



AGENDA

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

CFE McCauley Chambers
Tuesday, March 19, 2024
2 p.m.

Board Meeting

- A. O Canada
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Approval of the Minutes
 - 1. DRAFT – Board Minutes – March 5, 2024
- 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 18, 2024, to speak under this item.)
- H. Reports
 - 2. Report #09 of the Caucus Committee (From the meeting held on March 5, 2024)
 - 3. Report #10 of the Special Caucus Committee (From the meeting held on March 12, 2024)
 - 4. Process and Timeline for the 2024-2025 Budget (Recommendation)
 - 5. Ten-Year Facilities Plan 2024-2033 (Recommendation)
 - 6. Three-Year Capital Plan 2025-2028 (Recommendation)
 - 7. Letter Supporting National Framework for a School Food Program Act (Recommendation)
- I. Comments from the Public and Staff Group Representatives on Educational Issues – 5 p.m.
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 12 p.m. on Monday, March 18, 2024, to speak under this item.)
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustees and Board Requests for Information
- L. Notices of Motion
- M. Meeting Dates
- N. Adjournment

BOARD OF
TRUSTEES

Julie Kusiek
Board Chair

Jan Sawyer
Board Vice-Chair

Trisha Estabrooks
Dawn Hancock
Marcia Hole
Marsha Nelson
Sherri O’Keefe
Saadiq Sumar

MINUTE BOOK**Board Meeting**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held in the Centre for Education McCauley Chambers on Tuesday, March 5, 2024, at 2 p.m.

Present:**Trustees**

Trisha Estabrooks
Dawn Hancock
Marcia Hole

Julie Kusiek
Marsha Nelson

Sherri O’Keefe
Jan Sawyer
Saadiq Sumar

Officials

Angela Anderson
Todd Burnstad
Grace Cooke
Andrea Cooper

Karen Mills
Kathy Muhlethaler
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 and gave thanks to the land on which she lives and works, and to the Indigenous peoples who have cared for it since time immemorial. amiskwacîwâskahikan or Edmonton sits in Treaty 6 land and she is a visitor who is privileged to have called it home. It is a site of ceremony, culture and relationship with the rich land. As a settler with Scandinavian roots, she was also raised with the importance of celebrating in ceremony, culture and her relationship with the land. Although she shares these values, she knows she needs to learn more about First Nations, Métis, and Inuit cultures and perspectives. As a small act of “reconcili-action”, she will honour those who’ve come before her and she commits to her own learning journey. She recognized she has an opportunity and the responsibility to take the next steps and to share those learnings with the rest of her family.

A. O Canada**B. Roll Call: 2:01 p.m.**

The Superintendent advised that all Trustees were present.

MINUTE BOOK**C. Approval of the Agenda****MOVED BY Trustee Hole:**

**“That the agenda for the March 5, 2024, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair expressed the Division’s appreciation to the Minister of Education for recognizing that school divisions across the province are growing. While the Division waits for our funding profile to understand what Budget 2024 means for Edmonton Public Schools, we continue to grow rapidly and the pressures on our Division remain. She said the Division will be the best stewards of provincial funds to support student success, as we continue to navigate the challenges ahead.

The Board Chair shared that on Friday she had the opportunity to attend the school infrastructure announcement in Calgary, where she was reminded that the needs for new school infrastructure across the province are immense. She said that Friday’s announcement is a tale of two stories: on one hand, we celebrate the progress that has been made both on new school construction and modernization/replacement of existing schools, but on the other hand, we recognize the critical need for additional resources to address the backlog of infrastructure projects. The Division welcomes construction funding for the new Grades 7-12 school in Glenridding. It will bring 2,400 much-needed student spaces to an area of the city that is seeing rapid growth. Three schools in Glenridding Heights, Rosenthal and McConachie received design funding and two mature neighbourhood schools – Delton and Spruce Avenue - were added to the provincial list with planning funding. Both Delton and Spruce Avenue schools have been on the Division’s capital planning list for 15 and 17 years respectively.

The Board Chair also mentioned that in the next 10 years, the Division expects to grow by 60,000 students, and anticipate the need for 50 new schools to accommodate this growth. The Division could already fill every project outlined in the first two years of our three-year capital plan, so new school construction is critical to meeting demand and ensuring every student has access to a high-quality learning environment. The Division is committed to working with the government to find ways to address the Division’s critical need for new school space.

The Board Chair recently attended the Winter Cycling Congress, where she had the honour of delivering opening remarks at the pre-conference on active school travel. She extended her gratitude to Trustees Estabrooks, Hancock, and Hole for their attendance at the Garneau Bike Bus event and the pre-conference. Their support and advocacy for active transportation initiatives were truly appreciated. She said that during the pre-conference, she was inspired by the wealth of innovative ideas and strategies discussed, and she encouraged anyone interested in promoting active school travel to explore the resources available through Ever Active Schools’ Tools for Schools program.

The Board Chair confirmed that the Board sent a letter to the Premier regarding gender diversity and the teaching of sexual health in Division schools. She said that this is an important step in ensuring that

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all students feel included and supported in their educational journey. The letter is posted in the Board Correspondence section of epsb.ca.

The Board Chair expressed her gratitude and appreciation for the recent Night of Music event. The talent and dedication of our students and staff were truly awe-inspiring, and she is continually amazed by the vibrant arts community that thrives within our Division. She thanked everyone who performed, helped students prepare and organized the event!

E. Communications from the Superintendent of Schools

The Superintendent welcomed staff attending the Board meeting and the many special guests in the audience including one of the SCOPE principals, Scott Horton.

The Superintendent shared his deep appreciation for everyone who was involved in organizing, performing and attending the Night of Music last week. The event showcased the musical talents of more than 650 students, along with 40 teacher conductors, directors, music teachers and accompanists before nearly 2,000 audience members. He invited everyone to head to the Division's social media channels to check out some pictures from the awesome night.

The Superintendent reminded everyone that it's pre-enrolment and registration time. Registration and pre-enrolment opened on February 1 and closes on March 22, just before Spring Break. For more information about what schools offer, there are several Open Houses still happening this month. If you've missed an open house, don't hesitate to reach out to the school principal for more information.

The Superintendent advised that the Division Feedback Survey is also still open until March 22. So far, there has been a great response:

- 18,496 students
- 3,785 families
- 3,431 staff members filled out the survey

He encouraged staff, students and families to share how the Division is doing and what they value in a quality education system. The Division uses this feedback to help measure the Division's progress on achieving our goals and understand how to best support students and families.

F. Approval of the Minutes

1. Board Meeting – February 6, 2024

MOVED BY Trustee Sumar:

**“That the minutes of the Board meeting held February 6, 2024, be approved as printed.”
(UNANIMOUSLY CARRIED)**

MINUTE BOOK**G. Recognition**2. Edwin Parr Teacher Awards

Ms. Kate Jolicoeur of Soraya Hafez School was selected as the Division's honorary nominee for the 2024 Edwin Parr Award for excellence in first year teaching.

H. Comments from the Public and Staff Group Representatives

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

I. Reports3. Report #07 of the Caucus Committee (From the meeting held February 6, 2024)

Information was provided regarding actions taken at the February 6, 2024, Caucus Committee meeting.

4. Student Senate 2023-2024

Student Trustees Chelsea Kwon and George Xie presented the 2023-2024 Student Senate Work Plan update.

5. Strategic Plan Update Report: Priority 2
Anti-Racism, Reconciliation and Equity Plan Action Plan Year Two Update

The Strategic Plan Update Report provided an overview of the Division's efforts in support of the Anti-racism, Reconciliation and Equity Action Plan (formerly, the Anti-racism and Equity Action Plan) and reflected progress in support of Priority 2 of the [2022-26 Division Strategic Plan](#), "*Advance action towards anti-racism and reconciliation.*"

There was a short break in the meeting.

6. School Councils Annual Report Highlights Summary

Information was provided regarding highlights from the 2022-2023 school council annual reports.

Trustee Estabrooks said that in the past the Division has sent this report to the Alberta School Councils' Association (ASCA) and wondered if the Board Chair might consider continuing with this practice.

Board Chair Kusiek said she would be happy to send the report to ASCA.

MINUTE BOOK7. Update on Operational Efficiencies 2022-2023

Administration provided an update on operational efficiencies undertaken in the past year as well as other operational efficiencies being considered as a way to direct as many dollars as possible to the classroom.

Trustee Estabrooks suggested that the Board Chair share the highlights of this report with the Minister of Education when the opportunity arises.

Board Chair Kusiek thanked Trustee Estabrooks for the suggestion and said she will work on preparing something to share the highlights of the report, along with other highlights from today's meeting, with the Minister.

8. Division Centre Program Information
(Response to Request for Information #019)

Information was provided regarding the Request for Information #019.

9. Students Fleeing Persecution and/or Global Conflicts
(Response to Request for Information #020)

Information was provided regarding the Request for Information #020.

Trustee Estabrooks asked Administration why there is an Unknown category listed in Attachment I. Superintendent Robertson said staff will respond to Trustee Estabrooks via a Transmittal Memorandum (TM) to the Board.

10. Bereavement

Vice-Chair Sawyer reported on the passing of Ms. Diane Riedyk.

J. Other Committee, Board Representatives and Trustee Reports

Trustee Estabrooks thanked the students at Solomon College for the warm welcome to their classroom last week. Solomon College helps support adult learners in learning English. She was asked to speak about the role of Trustee as many of the students at Solomon College are also parents. She was pleased to share the proposed changes to the Division's calendar policy to recognize days of significance when possible and encouraged parents to do the calendar policy feedback survey by March 11.

Trustee Estabrooks spent the morning of Pink Shirt Day on February 28 at Eastglen School with that school's QSA, along with students from Highlands School. She appreciated the invitation to speak about the work the Board is doing to ensure schools remain safe, welcoming and inclusive in light of the Premier's proposed legislation about gender identity.

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Trustee Estabrooks shared a big shout out to parents at Garneau School who through snow and wind and rain continue to organize a bike bus for students at this Ward D school. The school organized a bike bus, picking up cyclists along the way to school, to kick off the Winter Cycling Congress in our city on February 21. She said it was great to also see Board Chair Kusiek at Garneau School that morning as part of the celebration.

Trustee Sumar thanked the folks over at W.P. Wagner School for including him again in this year's Wagstock, where he got a chance to see some amazing talent from some of the students. The event also served as a kickoff for their upcoming Wagathon, which is a bikeathon fundraiser and this year is supporting Second Chance Animal Rescue Society (SCARS).

Trustee Sumar shared that A. Blair McPherson School is holding a March Animal Madness, which is a Grade 9 student inquiry project between language arts and science. Students champion an animal, teach their peers about them and put them into a March Madness style bracket to be voted on by their peers. A. Blair McPherson is also hosting the Elder Dr. Francis Whiskeyjack High School open house on March 6, 2024, at 6 p.m. Trustee Sumar will be in attendance, along with some Division staff. He is looking forward to talking to members of the community and folks who are excited about the new high school.

Trustee Sumar provided details on the upcoming Parent Appreciation Night on April 16 at the Telus World of Science. The doors will open at 5:30 p.m. It will be on a first-come, first-serve basis and is not a ticketed event. Folks will have access to the Arctic Journey, the feature Dinosaurs exhibits and the Legends of the Northern Sky at the Zeidler Dome.

Trustee Sumar said the Policy Review Committee is still looking for some feedback on the Calendar Policy which is due on March 11. He expressed his appreciation to his colleagues for sharing this over their social media and making sure that the message was spread far and wide.

Trustee Sumar attended the 1 Million Voices for Inclusion rally which happened at the Legislature two weekends ago. He expressed gratitude for all the community that was in attendance. There were a lot of heart-wrenching stories, but also lots of energy and passion around 2SLGBTQIA+ rights.

Trustee Sumar shared that Ramadan is right around the corner. He encouraged folks to learn more about Ramadan. He also encouraged the Muslim community to reach out to other folks who may not be celebrating to include them in any potential Iftar celebrations or Eid coming up at the end of the month.

K. Trustees and Board Requests for Information - None

MINUTE BOOK**L. Notices of Motions**

Board Chair Kusiek gave notice that she would be making the following motion:

That the Board of Trustees send a letter in support of a national framework for a school food program to federal ministers whose portfolios have an education and/or student health component and all Alberta Members of Parliament.

M. Next Board Meeting: Tuesday, March 19, 2024, at 2 p.m.**N. Adjournment: 5:49 p.m.**

The Board Chair adjourned the meeting.

Julie Kusiek, Board Chair

Karen Mills, Director Board and
Superintendent Relations

DATE: March 19, 2024

TO: Board of Trustees

FROM: Trustee Sawyer, Caucus Committee Chair

SUBJECT: Report #09 of the Caucus Committee (From the meeting held on March 5, 2024)

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 March 5, 2024, Caucus Committee meeting:

1. Updates to Trustees' Handbook: Caucus Agenda Approval Process

That subsection 4(b) in the Expectations portion of Section 5.4 Caucus Committee be deleted.

BACKGROUND

In an effort to most effectively move forward the work of the Board and provide clarity for Trustees and the public, the Governance and Evaluation Committee put forward a recommendation regarding the process to approve agenda items at Caucus meetings.

2. Updates to Trustees' Handbook: Caucus Purpose

That the second paragraph of the Purpose text under Section 5.4 Caucus Committee be amended as follows:

The Board holds in camera meetings to deal with land, labour, legal matters ~~and~~ **advice** provided to the Board, **and strategy**. The Board also gathers privately for professional development **and to** reviewing the functioning of the Board, ~~and for strategic planning purposes~~. The requirement for confidentiality of in camera materials and proceedings is fundamental to protect individual privacy and the Division's fiduciary and strategic interests. For this reason, all in camera meetings are closed to the public and news media.

BACKGROUND

The Governance and Evaluation Committee is responsible for assisting the Board of Trustees to conduct an annual review of the policies and procedures governing the conduct of the meetings of the Board and the administration and business of the Board.

3. Updates to Trustees' Handbook: Per Diem

That the following be added as the last bullet in Section 11.2, Per Diem: attendance at the Public School Boards' Association Annual Spring and Fall General Meeting business sessions.

BACKGROUND

Currently, all Trustees are eligible to collect per diem for attendance at the Alberta School Boards Association Annual Spring and Fall General Meeting business sessions. Only the appointed Board representative to the Public School Boards' Association of Alberta (PSBAA) is eligible to collect per diem for attendance at that Association's business sessions.

4. Updates to Trustees' Handbook: Speakers

That during the first opportunity in each Board meeting for Comments from the Public and Staff Group Representatives, speakers may only speak to an item on the meeting agenda.

That speakers wishing to speak on an educational issue that is not on the meeting agenda may only do so at the second opportunity for Comments from the Public and Staff Group Representatives in the agenda, which is scheduled for the second Board meeting of the month.

That in the event that there only be one Board meeting, Comments from the Public and Staff Group Representatives speaking on educational issues, be added to that Board meeting agenda.

That speakers at Public Board meetings be required to attend in person.

That instructions for speakers and delegations at Public Board meetings be removed from IAB.BP Comments, Delegations and Presentation at Board meetings by Public or Staff Representatives and be housed only in the Trustees' Handbook.

That the Board restrict the number of times any individual or group may speak on an issue to a maximum of four times per school year.

BACKGROUND

In an effort to most effectively move forward the work of the Board and provide clarity for Trustees and the public, the Governance and Evaluation Committee put forward a series of recommended updates to the Trustees' Handbook regarding the parameters for speakers at public Board meetings.

KM:ca

DATE: March 19, 2024

TO: Board of Trustees

FROM: Trustee Sawyer, Caucus Committee Chair

SUBJECT: Report #10 of the Special Caucus Committee (From the meeting held on March 12, 2024)

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 March 12, 2024, Special Caucus Committee meeting:

1. Proposed updates to Trustees' Handbook: Speakers

That the following be added to section 5.2.3 Comments from the Public and Staff Group Representatives: The Chair has full authority to maintain decorum and order of the meeting including interrupting any speaker who makes critical statements about particular individuals or groups of people, whether named or identifiable by the context; ruling the speaker out of order and terminating the speaker's privilege to address the Board of Trustees.

BACKGROUND

In an effort to most effectively move forward the work of the Board and provide clarity for Trustees and the public, the Governance and Evaluation Committee put forward a recommended update to the Trustees' Handbook regarding the parameters for speakers at public Board meetings.

KM:ca

DATE: March 19, 2024

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Process and Timeline for the 2024-2025 Budget

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: 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 2024-2025 Provincial Budget was announced on February 29, 2024. The Edmonton Public Schools funding profile and the 2024-2025 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 2024-2025 Budget has been developed (Attachment I).

RELATED FACTS

- The Distribution of Funds report is to be presented at the Caucus meeting on April 9, 2024, and at the April 16, 2024, public Board meeting.
- Enrolment Projections are the number of anticipated students in a school at the end of September. Principal input into enrolment projections opens on March 13, 2024 and closes on March 20, 2024.
- Pre-enrolment represents the number of students that have pre-enrolled at a school as of the end of pre-enrolment on March 22, 2024.
- 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 (pre-enrolment/new registrations).
- 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 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 2024.

RECOMMENDATION

That the Process and Timeline for the 2024-2025 Budget as outlined in Attachment I, be approved.

NEXT STEPS

- If approved by the Board of Trustees, the 2024-2025 budget process and timeline will be communicated to principals and central decision unit leaders.
- The 2024-2025 Budget will be presented at the May 24, 2024, Special Board Meeting, with the final budget report being submitted to the Province by the May 31, 2024, deadline.

ATTACHMENTS and APPENDICES

ATTACHMENT I Process and Timeline for the 2024-2025 Budget (Calendar)

MP:ja

2024-2025 Spring Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
FEB	4	5	6 BOARD 2:00 PM	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29 Teachers Convention PROVINCIAL BUDGET ANNOUNCEMENT	1 Teachers Convention	2
MAR	3	4	5 BOARD 2:00 PM	6	7	8	9
	10	11 PD Day - No Students	12	13 Projected Enrolment Principal Input Opens	14	15	16
	17	18	19 BOARD 2:00 PM Process & Timeline Recommendation	20 Projected Enrolment Principal Input Closes	21	22 Pre-enrolment Closes for Parents and Schools	23
	24	25 SPRING BREAK	26 SPRING BREAK Projected Enrolment File forwarded to Budget & Funding	27 SPRING BREAK	28 SPRING BREAK	29 GOOD FRIDAY	30
APR	31	1 EASTER MONDAY	2	3	4	5	6
	7	8	9 CAUCUS 9:00 AM BOARD 2:00 PM Introduction - Distribution of Funds	10	11	12	13

2024-2025 Spring Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
APR	14	15	16 BOARD 2:00 PM 2024-2025 Distribution of Funds Recommendation	17	18	19 BPS OPENS	20
	21	22	23	24	25	26 PD Day - No Students	27
	28	29 BPS CLOSSES	30	1	2	3	4
MAY	5	6	7	8	9	10	11
	12	13	14 CAUCUS 9:00 AM BOARD 2:00 PM	15	16	17	18
	19	20 VICTORIA DAY	21 Teachers Day in Lieu	22 Board Approved Non-Instructional Day	23	24 SPECIAL BOARD Approval of the 2024-2025 Budget	25
	26	27	28 CAUCUS 9:00 AM BOARD 2:00 PM	29	30	31 Budget Report Due to Alberta Education	1

2024-2025 Fall Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
OCT		30 THE NATIONAL DAY FOR TRUTH AND RECONCILIATION	1	2	3	4 BPS opens for Results Review and Plans	5
	6	7	8	9	10	11 PD Day - No Students	12
	13	14 THANKSGIVING	15 BPS opens for fall budget	16	17	18	19
	20	21	22	23	24	25 Budget, Results Review, and Plans Due	26
	27	28	29	30	31	1 PD Day - No Students	2
NOV	3	4	5	6 Results Review, Plans and Budget Packages to Trustees	7	8 Board Approved Non-Instructional Day	9
	10	11 REMEMBRANCE DAY	12 Board Approved Non-Instructional Day	13 Teacher's Day in Lieu	14 Central & School Results Review (tentative)*	15 Central & School Results Review (tentative)*	16
	17	18 Central & School Results Review (tentative)*	19 Central & School Results Review (tentative)*	20 Central & School Results Review (tentative)*	21 Central & School Results Review (tentative)*	22 Audit Committee Presentation of Audited Financial Statements	23
	24	25	26 Audited Financial Statements presented to Board	27 Audited Financial Statements Submitted to the Province	28	29	30

*Central & School Results Review Meetings to be confirmed by Strategic Division Supports in the fall of 2024

PROCESS AND TIMELINE FOR THE 2024-2025 BUDGET (DETAIL)

Timeline	Process
March 19, 2024	<ul style="list-style-type: none"> Process and Timeline for 2024-2025 Budget is recommended to the Board of Trustees
April 9, 2024	<ul style="list-style-type: none"> Distribution of Funds report is presented to Caucus
April 16, 2024	<ul style="list-style-type: none"> Distribution of Funds is recommended to Board
April 19, 2024	<ul style="list-style-type: none"> Schools and central departments receive allocations and budget requirements and BPS opens
April 29, 2024	<ul style="list-style-type: none"> Schools and Central departments budgets are due
May 24, 2024	<ul style="list-style-type: none"> The 2024-2025 Budget is recommended to the Board of Trustees
Nov 14-21, 2024	<ul style="list-style-type: none"> School and Central Results Review (Tentative)

DRAFT

DATE: March 19, 2024

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Ten-Year Facilities Plan 2024–2033

ORIGINATOR: Cliff Richard, Chief Infrastructure and Technology Officer

RESOURCE STAFF: Zahra Azarm, Shauna Bland, Josephine Duquette, 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 2024–2027](#)
[Ten-Year Facilities Plan 2023–2032](#)
[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 2023–2032* was approved by the Board of Trustees on March 22, 2022 and updated on March 21, 2023. Administration has prepared the *Ten-Year Facilities Plan 2024–2033* (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

Two main themes reflect major pressure points for the Division:

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

The Division is experiencing significant enrolment growth and, as a result, increased utilization of schools. The enrolment count from the end of September 2022 to the end of September 2023 increased by 4.9 per cent or 5,336 new students. The Division's overall space utilization rate has increased to 86 per cent for the current school year—an increase of four per cent over the previous year. These increases, combined with a lack of 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 demand for additional alternative program locations 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 90 per cent in the next school year and will reach 100 per cent during the 2026–2027 school year. Given that it takes between three and five years from the announcement of approved funding to open a new school, any new school projects currently unfunded for construction are likely to open after the Division reaches 100 per cent utilization.

The Division is anticipating 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. During the latest one-year period (2023), the province has seen its population swell by 4.3 per cent, a figure that exceeds the national increase of 3.2 per cent. This growth is a testament to Alberta's increasing appeal as a destination for both international and interprovincial migrants.

City Council approved Edmonton's City Plan on December 7, 2020. The City Plan is a strategic document that charts a path for how the city can grow to accommodate a population of two million. 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 will need to accommodate the growth in population that is anticipated for the city.

In addition to needed new space, the Division supports an ageing infrastructure portfolio with deferred maintenance that is continuing to increase and will reach \$1 billion in the 2024–2025 school year. Past and current levels of modernization project funding, Infrastructure Maintenance and Renewal (IMR) funding and Capital Maintenance and Renewal (CMR) funding are insufficient 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 is the lowest since the 2015–2016 school year.

Collectively, provincial capital and renewal funding for the Division has fluctuated significantly over time. The funding pattern does not reflect the 2019 [Blue Ribbon Panel on Alberta's Finances \(McKinnon Report\)](#) recommendation, which notes that "... spending on capital in Alberta has fluctuated widely since 1990. The erratic capital spending pattern has resulted in a 'roller coaster' pattern for Alberta's stock of public infrastructure. The Panel strongly encourages the Government of Alberta to establish a stable and sustainable level of annual capital spending and put an end to the 'boom and bust' cycles."

RELATED FACTS

- 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).
- This year, the Division experienced its largest one-year enrolment increase since 1964, with an increase of 4.9 per cent, or 5,336 new 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.
- Although enrolment growth is occurring in all sectors of the city, it has been greater in suburban neighbourhoods in southeast, southwest and west Edmonton.
- Over the past ten years the Division's utilization rate has risen 15 per cent (from 71 per cent in 2013–2014 to 86 per cent in 2023–2024).
- The overall Division utilization rate will grow to 90 per cent in the next school year and will reach 100 per cent during the 2026–2027 school year.
- The Division's total enrolment is projected to reach 176,106 students by 2033.
- Without additional new capital funding, enrolment growth will outpace new capacity by almost 60,000 students by 2033–2034, which would be the equivalent of 63 additional Kindergarten to Grade 9 schools (950 capacity).
- Depending on the funding delivery method, new construction projects take between three and five years to complete once funded.
- Increases in utilization 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 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 modernization project, IMR and CMR funding are not adequate to address the deferred maintenance needs of ageing Division buildings, reaching \$1.0 billion in the 2024–2025 school year.

RECOMMENDATION

That the *Ten-Year Facilities Plan 2024–2033* be approved for submission to the provincial government.

CONSIDERATIONS and ANALYSIS

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. The unpredictability of provincial funding models for capital projects and infrastructure maintenance and renewal continues to present a significant challenge for the Division's ability to forecast and allocate resources and to effectively accommodate new students who come to reside predominantly in newly developing neighbourhoods on the outskirts of the city.

These challenges, compounded with enrolment growth continuing to outpace delivery of new school capacity, means the Division will need to limit choice for students and their families. This includes the inability to maintain open attendance area boundaries, to expand on a range of alternative and Division centre special needs program offerings, and to provide access to schools close to where students live. More students having to spend more time in transit and the inability to provide equitable access to high-quality, modern and flexible learning environments, will diminish the student experience.

The Division will continue to advocate for sufficient funding for infrastructure renewal and capital projects, pursue beneficial partnerships with local stakeholders on capital projects, and implement sustainable energy initiatives to increase the operational efficiency of schools where possible.

NEXT STEPS

Once approved, the *Ten-Year Facilities Plan 2024–2033* will be submitted with the *Three-Year Capital Plan 2025–2028* to Alberta Education for provincial consideration for future capital funding.

ATTACHMENTS and APPENDICES

ATTACHMENT I – *Ten-Year Facilities Plan 2024–2033*

JT:jl



Ten-Year Facilities Plan 2024–2033

(Updated March 19, 2024)



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EXECUTIVE SUMMARY

The *Ten-Year Facilities Plan 2024–2033* highlights the challenges that the Division faces in terms of space and our inventory of facilities in the coming decade and serves as an advocacy tool in this regard. Population growth and evolving economic and demographic factors combined with an unpredictable provincial capital and maintenance funding model continue to present a significant challenge 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 are the lack of available space to accommodate growth and the condition of the Division's school buildings.

The amount of space available to accommodate new Division students is declining, which is challenging how the Division has operated foundationally for decades. The Division is experiencing reduced choice for families through fewer options for families to access Division centre special needs and alternative programming, reduced access to other schools through open boundaries, increased pressure on yellow bus service levels and reclamation of specialized spaces for regular instruction. All of these programs and services contribute to providing equal access to high-quality learning environments.

The Division is witnessing a remarkable enrolment increase phase. The 2023–2024 school year marked the largest one-year enrolment increase since the 1964–1965 academic year. 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 experiencing growth 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, but rather through growth in other grades. As students in the Kindergarten cohort move up in grades, the cohort size demonstrates an average growth of 1,785 students (33 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.

Alberta's demographic landscape has undergone significant changes, marked by a robust growth rate that surpasses national trends. During the latest one-year period (2023), the province has seen its population swell by a record 4.3 per cent, a figure that exceeds the national increase of 3.2 per cent. This

growth is a testament to Alberta's increasing appeal as a destination for both international and interprovincial migrants.

International migration has emerged as the primary driver of this population surge. In 2023, Alberta welcomed 47,100 international newcomers. This was 13,700 more than in 2022. The third quarter of 2023 alone saw over 39,000 people from abroad, setting a new record for the highest number of international migrants in a single quarter. This trend has been consistent over the last year, with the province adding more than 123,000 residents through international migration. This demographic shift underscores Alberta's growing role as a magnet for international talent and families seeking new opportunities.

Further bolstering Alberta's population growth is the steady influx of residents from other Canadian provinces. Interprovincial migration hit a record high of 18,700 people in 2023, compared to the 4,000-person average in 2002 to 2021, reaching a population of 4.76 million as of October 1, 2023. The third quarter 2023 period gain alone marked an unprecedented quarterly gain of over 61,000 people. The consistent flow of people into Alberta is highlighted by the fact that, for five consecutive quarters, the province has seen a net interprovincial migration of at least 10,000 people. This is the longest streak of such high migration since 1971, demonstrating Alberta's enduring appeal.

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 British Columbia 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.

The province's economic environment further complements its demographic appeal. Alberta's job market has been notably robust, with employment growth significantly outpacing the national average in 2023. Although the unemployment rate in Alberta is marginally higher than the national average (6.2 per cent versus 5.7 per cent nationally as of January 2024), this gap has been narrowing. 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.

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, the federal government's immigration policy is set to play a critical role in shaping Alberta's demographic and educational landscape. The government has indicated its intention to maintain elevated levels of immigration for the next two to three years.

Given Alberta's continued affordability and attractiveness as a destination, it is likely that the province will 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 total enrolment is expected to continue to grow steadily through to 2033. 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 outpace capacity by almost 60,000 students by 2033–2034. Depending on the project delivery method, any new projects that are funded take between three and five years to provide needed additional student spaces.

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

Since the 2010–2011 school year, the Division has opened 32 schools (25,750 student spaces) and either installed or relocated 440 modular classrooms in lieu of funding for new schools. Over the past ten years, the Division’s utilization rate has risen 15 per cent (from 71 per cent in 2013–2014 to 86 per cent in 2023–2024). Continued increases in utilization result in reduced choice for families, fewer options for families to access Division centre special needs and alternative programming, reduced access to other schools through open boundaries, 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. A lack of space will profoundly impact the way the Division accommodates students moving forward.

Funding limitations are leading to a mounting deferred maintenance deficit, which will reach \$1.0 billion in 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 maximizing energy sustainability, incorporating partners and reducing operating costs. However, the Division has not had a modernization project announced for construction since 2018 and has only had four new schools announced for construction funding since 2018:

- Joey Moss elementary/junior high school opened in September 2022
- Elder Dr. Francis Whiskeyjack High School opening in September 2024
- Edgemont elementary/junior high school opening in September 2027
- Glenridding Heights junior/senior high school projected to open in September 2028

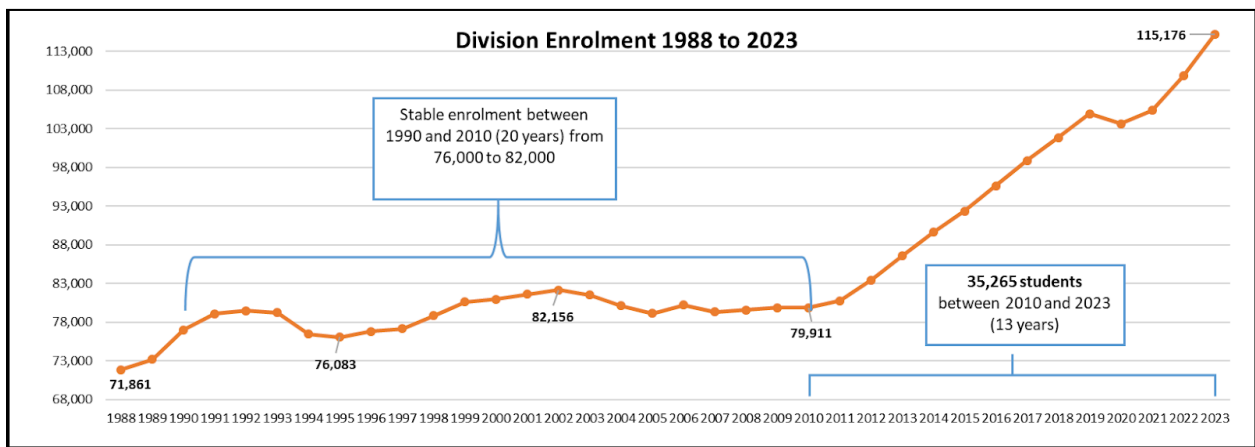
In addition, current levels of Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) funding are not adequate to continue to address the deferred maintenance needs of ageing Division buildings; indeed, the Division’s combined provincial allocation of IMR/CMR in 2023–2024 was the lowest since the 2015–2016 school year. Replacement facilities represent the shortest 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 environmental standards.

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

INTRODUCTION

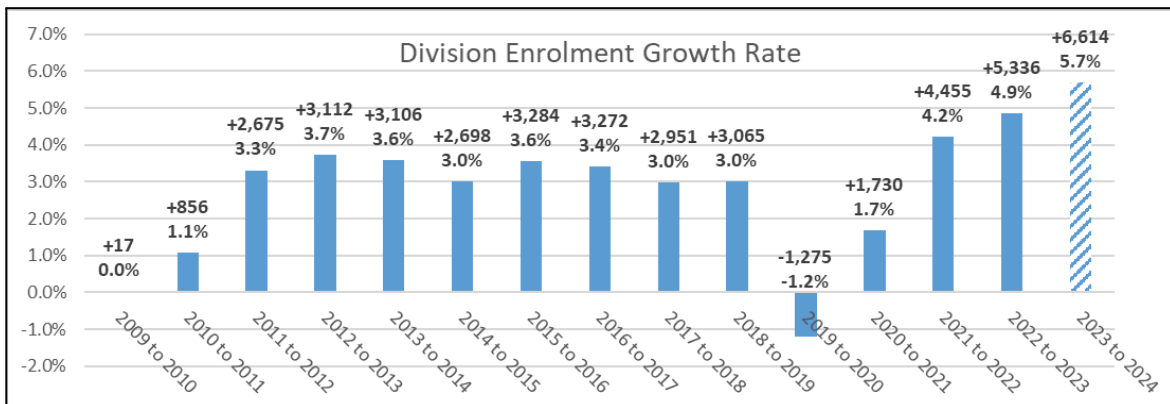
The *Ten-Year Facilities Plan 2023–2032* (the Plan) was approved by the Board of Trustees on March 21, 2023. Many of the trends, opportunities and challenges presented in the original Plan are still relevant in today’s context. However, since the 2022–2023 school year, some of the challenges have increased in urgency as we have emerged from the pandemic into “post-pandemic” economic and demographic conditions. This updated Ten-Year Facilities Plan includes some of the amplified challenges and new trends that are emerging.

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 (35 years):



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.

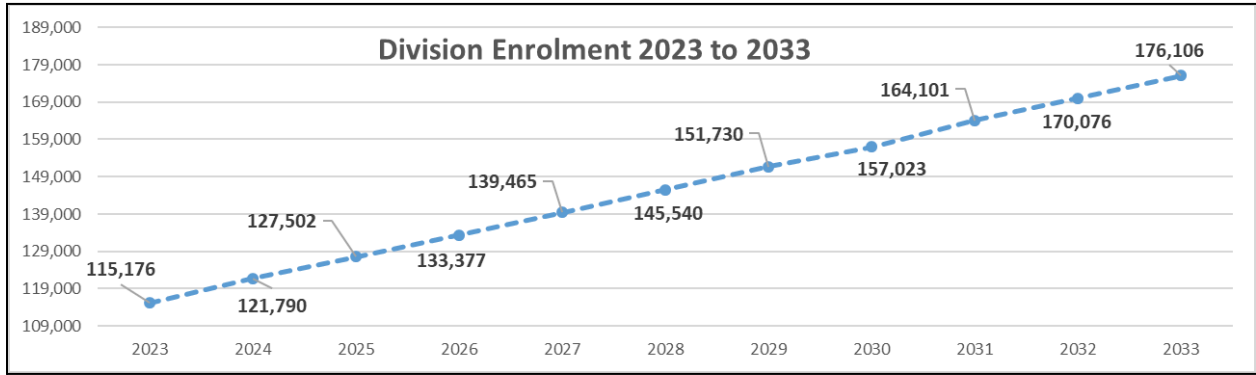
Beginning in 2010, there was a pronounced increase in the growth rate, as the Division grew by over 35,000 students between 2010 and 2023. Between 2011 and 2019, the Division’s average growth rate was 3.3 per cent. As shown in the *Division Enrolment Growth Rate* graph, the average growth rate is 4.9 per cent for 2021 to 2024. This increased growth rate on a growing total student enrolment accelerates and compounds our total enrolment growth and the coming associated capacity challenges.



The projection for September 2024 is 121,790 students, which would be an increase of 6,614 students (5.74 per cent) from September 2023. Between September 2022 and September 2024, the Division will have registered approximately 11,950 additional students, an increase of 10.9 per cent.

