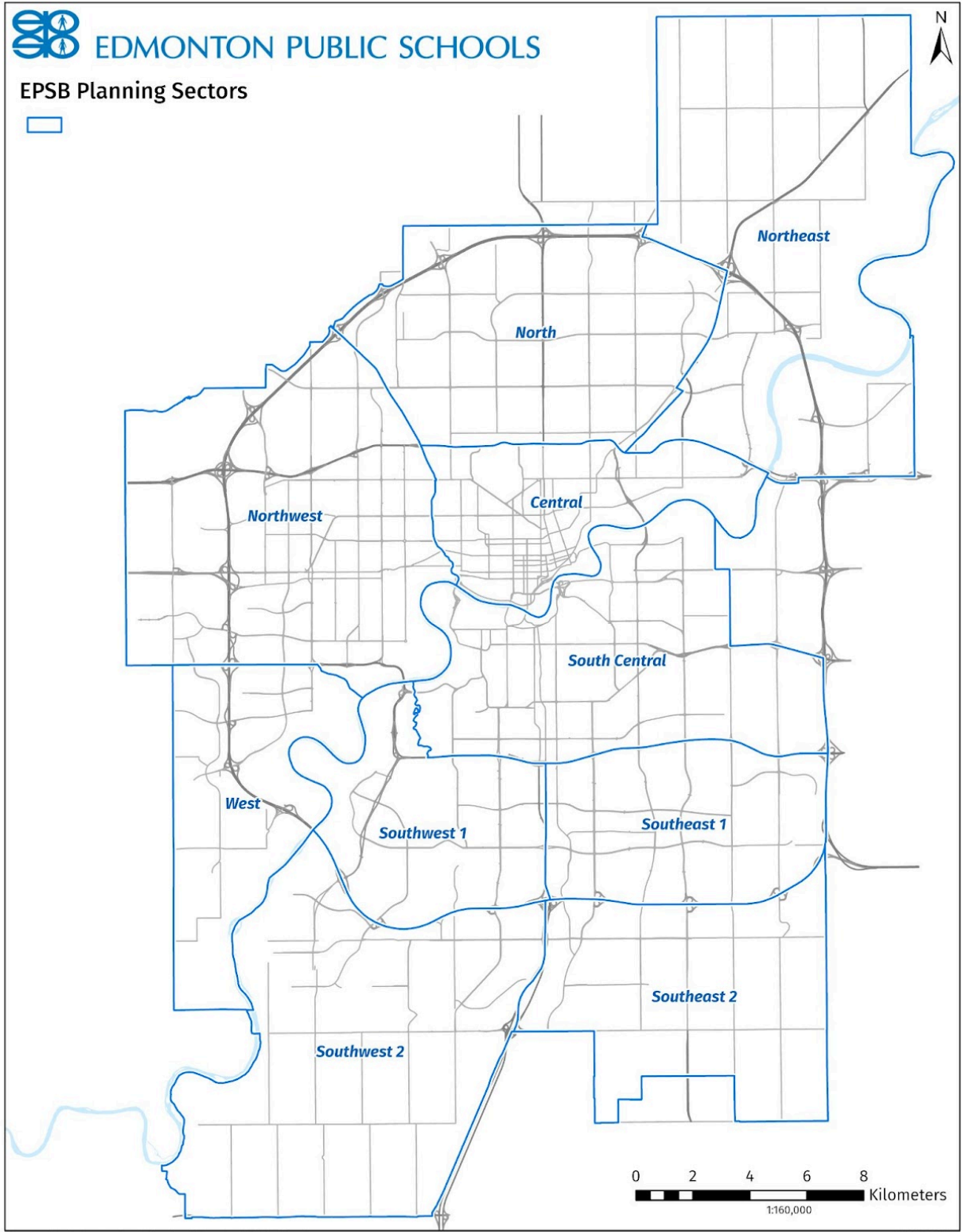
## **ATTACHMENTS and APPENDICES**

ATTACHMENT I      Sector Map

ATTACHMENT II     Growth Control Model: List of Schools by Level and Closed Boundary List  
(2024–2025)