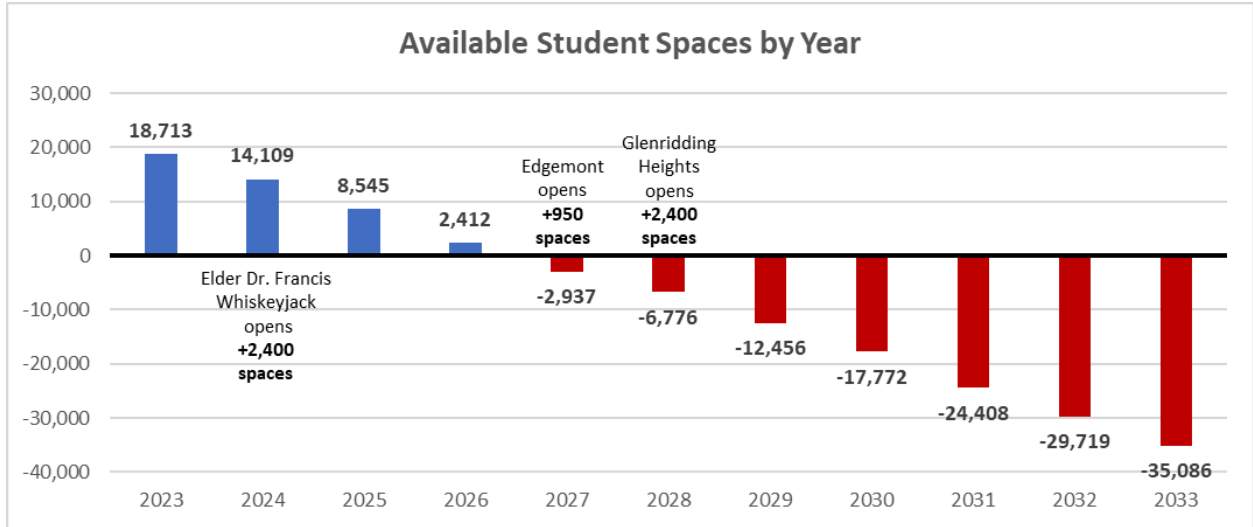
Since the end of September in this school year, the Division has been growing by an average of over 100 new students every week. Assuming in-migration trends continue, the Division is poised to surpass 122,000 students over the course of the 2024–2025 school year.

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 3.5 to 4.7 per cent (averaging 4.2 per cent) in subsequent years, through to 2033. That stated, the *number* of new students enrolled annually will continue to rise given that a stable percentage of an increasing total still yields increased growth, despite a lower projected growth rate (by percentage) in subsequent years. As such, total enrolment is projected to reach 176,106 students by 2033.



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 capital funding announcements for 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 2033–2034. The graph includes projects funded for construction and projected to open over the next 10 years.



Since 2010, the Division received funding to open 27 new schools in new growth areas as a result of previously identified capital priorities. Currently, three projects that the Division is funded to construct and have yet to open are:

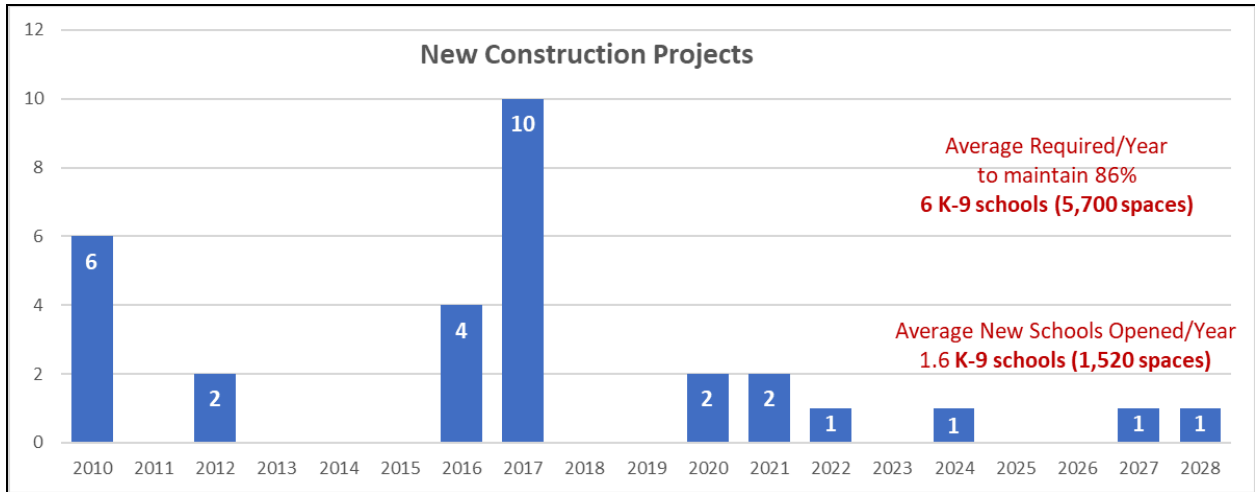
- Elder Dr. Francis Whiskeyjack High School, which will open in September 2024 with 2,400 student spaces
- an elementary/junior high school with 950 student spaces in Edgemont, planned to open in 2027
- Glenriding Heights 7–12 school, which is estimated to open in September 2028

Five additional projects have been funded for planning or design:

- Glenriding Heights K–6 school received design funding
- Rosenthal K–6 school received design funding
- McConachie 7–9 school received design funding
- Delton School K–6 replacement received planning funding
- Spruce Avenue School 7–9 replacement received planning funding

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 Elder Dr. Francis Whiskeyjack, Edgemont and Glenriding Heights schools will help the Division’s overall capacity issues in the short term, the Division will nonetheless be deficient 2,937 student spaces by 2027. This will continue to increase to a deficit of over 35,000 student spaces by 2033 without additional construction approvals in the near-term.

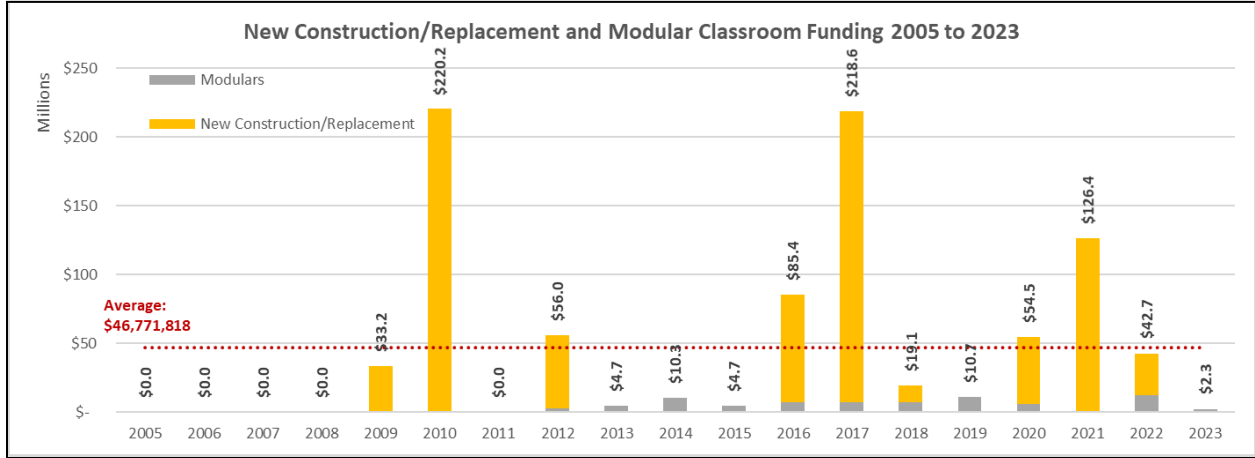
The *New Construction Projects* graph shows how many schools will have opened by year since 2010, including the previously mentioned three new schools.



The years with no bars clearly indicate that schools have not been constructed consistently, as school construction has been subject to intermittent funding from the province. On average, the Division will have been funded for 1.6 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 current utilization rate of 86 per cent, six new schools per year would be required.

Enrolment growth for September 2024 is projected to be 6,614 students. This is equivalent to almost six Kindergarten to Grade 9 (K–9) schools per year at 950 students each. If the Division was able to open six schools per year, the Division’s utilization rate could be stabilized at the current rate of 86 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.

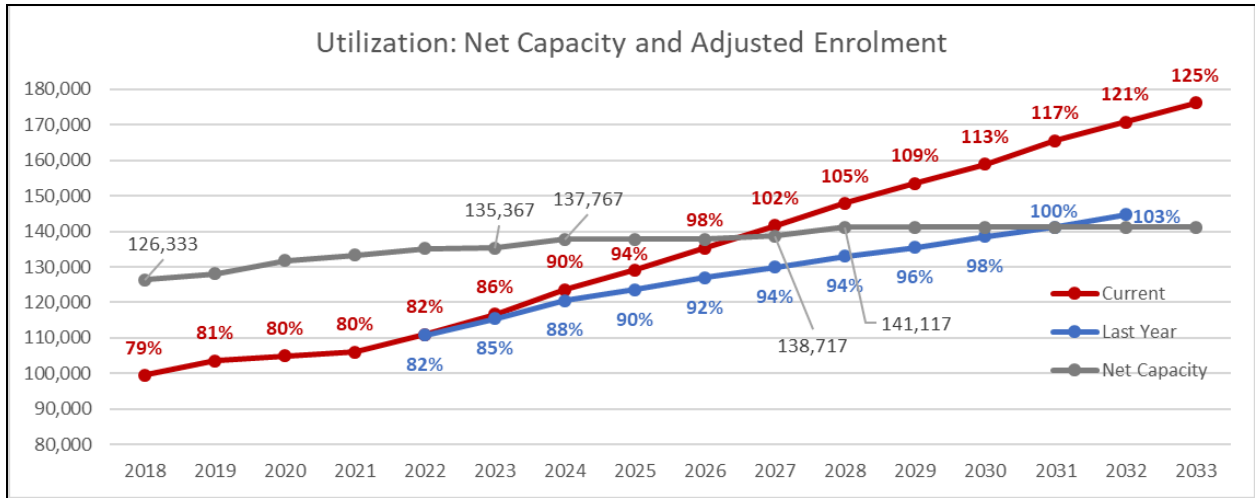
The *New Construction/Replacement/Modular Classroom Funding* graph depicts the inconsistency of capital funding provided to accommodate enrolment growth.



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

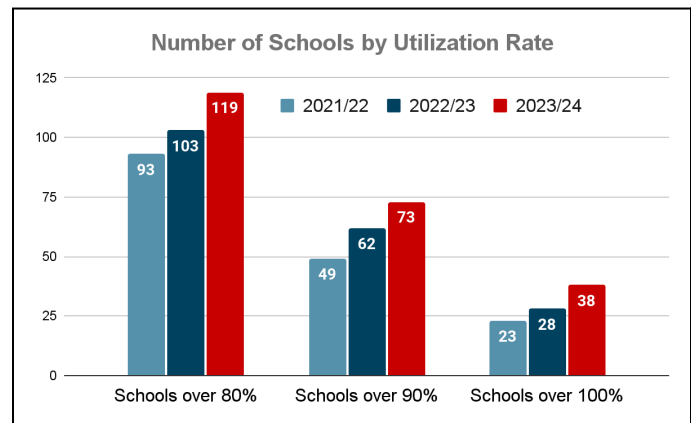
The *Utilization: Net Capacity and Adjusted Enrolment* graph is another way to contextualize the reduction in available space into the future.



The projected growth shows that the Division will reach 90 per cent utilization in 2024 and is projected to be over 100 per cent capacity by 2027, which is three years faster than previously projected. 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 a lack of funding for new schools and modular classrooms cause.

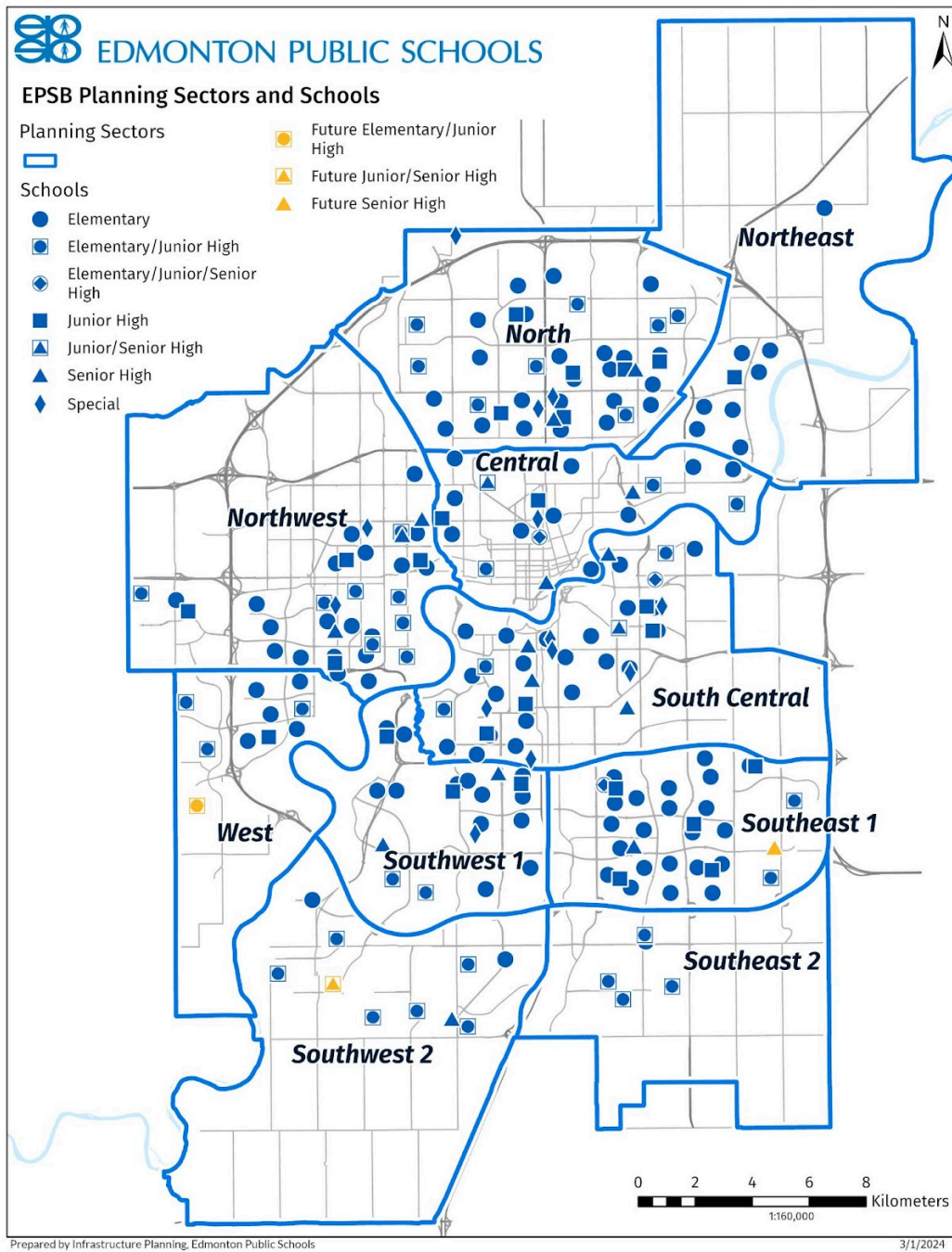
In 2021–2022, there were 93 schools at or above 80 per cent utilization, 49 schools at or above 90 per cent and 23 schools at or above 100 per cent utilization. In 2023–2024, this has grown to 119 schools at or above 80 per cent utilization, 73 schools at or above 90 per cent and 38 schools at or above 100 per cent utilization.

Between 2020–2021 and 2023–2024, the Division has opened Dr. Anne Anderson, Garth Worthington and Joey Moss schools. This equates to 3,850 additional student spaces. If these schools had not been built, the number of schools in these categories would be even higher.

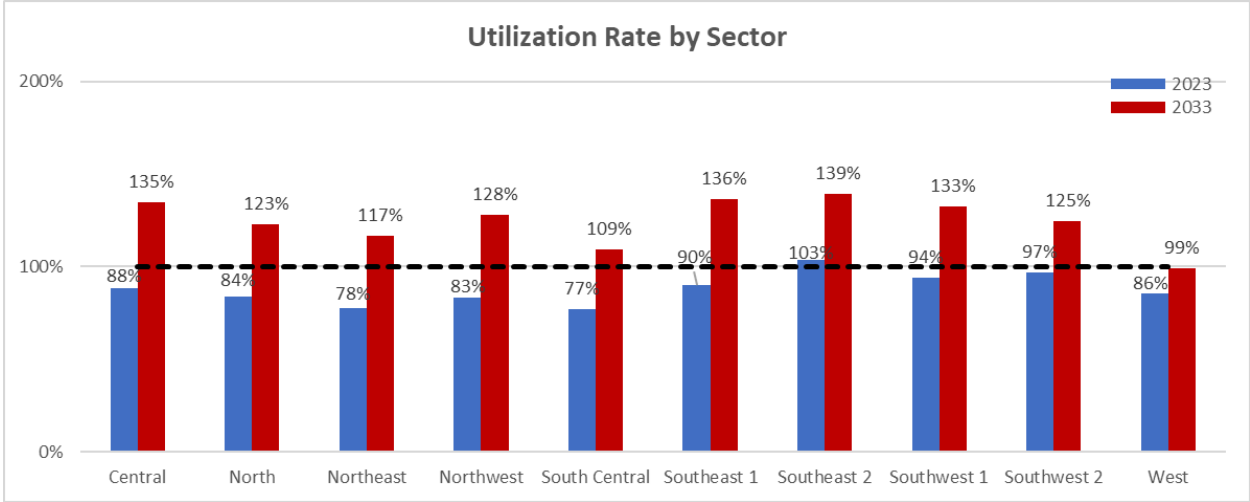


Planning Sectors

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.

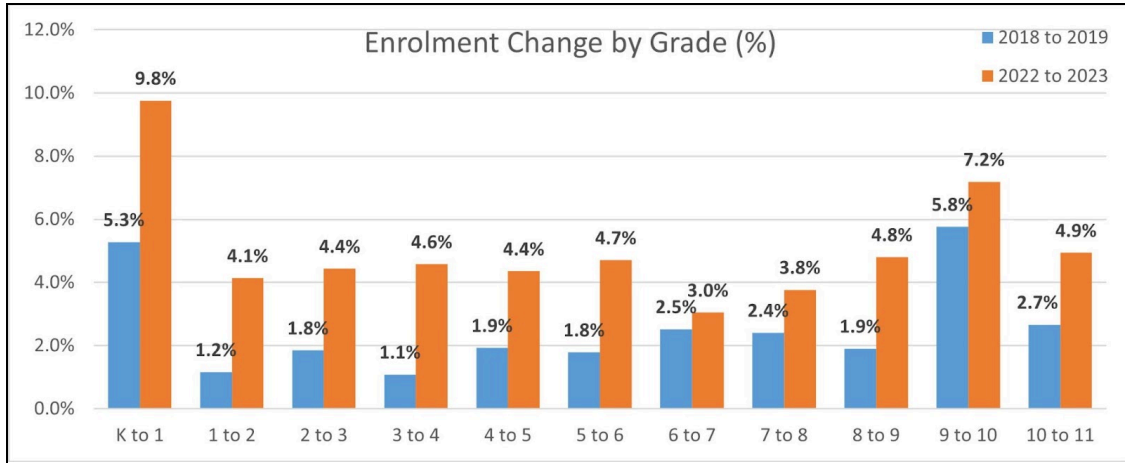


Although there is enrolment growth in all sectors, the distribution of this growth is varied. There are two sectors out of 10 sectors currently below 80 per cent utilization: Northeast and South Central. As these areas reach capacity, there will be growth accommodation pressures on existing space in 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 2033, except for the West sector at 99 per cent, when the Division Utilization Rate is projected to 127 per cent.



The growth in the Central sector is a response to growth in other sectors that will need to be distributed as available space declines. On average, 47 per cent of the students attending schools in the Central sector also reside in the Central sector. The growth shown in the Central sector has less to do with local residency increases and more to do with increases in city-wide draw schools, placement of programming where there is space and designations for growth areas.

The growth in enrolment is occurring in all grade levels as shown in the *Enrolment Change by Grade* graph, 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 means that more students enter the Division during the school year. As of March 8, 2024, there are an additional 2,475 students that have enrolled in Division schools since the end of September 2023.



*Grade 11 to Grade 12 is not listed due to the complexity created by returning Grade 12 students

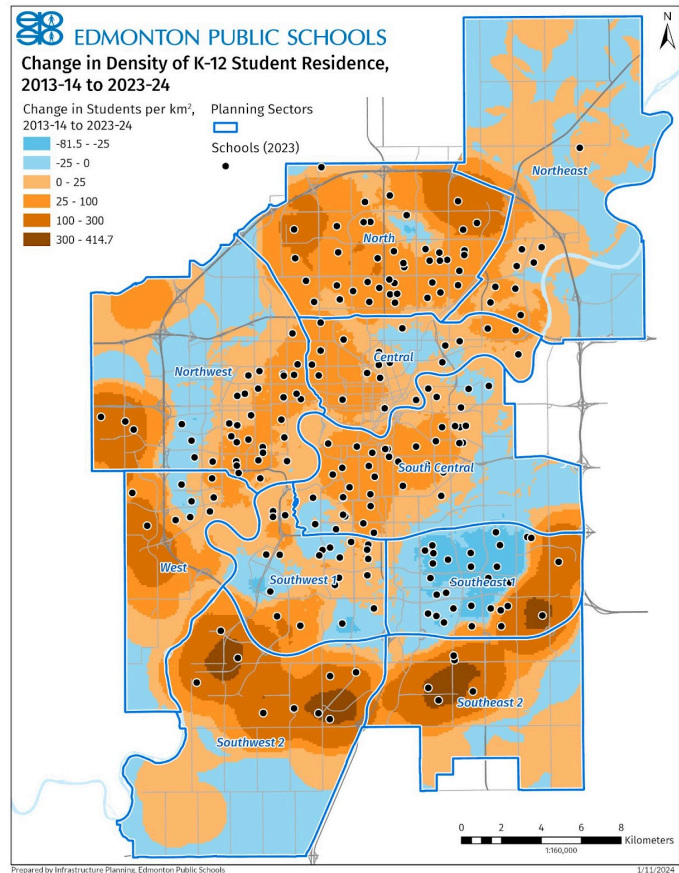
In the *Change in Density of K–12 Student Residence Map 2013–2014 to 2023–2024*, these trends can be seen for the 10-year period:

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 stable with a net change in residency of less than 100 students over the last 10 years.

The stable pattern in the core area, which is lower than the total design capacity of the buildings, is indicative of consistent enrolment in 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.



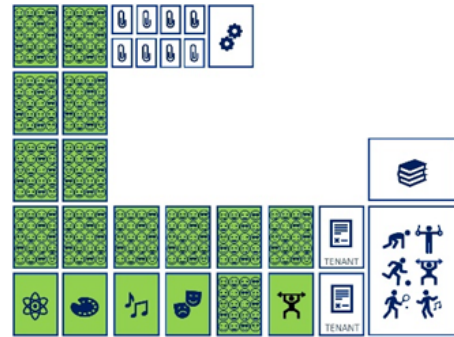
As the Division's utilization rate continues to increase, resident students from growth areas will continue to be designated into older buildings in core and established neighbourhoods, since local schools will be unable to accommodate the growth.

In 2013–2014, the Division's utilization rate was 71 per cent and in 2023–2024 the utilization rate is 86 per cent, a rise of 15 per cent in overall utilization during the last 10 years. 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 115,000 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 centres 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):

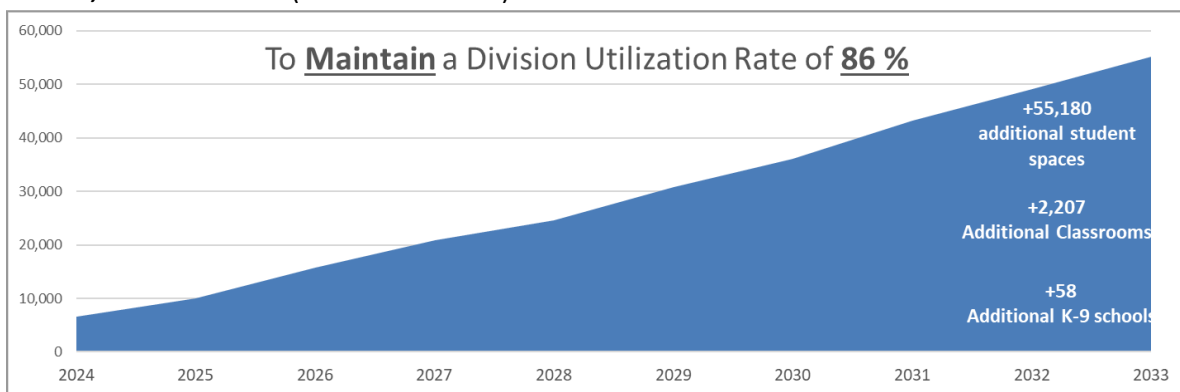
- Some regular program students will be designated into other sectors for accommodation as no space is available where they reside.
- Many alternative program students will need to leave the sector for programming.
- Some Division students requiring specialized supports will need to leave the sector 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 is currently at 86 per cent):

- 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 is currently at **86 per cent utilization**. In order to maintain this utilization rate, the Division would need to **add 55,180 student spaces** by 2033, which is the equivalent to opening:

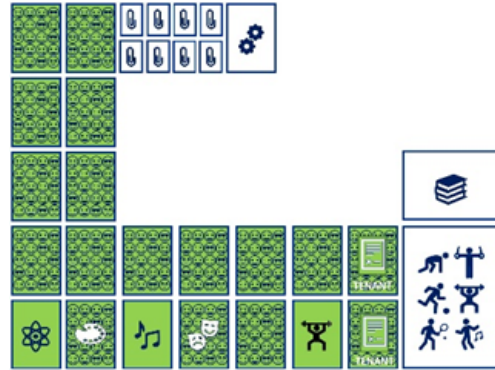
- **58 additional Kindergarten to Grade 9 schools** (950 students each)
- **2,207 classrooms** (25 students each)



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):

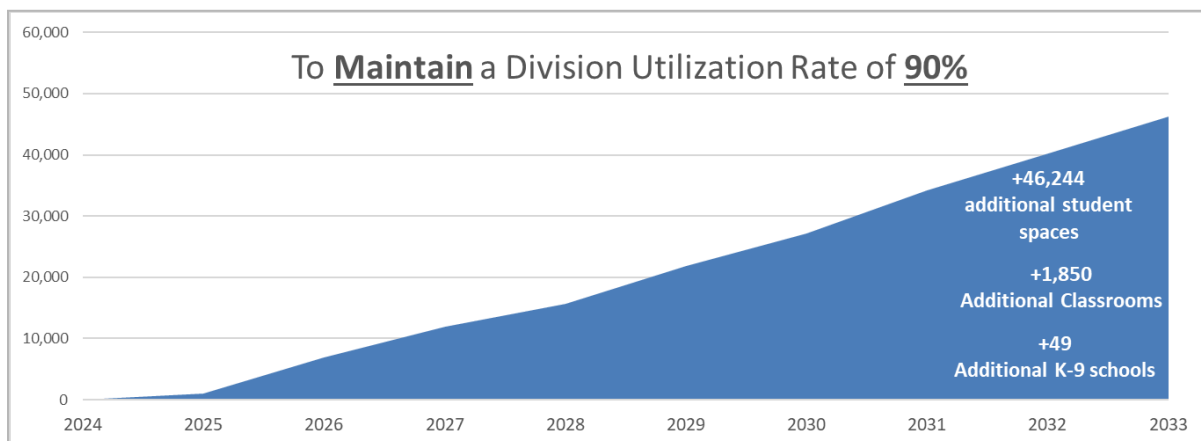
- Most alternative program students will have to leave the sector to attend the program, as classes are limited to accommodate regular program growth.
- Many Division centre students who require specialized supports will be accommodated in sectors where they do not reside.
- The number of resident students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

As a Division (projected to be 90 per cent in September 2024):

- 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** in September 2024. In order to maintain this utilization rate, the Division would need to **add 46,244 student spaces** by 2033, which is equivalent to opening:

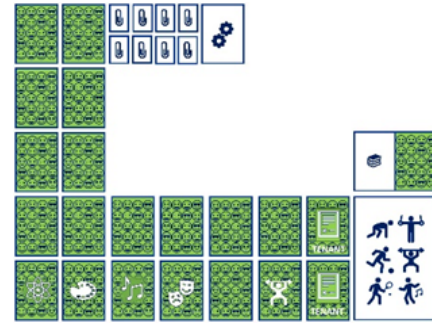
- **49 additional Kindergarten to Grade 9 schools** (950 students each)
- **1,850 classrooms** (25 students each)



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):

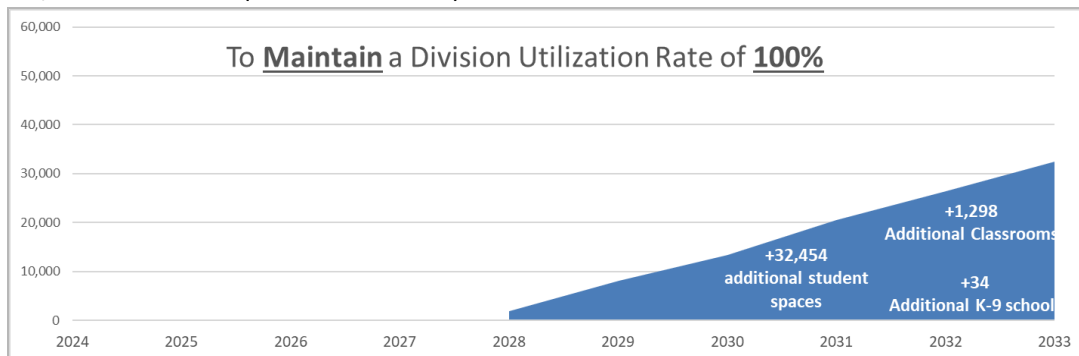
- Any new growth will not be designated within the sector.
- Ride times will be long as many schools will use a lottery process with overflow designations to other sectors.
- The average ride time will increase as designations and program locations continue to move further from where students reside.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

As a Division (projected for September 2027):

- 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 2027. In order to maintain this utilization rate, the Division would need to **add 32,454 student spaces** by 2033 which is the equivalent to opening:

- **34 additional Kindergarten to Grade 9 schools** (950 students each)
- **1,298 classrooms** (25 students each)

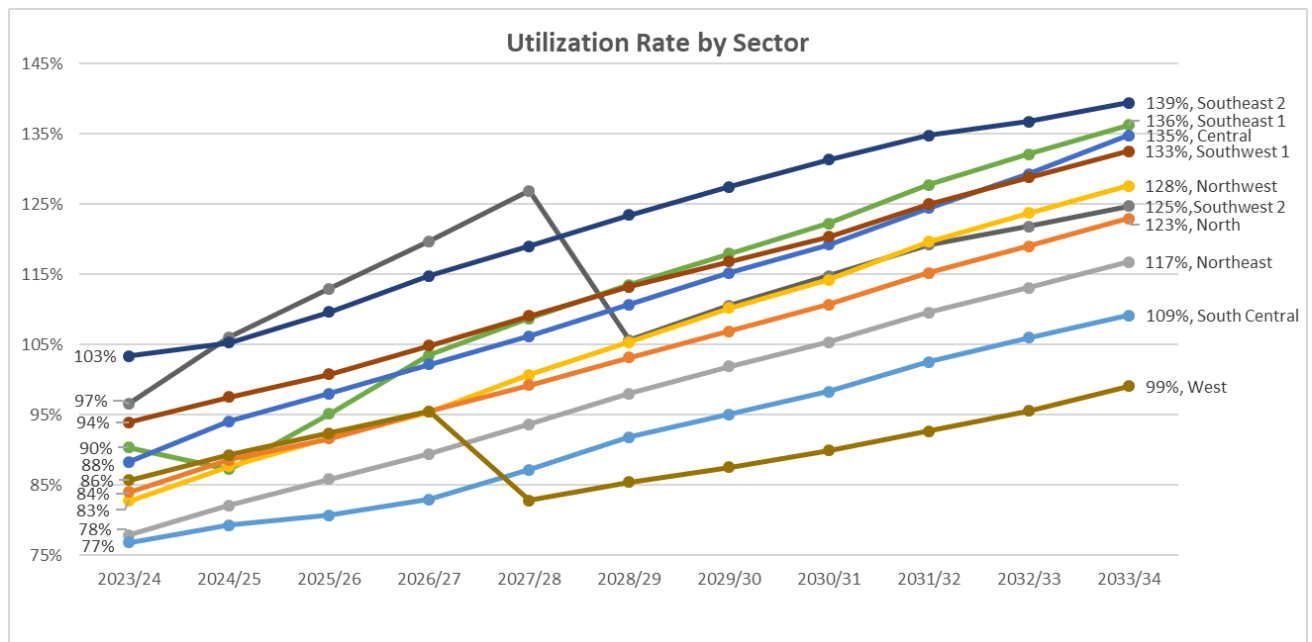


This analogy shows that, as the Division becomes more fully utilized:

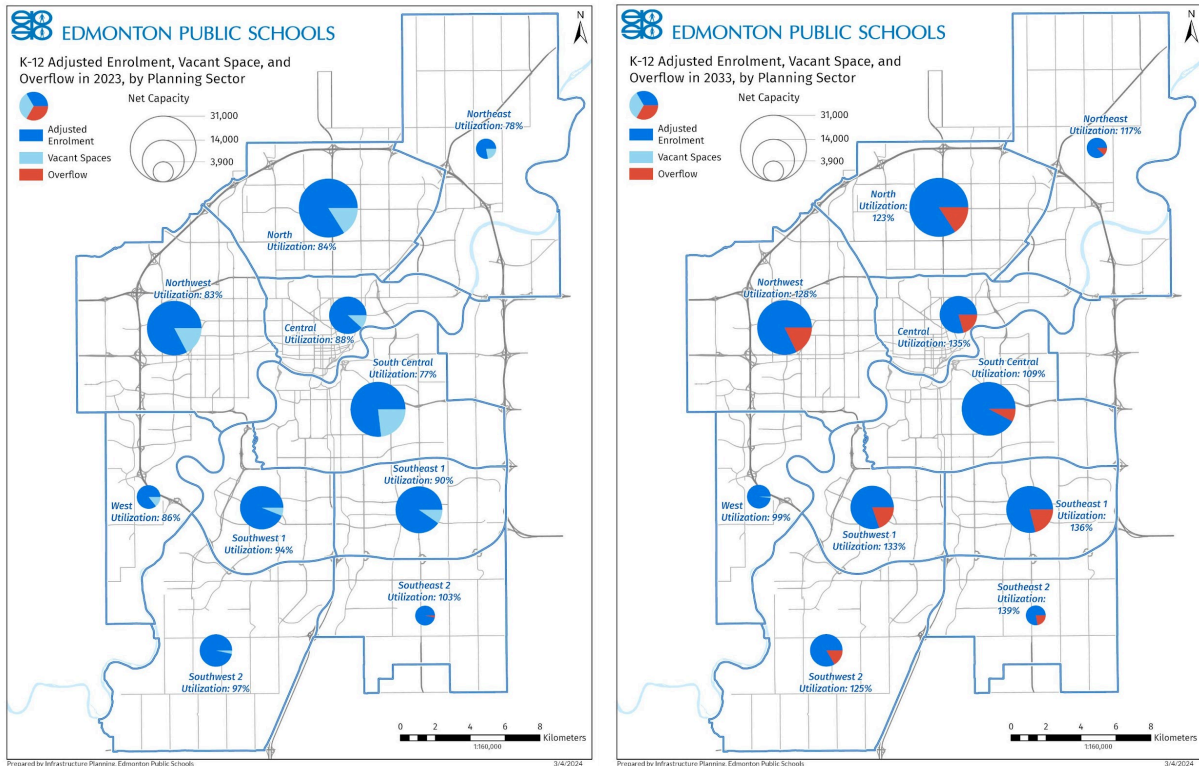
- The ability to accommodate resident students where they reside or even within their home sector becomes increasingly difficult.
- Well-distributed alternative programming is not possible and Division centre special needs programming cannot expand.
- The selection of designated receiving schools to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

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 but one sector shows 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](#).

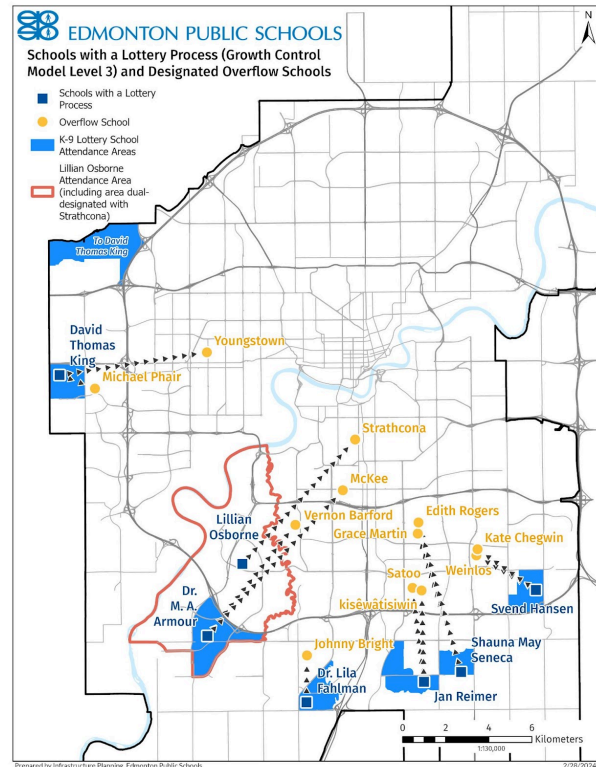
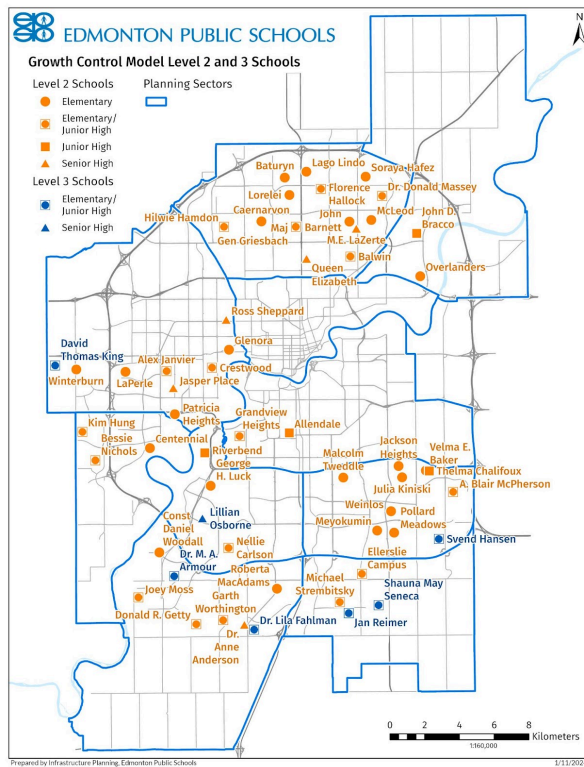
The Growth Control Model is a dynamic, transparent strategy with a responsive approach to student accommodation Division-wide. This model, informed by feedback from families over the past few years, serves to create efficiencies, provide clarity and minimize the impact on students and families where 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 2023–2024 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 outside students, capping grades or programs, reconfiguring existing school space or adding modular classrooms, if feasible.

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

- David Thomas King School
- Dr. Lila Fahlman School
- Dr. Margaret-Ann Armour School
- Jan Reimer School
- Lillian Osborne School
- Shauna May Seneca School
- Svend Hansen School

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.

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 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 that 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.

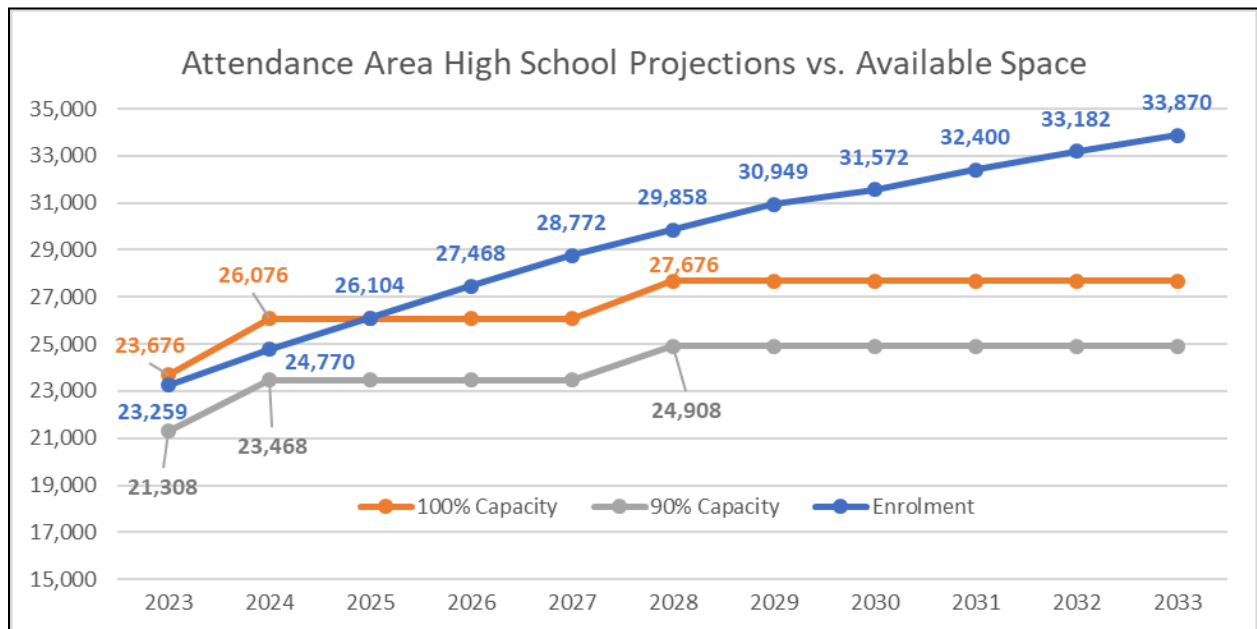
High School Accommodation

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.

For the 2024–2025 school year, five high schools will move to Level 2 on the Growth Control Model. Two of the five high schools, Jasper Place and Ross Sheppard schools, will have closed boundaries. The other three schools will have open boundaries; however, the schools will only be 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 27 Interactions classes at the high school level. It is predicted that the Division will require an additional 27 classes (54 classes total) by 2028–2029, based on the current number of junior high and elementary Interactions classes. This is simply to keep up with the demand for Interactions programming.

The *High School Projections vs. Available Space* graph shows 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 reach 100 per cent utilization of attendance area high school space in the 2025–2026 school year. High schools will remain above 100 per cent despite the Glenriding Heights junior/senior high school projected to open in September 2028. Specialty high school programming, such as Vimy Ridge 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 and north Edmonton, as well as adding capacity at

Dr. Anne Anderson School. Future consideration should also be given to a northeast high school as the Horse Hill plan area begins to urbanize.

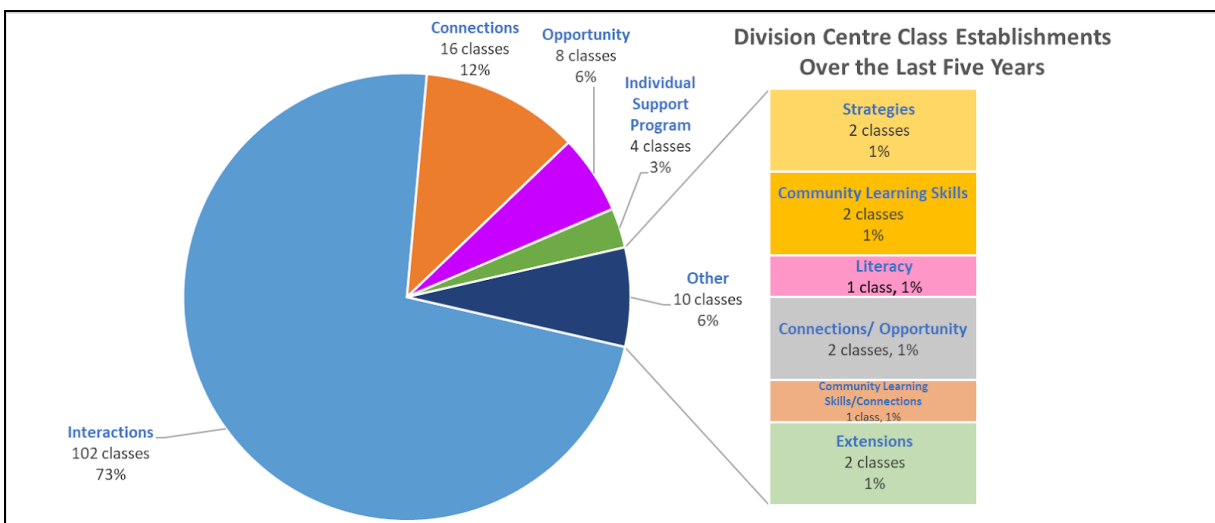
A proposed 600-seat addition to Dr. Anne Anderson School is the top High School priority on the *Three Year Capital Plan 2025–2028*. Other high school priorities include two additional high schools in the west that would provide approximately 3,000 high school spaces, a new high school in the north sector 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

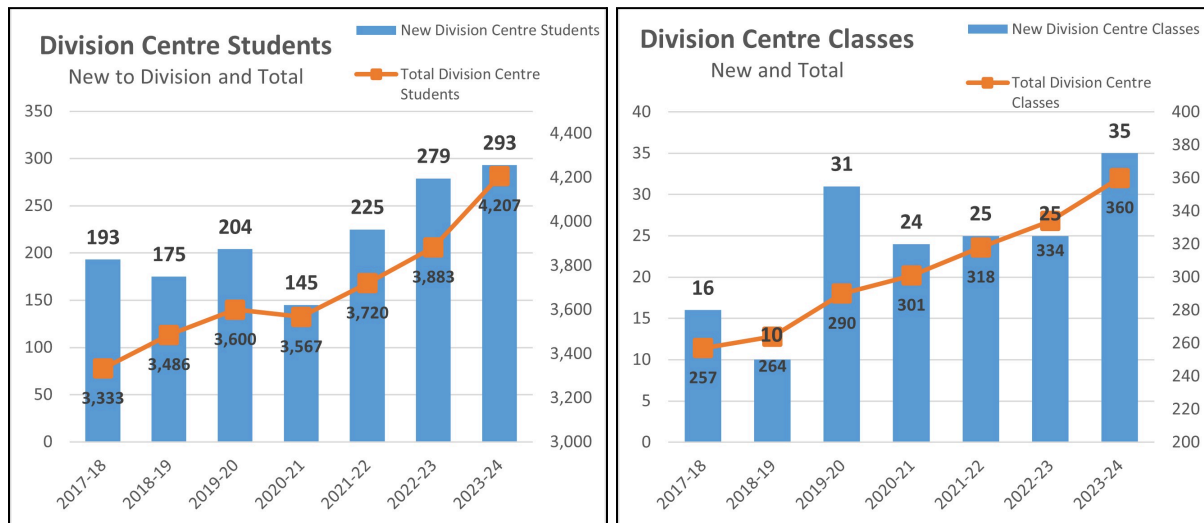
In the Division, students who require specialized supports are accommodated in various ways depending on student need and family choice. A family may choose to have their child included in a regular/alternative classroom setting or they may choose to request placement in a Division centre classroom. Currently, 59 per cent of students with severe special needs coding in Grades 1 to 12 are enrolled in Division centre programming (congregated setting), while 41 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) target 12 to 17 students in the classroom. Many other school divisions in Alberta do not offer the same range of programming options for students who require specialized supports.

There have been 140 new Division centre special needs program classes approved in the Division over the past five years (between 2019–2020 and 2023–2024). The following 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 2023–2024 school year marks the highest number of “new to Division” students accessing these programs, with 293 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 2018–2019.



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.

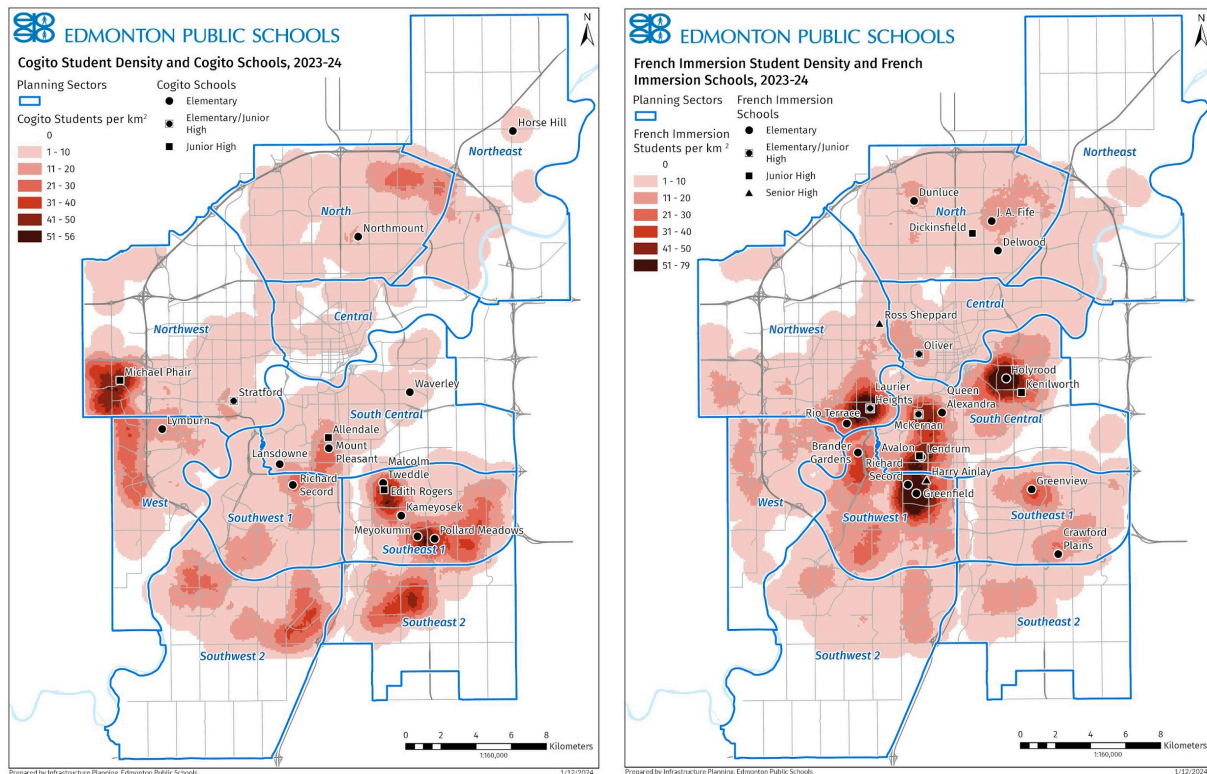
As with all programs, establishing Division centre special needs programs in close proximity to where families reside presents a challenge as available space declines and enrolment growth continues. It is already difficult to find space in some sectors, resulting in longer travel times for some Division students with complex needs.

Alternative Programs

At 86 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 and bring 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 need to consider alternative ways of offering programming, transportation efficiencies, maximizing program space and access to alternative programming. The following maps show the location of schools offering French Immersion and Cogito programs in relation to the students registered in those programs. As available space declines, expanding alternative programs under the current model is not an option.



Student Transportation

The demand for yellow bus transportation services has grown over the past 10 years by over 60 per cent. This has exceeded the historic growth in overall Division enrolment of approximately 38 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.

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 challenges.

POPULATION GROWTH TRENDS

The Division is witnessing a remarkable phase of student residency and enrolment growth. The 2023–2024 school year marked the largest one-year enrolment increase since 1964–1965, when the city of Edmonton annexed the town of Jasper Place and the Division added both students and buildings. The current 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 experiencing growth is Kindergarten. The lower enrolment in Kindergarten suggests that the current surge in student numbers is not being driven by a natural increase at the entry level, but rather through growth in multiple grades. As students in the Kindergarten cohort move up in grades, the cohort size demonstrates an average growth of 1,785 students (33 per cent) by the time they reach Grade 10. This suggests that the Division's growth is being driven, in large part, by interprovincial and international migration.

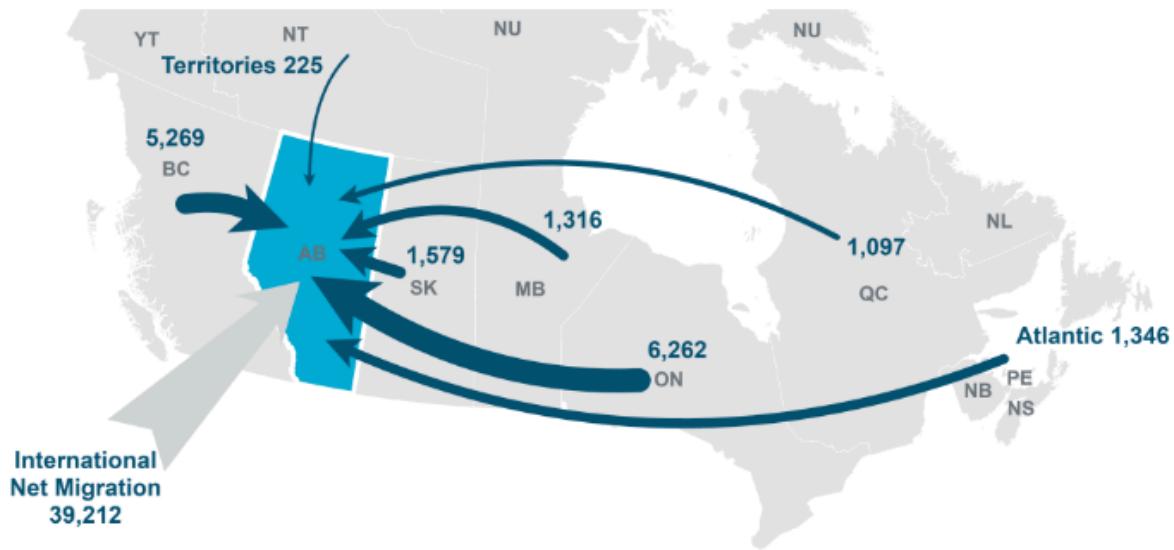
According to Statistics Canada and the Province of Alberta's "[Current Provincial Population Estimates](#)", Alberta's demographic landscape has undergone significant changes, marked by a robust growth rate that surpasses national trends. During the latest one-year period (2023), the province has seen its population swell by 4.3 per cent, a figure that exceeds the national increase of 3.2 per cent. This growth is a testament to Alberta's increasing appeal as a destination for both international and interprovincial migrants.

International migration has emerged as the primary driver of this population surge. In the third quarter of 2023 alone, Alberta welcomed over 39,000 people from abroad, setting a new record for the highest number of international migrants in a single quarter. This trend has been consistent over the last year, with the province adding more than 123,000 residents through international migration. This demographic shift underscores Alberta's growing role as a magnet for international talent and families seeking new opportunities.

Further bolstering Alberta's population growth is the steady influx of residents from other Canadian provinces. In the third quarter of 2023, the province experienced an expansion of 1.3 per cent, reaching a population of 4.76 million as of October 1, 2023. This period alone marked an unprecedented quarterly gain of over 61,000 people. The consistent flow of people into Alberta is highlighted by the fact that, for five consecutive quarters, the province has seen a net interprovincial migration of at least 10,000 people. This is the longest streak of such high migration since 1971, demonstrating Alberta's enduring appeal.

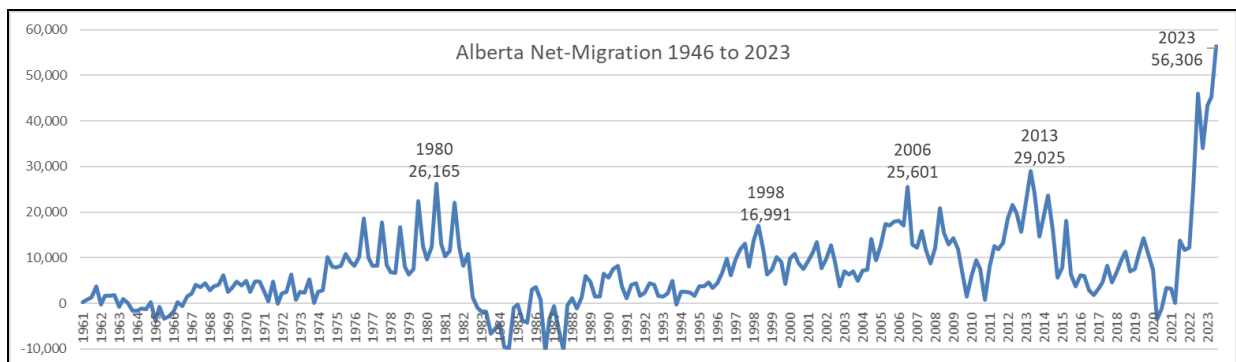
A closer look at the origins of these interprovincial migrants reveals that British Columbia and Ontario are the principal contributors. These two provinces accounted for over two-thirds of Alberta's net interprovincial migrants in the third quarter and more than 70 per cent over the last four quarters. 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.

Image 2. Net population movement for Alberta (July 1 to September 30, 2023)



Source: [Alberta Population Report: Alberta 2022–2023](#)

- 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” campaign 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. Alberta's job market has been notably robust, with employment growth significantly outpacing the national average in 2023. Although the unemployment rate in Alberta is marginally higher than the national average (5.9 per cent versus 5.8 per cent nationally as of November), this gap has been narrowing. 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, the federal government's immigration policy is set to play a crucial role in shaping Alberta's demographic and educational landscape. The government has indicated its intention to maintain elevated levels of immigration for at least the next two to three years.

Given Alberta's continued affordability and attractiveness as a destination, it is likely that the province will 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.

CITY PLAN/DISTRICT PLANNING

The City Plan is a statutory document that combines Edmonton’s Municipal Development Plan and Transportation Master Plan to develop a strategic direction for environmental planning, social planning and economic development.

The City Plan outlines how Edmonton will accommodate an additional 1 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 are more detailed 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 with 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.

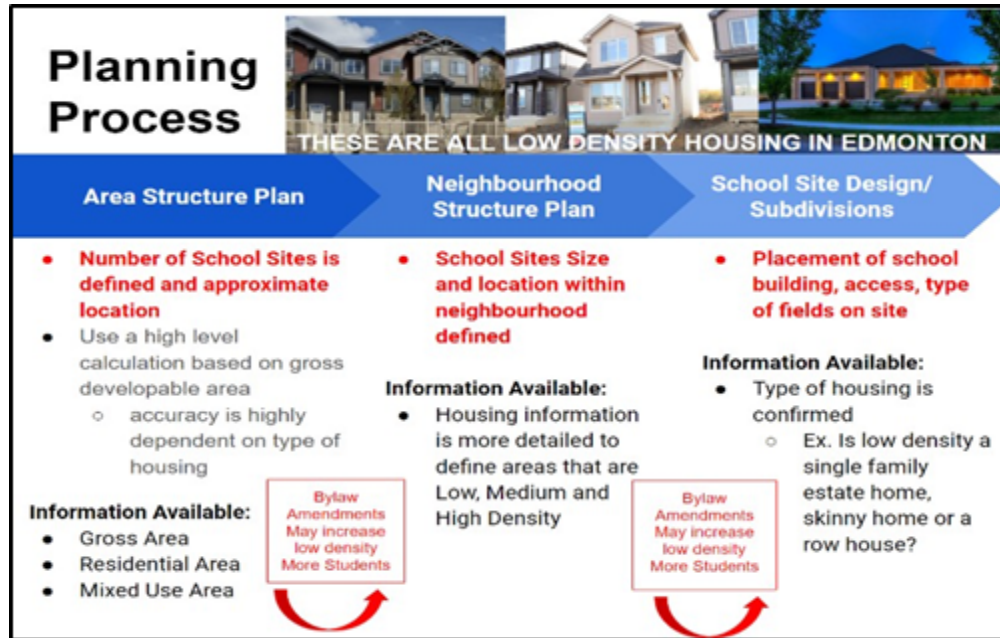
Projecting where future growth will take place at each population milestone helps organizations such as Edmonton Public Schools determine their capacity to accommodate growth in existing buildings and through long-range planning for future school sites. Tables outlining the Division’s current and future 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.

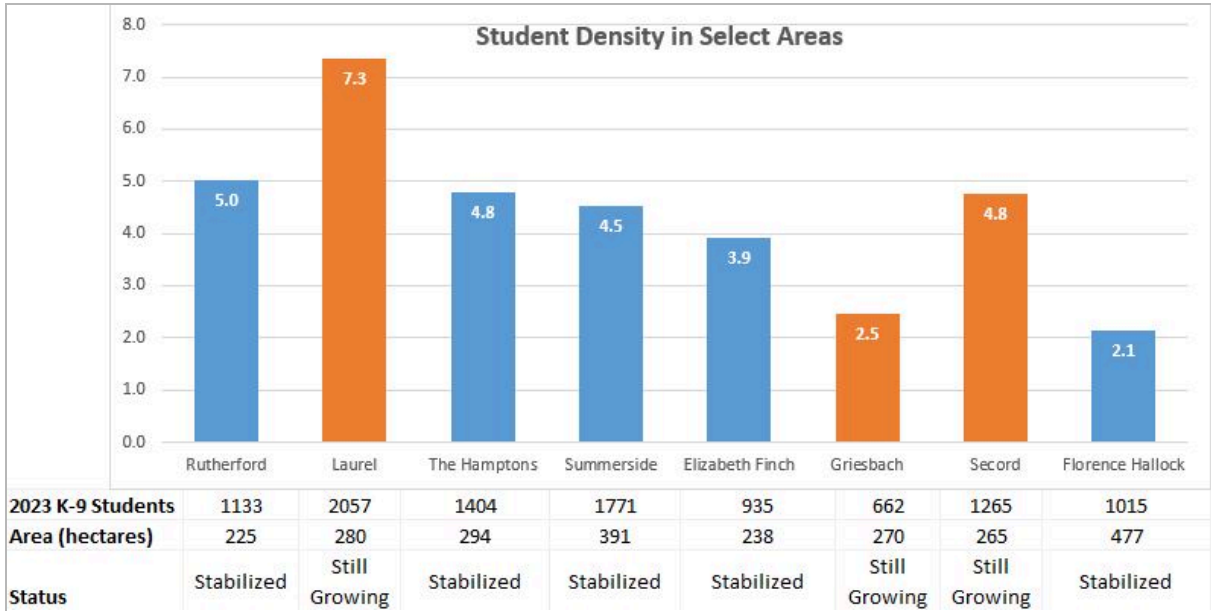


Some additional factors that impact and influence the way school attendance areas are planned include:

- 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 33 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.

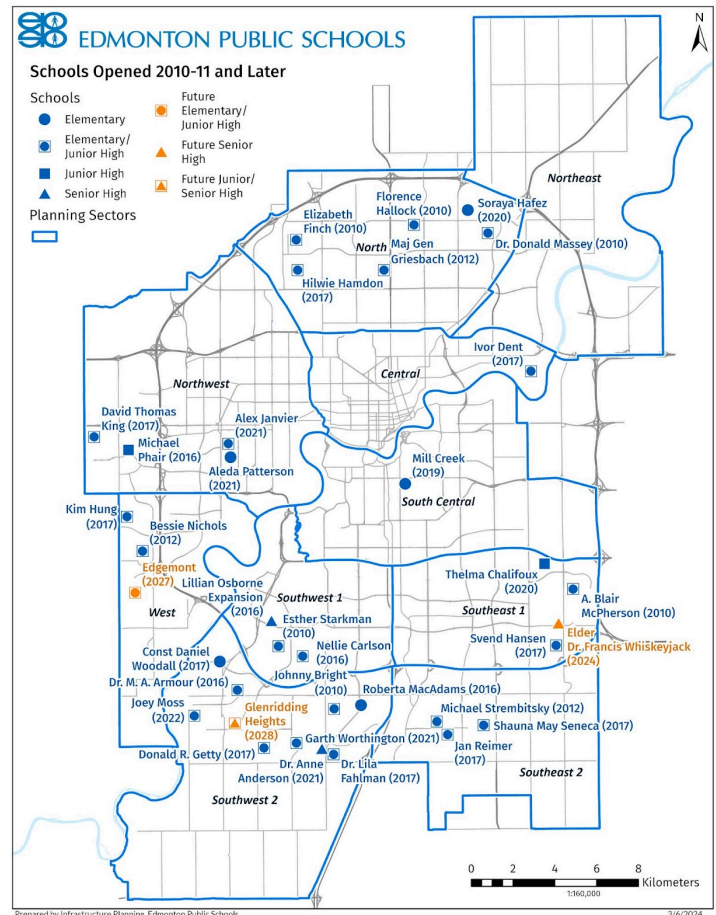
CAPITAL PROJECTS

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 29 schools, and will open three future schools, for a total of 26,100 new student spaces:

- Nine schools (8,250 student spaces) in Southwest 2
 - No schools existed in the Southwest 2 sector before 2010
 - Glenriding Heights (2,400 spaces in 2028)
- Six schools (4,700 student spaces) in North
- Four schools (2,800 student spaces) in Northwest
 - Two of four are replacement
- Three schools (2,700 student spaces) in Southeast 1
 - Elder Dr. Francis Whiskey Jack (2,400 student spaces) in 2024
- Three schools (2,650 student spaces) in Southeast 2
- Three schools (2,350 student spaces) in Southwest 1
- Two schools (1,650 student spaces) in West
 - Edgemont (950 spaces) in 2027
- One replacement school (650 student spaces) in Central
- One replacement school (350 student spaces) in South Central
- No schools in Northeast



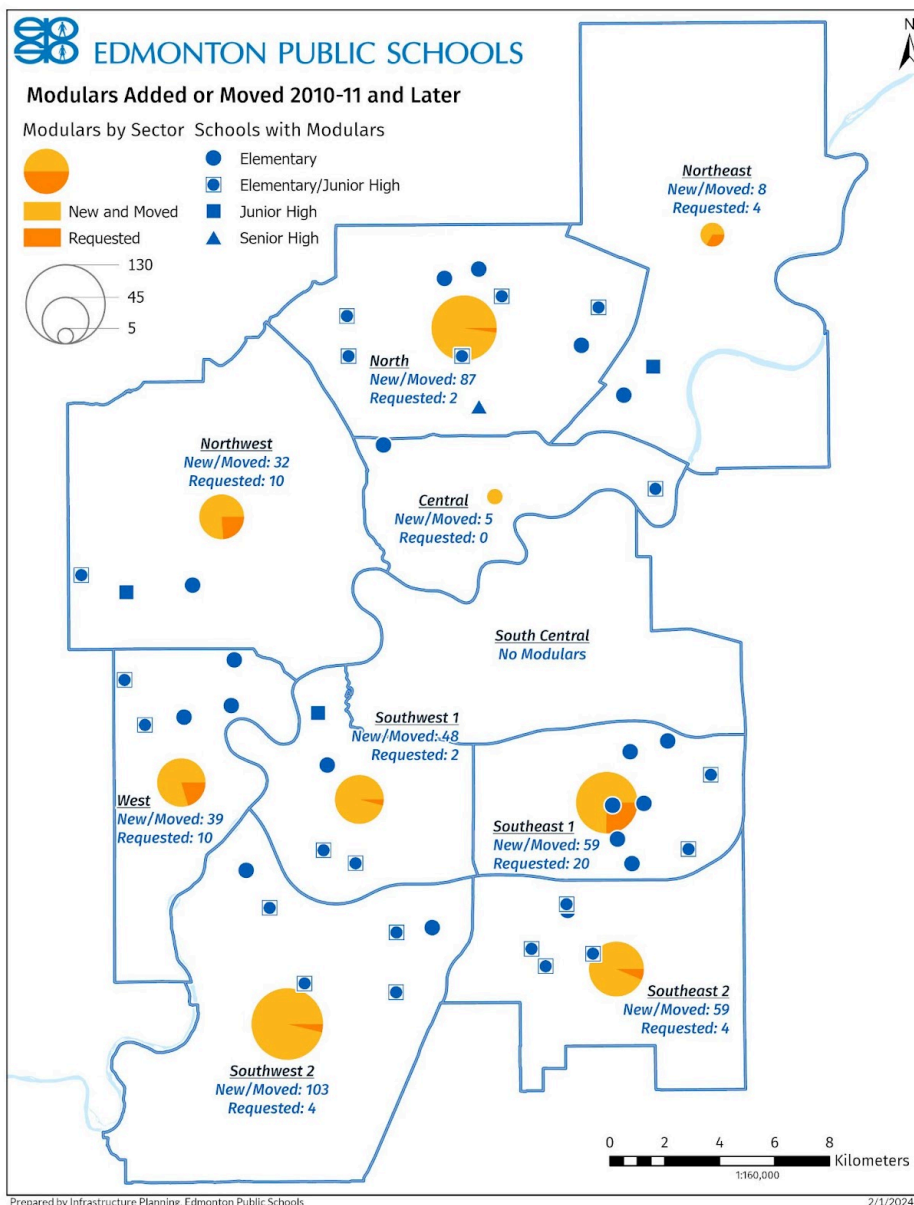
Four of these schools were replacement schools in mature areas of the city. This distribution of new schools is an indication of where the Division has seen the most growth in the last 12 years. For example, over 50 per cent of the newly constructed student spaces are located in the southwest and southeast sectors.

In collaboration with Alberta Infrastructure, the Division is currently constructing 2,400 student spaces within Elder Dr. Francis Whiskeyjack High School in the Silver Berry neighbourhood (Southeast 1), scheduled to open in the fall of 2024; 950 student spaces in a Kindergarten to Grade 9 school in Edgemont, anticipated to open in 2027 at the earliest; and 2,400 students spaces in a Grade 7 to 12 school in Glenriding Heights, projected to open in September 2028.

Modular Classrooms

Since 2010, the Division has installed 440 modular classrooms in lieu of additional new schools being funded, in all sectors except South Central:

- 103 modular classrooms in Southwest 2
 - Four additional requested
- 87 modular classrooms in North
 - Two additional requested
- 59 modular classrooms in Southeast 1
 - 20 additional requested
- 59 modular classrooms in Southeast 2
 - Four additional requested
- 48 modular classrooms in Southwest 1
 - Two additional requested
- 39 modular classrooms in West
 - 10 additional requested
- 32 modular classrooms in Northwest
 - 10 additional requested
- Eight modular classrooms in Northeast
 - Four additional requested
- Five modular classrooms in Central



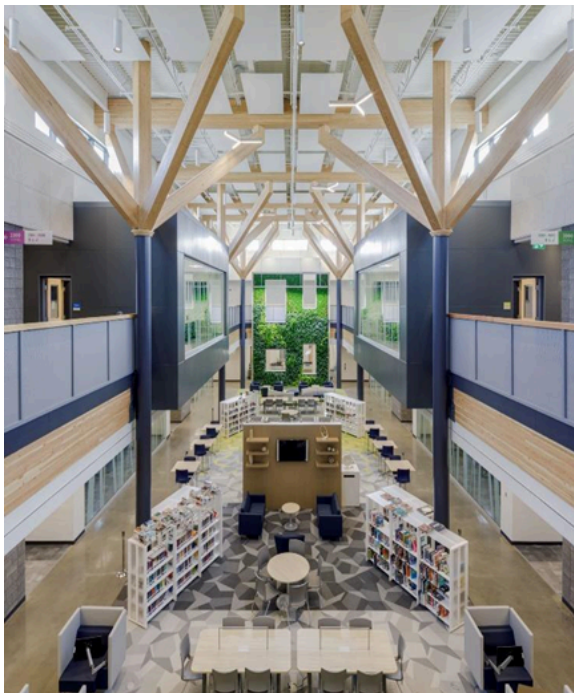
New modular classrooms and modular classroom relocations since 2010 represent over 90 per cent of the existing modular classrooms in the Division's inventory. Similar to new construction projects, 60 per cent of all new/relocated modular classrooms were in the southeast and southwest sectors. As growth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

The Division submits a request to Alberta Education for new modular classrooms or funding to relocate existing modular classrooms by October 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. This is not a sustainable practice moving forward.

Modular classrooms are requested for schools with growing enrolments and an anticipation that the enrolments will continue to grow over the short and mid-term. Primarily, the modular classrooms are being requested to accommodate the student growth in the new and developing areas of the city. The City of Edmonton approves the location of the modular classrooms through the development 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.

Efficiency Initiatives

The Division strives to be as efficient as possible with all resources to support students. This includes Capital Project funding, Infrastructure Maintenance and Renewal (IMR) funding 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).
- 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.
- 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.