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### Sector Map



## Growth Control Model: List of Schools by Level and Closed Boundary List

### Level 1 (2024–2025)

awâsis waciston	Gold Bar	McNally
Abbott	Grace Martin	Michael A. Kostek
Academy at King Edward	Greenfield	Millwoods Christian
Alberta School for the Deaf	Greenview	Mount Pleasant
Aldergrove	Grovenor	Northmount
Aleda Patterson	Hardisty	Old Scona
amiskwaciy Academy	Harry Ainlay	Ormsby
Argyll	Hazeldean	Ottewell
Athlone	Highlands	Parkallen
Avalon	Hillcrest	Parkview
Avonmore	Hillview	Princeton
Bannerman	Holyrood	Queen Alexandra
Beacon Heights	Homesteader	Richard Secord
Belgravia	Horse Hill	Rideau Park
Belmead	Inglewood	Rio Terrace
Belmont	Ivor Dent	Riverdale
Belvedere	J. Percy Page	Rosslyn
Bisset	J. A. Fife	Rutherford
Braemar	James Gibbons	S. Bruce Smith
Brander Gardens	John A. McDougall	Sakaw
Brightview	Johnny Bright	Satoo
Britannia	Kameyosek	Scott Robertson
Brookside	Kate Chegwin	Sifton
Calder	Keheewin	Spruce Avenue
Callingwood	Kenilworth	Steele Heights
Clara Tyner	Kensington	Steinhauer
Coronation	Kildare	Stratford
Crawford Plains	Killarney	Strathcona
D. S. Mackenzie	King Edward	Sweet Grass
Daly Grove	Kirkness	T. D. Baker
Delton	kisêwâtisiwin	Talmud Torah
Delwood	L. Y. Cairns	Thornccliffe
Dickinsfield	Lansdowne	Tipaskan
Donnan	Lauderdale	Vernon Barford
Dovercourt	Laurier Heights	Victoria
Dr. Anne Anderson	Lee Ridge	Vimy Ridge
Duggan	Lendrum	Virginia Park
Dunluce	Londonderry	W. P. Wagner
Earl Buxton	Lymburn	Wîhkwêntôwin
Eastglen	Lynnwood	
Edith Rogers	Malmo	
Edmonton Christian High	Mary Butterworth	
Edmonton Christian Northeast		

### Growth Control Model: List of Schools by Level and Closed Boundary List

#### Level 1 (2024–2025) (continued)

Edmonton Christian West Ekota Elizabeth Finch Elmwood Esther Starkman Evansdale Forest Heights Fraser Garneau George P. Nicholson Glengarry	Mayfield McArthur McKee McKernan Meadowlark Meadowlark Christian Mee-Yah-Noh Menisa Michael Phair Mill Creek Millwoods Christian Minchau	Waverley Westbrook Westglen Westminster Westmount Windsor Park York Youngstown
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#### Level 2 (2024–2025)

A. Blair McPherson Alex Janvier Allendale *Balwin Baturyn Bessie Nichols Caernarvon Centennial Constable Daniel Woodall Crestwood Donald R. Getty *Dr. Anne Anderson Dr. Donald Massey Ellerslie Florence Hallock Garth Worthington George H. Luck Glenora Grandview Heights Hilwie Hamdon Jackson Heights *Jasper Place Joey Moss John D. Bracco John Barnett	Julia Kiniski Kim Hung Lago Lindo LaPerle Lorelei *M. E. LaZerte Major General Griesbach Malcolm Tweddle McLeod Meyokumin Michael Strembitsky Nellie Carlson Overlanders Patricia Heights Pollard Meadows *Queen Elizabeth Riverbend Roberta MacAdams *Ross Sheppard Soraya Hafez *Thelma Chalifoux Velma E. Baker Weinlos Winterburn
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*\*indicates new for 2024–2025*

**Level 3 (2024–2025)**

David Thomas King Dr. Lila Fahlman Dr. Margaret Ann-Armour Jan Reimer	Lillian Osborne Shauna May Seneca Svend Hansen
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**Schools with Closed Boundaries 2024–2025**

Alex Janvier Baturyn Bessie Nichols Caernarvon (Regular Program) Centennial Constable Daniel Woodall David Thomas King Dr. Donald Massey Dr. Lila Fahlman Dr. Margaret-Ann Armour Donald R. Getty Ellerslie Florence Hallock* Garth Worthington George H. Luck Glenora Hilwie Hamdon Jackson Heights Jan Reimer Jasper Place* Joey Moss John Barnett John D. Bracco	Julia Kiniski Kim Hung Lago Lindo LaPerle Lillian Osborne Lorelei Major General Griesbach Malcolm Tweddle (Regular Program) Meyokumin (Regular Program) Michael Strembitsky Nellie Carlson Overlanders Patricia Heights Pollard Meadows (Regular Program) Riverbend Roberta MacAdams Ross Sheppard* Shauna May Seneca Svend Hansen Velma E. Baker Weinlos Winterburn
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*\*indicates new for 2024–2025*