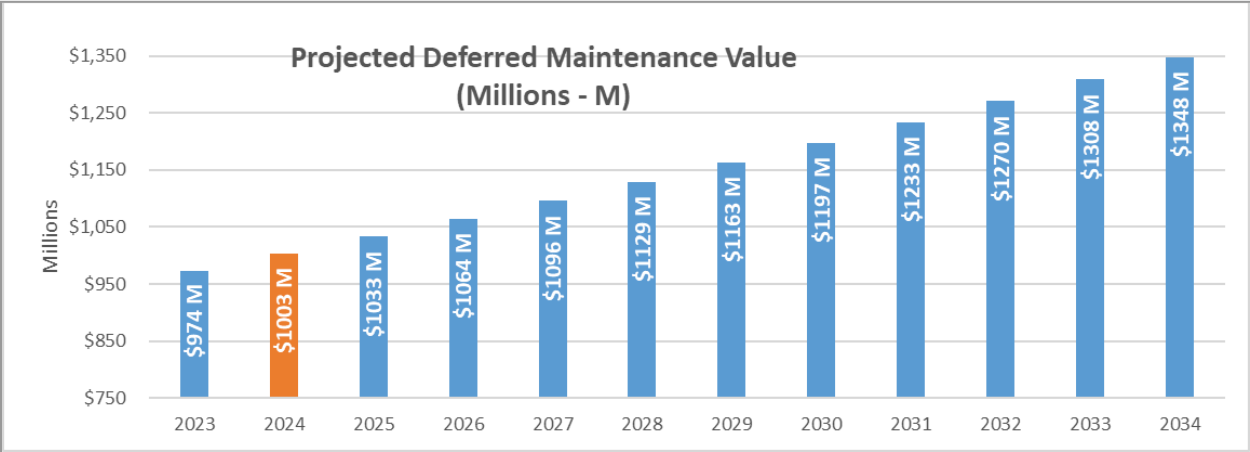
The Division has completed six IPD projects since 2020 and they have been very successful. The Dr. Anne Anderson School project team was presented with a *Lean in Design* award by the Lean Construction Institute in the fall of 2021 for creating a lean design process for a high school. A lean design process 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.

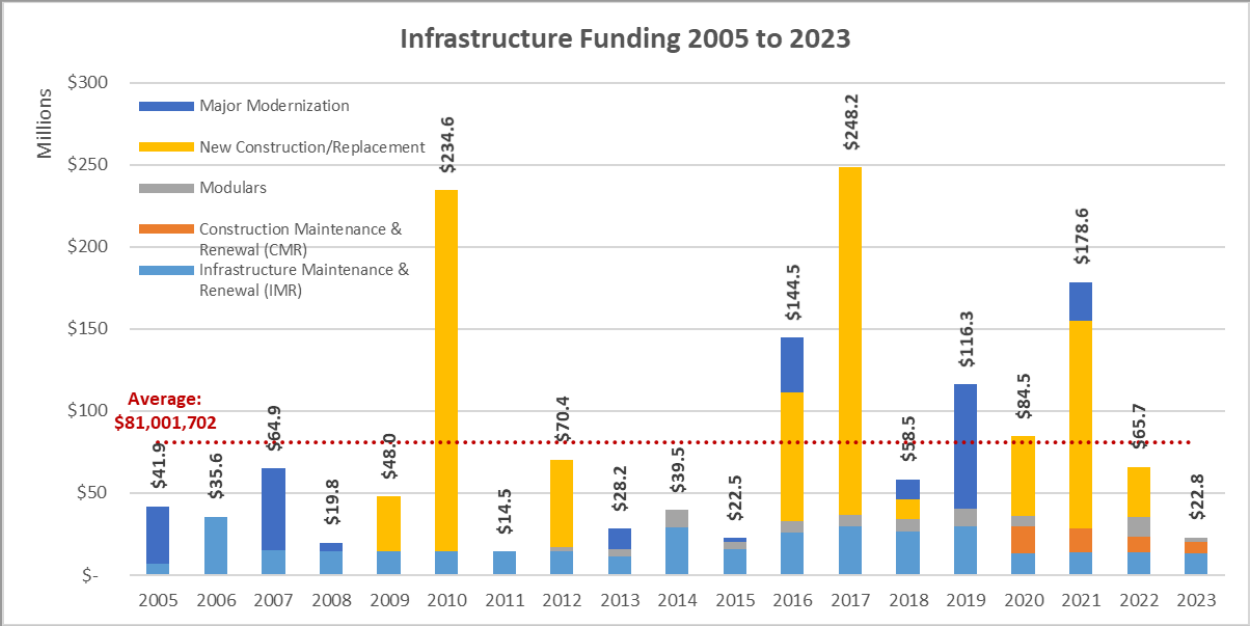
As always, the Division works closely with the City of Edmonton to minimize development costs for new schools or school modernizations in mature areas, where development permits may require significant upgrades to off-site infrastructure. To reduce overall site development costs, the Division and the 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 reaching \$1 billion in the 2024–2025 school year. Past and current levels of modernization project funding, Infrastructure Maintenance Renewal (IMR) funding and Capital Maintenance and Renewal (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 is the lowest since the 2015–2016 school year.



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.

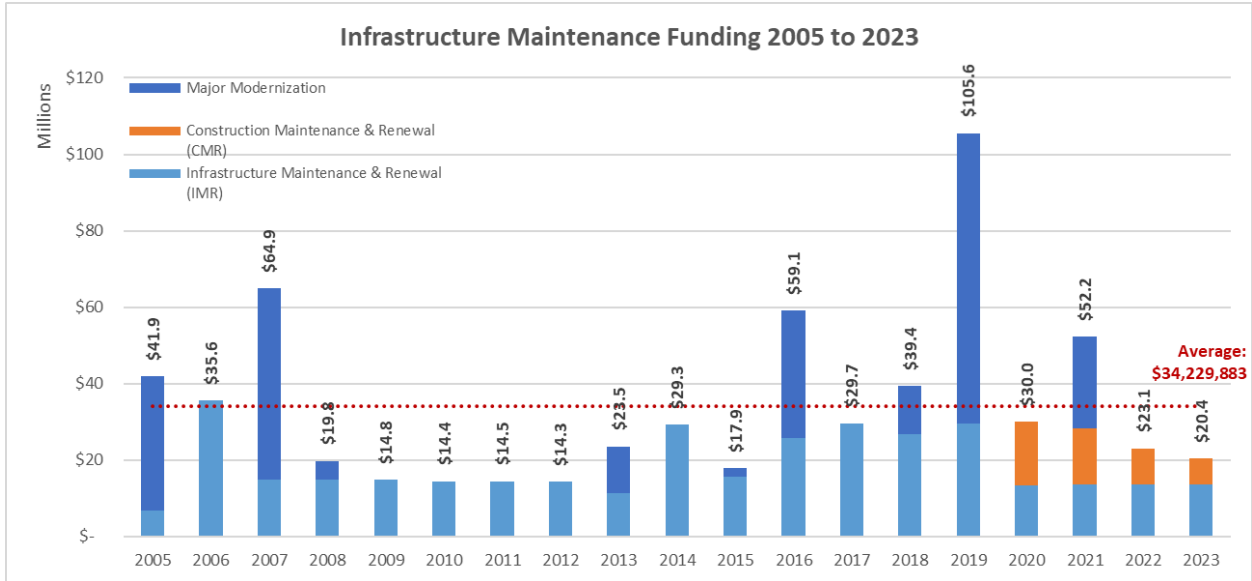


The *Infrastructure Funding 2005 to 2023* chart shows that infrastructure funding has historically been inconsistent and unpredictable, making it a challenge to plan for enrolment growth and the preventative maintenance and renewal of existing infrastructure. Maintenance funding in the chart is represented 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 K-6/K-9/7-9 buildings ranging from 600 to 950 spaces each. Funding for Elder Dr. Francis Whiskeyjack High School, the Edgemont K-9 school and the Glenridding Heights 7-12 school are not reflected in the graph as the funding is reflected in the year a school opens (2024, 2027 and likely 2028 respectively).

The average age of an operational school in the Division is 52 years old. The Division has 83 buildings (40 per cent) built between 1950 and 1969 and 57 buildings (28 per cent) built between 1970 and 1989. Together there are 140 buildings (68 per cent) in Division inventory that were built in this 40-year period and, on average, are 54 years old. There are an additional 24 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.

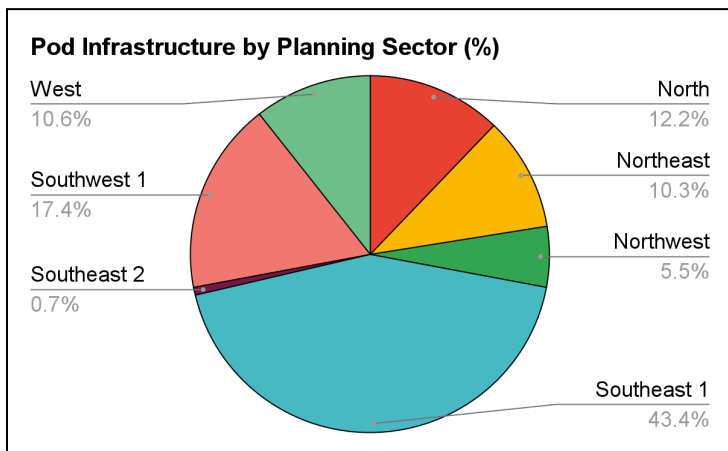
Although schools remain safe and healthy spaces for students, inadequate funding for maintenance renewal means that funding for planned and preventative maintenance to avoid larger repairs is becoming less available as emergent repairs become more common.



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 is facing.

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



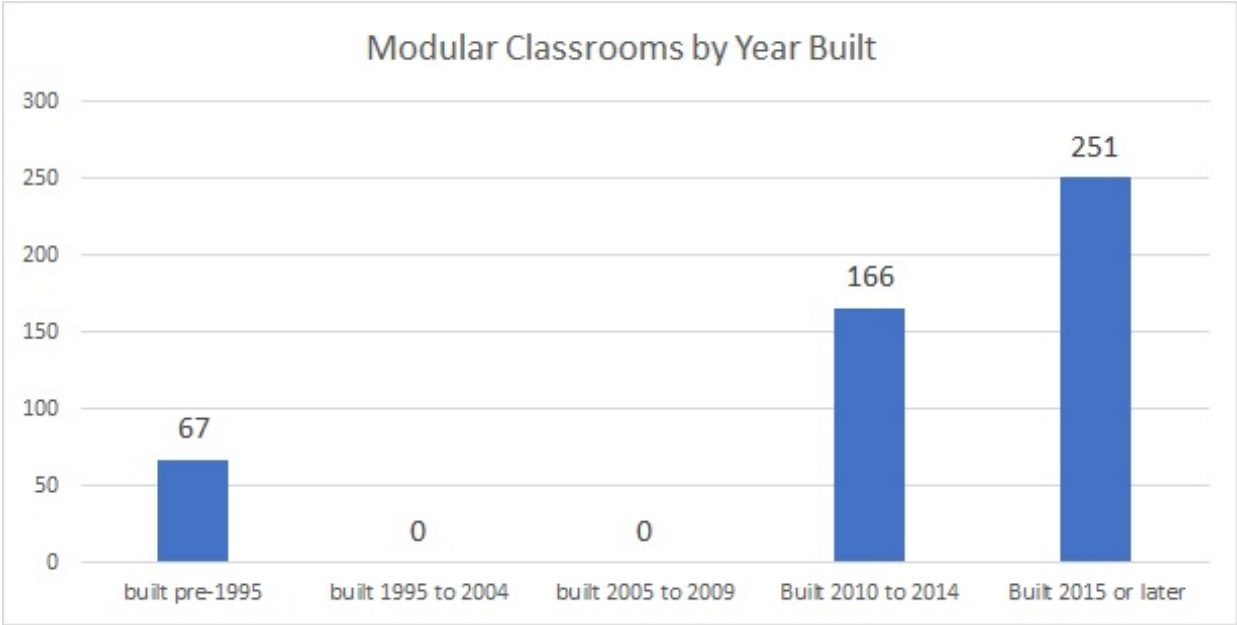
portion of “pod” infrastructure is located in the southeast, primarily in the Southeast 1 sector, specifically in the Mill Woods area. This is indicated in the *Pod Infrastructure by Planning Sector* pie chart and the *Pods as percentage of Gross Area* map.

*Note: 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 440 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 49 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.

Modulars/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 modulars/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:

- modernizing/improving the existing spaces
- consolidation of existing space into fewer schools
- converting real estate asset value, such as closed schools, to funds for capital investment in operational space

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

When 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)

When consolidating existing space into fewer schools, 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.

Consolidation Schools Past and Proposed (Five-year Deferred Maintenance \$)	Replacement Schools (Current and <i>Proposed</i>)
Rundle – \$2,332,784 R. J. Scott – \$2,919,584 Lawton – \$4,795,865	Ivor Dent – \$188,915
Total Deferred Maintenance – \$10,048,233	Estimated Deferred Maintenance – \$188,915
Westlawn – \$6,759,623 Afton – \$2,997,942 Glendale – \$1,995,696 Sherwood – \$3,112,151	Aleda Patterson – \$112,659 Alex Janvier – \$196,847
Total Deferred Maintenance – \$14,865,412	Estimated Deferred Maintenance – \$309,506
Britannia – \$5,293,571 Youngstown – \$2,804,421 Brightview – \$3,097,564 Mayfield – \$2,382,059	<i>New Mayfield K-3 – \$0</i> <i>New Britannia 4-9 – \$0</i>
Total Deferred Maintenance – \$13,577,615	Estimated Deferred Maintenance – \$0
Total Deferred Maintenance for all three projects – \$38,491,260	Total Estimated Deferred Maintenance for all three projects – \$498,421

*The deferred maintenance value for the consolidation of Highlands, Montrose and Mount Royal Schools into the newly modernized Highlands School is to be determined.

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. The preceding table articulates the reduction of deferred maintenance totals where recent school consolidations have occurred or are awaiting funding approval. This table does not include the operational efficiencies also realized by the Division. These three school consolidation projects represent a savings of more than \$38 million in deferred maintenance for the Division.

The [Division Real Estate Strategy](#) includes an element whereby converting real estate asset value from closed schools could fund capital investment in operational space. The purpose of the Strategy is to develop and recommend a course of action to manage non-operational infrastructure, providing an overview and assessment of information that impacts decisions on Division non-operational infrastructure and land assets. This Strategy supports the Division by providing potential funding sources from leasing, rental and the sale of surplus assets.

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

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

SUMMARY AND CONCLUSIONS

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

- A decrease in available space 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.
- 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 schools are deferred, equitable access to high-quality learning environments will be challenging to achieve.

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

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.
- Expansion of existing alternative programs and consideration of new alternative programs are addressed depending on demand and available space.
- The location and need for Division centre special needs program spaces are reviewed on an ongoing basis.

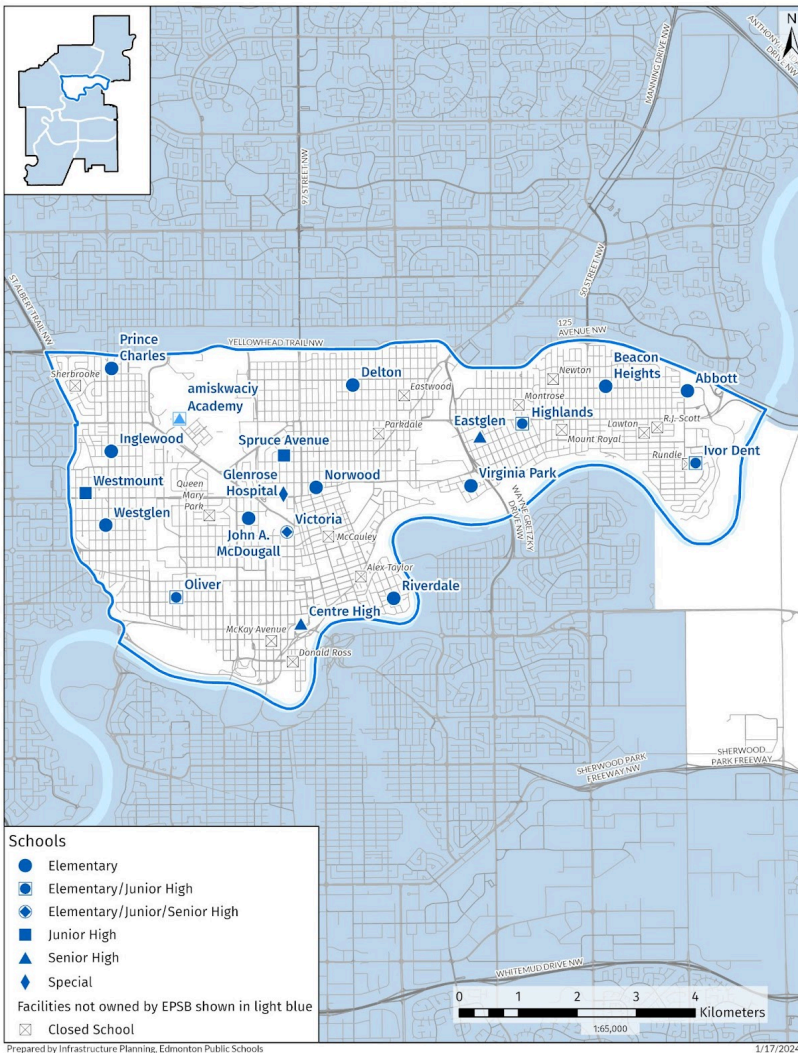
Appendix 2: Buildings: Construction and Condition By Sector

Appendix 3: City Planning District Summaries

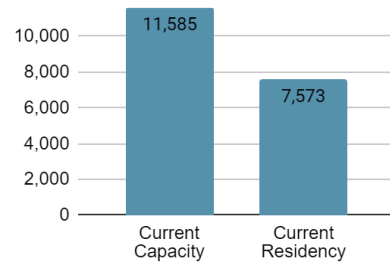
An important note to consider is that enrolment and capacity charts are created with Division data and projections, while utilizing city geographic areas.

Appendix 1: Sector Profiles

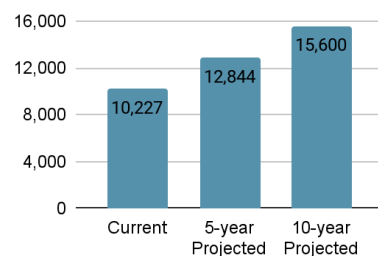
Central Sector



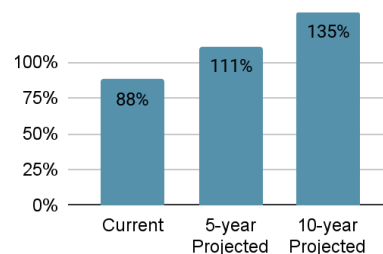
Sector Profile



Enrolment



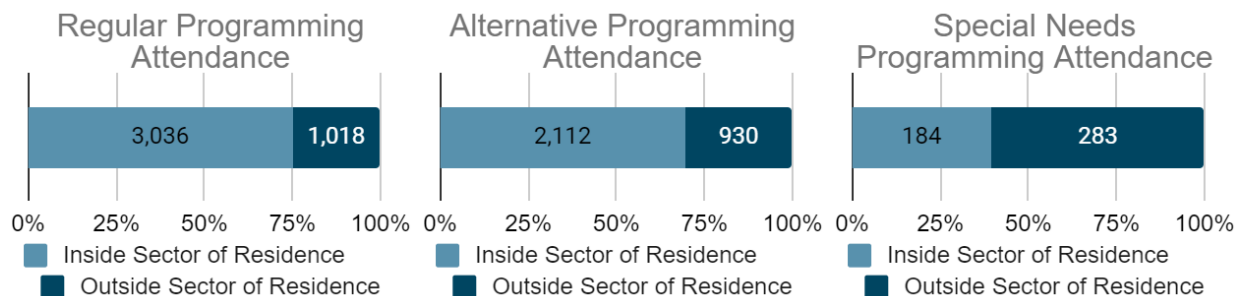
Utilization



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 that is 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 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), amiskwacyi 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 wihkwêntôwin. 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, Prince Charle and Rossdale). 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.

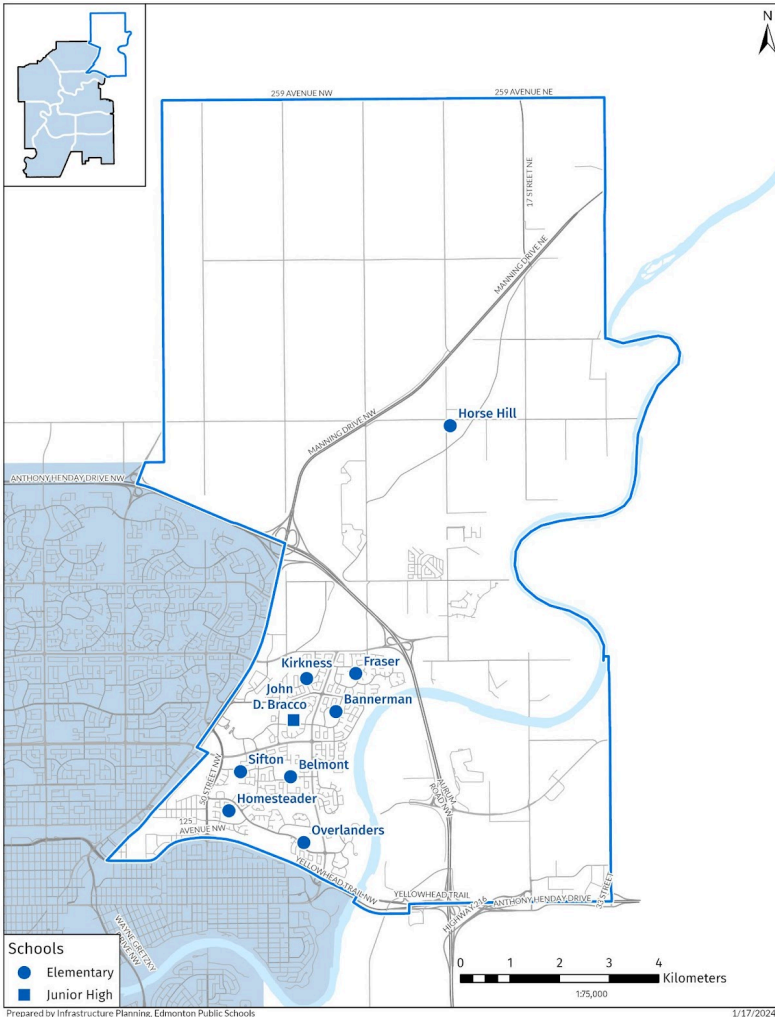
There are two replacement priorities (Delton K–6 and Spruce Avenue 7–9) in this sector, a result of previous consolidation efforts, outlined in the *Three-Year Capital Plan 2025–2028*.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Abbott	K–6	365	61%	64
Amiskwacyi Academy*	7–12	775	45%	24
Beacon Heights	K–6	240	98%	72
Delton	K–6	593	80%	78
Eastglen	10–12	1,184	90%	71
Highlands	K–9	830	86%	110 (original); 1 (new addition)

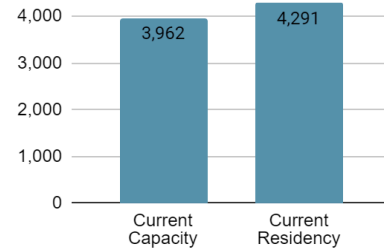
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Inglewood	K-6	319	60%	74
Ivor Dent	K-9	624	76%	7
John A. McDougall	K-6	425	80%	94
Norwood	K-6	317	82%	116
Oliver	K-9	495	73%	114
Prince Charles	K-6	432	79%	75
Riverdale	K-6	163	59%	101
Spruce Avenue	7-9	460	57%	95
Victoria	K-12	2,212	85%	76
Virginia Park	K-6	255	61%	77
Westglen	K-6	297	110%	83
Westmount	7-9	540	58%	111
Sector Utilization			88 %	Average Age 80

Note: *Facility is leased by the Division.

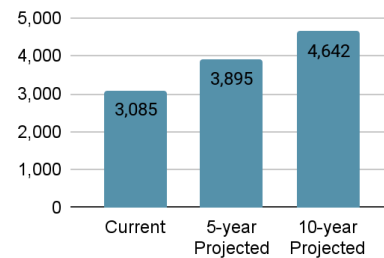
Northeast Sector



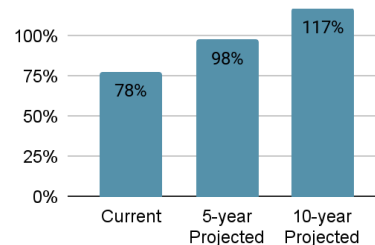
Sector Profile



Enrolment



Utilization

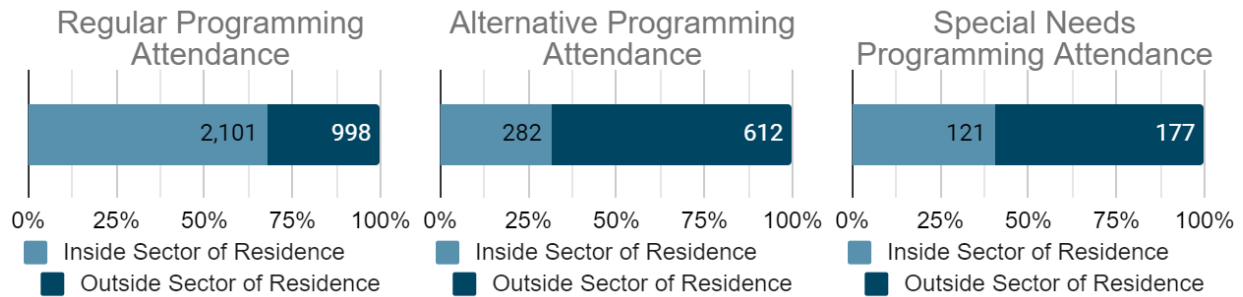


Where are we?

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. Balwin and Steele Heights schools in the neighbouring North sector currently have the capacity to accommodate some junior high students from the Northeast sector.

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 lack 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.

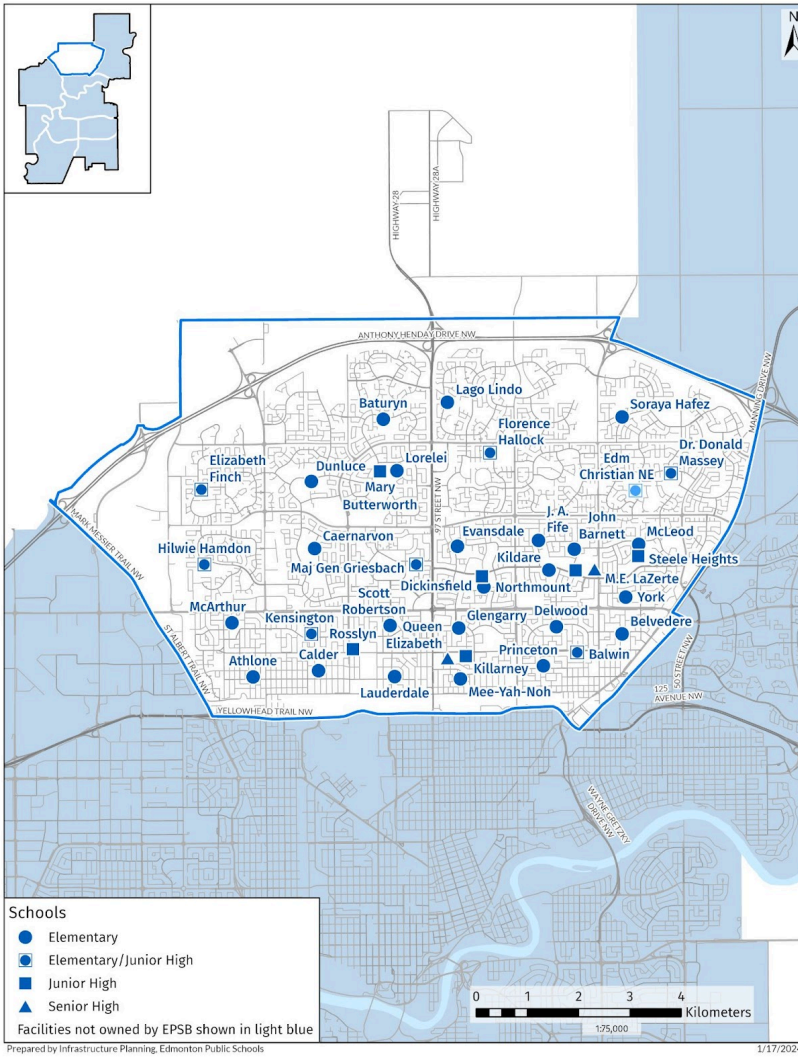
There is some remaining high school capacity to serve the sector at Eastglen School. Administration will continue to monitor demand for high school space in the growing suburban areas. The sector has a vacant high school site in Clareview Town Centre and a high school site in the Horse Hill area.

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 District Campus Site able to accommodate a Recreation Centre and two high schools. The existing Horse Hill School building is a dated facility that 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.

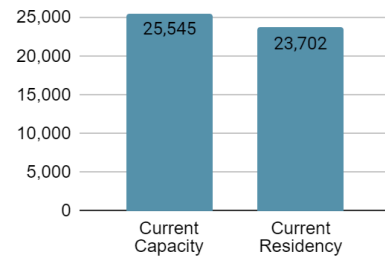
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Bannerman	K–6	516	42%	44
Belmont	K–6	368	72%	46
Fraser	K–6	388	81%	41
Homesteader	K–6	318	75%	48
Horse Hill	K–6	487	71%	71
John D. Bracco	7–9	736	95%	33

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Kirkness	K-6	373	79%	42
Overlanders	K-6	376	104%	44
Sifton	K-6	400	81%	47
Sector Utilization			78%	Average Age 46

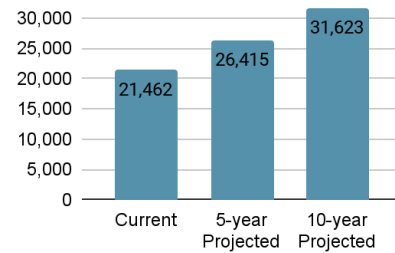
North Sector



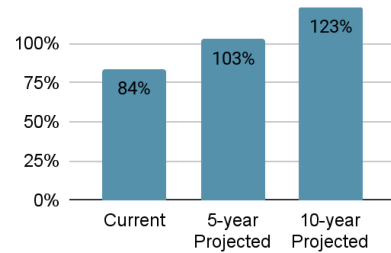
Sector Profile



Enrolment



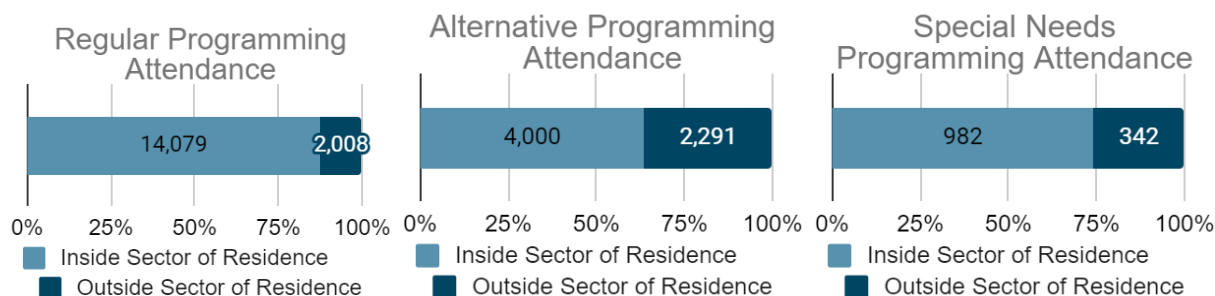
Utilization



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 Park 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.

Soraya Hafez School (Grades K–6) opened in September 2020 and serves new and developing communities in northeast Edmonton. The sector has two new construction priorities outlined in the *Three-Year Capital Plan 2025–2028* (McConachie 7–9 and Crystallina Nera K–6). Currently, there are three schools with junior high programming north of 153 Avenue and between 97 Street and Manning Drive: Florence Hallock, Edmonton Christian Northeast and Dr. Donald Massey Schools. These schools have a high utilization rate. A junior high program in the North sector would help ease enrolment pressures experienced by existing junior high programs in the area. A combination of new and existing junior high programming would support the continued enrolment growth resulting from the ongoing development of Griesbach, Crystallina Nera, Schonsee and McConachie neighbourhoods.

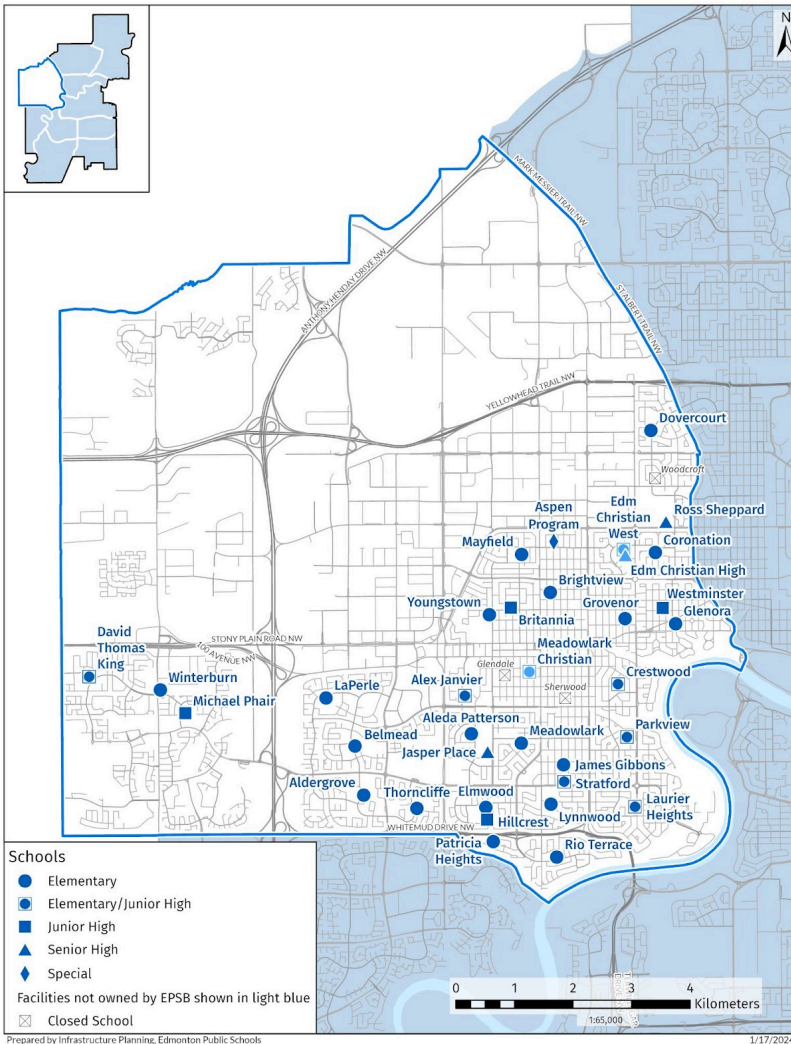
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Athlone	K–6	313	76%	68
Balwin	K–9	699	81%	64
Baturyn	K–6	506	87%	45
Belvedere	K–6	389	71%	65
Caernarvon	K–6	522	86%	49
Calder	K–6	402	73%	98
Delwood	K–6	548	65%	58
Dickinsfield	7–9	483	75%	50

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Dr. Donald Massey	K-9	935	100%	14
Dunluce	K-6	495	72%	46
Edmonton Christian Northeast*	K-9	719	93%	16
Elizabeth Finch	K-9	817	97%	14
Evansdale	K-6	508	85%	53
Florence Hallock	K-9	775	108%	14
Glengarry	K-6	714	86%	61
Hilwie Hamdon	K-9	854	100%	7
J. A. Fife	K-6	519	58%	56
John Barnett	K-6	271	79%	52
Kensington	K-9	648	71%	66
Kildare	K-6	625	71%	56
Killarney	7-9	785	78%	65
Lago Lindo	K-6	502	94%	35
Lauderdale	K-6	294	86%	71
Londonderry	7-9	787	93%	56
Lorelei	K-6	466	98%	47
M.E. LaZerte	10-12	2,366	101%	56
Major General Griesbach	K-9	612	76%	12
Mary Butterworth	7-9	675	102%	33
McArthur	K-6	460	54%	66
McLeod	K-6	411	90%	52

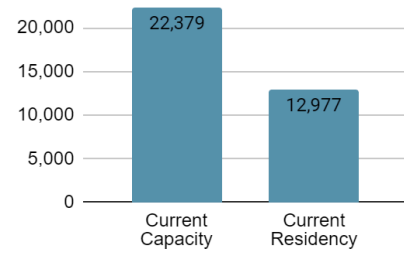
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Mee-Yah-Noh	K-6	554	67%	64
Northmount	K-6	547	78%	54
Princeton	K-6	494	39%	60
Queen Elizabeth	10-12	1,794	90%	64
Rosslyn	7-9	693	66%	64
Scott Robertson	K-6	529	79%	64
Soraya Hafez	K-6	646	84%	4
Steele Heights	7-9	788	76%	56
York	K-6	400	67%	58
Sector Utilization			84%	Average Age 50

Note: *Facility not owned by the Division.

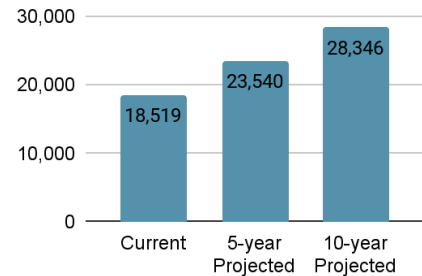
Northwest Sector



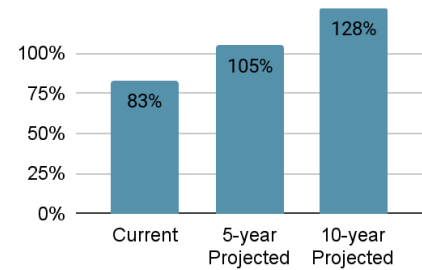
Sector Profile



Enrolment



Utilization



Where are we?

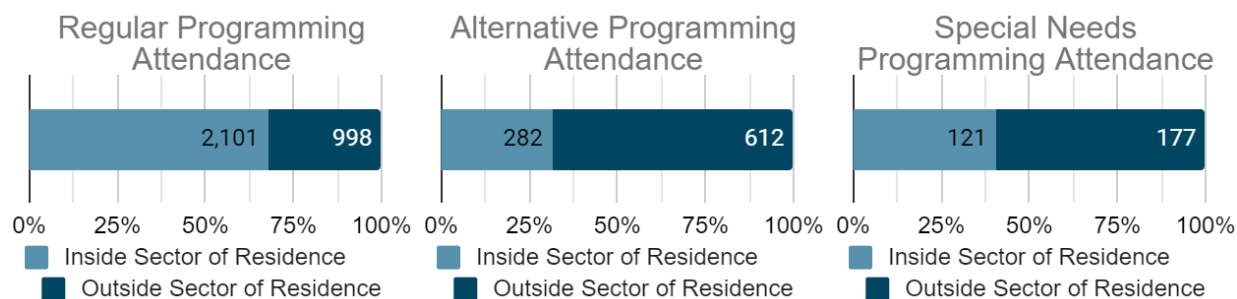
The Northwest sector consists of developing, established and mature neighbourhoods. The sector is expected to experience stable growth. New development is expected to focus on the Lewis Farms and Big Lake areas. Infill development is expected to continue in neighbourhoods closer to the river valley (such 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 - Grade K–3 in West Meadowlark Park neighbourhood and Alex Janvier School - Grade 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 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?

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

There is one major Space for Students in Mature Communities priority 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*.

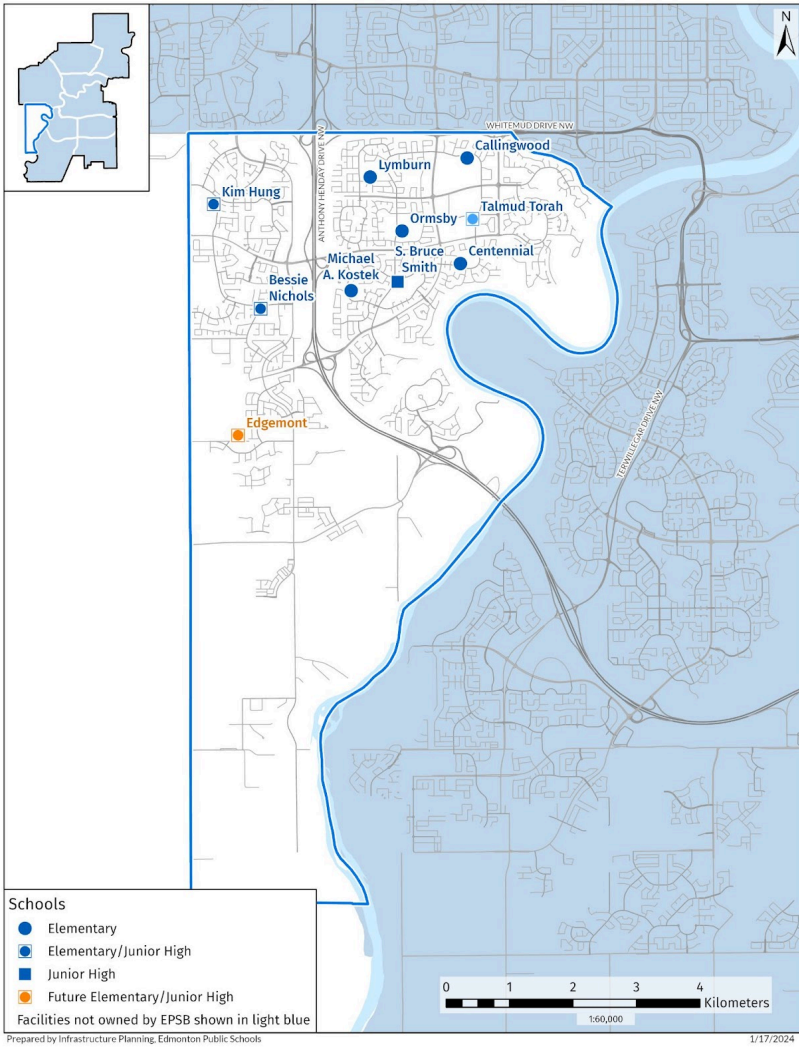
Two new construction priorities from this sector (Rosenthal K–6, Hawks Ridge K–6) are outlined in the *Three-Year Capital Plan 2025–2028*. These K–6 schools would help alleviate growth pressures in the developing neighbourhoods of Rosenthal, Hawks Ridge and the surrounding Big Lake neighbourhoods.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Aldergrove	K-6	364	102%	48
Aleda Patterson	K-3	437	67%	3
Alex Janvier	4-9	732	89%	3
Aspen Program (High Park School)	K-12	167	55%	69
Belmead	K-6	373	70%	46
Brightview	K-6	440	50%	57
Britannia	7-9	330	69%	68
Coronation	K-6	265	75%	71
Crestwood	K-9	400	109%	71
David Thomas King	K-9	980	110%	7
Dovercourt	K-6	445	87%	69
Edmonton Christian High*	10-12	521	56%	25
Edmonton Christian West*	K-9	739	73%	16
Elmwood	K-6	565	41%	64
Glenora	K-6	248	72%	84
Grovenor	K-6	307	63%	75
Hillcrest	7-9	643	65%	61
James Gibbons	K-6	182	88%	70
Jasper Place	10-12	3,458	87%	64
LaPerle	K-6	587	88%	42
Laurier Heights	K-9	667	86%	67

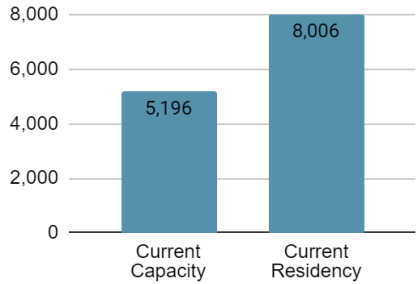
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Lynnwood	K-6	421	83%	64
Mayfield	K-6	388	98%	66
Meadowlark	K-6	438	100%	71
Meadowlark Christian	K-9	306	122%	71
Michael Phair	7-9	957	64%	7
Parkview	K-9	820	84%	69
Patricia Heights	K-6	434	82%	56
Rio Terrace	K-6	526	63%	61
Ross Sheppard	10-12	2,193	107%	68
Stratford	K-9	708	100%	60
Thornccliffe	K-6	478	55%	52
Westminster	7-9	755	60%	74
Winterburn	K-6	544	105%	75
Youngstown	K-6	561	61%	65
Sector Utilization			83%	Average Age 55

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

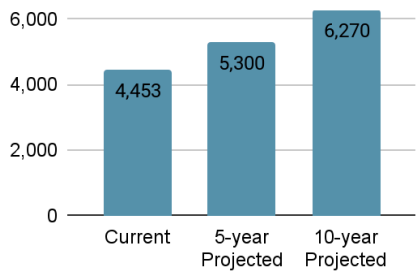
West Sector



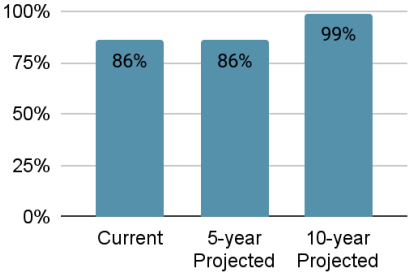
Sector Profile



Enrolment



Utilization

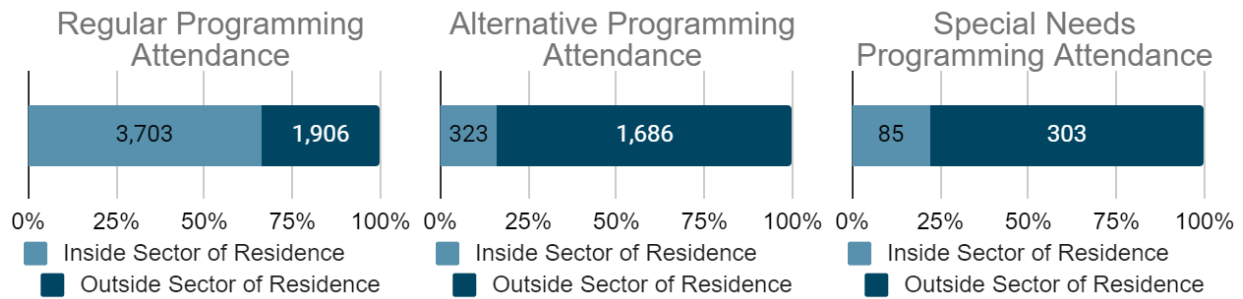


Where are we?

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 is tentatively scheduled to open in fall 2027 and 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*.

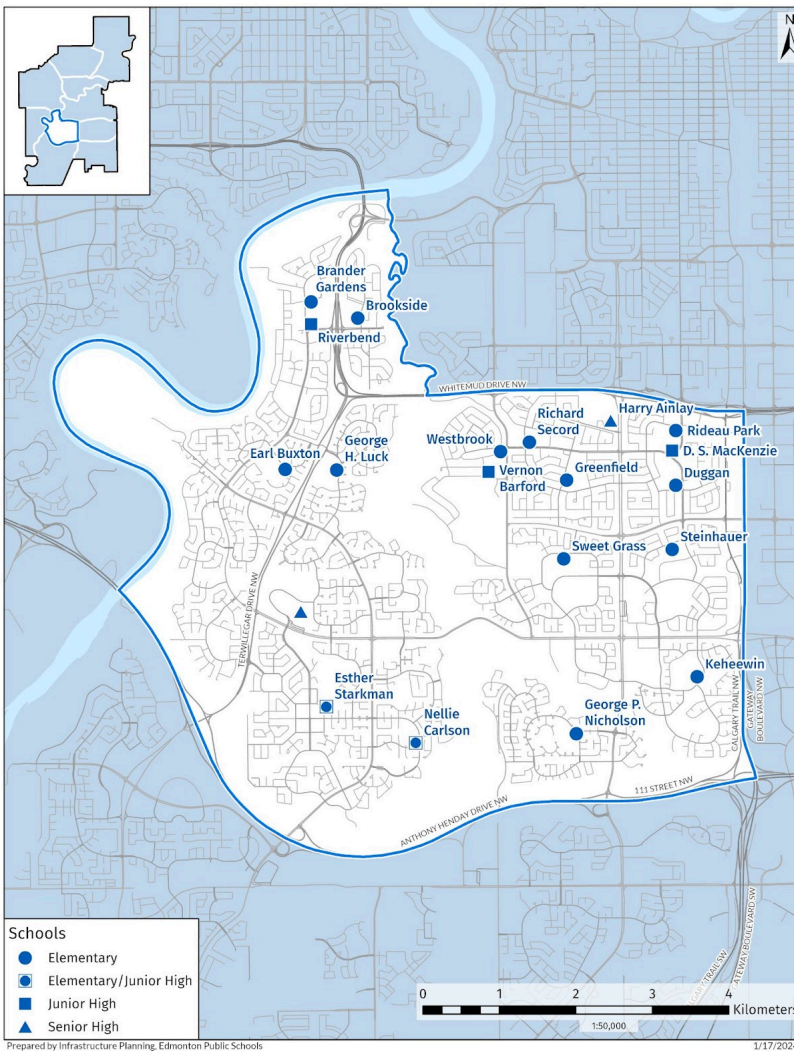
Because of the low median age of school facilities and a deficit in student capacity in the sector, significant modernization/replacement initiatives are not currently prioritized within the *Three-Year Capital Plan 2025–2028* for the sector.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Bessie Nichols	K–9	913	108%	12
Callingwood	K–6	445	70%	47
Centennial	K–6	387	89%	43
Kim Hung	K–9	878	90%	7
Lymburn	K–6	498	85%	40
Michael A. Kostek	K–6	626	8.6%	45
Ormsby	K–6	457	70%	44
S. Bruce Smith	7–9	719	87%	34

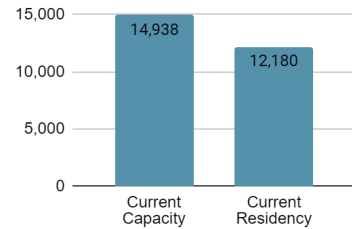
Talmud Torah*	K-6	273	43%	27
Sector Utilization			86%	Average Age 33

Note: *Building not owned by the Division.

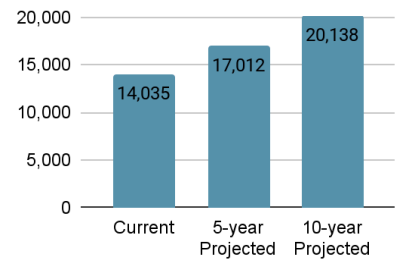
Southwest 1 Sector



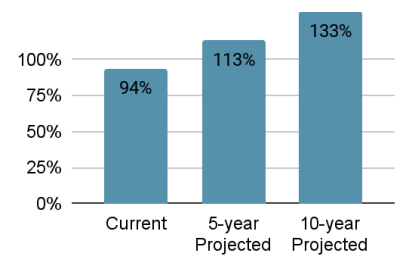
Sector Profile



Enrolment



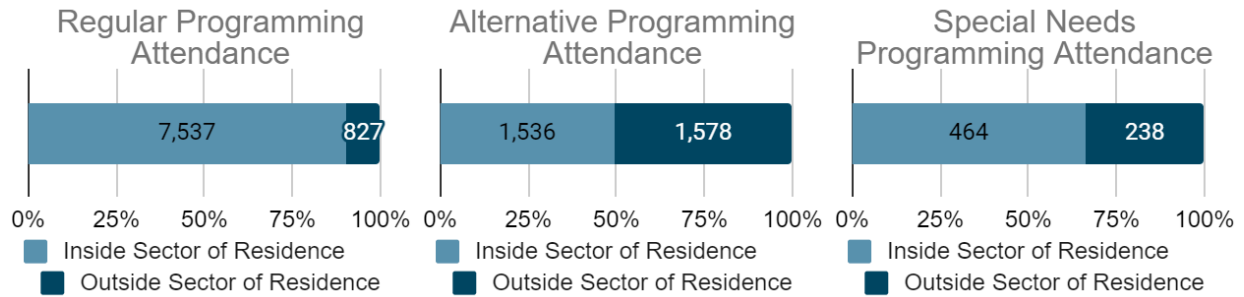
Utilization



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, there is a lack of alternative program options within the Southwest 1 sector and in surrounding sectors such as the Southwest 2 sector. 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 programs, 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?

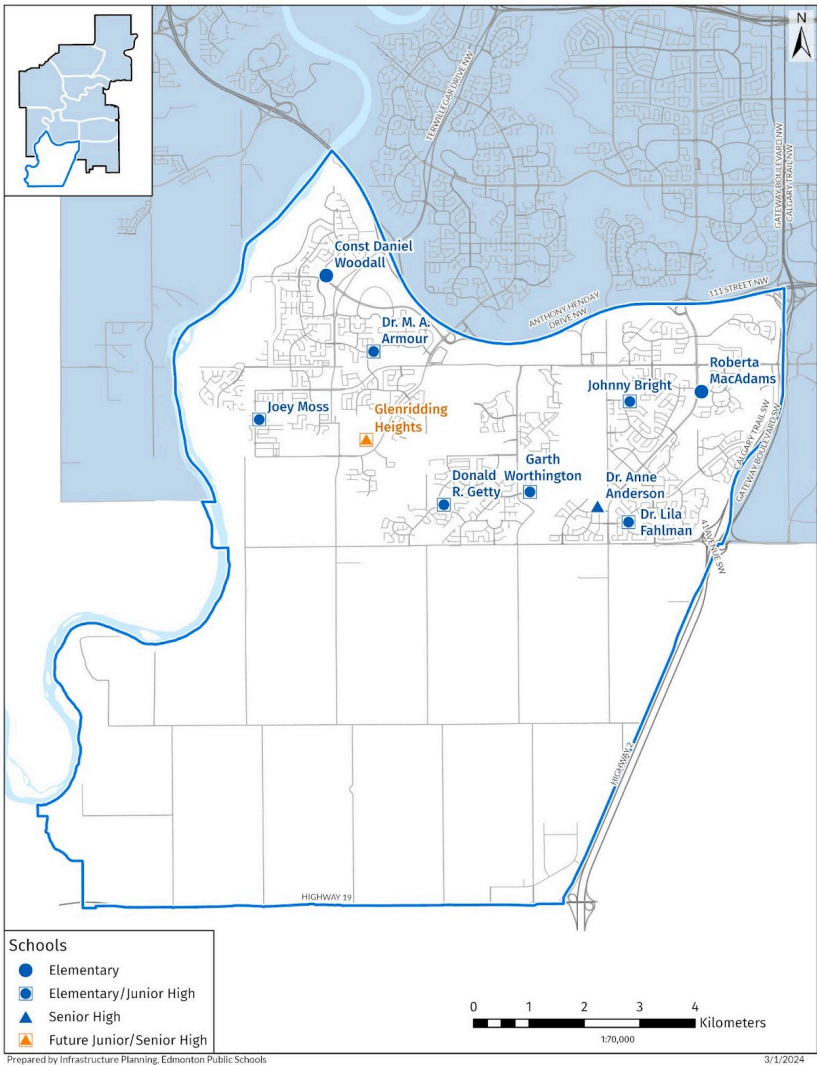
Administration will continue to monitor the demand for high school sites in the established and mature communities. The sector has a planned high school site in Keheewin that could be considered in future capital plan priorities.

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

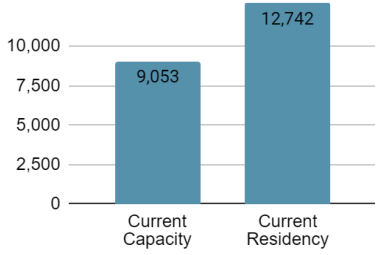
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Brander Gardens	K–6	426	88%	49
Brookside	K–6	398	63%	56
D. S. MacKenzie	7–9	757	77%	56
Duggan	K–6	463	81%	52
Earl Buxton	K–6	529	92%	34
Esther Starkman	K–9	914	90%	14
George H. Luck	K–6	491	110%	32
George P. Nicholson	K–6	495	84%	22
Greenfield	K–6	723	70%	56
Harry Ainlay	10–12	2,764	99%	59

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Keheewin	K–6	434	77%	44
Lillian Osborne	10–12	1,669	121%	15
Nellie Carlson	K–9	830	97%	8
Richard Secord	K–6	669	92%	57
Rideau Park	K–6	295	82%	47
Riverbend	7–9	823	100%	50
Steinhauer	K–6	442	87%	47
Sweet Grass	K–6	455	75%	47
Vernon Barford	7–9	820	102%	58
Westbrook	K–6	541	97%	58
Sector Utilization			94%	Average Age 43

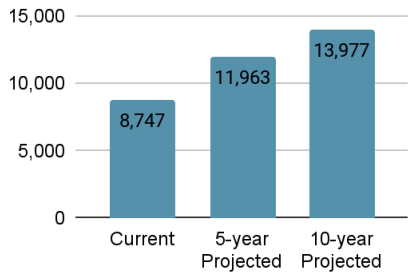
Southwest 2 Sector



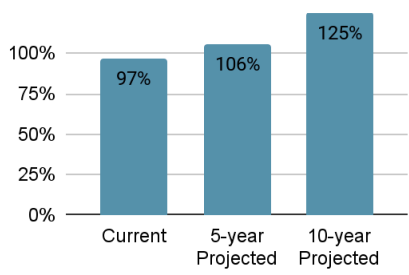
Sector Profile



Enrolment



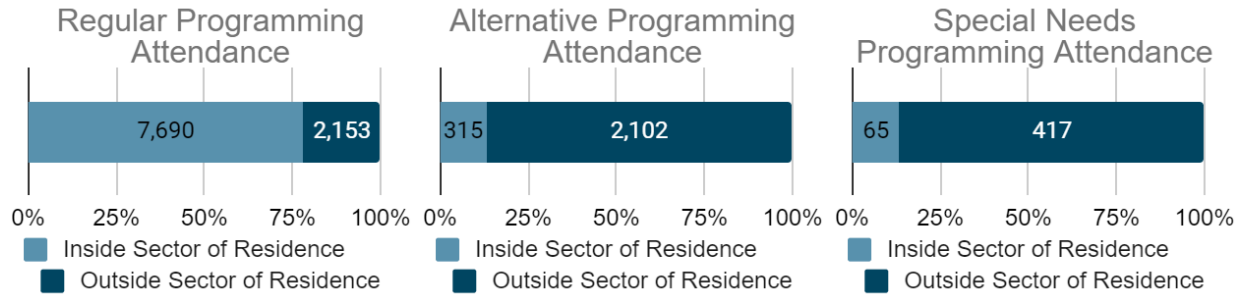
Utilization



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.

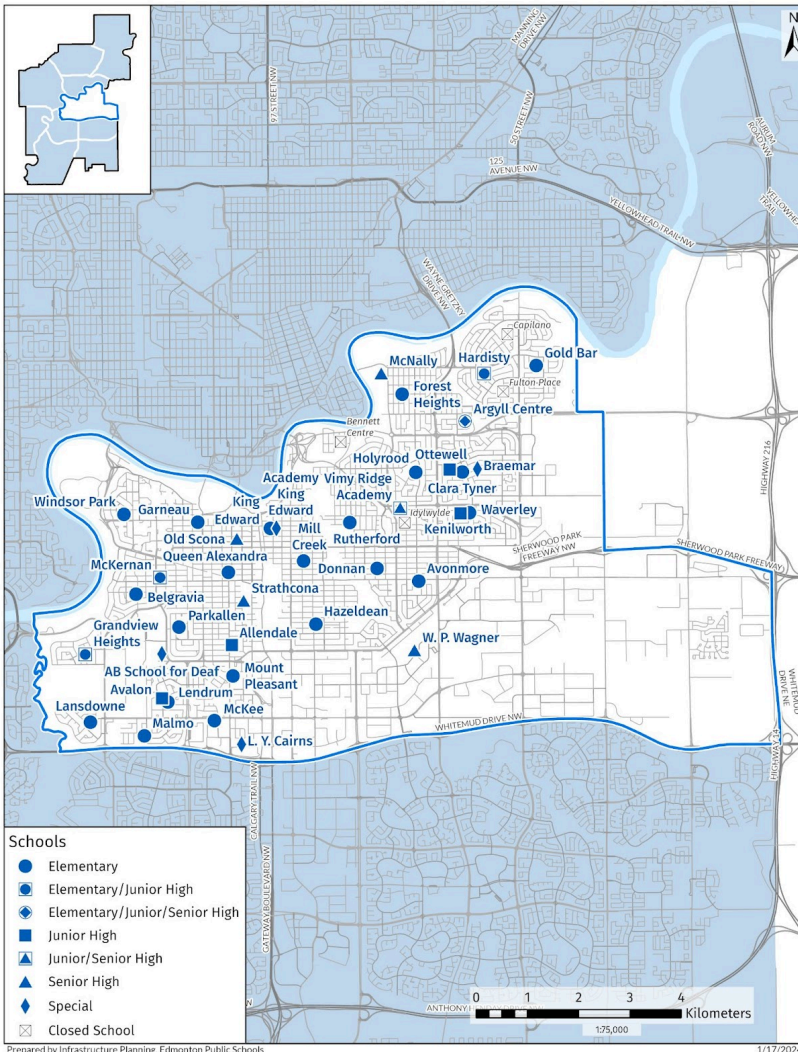


Where Are We Going and How Do We Get There?

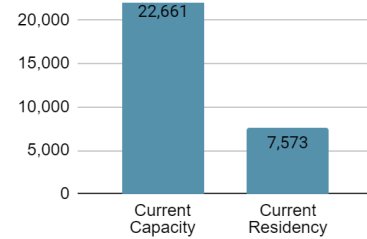
Because of the low median age of school facilities and a deficit in student capacity within the sector, modernization/replacement initiatives are not prioritized within the *Three-Year Capital Plan 2025–2028* for the Southwest 2 sector. There are four new construction priorities outlined in the *Three-Year Capital Plan 2025–2028* (Glenriding Heights 7–12, Glenriding Heights K–6, 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 need to be secured to accommodate resident students.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Constable Daniel Woodall	K–6	763	95%	7
Donald R. Getty	K–9	974	104%	7
Dr. Anne Anderson	10–12	1,995	98%	3
Dr. Lila Fahlman	K–9	1,000	106%	7
Dr. Margaret-Ann Armour	K–9	956	120%	8
Garth Worthington	K–9	887	84%	3
Joey Moss	K–9	895	71%	2
Johnny Bright	K–9	946	84%	14
Roberta MacAdams	K–6	637	105%	8
Sector Utilization			97%	Average Age 7

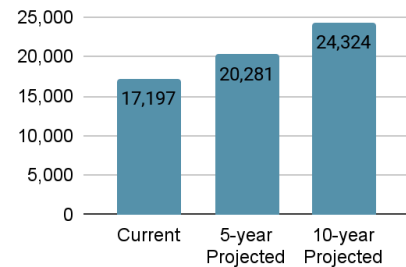
South Central Sector



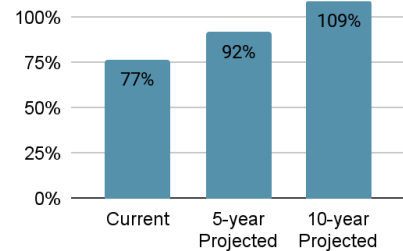
Sector Profile



Enrolment



Utilization

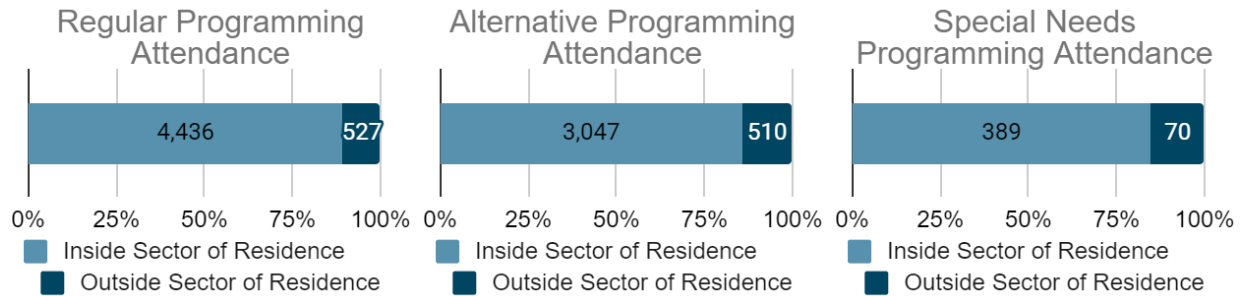


Where are we?

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.

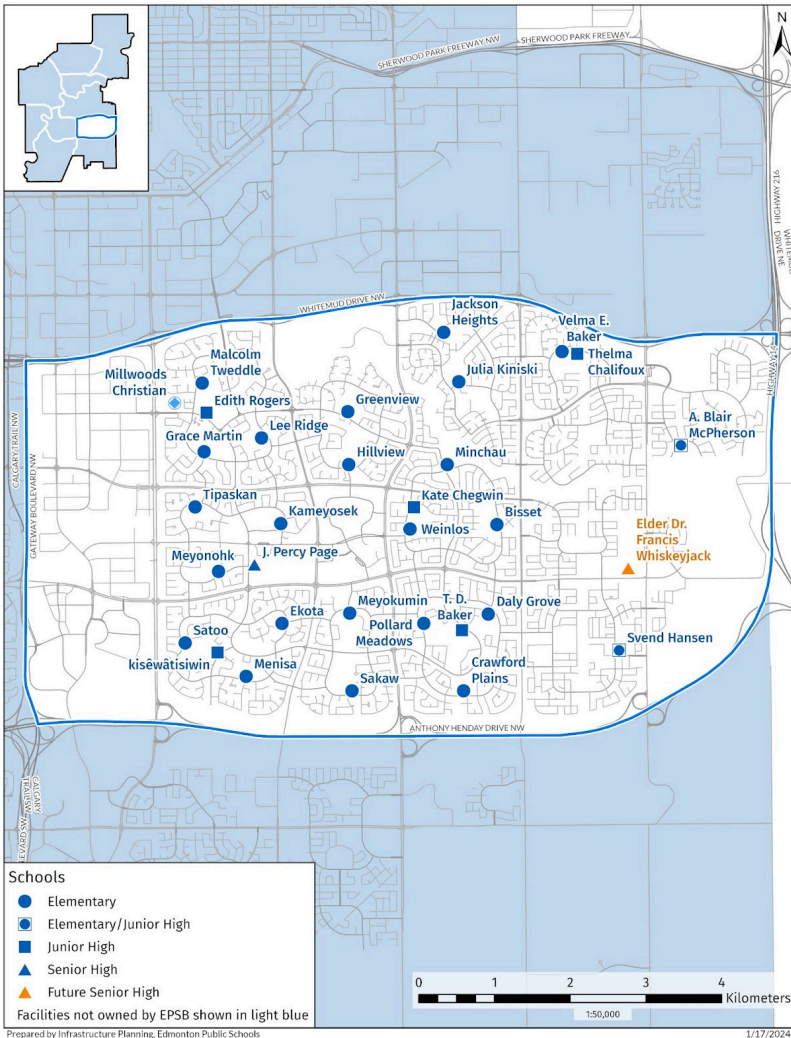
The need for modernization projects in the South-Central sector will be reviewed on an ongoing basis as the school buildings continue to age. There are currently two projects from this sector listed in the *Three-Year Capital Plan 2025–2028* as priorities for modernization: Lansdowne K–6 and McNally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

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Allendale	7–9	706	80%	75
Avalon	7–9	676	81%	59
Avonmore	K–6	290	87%	69
Belgravia	K–6	153	91%	70
Braemar	7–12	304	21%	65
Clara Tyner	K–6	221	75%	58
Donnan	K–6	448	78%	75
Forest Heights	K–6	416	66%	76
Garneau	K–6	325	103%	101
Gold Bar	K–6	425	50%	66
Grandview Heights	1–9	318	107%	65

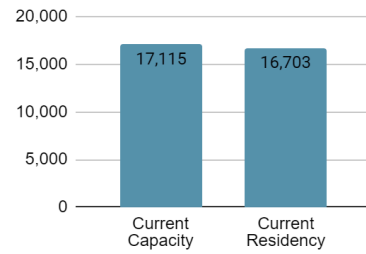
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Hardisty	K-9	944	57%	67
Hazeldean	K-6	498	68%	74
Holyrood	K-6	519	79%	69
Kenilworth	7-9	573	52%	62
King Edward	K-6	291	80%	65
L. Y. Cairns	7-12	935	55%	56
Lansdowne	K-6	287	44%	55
Lendrum	K-6	345	90%	61
Malmo	K-6	442	57%	61
McKee	K-6	432	92%	58
McKernan	K-9	737	89%	72
McNally	10-12	1,365	82%	61
Mill Creek	K-6	353	91%	5
Mount Pleasant	K-6	333	93%	71
Old Scona	10-12	381	99%	117
Ottewell	7-9	806	81%	64
Parkallen	K-6	472	69%	73
Queen Alexandra	K-6	318	44%	119
Rutherford	K-6	322	81%	124
Strathcona	10-12	1,516	115%	71
The Academy at King Edward	3-12	478	71%	111
Vimy Ridge Academy	7-12	1,388	98%	66

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
W. P. Wagner	10–12	2,080	79%	55
Waverley	K–6	589	31%	59
Windsor Park	K–6	221	79%	71
Sector Utilization			77%	Average Age 71

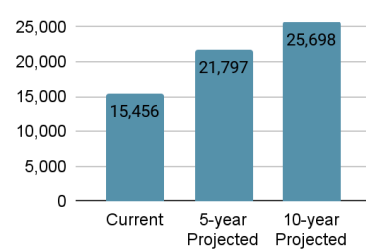
Southeast 1 Sector



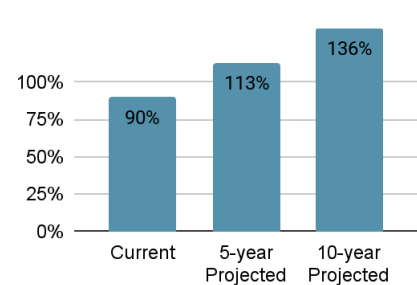
Sector Profile



Enrolment



Utilization

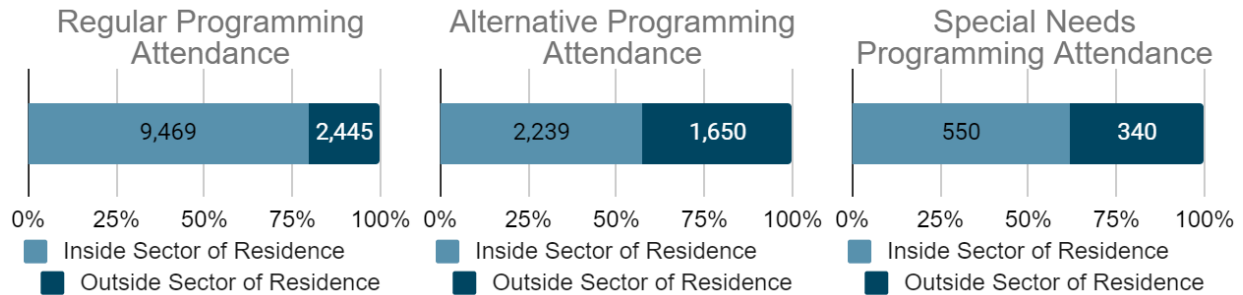


Where are we?

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 2,400 spaces in a new high school in The Meadows and then rebound to 2021 levels by 2031. In the rest of the sector, investments in modernizations and addressing deferred maintenance over the next decade will be necessary to ensure that the Division is prepared for the 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.

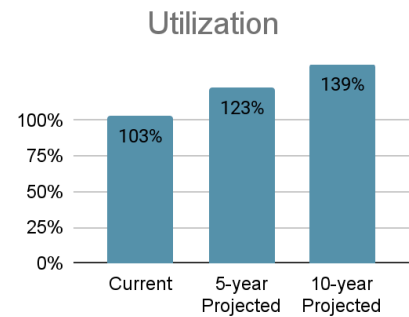
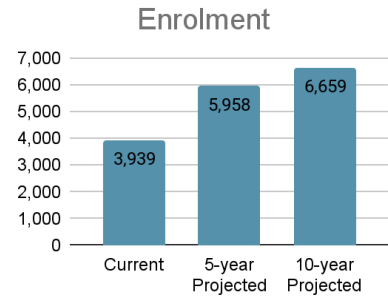
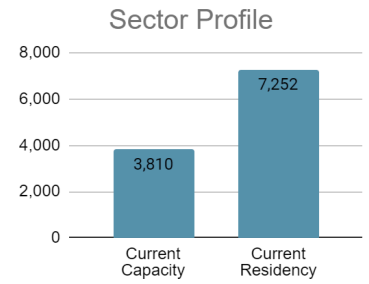
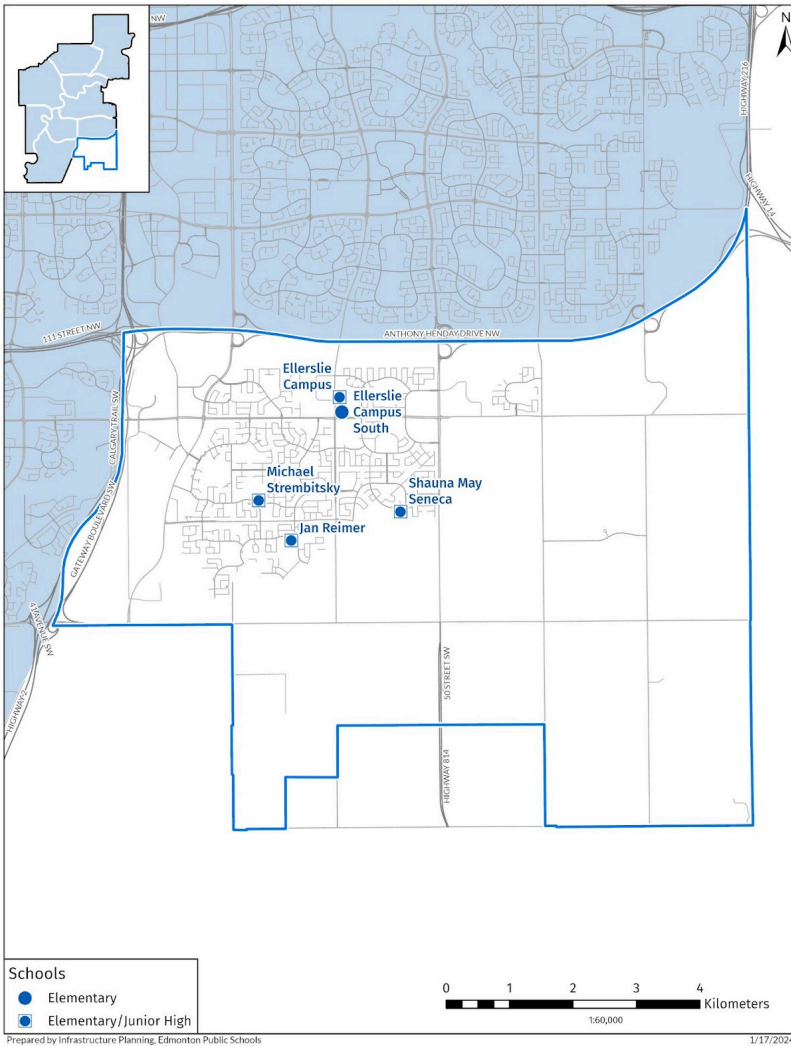
Elder Dr. Francis Whiskeyjack School will open to accommodate high school students in September 2024. Two new construction projects from this sector are prioritized in the *Three-Year Capital Plan 2025–2028* (Aster K–9 and Silver Berry K–6). Additional projects may also be prioritized for modernization 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%	14
Bisset	K–6	515	99%	35
Crawford Plains	K–6	508	87%	42
Daly Grove	K–6	461	75%	36
Edith Rogers	7–9	611	80%	49
Ekota	K–6	284	74%	48
Grace Martin	K–6	495	58%	52
Greenview	K–6	459	78%	44

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Hillview	K-6	330	90%	44
J. Percy Page	10-12	1,220	113%	42
Jackson Heights	K-6	360	97%	22
Julia Kiniski	K-6	476	98%	39
Kameyosek	K-6	290	79%	47
Kate Chegwin	7-9	658	106%	33
kisêwâtisiwin	7-9	668	79%	44
Lee Ridge	K-6	368	70%	48
Malcolm Tweddle	K-6	370	98%	49
Menisa	K-6	284	76%	43
Meyokumin	K-6	559	90%	44
Meyonohk	K-6	568	77%	44
Millwoods Christian*	K-12	667	131%	49
Minchau	K-6	386	87%	41
Pollard Meadows	K-6	500	84%	44
Sakaw	K-6	467	74%	44
Satoo	K-6	369	55%	48
Svend Hansen	K-9	1,060	106%	7
T. D. Baker	7-9	806	85%	35
Thelma Chalifoux	7-9	981	76%	4
Tipaskan	K-6	403	57%	42
Velma E. Baker	K-6	549	106%	32
Weinlos	K-6	500	100%	42
Sector Utilization			90%	Average Age 39

Note: *Building not owned by the Division.

Southeast 2 Sector



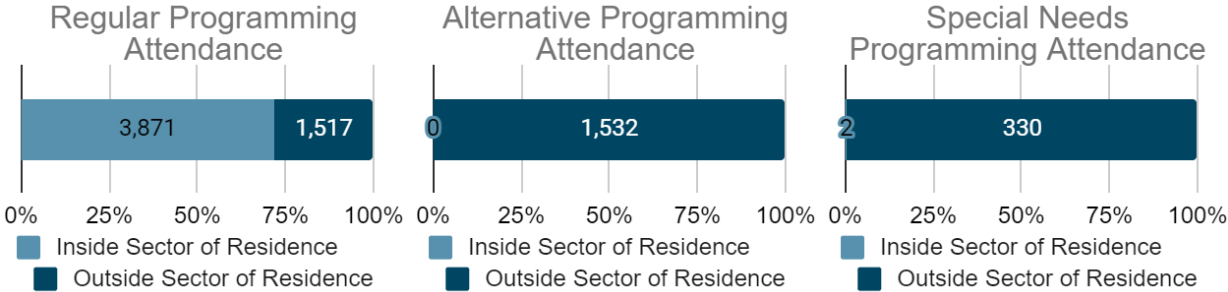
Where are we?

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. 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.

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	939	110%	68
Jan Reimer	K–9	961	100%	7
Michael Strembitsky	K–9	982	94%	12
Shauna May Seneca	K–9	928	110%	7
Sector Utilization			103%	Average Age 32

Note: *Includes both Ellerslie Campus buildings.

Appendix 2: Buildings: Construction and Condition By Sector

Summary Table: Deferred Maintenance by Sector

Central Sector

School Buildings	Leased Space	Closed Sites
17	1	14

Total Sector Deferred Maintenance: \$80,161,539

Deferred Maintenance per Square Metre: \$728

Deferred Maintenance per Student: \$8,159

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

School Buildings: 17 + 1 leased space + 14 closed sites

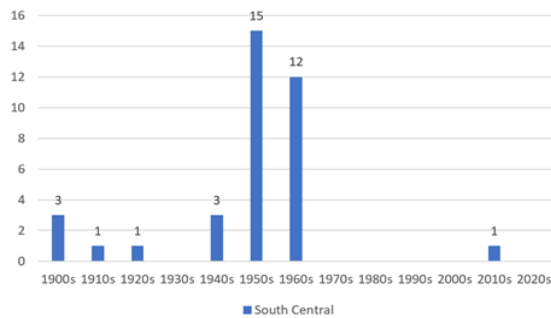
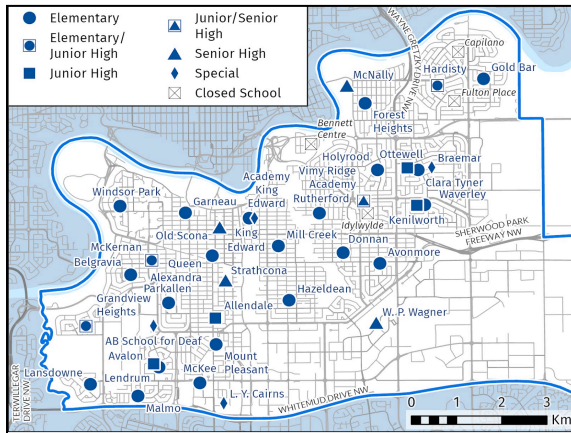
Total Sector Deferred Maintenance: \$80,161,539

Deferred Maintenance per Square Metre: \$728

Deferred Maintenance per Student: \$8,159

- Many of the buildings in this sector are our oldest, historically significant buildings.
- Renovations in these buildings are expensive as we try to honour the historical attributes.
- A number of these buildings have had modernizations but still have a significant amount of deferred maintenance due to the age of the building.
- Classrooms in these buildings tend to be larger than some of our 1960–1970 era buildings.
- Any hazardous materials identified in school buildings during future building modernization projects will require abatement.

South Central Sector



School Buildings: 35 + 4 closed sites

Total Sector Deferred Maintenance:

\$207,088,208

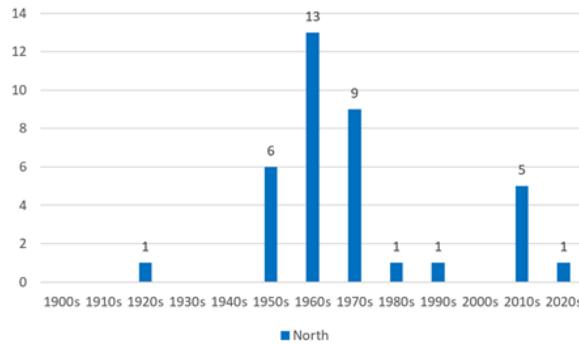
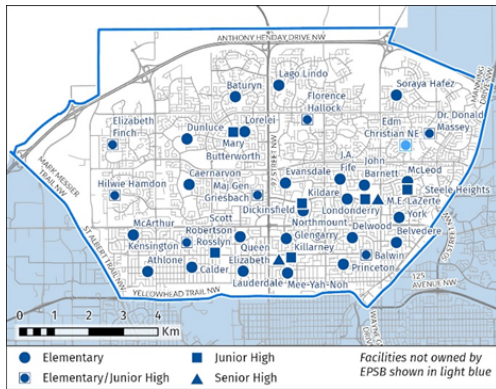
Deferred Maintenance per Square Metre: \$975

Deferred Maintenance per Student:

\$12,896

- 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:

\$159,189,049

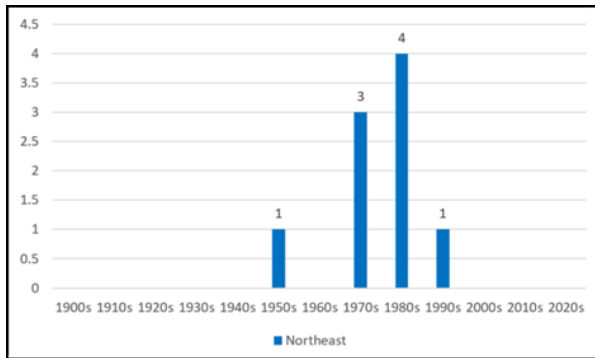
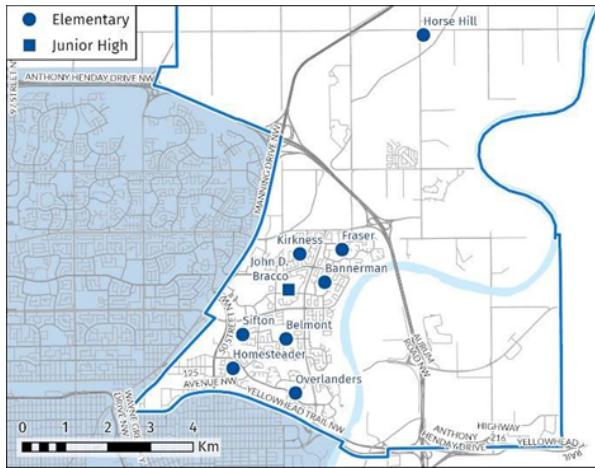
Deferred Maintenance per Square Metre: \$826

Deferred Maintenance per Student:

\$7,891

- 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:

\$39,106,302

Deferred Maintenance per Square Metre:

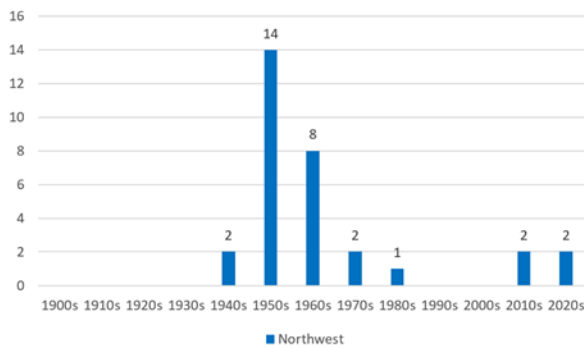
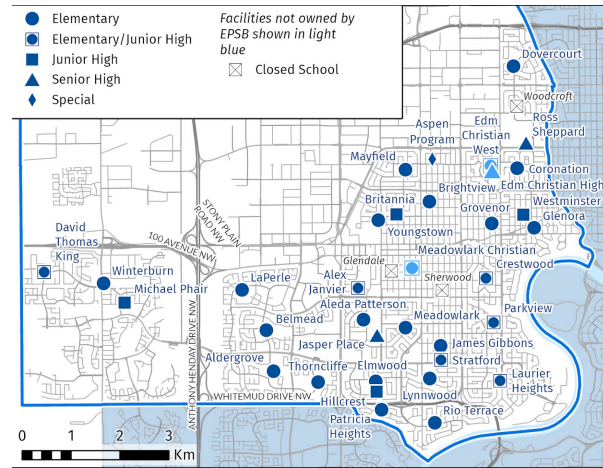
\$1,056

Deferred Maintenance per Student:

\$13,365

- This is a small sector with schools mostly built in the 1970's and 1980's.
- Some of the buildings were designed using an "open concept" model. Walls were added to create classroom spaces over the years.
- Many of the classrooms in these buildings do not have access to windows.
- Any hazardous materials identified in school buildings during future building modernization projects may require abatement.
- A number of the elementary schools have attached portable classrooms (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 + 3 closed sites

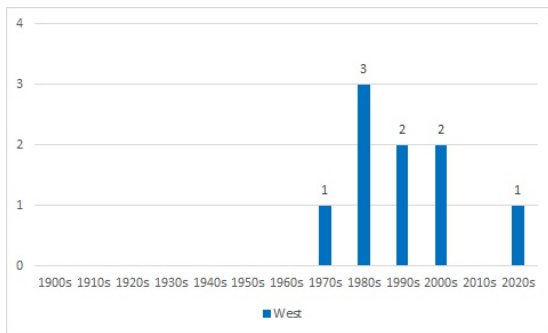
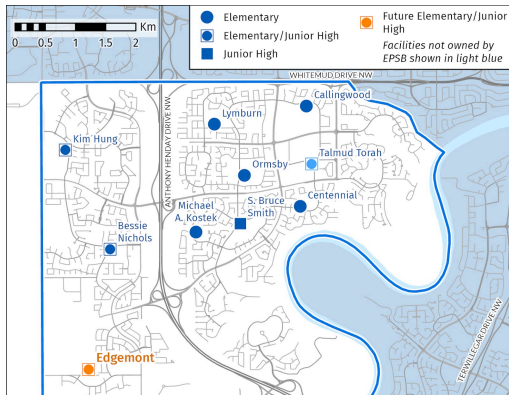
Total Sector Deferred Maintenance: \$170,456,086

Deferred Maintenance per Square Metre: \$897

Deferred Maintenance per Student: \$9,682

- 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–4 school in the Division.

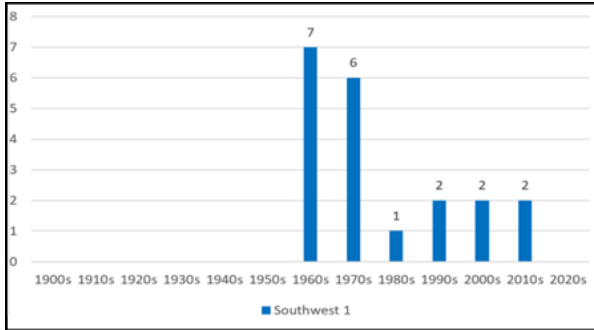
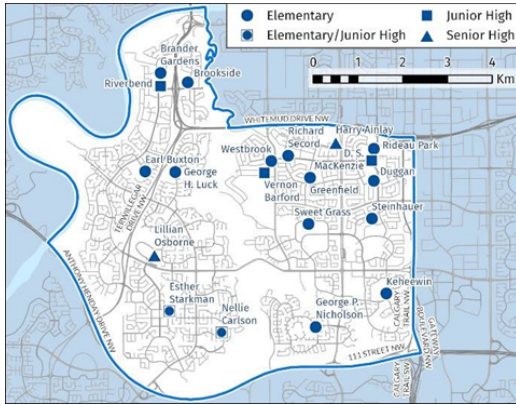
West Sector



School Buildings: 8 + 1 partner site
Total Sector Deferred Maintenance: \$29,782,657
Deferred Maintenance per Square Metre: \$726
Deferred Maintenance per Student: \$6,673

- 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:

\$103,394,766

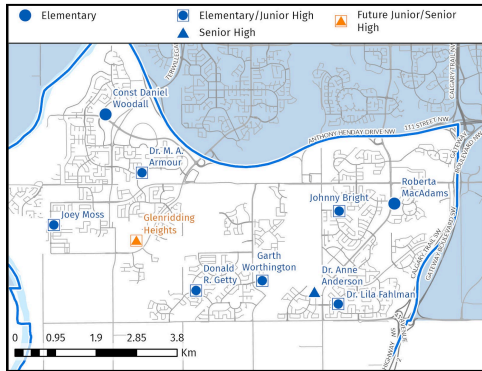
Deferred Maintenance per Square Metre: \$826

Deferred Maintenance per Student:

\$7,470

- 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: \$322,698

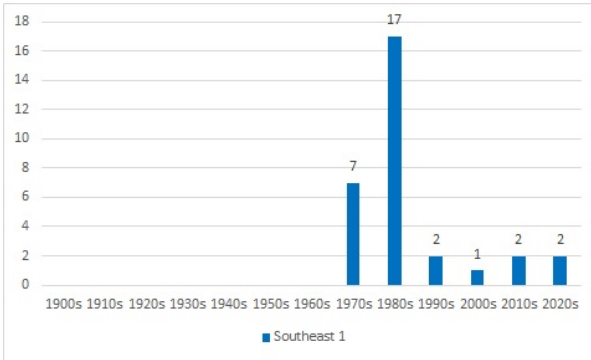
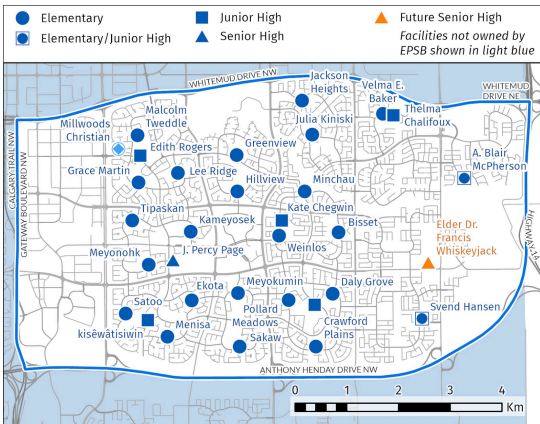
Deferred Maintenance per Square Metre: \$4

Deferred Maintenance per Student: \$37

Deferred Maintenance per Student: \$37

- 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 infrastructure, like washrooms and parking lots.

Southeast 1 Sector



School Buildings: 30 (31 by 2024) + 1 partner site

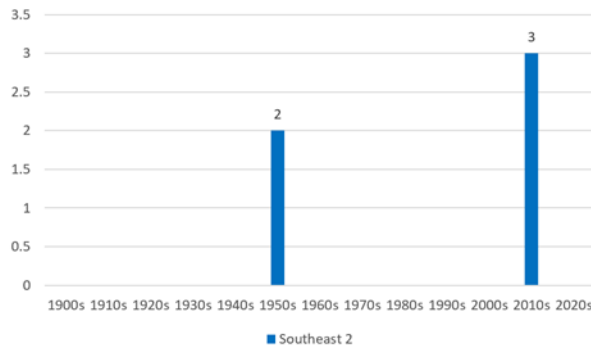
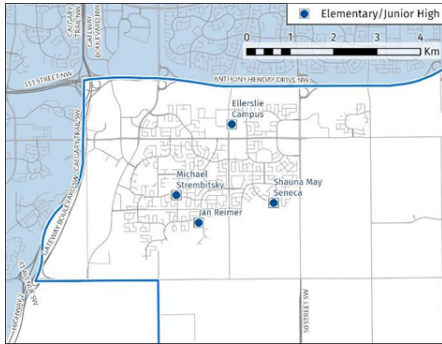
Total Sector Deferred Maintenance: \$144,026,893

Deferred Maintenance per Square Metre: \$1,001

Deferred Maintenance per Student: \$9,691

- 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:

\$8,359,990

Deferred Maintenance per Square Metre:

\$268

Deferred Maintenance per Student:

\$2,112

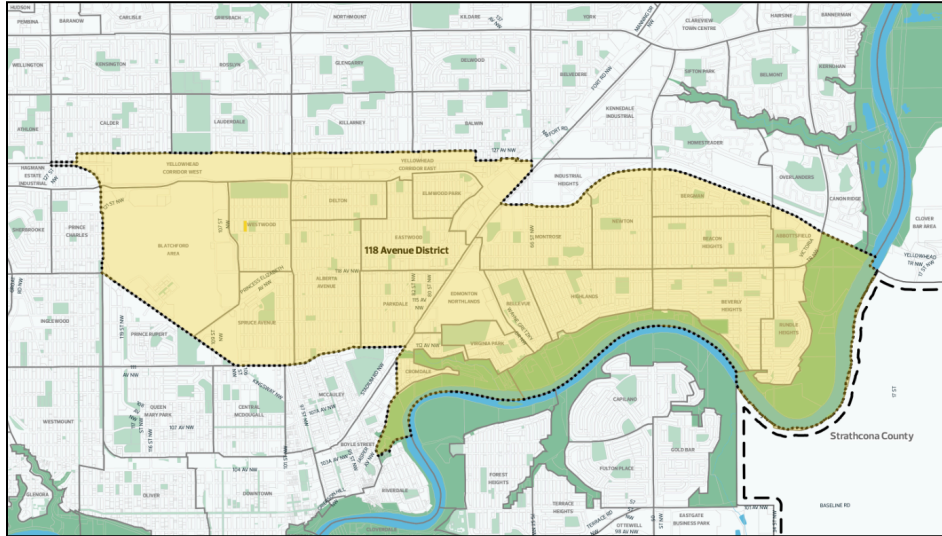
- This is a small sector with three schools built within the last 15 years.
- The Ellerslie School campus has two buildings which initially were rural schools acquired through annexation.
- These two buildings are likely to contain hazardous materials within their construction that would require abatement during any modifications.
- These schools all have modular classrooms currently at the school related 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	\$80,161,539	\$728	\$8,159
North	37 + 1 partner site	\$159,189,049	\$826	\$7,891
Northeast	9	\$39,106,302	\$1,056	\$13,365
Northwest	32 + 3 partner + 3 closed sites	\$170,456,086	\$897	\$9,682
South Central	35 + 4 closed sites	\$207,088,208	\$975	\$12,896
Southeast 1	30 (31 by 2024) + 1 partner site	\$144,026,893	\$1,001	\$9,691
Southeast 2	4	\$8,359,990	\$268	\$2,112
Southwest 1	20	\$103,394,766	\$826	\$7,470
Southwest 2	9	\$322,698	\$4	\$37
West	8 + 1 partner site	\$29,782,657	\$726	\$6,673

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

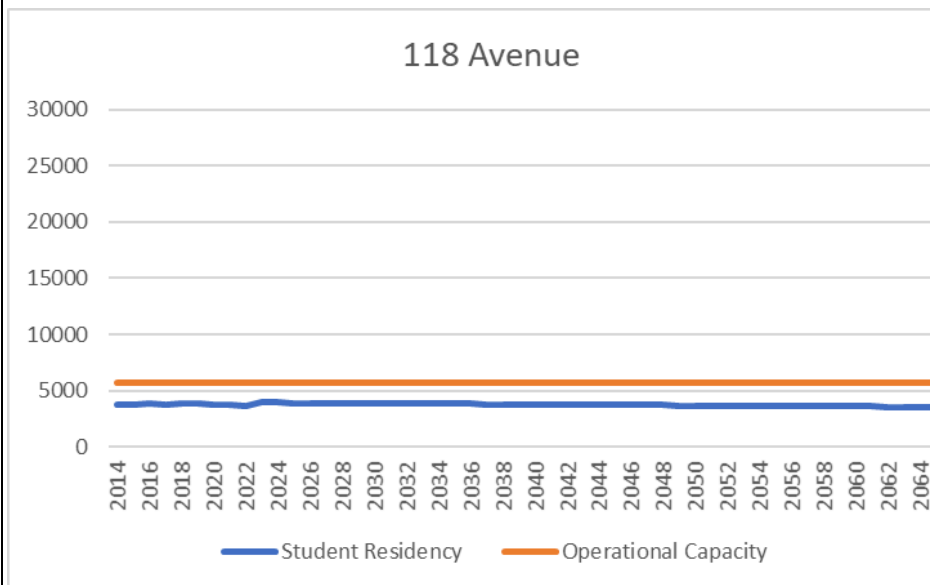
Other Programs

Glenrose Hospital

Non-Operational Sites

Eastwood
 Parkdale
 McCauley

Student Residency History and Projection



*Does not include the Exhibition Lands

Future School Sites

Blatchford K-9

Priority Growth Areas

City Centre Area
 Blatchford
 Exhibition Lands
 Stadium Station
 Redevelopment

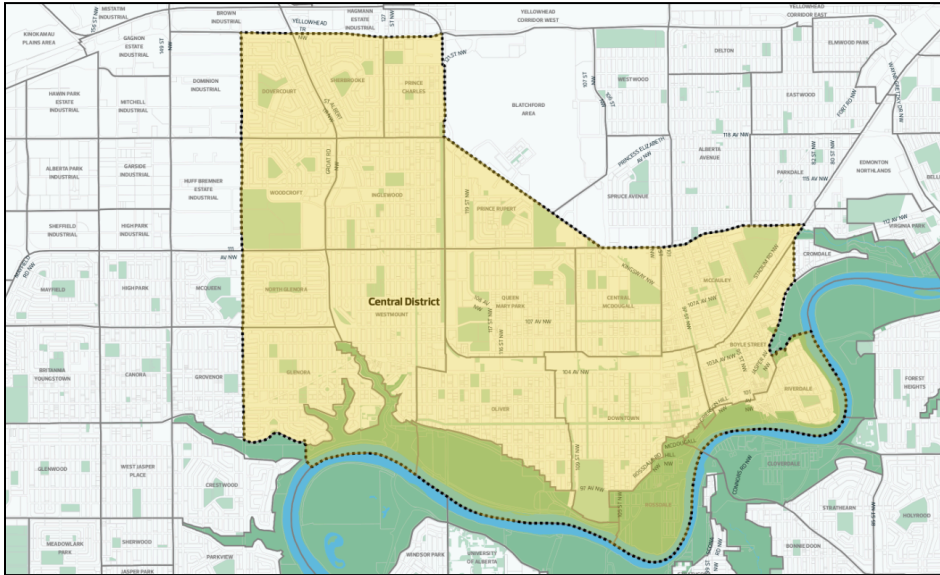
The City Plan – 118 Avenue District

Based on the current capacity of operational schools within the 118 Avenue District, the Division projects that 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 three non-operational schools. 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 2 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
- Prince Charles
- 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

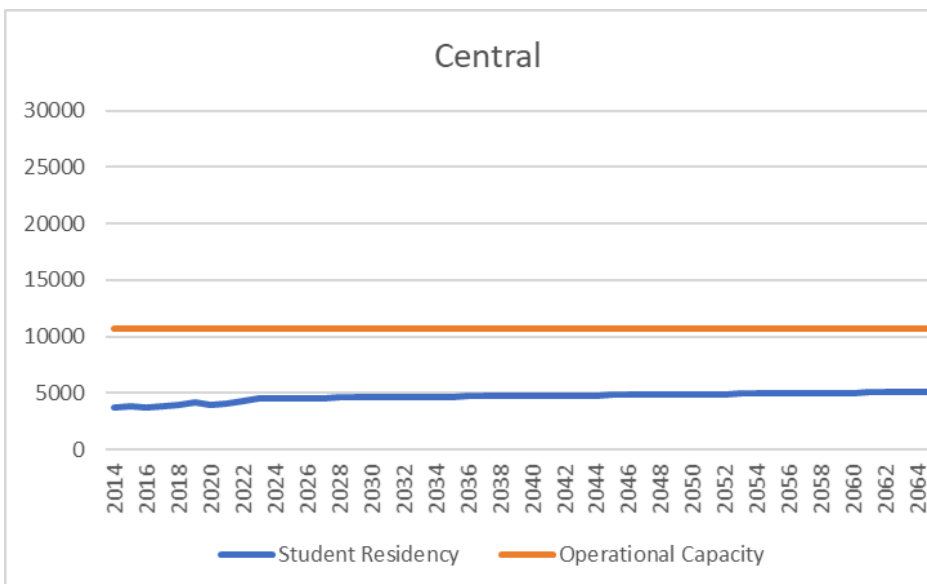
Future School Sites

N/A

Priority Growth Areas

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

Student Residency History and Projection



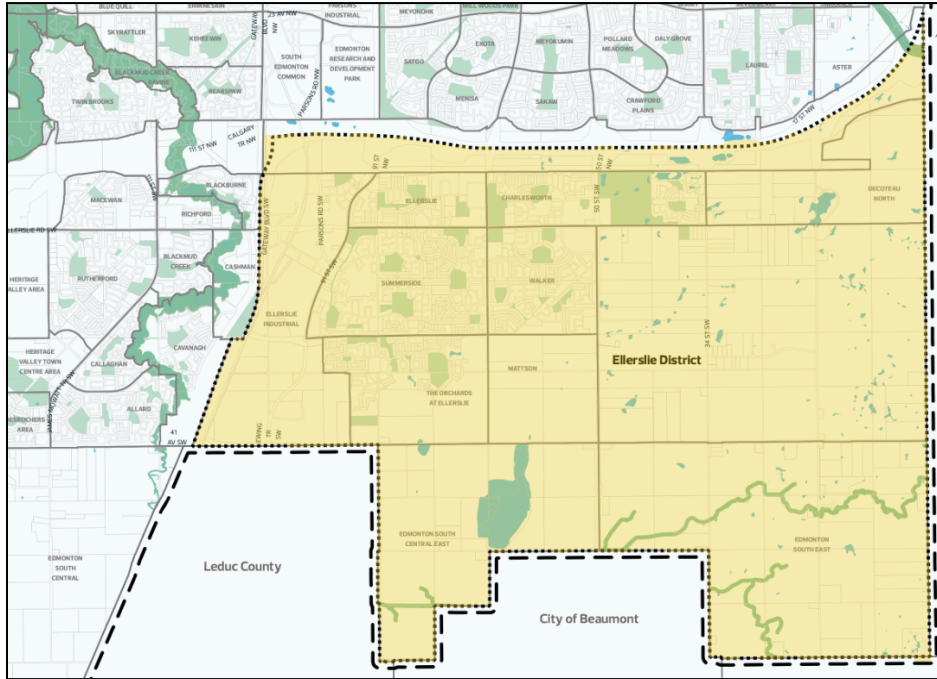
The City Plan – Central District

Based on the current capacity of operational schools within 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.

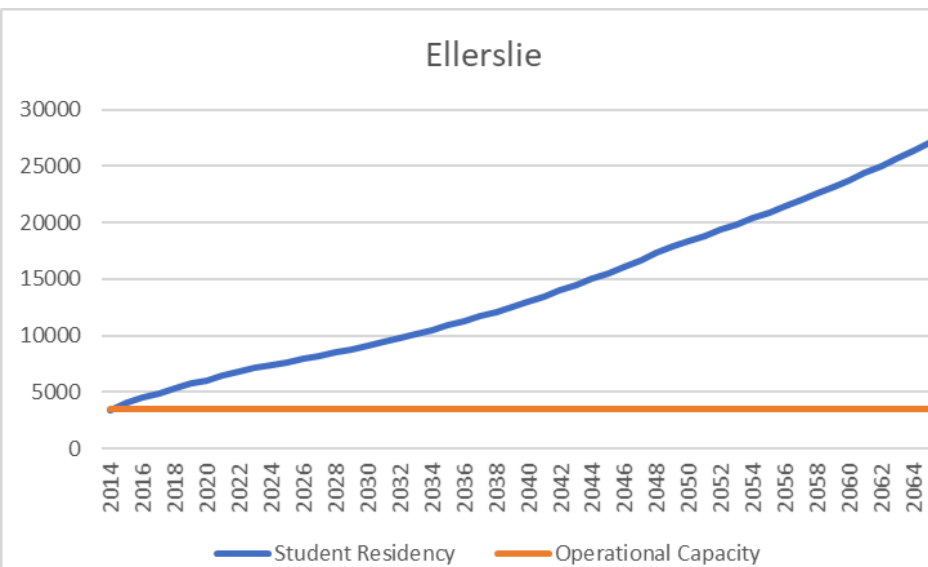
- The 2021 federal census records **84,000 residents**; at a population horizon of 1.25 million, the Central District is anticipated to accommodate **113,000 residents**; at 2 million, the District is anticipated to accommodate **240,000 residents**.
- Population growth in the Central District will primarily 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

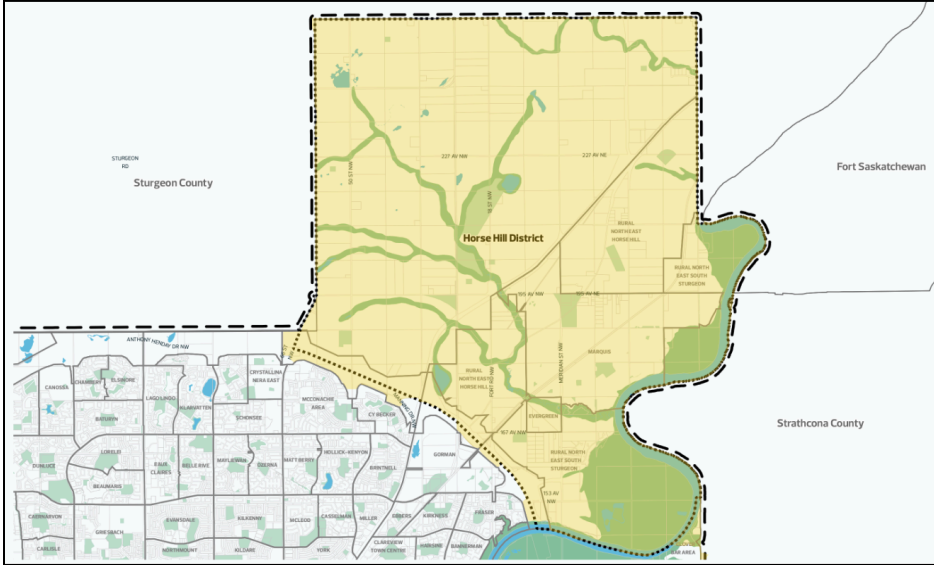
The City Plan – Ellerslie District

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 2 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, guided by Administration's recommendation to City Council related to the Substantial Completion Standard.

The City Plan – Horse Hill District



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

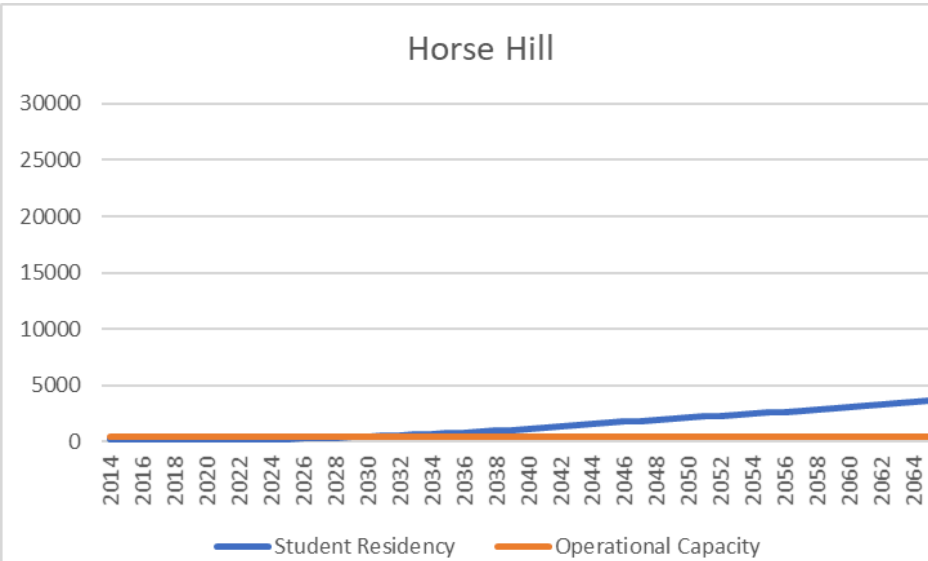
Current Schools
Horse Hill

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)

Student Residency History and Projection



Developing Plan Areas
 Horse Hill Area
 Edmonton Energy and Technology Park

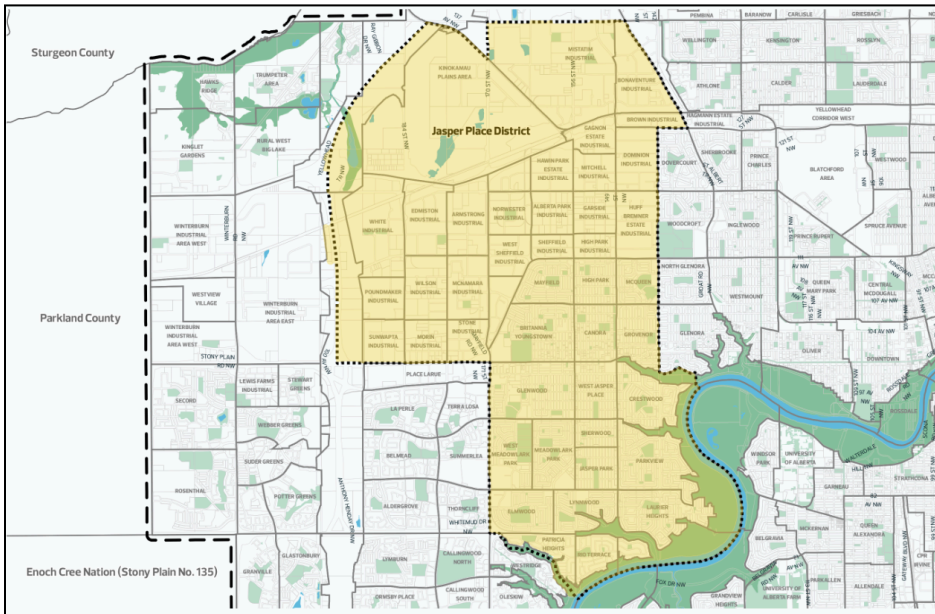
The City Plan – Horse Hill District

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 2 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

- Aleda 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

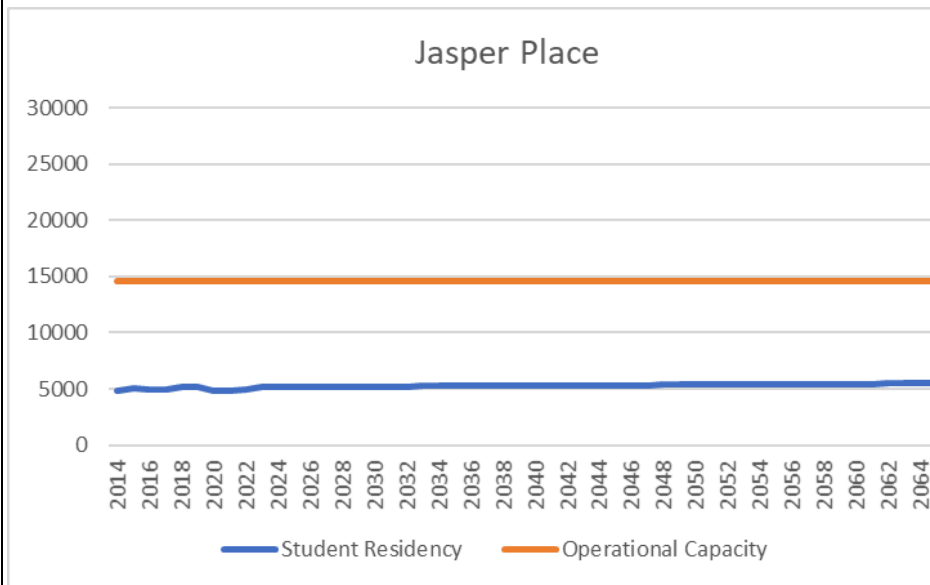
Future School Sites

None

Priority Growth Areas

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

Student Residency History and Projection

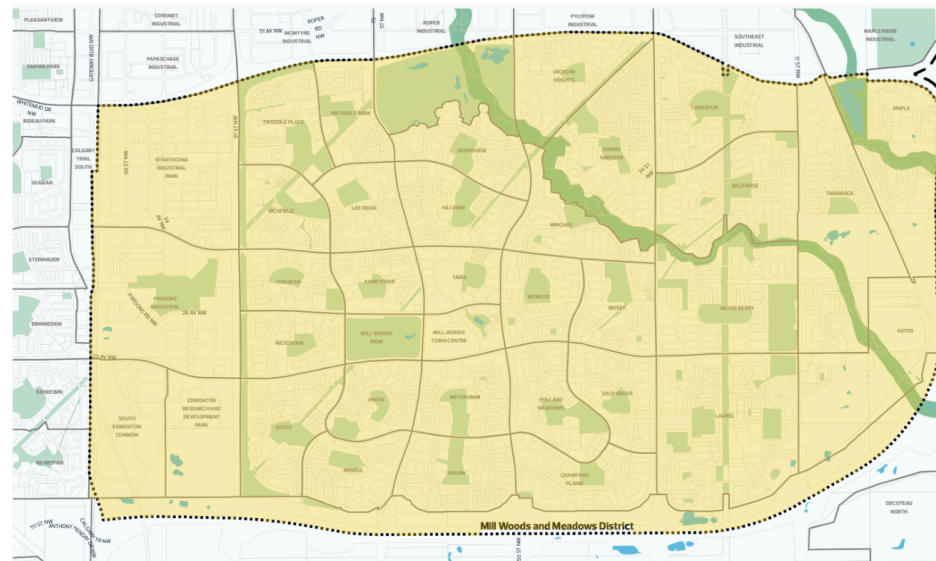


The City Plan – Jasper Place District

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 2 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
- Meyonhk
- 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

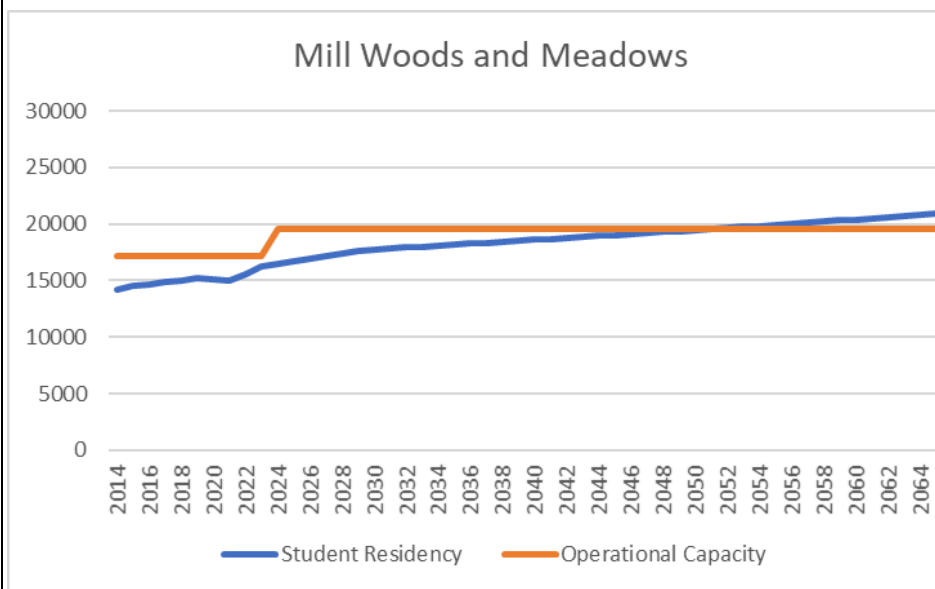
Future School Sites

- Wild Rose (K–6)
- Aster (K–9)**
- Silver Berry (K–6)**

Developing Plan Areas

The Meadows Area

Student Residency History and Projection



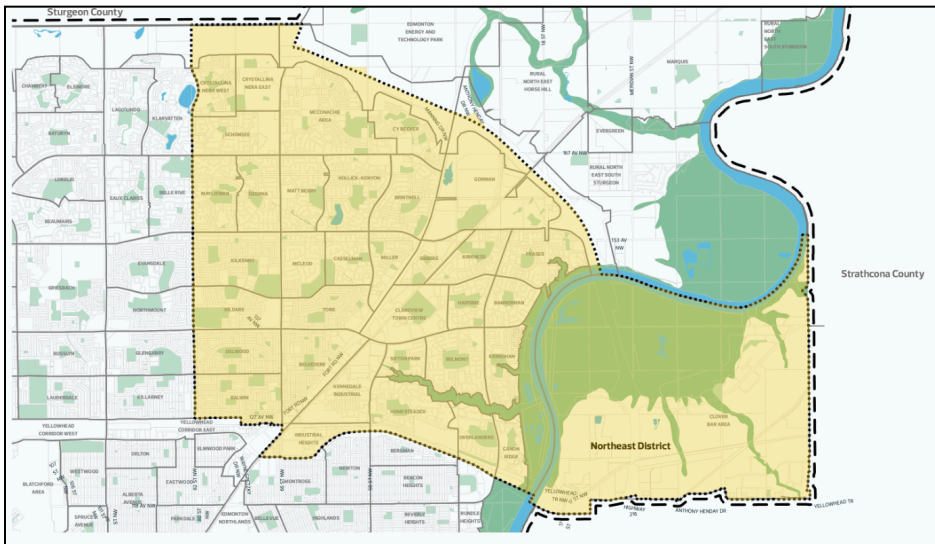
The City Plan – Mill Woods and Meadows District

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 2 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

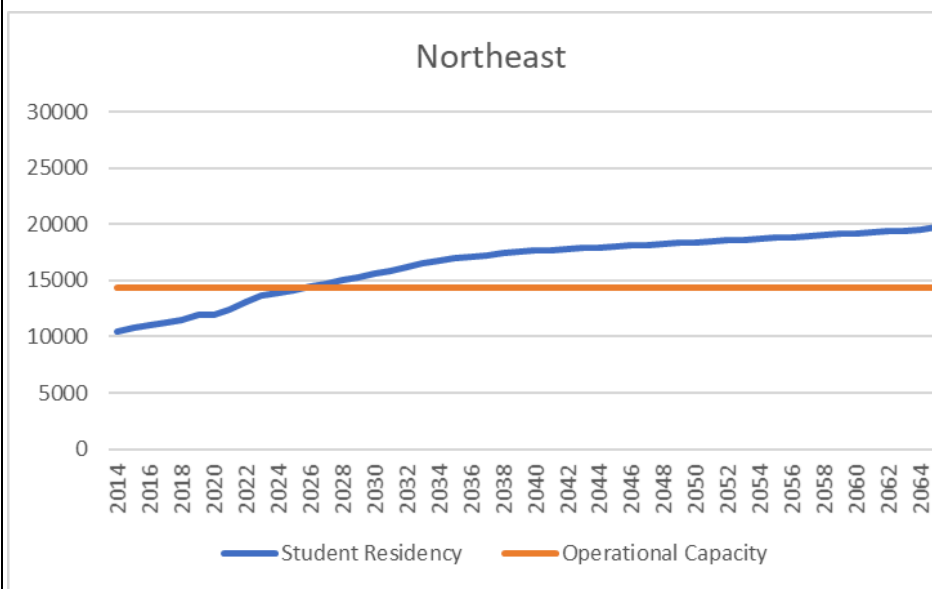


*red text indicates a capital plan priority for new construction or major modernization

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

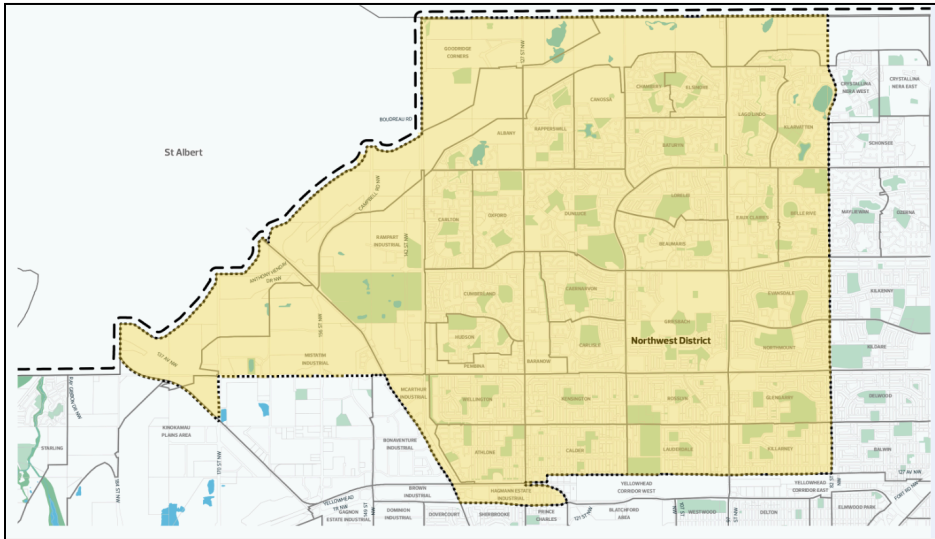
The City Plan – Northeast District

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) and Crystallina Nera K–6 are listed as capital priorities.

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 2 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

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 (K–6) & (7–9)
- Cumberland (K–6)
- Eaux Claires (K–6)

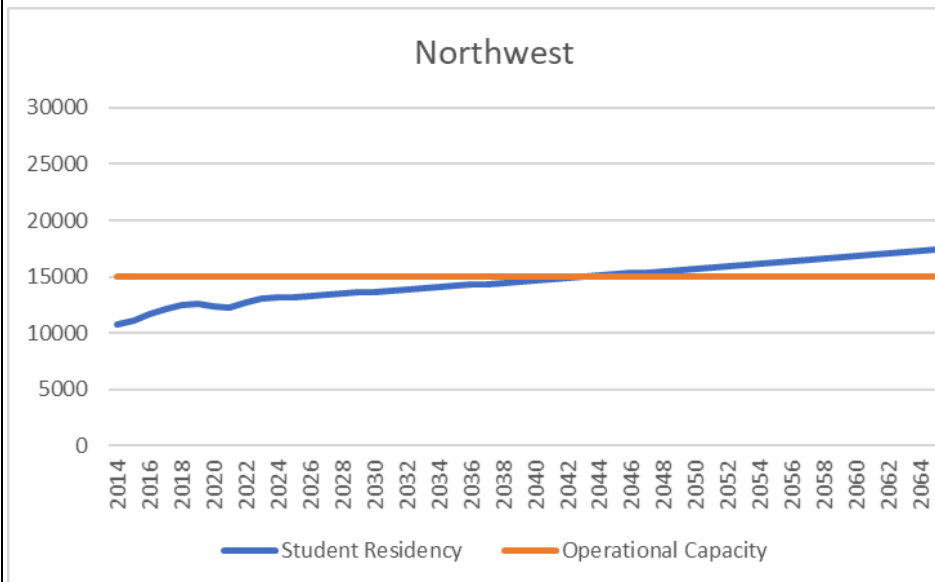
Castle Downs Dunluce (10–12)

Canossa (K–6)

Developing Plan Areas

- Castle Downs Extension
- The Palisades

Student Residency History and Projection



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.

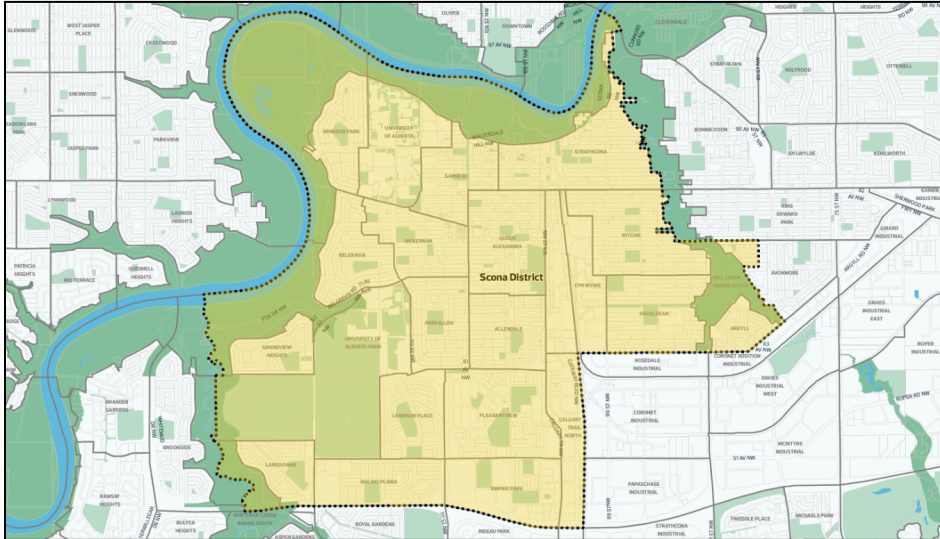
- The 2021 federal census records **126,000 residents**. At a population horizon of 1.25 million, the Northwest District is anticipated to accommodate **134,000 residents**. At 2 million, the District is anticipated to accommodate **153,000 residents**.
- Population growth in the Northwest District is 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

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 2 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

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

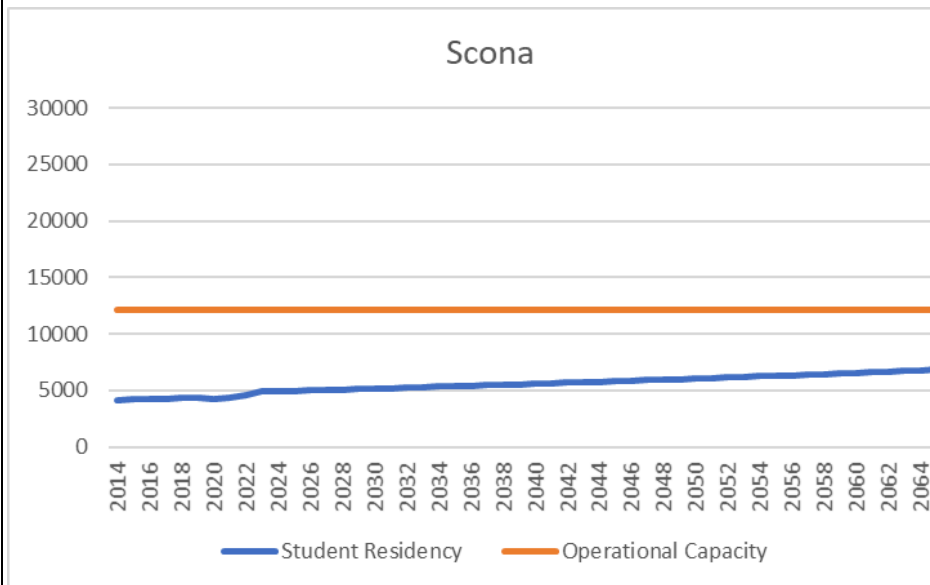
Future School Sites

None

Priority Growth Areas

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

Student Residency History and Projection



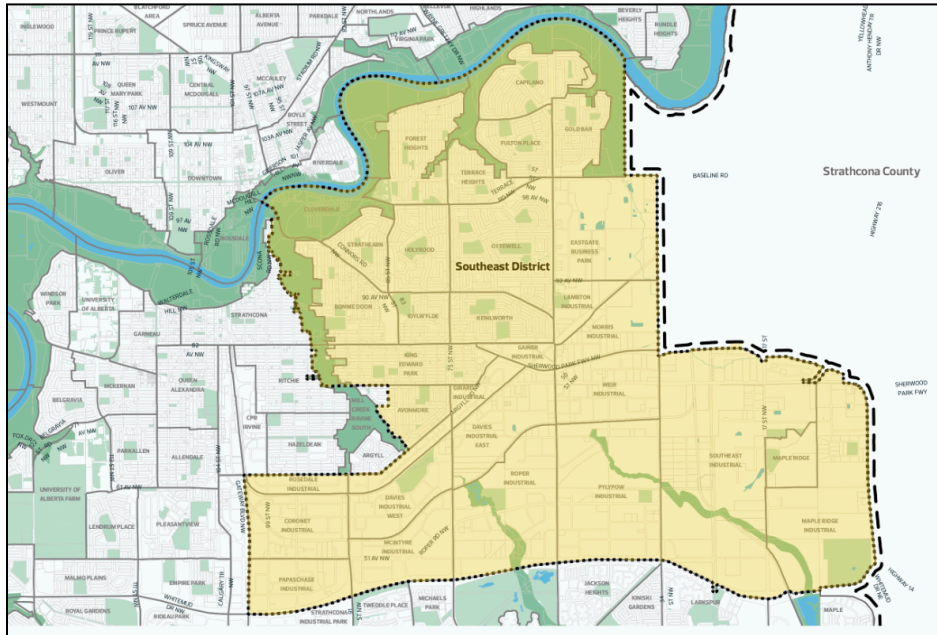
The City Plan – Scona District

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 2 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

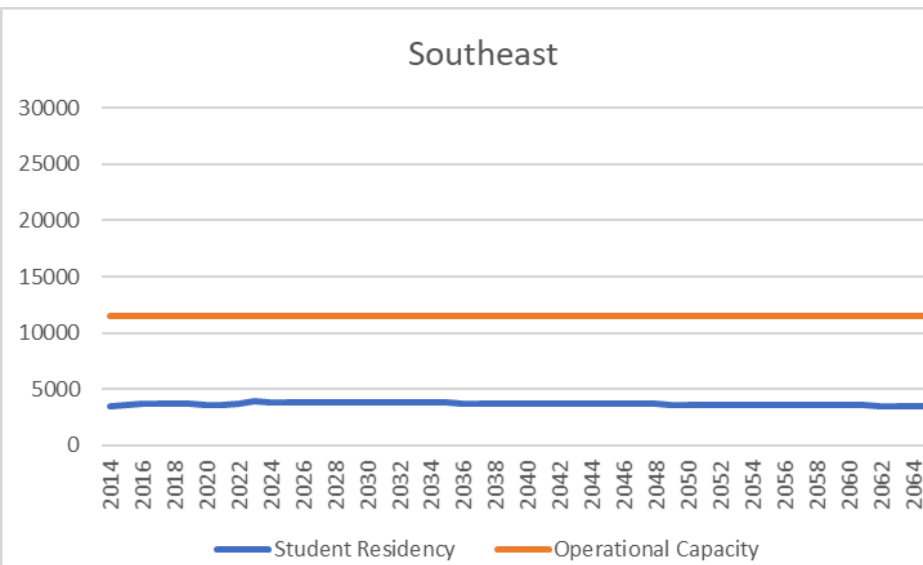
Vacant Sites

- None

Priority Growth Areas

- 101 Avenue (Corridor)
- Bonnie Doon (Node)
- Whyte Ave (Corridor)

Student Residency History and Projection

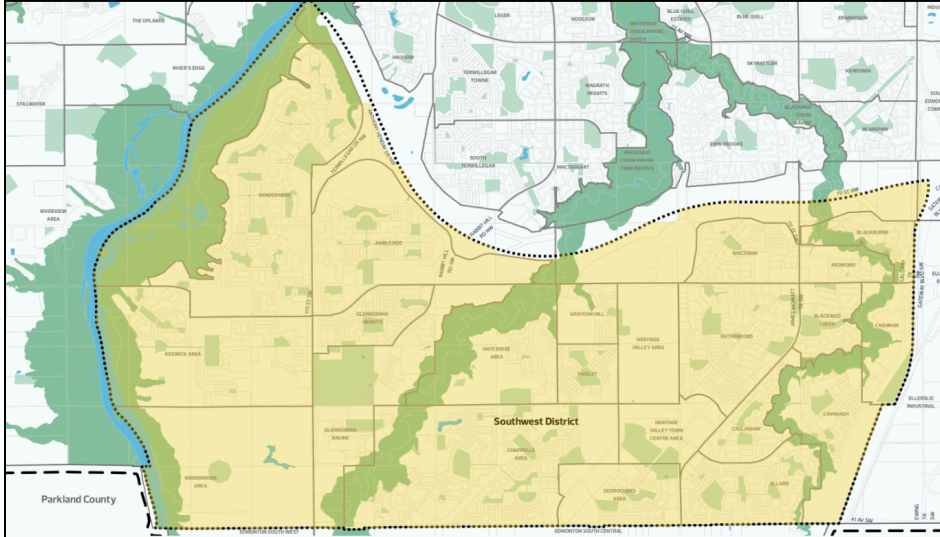


The City Plan – Southeast District

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 2 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

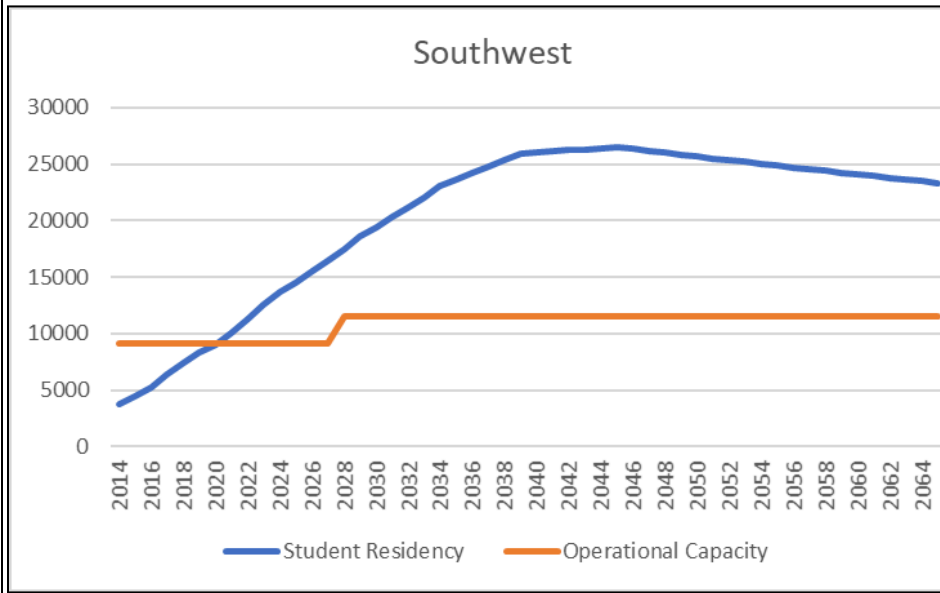
Other Programs

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

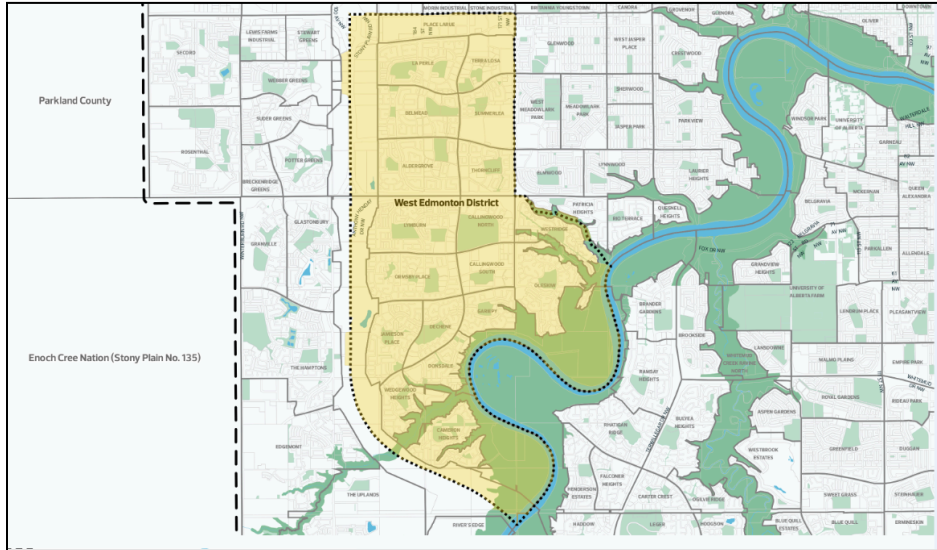
The City Plan – Southwest District

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 capital priorities: Glenridding Heights K–6 and Heritage Valley Neighbourhood 14 K–6, as well as an addition to Dr. Anne Anderson High School.

- 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 2 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

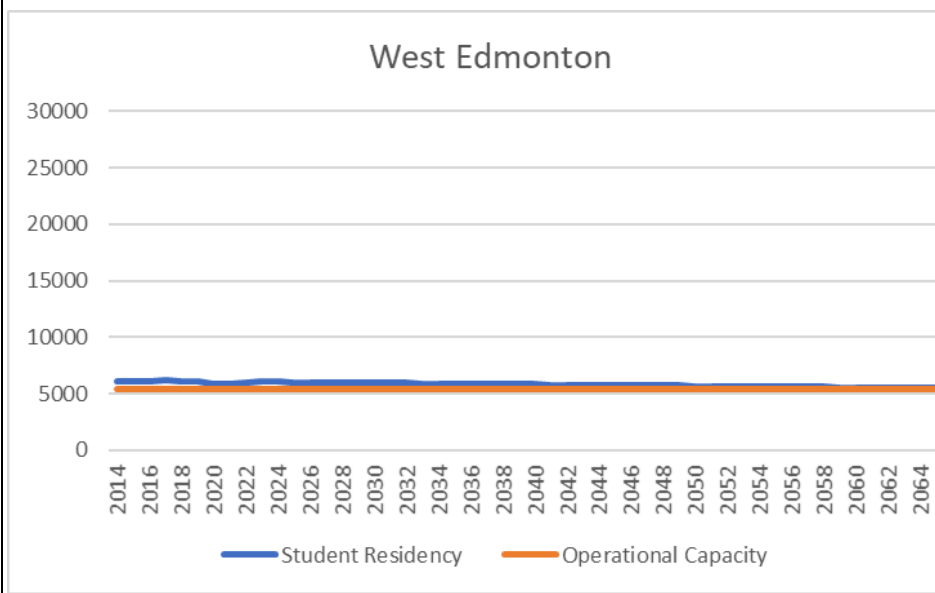
Non-Operational Sites

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)

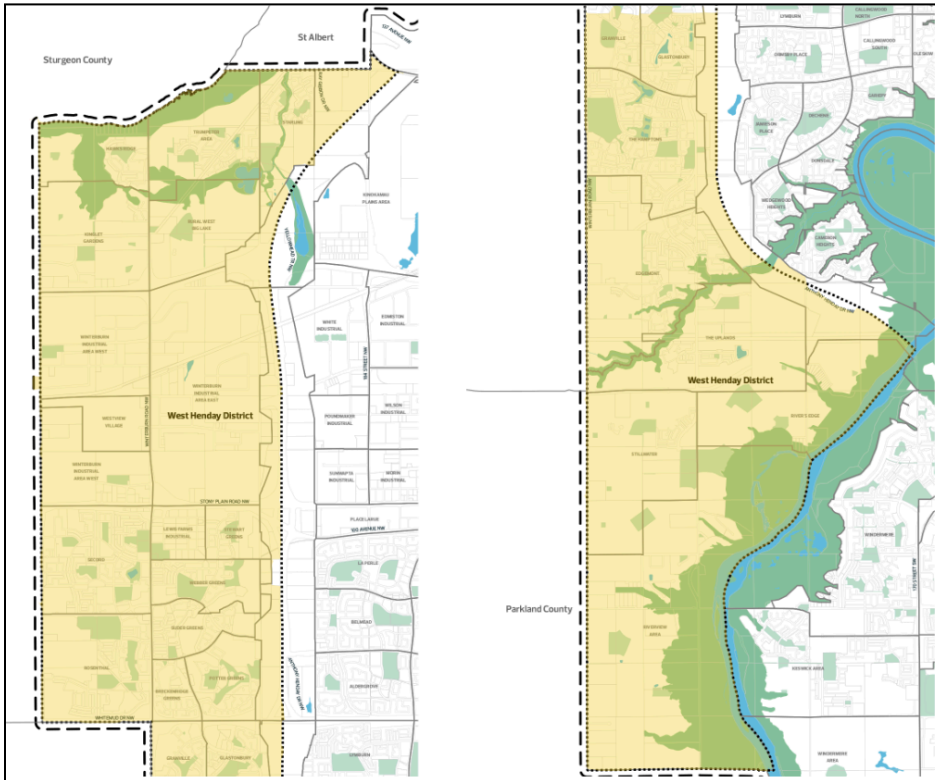
The City Plan – West Edmonton District

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 2 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–9)

Pintail Landing (K–9)

Starling (K–9)

River's Edge (K–9)

Stillwater (K–9)

River's Edge (10–12)

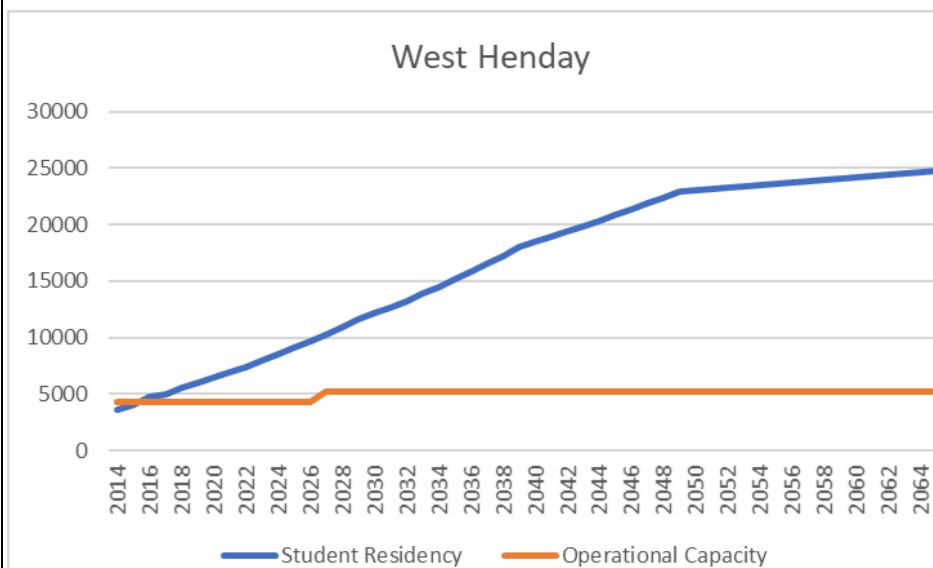
Riverview

Neighbourhood 5
(White Birch K–9)

Developing Plan Areas

Riverview
The Grange
Lewis Farms
Big Lake

Student Residency History and Projection



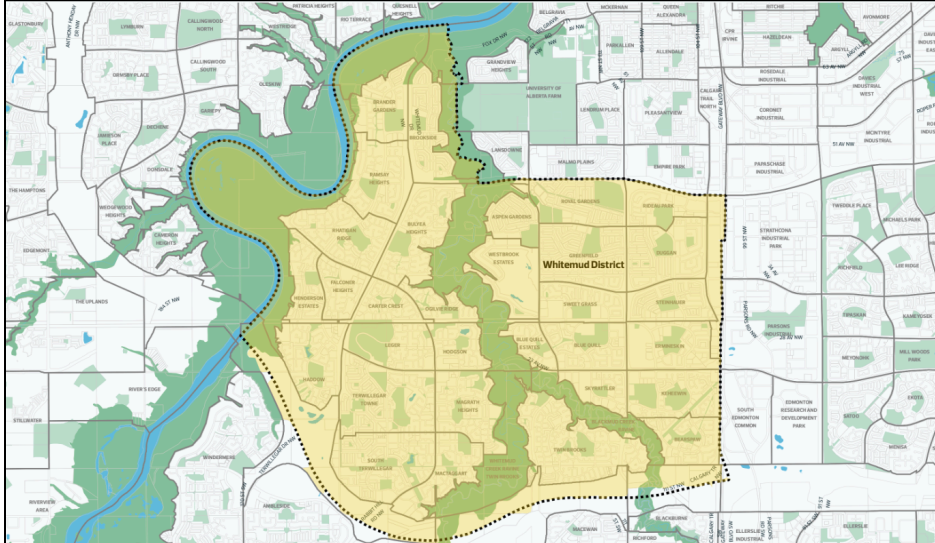
The City Plan – West Henday District

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, Rosenthal K–9, 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 a new K–9 in Edgemont is currently under construction.

- 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 2 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

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)
 Leger (K–9)

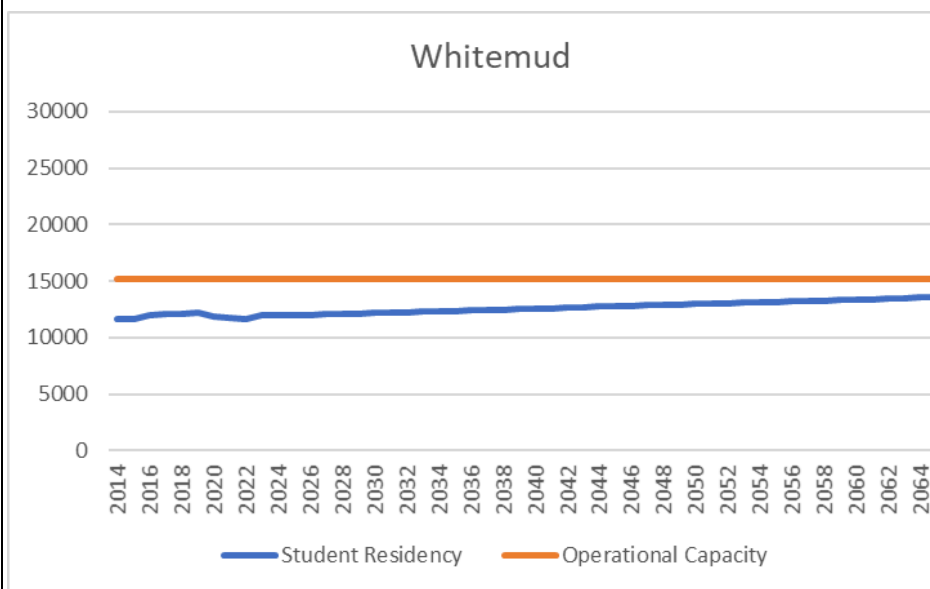
Non-Operational Sites

N/A

Priority Growth Areas

Century Park

Student Residency History and Projection



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 2 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.

DATE: March 19, 2024

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Three-Year Capital Plan 2025–2028

ORIGINATOR: Cliff Richard, Chief Infrastructure and Technology Officer

RESOURCE

STAFF: Shauna Bland, Josephine Duquette, Terri Gosine, Roland Labbe, Valerie Leclair, Andrew Lowerre, Shaminder Parmar, Robert Tarulli, Jennifer Thompson, Christopher Wright

REFERENCE: [Infrastructure Planning Principles Policy \(EA.BP\)](#)
[Three-Year Capital Plan 2024–2027](#)
[Ten-Year Facility Plan 2023–2032](#)
[Information Update to the Ten-Year Facilities Plan 2020-2029](#)
[Government of Alberta School Capital Manual - Chapter 2](#)

ISSUE

The Province requires school divisions to submit a Board-approved Three-Year Capital Plan to Alberta Education annually by April 1. The Division’s Three-Year Capital Plan outlines a list of school construction projects requested by Edmonton Public Schools to accommodate students over the next three years. The provincial government uses information from each school division’s plan to inform an overall provincial capital plan for consideration by the provincial Treasury Board Committee as part of the province’s annual budget cycle.

BACKGROUND

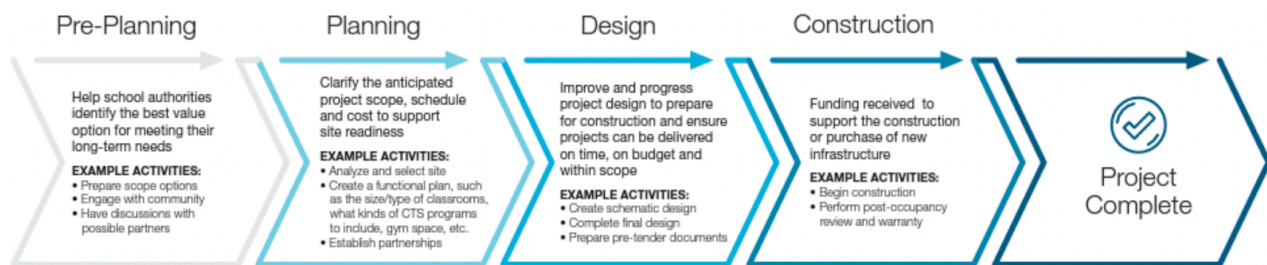
The current *Three-Year Capital Plan 2024–2027* was approved by the Board of Trustees on March 21, 2023. On March 1, 2024, the Province announced new construction funding for a Glenriding Heights 7–12; design funding for a Glenriding Heights K–6, Rosenthal K–6, and McConachie 7–9; and planning funds for a Delton K–6 replacement and Spruce Avenue 7–9 replacement/modernization.

On February 28, 2023, the Province announced various levels of funding for five projects that were listed in the Division’s *Three-Year Capital Plan 2023–2026*. Two ongoing projects have construction funding—Elder Dr. Francis Whiskeyjack 10–12 School (construction funding announced on March 1, 2020) and Edgemont K–9 (construction funding announced on February 28, 2023).

Project	Provincial Funding Type Announced	Expected Opening
Elder Dr. Francis Whiskeyjack 10–12	Construction	Fall 2024
Edgemont K–9	Construction	Fall 2027
Glenriding Heights 7–12	Construction	Fall 2028 (estimated)
Glenriding Heights K–6	Design	Contingent on construction funding
Rosenthal K–6	Design	Contingent on construction funding
McConachie 7–9	Design	Contingent on construction funding
Delton K–6 Replacement	Planning	Contingent on construction funding
Spruce Avenue 7–9 Replacement	Planning	Contingent on construction funding

A comparison of the proposed and approved priorities for the *Three-Year Capital Plan 2025–2028*, is provided in Attachment I.

The Province has four funding programs—Pre-Planning, Planning, Design and Construction—for capital projects, which are designed to support projects as they progress through the capital planning process.



RELATED FACTS

- The Three-Year Capital Plan is required to be approved by the Board of Trustees for submission to the Province by April 1, 2024.
- The Three-Year Capital Plan identifies the Division's capital priorities.
- The Province is in the process of completing construction of Elder Dr. Francis Whiskeyjack School (10–12) in the Meadows plan area and design of a K–9 school in the Edgemont plan area—both projects were approved from previous capital plan submissions and are being project managed by the Province.
- The Division has added 11 per cent of its enrolment (or 11,521 students) in just the past three years (2020–2023) and is projected to grow by another 6,614 students by September 30, 2024 (5.7 per cent).
- The accelerated enrolment growth being experienced by the Division means the utilization rate across the Division will reach 90 per cent in the coming school year and is projected to reach 100 per cent utilization during the 2026–2027 school year.
- The Division's 13 attendance area high schools are now (on average) 97 per cent utilized, meaning they are increasingly challenged to accommodate students and will be at 95 per cent utilization in 2024–2025, despite the opening of 2,400 new student spaces in the new 10–12 Elder Dr. Francis Whiskeyjack School in September 2024.

- Three high school new construction projects are included as Year One priorities, including construction funding for an addition at Dr. Anne Anderson 10–12, a new 10–12 school in The Grange (The Hamptons) and a new 10–12 school in Castle Downs (Dunluce).
- On March 1, 2024, the Province announced new construction funding for a Glenridding Heights 7–12; design funding for a Glenridding Heights K–6, Rosenthal K–6, and McConachie 7–9; and planning funds for a Delton K–6 replacement and Spruce Avenue 7–9 replacement/modernization.
- Facility condition data continues to support the evaluation of priorities for modernization, replacement and solution project types.
- Only one aggregated list of project priorities can be submitted to the Province, combining new construction with modernization, replacement and solution projects (where there is consolidation of multiple, ageing schools into a single modern facility).
- The provincial requirement to blend new construction, modernizations, replacements and solution priorities into a single aggregated list creates a challenge. The Division is required to rank projects that serve newer communities against those that seek to bring modernized facilities to mature and socially-vulnerable areas of the city. The Division seeks to provide equitable access to modern, high-quality learning environments, regardless of where students live.
- The unprecedented level of growth in enrolment means that new construction requires higher prioritization at this time until there is enough additional infrastructure for the Division to sufficiently accommodate all students.
- Given the high number of ageing school buildings and the incremental repairs and improvements needed on an ongoing basis, ranking buildings by condition will lead to subtle ranking changes which cause priorities to rise and shift annually.
- Ongoing and predictable funding of modernizations, replacements and solution projects is required to address the Division’s growing deferred maintenance deficit.
- Requests for temporary additional space through the addition of modular classrooms occurs through a separate provincial process, typically submitted annually by November 1.

RECOMMENDATION

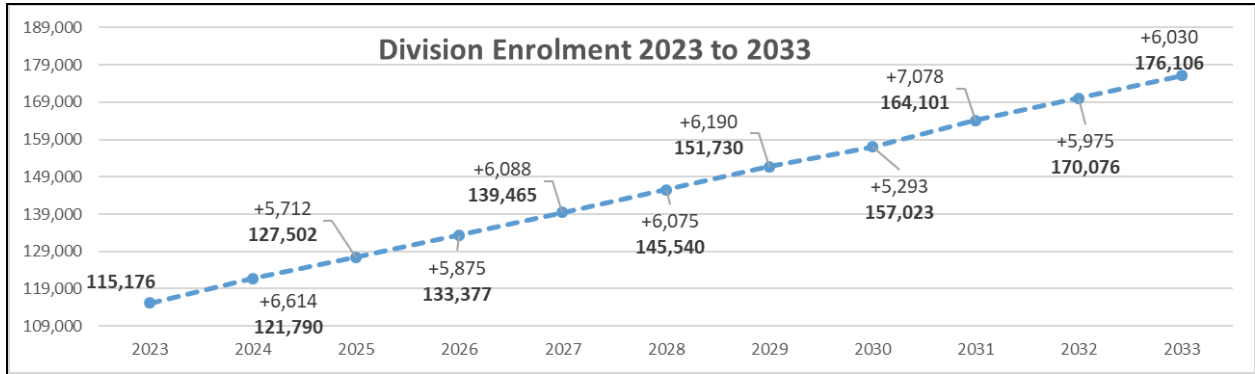
That the draft *Three-Year Capital Plan 2025–2028* for submission to the provincial government, be approved.

CONSIDERATIONS and ANALYSIS

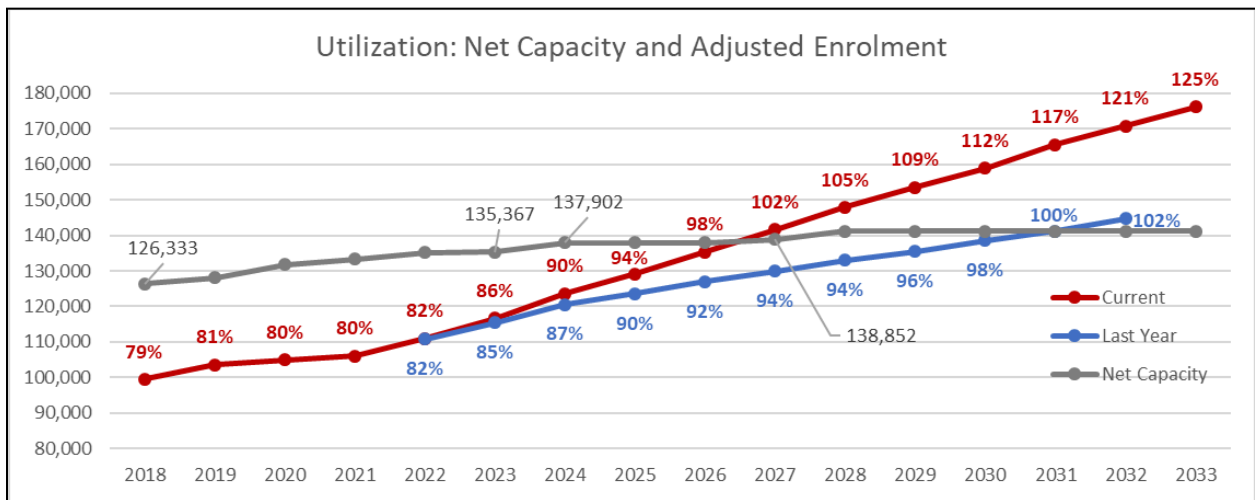
The strategic direction for the Division’s facility planning is outlined within the *Ten-Year Facility Plan 2024–2033*. The capital priorities in this proposed *Three-Year Capital Plan 2025–2028* (Attachment I) align with the Division’s Vision, Mission and Values, as well as Infrastructure Planning Principles, *Strategic Plan 2022–2026* and *Ten-Year Facilities Plan 2024–2033*.

The Division’s enrolment on September 30, 2023, was 115,176 students. This represents an increase of 4.9 per cent or 5,336 new students from the previous year. This single-year increase replaces the 2022–23 school year record as the largest one-year enrolment increase in the Division since the City of Edmonton annexation of the Town of Jasper Place in 1964–1965. The Division is expecting another year of accelerated growth in student enrolment next year, with a projected increase in enrolment of 5.7 per cent, or 6,614 new students. Enrolment growth is expected to be seen across all regions in the city.

The Division has added 11 per cent of its enrolment (over 11,000 students) in just the past three years (2020–2023). Division enrolment is projected to grow by an average of 6,093 annually for the next ten years.



From 2021 to 2028, the Division is expected to have grown by 40,155 students but new construction funded/opened in the same time period will only increase capacity by 9,500 spaces. This represents a deficit of 30,655 student spaces over this period—the equivalent of over 32 K–9 schools. To keep pace with this level of growth, the Division would need to receive funding for and construct six Kindergarten to Grade 9 schools (950 capacity) or almost three high schools (2,400 capacity) each year from now until at least 2033.



The Division’s overall utilization has increased to 86 per cent for the current school year, which represents an increase of four per cent from the previous year. School utilization rates vary across the Division. The Division currently has 119 schools at or above 80 per cent utilization, which is an increase from 103 schools from the previous year. In response to the increases in enrolment, the Division has taken the following steps:

- Requested provincial funding to support 18 schools with 60 modular classrooms (56 new and four relocations).
- Added and relocated all modular classrooms that were available (within funding and space limitations).
- Adopted a Growth Control Model including a lottery mechanism to support all schools.
 - Level 3 on the Growth Control Model, where the Division has introduced the lottery process for a total of seven schools, with new schools being added every year dating back to 2020–2021.

- The overflow schools for four lottery schools are located outside of their sectors, meaning students are being transported outside their sector of residence to access designated overflow school sites.

Schools at Level 3 (Lottery) on the Growth Control Model

Year Level 3 Implemented	Level 3 School and Associated Planning Sector		Overflow School(s) and Associated Planning Sector	
2020–2021	Svend Hansen (K–9)	SE1	Weinlos (K–6) Kate Chegwin (7–9)	SE1 SE1
2020–2021	Dr. Lila Fahlman (K–9)	SW2	Johnny Bright (K–9)	SW2
2020–2021	Dr. Margaret-Ann Armour (K–9)	SW2	McKee School (K–6) Vernon Barford (7–9)	SC SW1
2022–2023	David Thomas King (K–9)	NW	Youngstown (K–6) Michael Phair (7–9)	NW NW
2022–2023	Lillian Osborne School (10–12)	SW1	Strathcona (10–12)	SC
2023–2024	Jan Reimer (K–9)	SE2	Satoo (K–6) kisêwâtisiwin (7–9)	SE1 SE1
2023–2024	Shauna May Seneca (K–9)	SE2	Grace Martin (K–6) Edith Rogers (7–9)	SE1 SE1

Capital Planning Methodology

New Construction Considerations

The proposed priorities for new construction and major additions are based on:

- a review of City of Edmonton development plans, policies and data
- building, servicing and development insights from the development industry
- analysis of current and projected Division student residency
- the utilization rate of schools to which students residing in the area attend
- the average distance travelled by students to their designated school
- the impact of recent or projected changes in nearby capacity (e.g., recently constructed schools)
- site readiness as defined by the Province

There is a continued need for new school capacity in developing areas of the city as an increasing share of new and projected students are residing in developing neighbourhoods where schools are at or nearing capacity. It should be noted, however, that even though a larger share of new students are residing in developing areas, the number of new students in core and developed neighbourhoods is increasing every year as well. Although the most significant pressures over the past few years have been in the southeast and southwest areas, capital funding by the Province has failed to keep pace with increasing student enrolment, leading to additional areas of the city now also facing similar capacity challenges. Of the Division’s ten planning sectors, five (NW, SW1, SW2, SE1, SE2) now have schools using the lottery process as opposed to three years ago when only two sectors (SE1 and SW2) had schools under lottery.

The requests for new construction are primarily located in developing neighbourhoods, with most being in the south, west and north areas of the city. As new southeast and northeast neighbourhoods get serviced and residents begin to move in, school projects in these areas will continue to move up in

priority. Students from new growth areas will continue to be accommodated in schools in mature and established areas where there is available space. If new construction does not keep pace with growing enrolment, students will face increasing travel times to their designated schools, adding to the logistical challenges that families and the Division experience related to student transportation. An annual submission through the provincial modular classroom program can provide limited additional infrastructure to accommodate students.

Given anticipated growth, 20 new construction projects are recommended to be included as priorities in the *Three-Year Capital Plan 2025–2028*. Attachments I and II include maps and aggregated priorities.

Priority	New Construction Priorities	Capacity	Sector	Cost (M)
YEAR 1				
1	Dr. Anne Anderson 10–12 Addition	600	SW2	\$19
2	Glenridding Heights K–6*	650	SW2	\$31
3	Rosenthal K–6*	650	NW	\$31
4	The Grange 10–12	1,525	W	\$80
5	Hawks Ridge K–6	650	NW	\$31
6	McConachie 7–9*	765	N	\$45
7	Castle Downs 10–12	2,410	N	\$128
8	Silver Berry K–6	650	SE1	\$31
9	River’s Edge K–9	950	W	\$49
YEAR 2				
10	Aster K–9	950	SE1	\$49
11	Crystallina Nera K–6	650	N	\$31
12	The Orchards K–9	950	SE2	\$49
13	Marquis K–6	890	NE	\$39
14	Horse Hill 7–12	2,410	NE	\$128
YEAR 3				
15	Alces K–6	650	SE2	\$31
16	Stillwater K–9	950	W	\$49
17	Heritage Valley Neighbourhood 14 K–6	650	SW2	\$31
18	Canossa K–6	650	N	\$31
19	Meltwater K–9	950	SE2	\$49
20	Riverview 10–12	2,410	W	\$128

*Design funding announced.

Additional information, specifically related to provincial project drivers, for the Division’s most urgent priorities in Year One can be found in Attachment III.

Modular Classroom Program

Modular classrooms are requested by the Division in a separate request that is due to the Province by November 1 each year. Over the past ten years, an average of 47 per cent of the modular classrooms

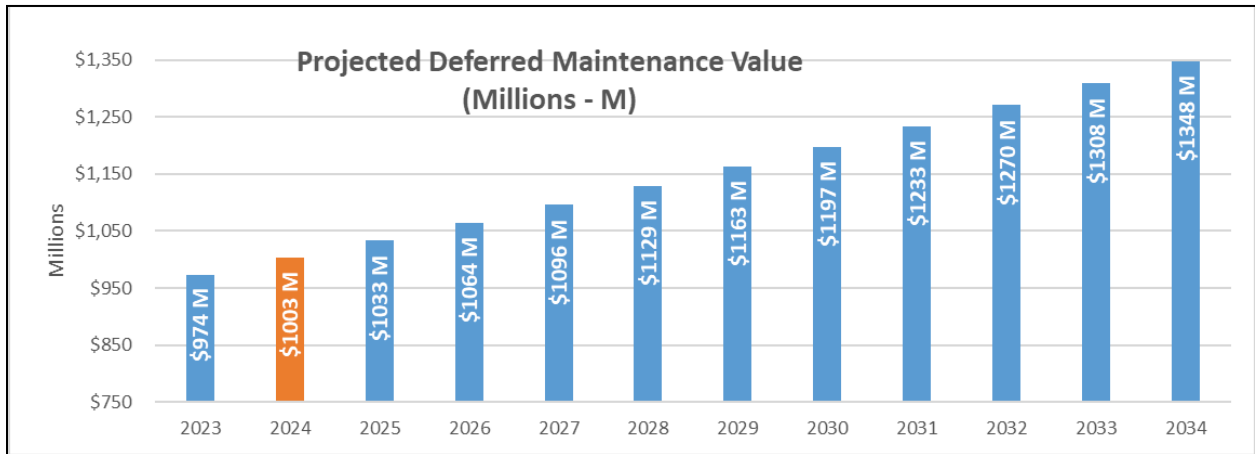
requested annually by the Division have been funded by the Province. Provincial funding for modular projects (including additions, moves and demolitions) is insufficient to alleviate the need to construct additional schools—an additional constraint is that school sites have a limit on how many modular classrooms can be added due to washrooms, parking, available land and fire codes among other site-specific constraints. The Division will continue to request modular classrooms to address emergent issues where space for additional modular classrooms does exist. Similar to the Three-Year Capital Plan, modular classrooms are required in most sectors in the city.

Modular Request 2024–2025: Where are Modular Classrooms being Requested?

Sectors	N	NE	NW	SE1	SE2	SW1	SW2	W
Units Requested	2	2	14	25	5	2	4	6

Modernization, Replacement and Solution Project Considerations

Funding for modernization projects and annual capital grants (Capital Maintenance and Renewal {CMR} and Infrastructure Maintenance and Renewal {IMR}) has been consistently below the levels required to prevent deferred maintenance from increasing within the Division’s ageing building inventory. The Division requires additional funding so it can address its growing deferred maintenance, which is increasing every year and will reach \$1 billion during the 2024–2025 school year. Ten modernization/replacement/solution projects are proposed in the *Three-Year Capital Plan 2025–2028*.



The average age of an operational school in the Division is 52 years old. The Division has 83 buildings (40 per cent) that were built between 1950 and 1969, 57 buildings (28 per cent) built between 1970 and 1989 and 24 buildings (12 per cent) built before 1950.

Due to many schools being built in the same era, a large cohort of schools will likely require emergent funding at the same time. The Division requires adequate and sustained funding to modernize, fix and maintain ageing building components and to ensure that the Division can apply its resources to addressing growing deferred maintenance steadily and predictably. Otherwise, the Division risks being overwhelmed by sudden component failures. Ageing building components combined with insufficient capital funding to address them contribute to the mounting deferred maintenance the Division is facing. Ongoing and predictable funding of modernization, replacement and solution projects would align with the findings of the [McKinnon Report](#), which encouraged the Government of Alberta to establish a stable and sustainable level of annual capital spending.

Steadily increasing enrolment and student residency in core and mature areas of the city, combined with ageing infrastructure, supports the need for modernization and replacement/solution priorities that are included in this Plan (Attachment I). Delton K–6 Replacement and Spruce Avenue 7–9 Replacement/Modernization, while recently announced for Planning funds, continue to be Year One priority requests for construction funding. These schools were part of several previous consolidation efforts. They would be considered a “solution” if the replacement school had been requested prior to the consolidation; however, since capital funding is being requested after closures, they are considered replacement schools according to the Alberta School Capital Manual.

The Spruce Avenue School replacement/modernization project has been in 17 previous capital plans (going back to 2008), while the Delton School replacement project has been in 15 previous capital plans (going back to 2010). Both projects serve a large area of the city (particularly mature and core communities) which includes vulnerable populations. Accessibility, safety and building condition challenges remain strong factors for the high ranking of these two school projects. Until these projects are funded for full construction and modernized or replaced, the Division will continue to expend funds maintaining these ageing and energy inefficient schools. Replacing and/or modernizing the ageing infrastructure at these two sites will ensure that resident students in these areas have equitable access to high-quality learning environments, enhancing educational programming opportunities for resident students attending schools in the city’s core. Through modernization/replacements of Delton and Spruce Avenue schools, the Division would eliminate high operational costs, as well as 1.1 per cent (or nearly \$11 million) of the Division’s total deferred maintenance. In addition, both schools are expected to serve portions of the newly developing neighbourhood of Blatchford and the Edmonton Exhibition Lands once housing development is realized. Residential development at the Exhibition Lands is expected soon, as Edmonton City Council approved the sale of residential lands for development on January 17, 2024 . This means that there will be growing enrolment pressure at Delton and Spruce Avenue schools so that they can serve existing and future students in the region.

Solution projects, like the Year One Ellerslie K–9 Solution project, are described by the Province in the School Capital Manual as, “an integrated solution where to meet the project delivery objective, more than one school facility will require construction activity”. This presents an opportunity for sites such as Ellerslie, which has two school buildings, to potentially be consolidated into a single new replacement facility. The increased priority this year resulted from continued growth-pressured utilization (110 per cent) and associated wear on 70-year-old facilities in need of increasing repairs. The Division has added 12 modular classrooms onto the campus site with an additional four classrooms being delivered in the coming months.

The *Three-Year Capital Plan 2025–2028* continues to include a solution project in the mature area of Britannia. A preferred concept for the Britannia cluster was identified and approved by the Superintendent in the fall of 2018. The project was determined through comprehensive consultation with the community including an extensive review of current and projected student enrolment, school utilization, deferred maintenance, cost of utilities, accessibility and program suitability. The approved concept would consolidate Brightview, Britannia, Mayfield and Youngstown schools into a new Pre-Kindergarten to Grade 3 school on the Mayfield School site and a new Kindergarten to Grade 9 school on the Britannia School site. This proposed consolidation solution remains unfunded. If the project continues to be unfunded, the Division, which has already completed community engagement for this project, takes on additional risk and costs that engagement will have to be redone as engaged

students and their families are ageing out from the elementary and junior high programs in the area and new families are taking their place.

Modernizations at Queen Elizabeth and McNally high schools remain priorities due to the condition of the major building components. The determination of a modernization versus replacement project is based on a detailed review of the cost to modernize the building versus the cost to replace the building. The Province encourages replacement when the value of deferred maintenance for a building exceeds 75 per cent of the replacement cost. A modernization project within an occupied and highly utilized high school building can be challenging in terms of staging the construction and providing the necessary programming spaces throughout construction. The Division continues to work with the provincial government to ensure the most efficient use of public funds in terms of how these projects would best be addressed.

The Division assesses the condition of buildings using a two-stage approach. The first stage compares all school buildings based on their operating expenses per square metre and the amount of emergent costs per square metre. The assumption is school buildings with higher levels of operating cost per square metre and a higher level of emergent spending would benefit the most from capital investment. In turn, the investment will have the greatest impact on the Divisions’ operating costs and deferred maintenance. The school buildings with the highest costs are then evaluated based on eight building condition categories: mechanical, architectural, civil/site, structural, electrical, programming, accessibility and construction complexity.

The condition of the major building components for each of the modernization/replacement/solution priorities was rated with the highest need for capital investment relative to other school buildings. This does not mean that these buildings are unsafe. The Division prioritizes the health and safety of students, staff, visitors, tenants and community members who access our buildings and ensures that all of its school and non-operational buildings are safe. These schools are identified for several improvements to the buildings that are best addressed comprehensively by a capital plan modernization project. Attachments I and II include maps and aggregated priorities.

Priority	Modernization, Replacement, Solution Priorities	Capacity	Sector	Cost (M)
YEAR 1				
1	Delton Replacement K–6*	650	C	\$31
2	Spruce Avenue Replacement/Modernization 7–9*	450	C	\$23
3	Ellerslie K–9 Solution	1,100	SE2	\$59
YEAR 2				
4	Lansdowne K–6 Modernization	TBD	SC	\$15
5	Grovenor K–6 Modernization	TBD	NW	\$13
6	Space for Students: Mayfield PK–3 and Britannia K–9 Replacements	1,115	NW	\$65
YEAR 3				
7	Brander Gardens K–6 Modernization	TBD	SW1	\$18
8	McNally 10–12 Modernization	TBD	SC	\$71
9	Queen Elizabeth 10–12 Modernization	TBD	N	\$101

*Design funding announced.

Aggregated Priorities

The *Three-Year Capital Plan 2025–2028* includes 20 new construction priorities in newly developing areas, including one addition (Attachment I). It also includes nine modernization, replacement and solution priorities. This Plan adds six new priorities: Castle Downs 10–12 and Silver Berry K–6 in Year One; and Stillwater K–9, Heritage Valley Neighbourhood 14 K–6, Canossa K–6 and Riverview 10–12 in Year Three. Due to the urgent need for high school capacity, the West 10–12 priority from previous iterations of the Plan has been identified as The Grange 10–12.

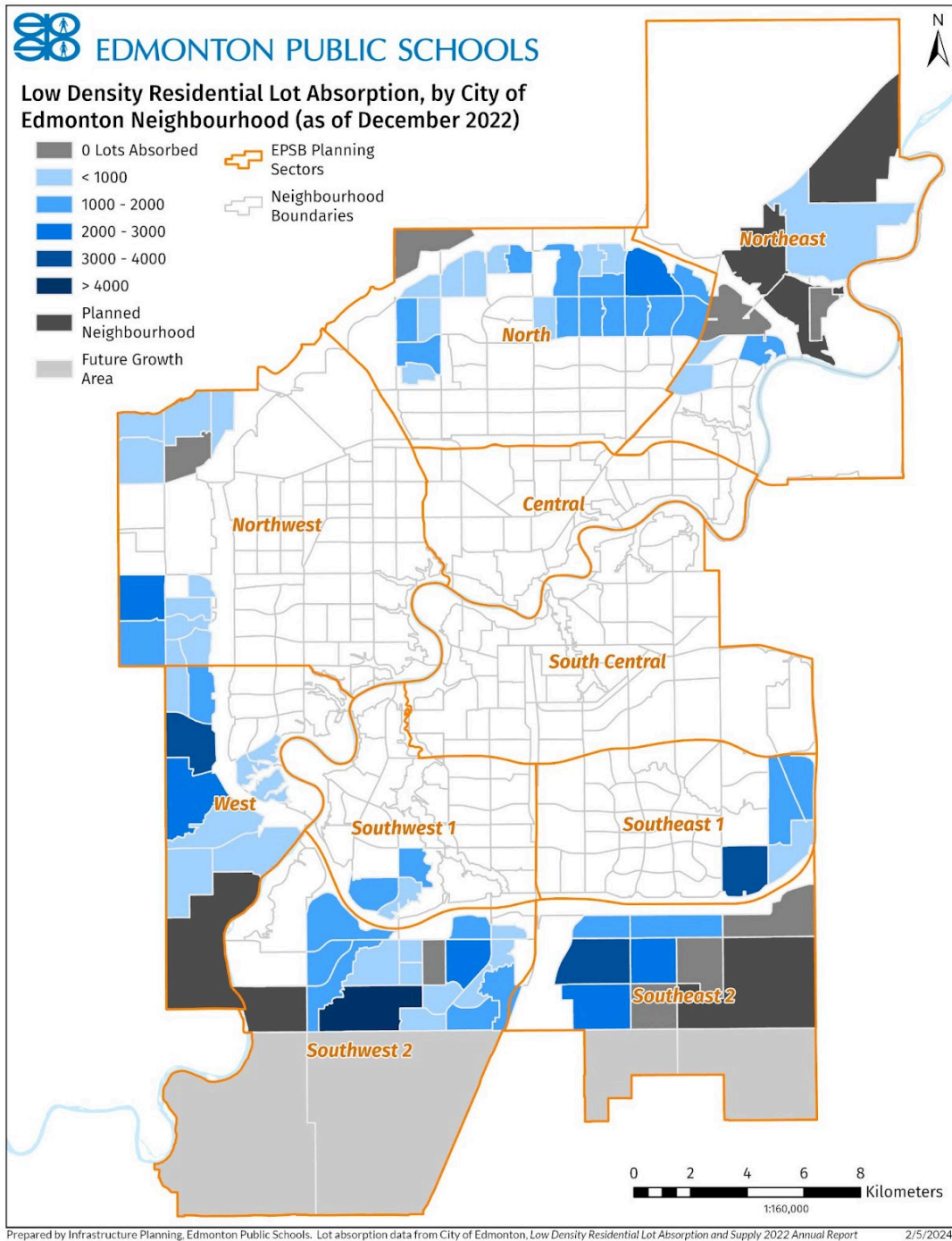
Year One new construction priorities are critically needed to meet growing enrolment. Year Two priorities are requested to meet imminent needs and Year Three priorities are intended to address anticipated needs strategically. All Division sectors have priorities represented in the *Three-Year Capital Plan 2025–2028*. The *Three-Year Capital Plan 2025–2028* includes the following priorities by sector:

Sector	Number of Priorities	Project(s)
Central	2	Delton Replacement K–6, Spruce Avenue Replacement 7–9
Northeast	2	New Marquis K–6, New Horse Hill 10–12
North	5	New McConachie 7–9, New Castle Downs 10–12, New Crystallina Nera West K–6, New Canossa K–6, Queen Elizabeth 10–12 Modernization
Northwest	4	New Rosenthal K–6, New Hawks Ridge K–6, Space for Students: Mayfield PK–3 and Britannia K–9 Replacements, Grovenor K–6 Modernization
South Central	2	Lansdowne K–6 Modernization, McNally Modernization
Southeast 1	2	New Silver Berry K–6, New Aster K–9
Southeast 2	4	Ellerslie K–9 Solution, New The Orchards South K–9, New Meltwater K–9, New Alces K–6
Southwest 1	1	Brander Gardens K–6 Modernization
Southwest 2	3	Dr. Anne Anderson 10–12 Addition, New Glenridding Heights K–6, New Heritage Valley Neighbourhood 14 K–6
West	4	New The Grange 10–12, New River’s Edge K–9, New Stillwater K–9, New Riverview 10–12

This list highlights the urgency for capital funding to accommodate students in developing communities. All of the Year One priorities are urgently required to meet the accommodation needs of families throughout Edmonton. With schools in the southeast, southwest and west sectors already experiencing high utilization and long distances to designated schools, new residential development in these and surrounding neighbourhoods will continue to increase accommodation pressures at existing school sites. The Division will continue to monitor new growth expected to occur in the Decoteau, Horse Hill and Riverview urban growth areas, as well as planned future growth in southeast and southwest Edmonton.

Growth Pressures

One of the indicators of growth is the number of lots absorbed or registered at the Alberta Land Titles office. As lots are absorbed into the neighbourhood, the number of residential dwellings will increase in the community, increasing the population including the student population. The following map illustrates the number of lots absorbed in each of the neighbourhoods. The area with the most notable lot absorption is located in the Southwest 2 sector. However, the Northwest, West, Southeast 1 and Southeast 2 sectors continue to experience significant lot absorption rates.



Growth Pressures in West and Southwest Sectors

Families in West and Southwest 2 continue to face challenges in being able to access high school space closer to home. The growing pressure to accommodate high school students is reflected in the Division’s Year One priorities. The planned addition to Dr. Anne Anderson 10–12 and a new high school in west Edmonton (The Grange 10–12), where there is a construction-ready site in the Hamptons, have advanced in the rankings this year to number one and four, respectively.

Attendance Area High Schools in Northwest, West and Southwest Edmonton

High School	School Utilization	Sector
Lillian Osborne	121%	SW1
Strathcona	115%	SC
Ross Sheppard	107%	NW
Harry Ainlay	99%	SW1
Dr. Anne Anderson	98%	SW2
Queen Elizabeth	90%	N
Jasper Place	87%	NW

High School growth pressures are acute in many parts of the city. In the southwest, the provincially funded Glenriding 7–12 school is expected to alleviate enrolment pressures at Lillian Osborne High School (which is under a lottery process) and Strathcona High School (which is an overflow school). The addition at Dr. Anne Anderson School will allow the fast growing area of Heritage Valley to remain locally accommodated as the school has filled to capacity in the third year of operation. The high school in The Grange is needed quickly as Jasper Place has gained 34 per cent in utilization over the last 10 years for a total enrolment of 2,979 students (as of February 2, 2024) and is projected to continue to grow. A newly added high school in Castle Downs is urgently needed as Ross Sheppard is overutilized and will have a closed boundary beginning September 2024. This is expected to contribute to an increase in the utilization of Queen Elizabeth School, which has already increased 31 per cent in the last 10 years to a total enrolment of 1,569 students (as of February 2, 2024).

Additional Year One priorities in Southwest 2 and Northwest sectors include construction funding for Glenriding Heights K–6 (priority two), Rosenthal K–6 (priority three), as well as Hawks Ridge K–6 (priority five).

Considerable growth pressures in the areas outside Anthony Henday Drive, west of Calgary Trail and 199 Street, are expected to continue—as such, 10 of the Division’s 29 capital priorities are located in this area. This section of the city accounted for 75 per cent of Edmonton’s total low-density lots that were registered last year (and 63 per cent of low-density lot registrations since 2018). Low-density lots tend to generate families with young children at a greater rate than medium and high-density lots. Lot registration is a precursor to home construction.

Growth Pressures in Southeast 1 and Southeast 2 Sectors

The opening of Elder Dr. Francis Whiskeyjack High School will provide much-needed relief to the rapidly growing communities in the Southeast 1 and Southeast 2 sectors including future developments in neighbourhoods such as Alces, Mattson and Meltwater. The Southeast 1 sector includes a new Silver Berry K–6 priority. This priority is expected to relieve accommodation pressures in Laurel, where Svend Hansen School remains at Level 3 on the Growth Control Model, as well as provide space in mature neighbourhood schools for programming and division centre accommodation. As communities like Alces, Mattson, Walker and Meltwater begin to develop, there will be increased pressure for new schools in southeast Edmonton.

As development occurs and sites in these areas become assembled and serviced, Administration expects priorities such as Aster K–9 (priority 13), The Orchards South K–9 (priority 15), Alces K–6 (priority 21) and Meltwater K–9 (priority 28) to rise in priority. Ellerslie K–9 Solution, newly moved to Year One, is

expected to provide a modernized K–9 facility on a construction-ready site at the current Ellerslie School Campus site. This site currently helps accommodate pressures from The Hills at Charlesworth, where the number of students is expected to increase in the coming years, as well as the northeast corner of Summerside, alleviating capacity concerns at Michael Strembitsky. Administration is paying particular attention to Charlesworth as the area has already exceeded the originally expected number of low-density lots by 160 units.

Continued Growth in Other Areas of the City

In the Northeast sector, previously approved provincial pre-planning funding for the McConachie Grade 7–9 project (priority six) has been used to complete a topographic survey and site concept analysis. The site is now ready for design considerations, while the City of Edmonton works towards completing site assembly. The Canossa K–6 school is a new project (priority 27) in the North sector, which is expected to relieve pressure on neighbouring schools, as the nearby neighbourhood of Rapperswil continues to develop. A new high school in the Castle Downs area, where there is a construction-ready site in the Dunluce neighbourhood, is proposed to relieve growth pressure in the North sector, where there are increasing accommodation pressures, coupled with deferred maintenance issues, at the existing Queen Elizabeth High School. The increasing deferred maintenance and building condition concerns are not limited to high schools in the north; therefore, additional projects in the Northwest sector are required for facility modernization at Grovenor K–6 (priority 17), Space for Students: Mayfield PK–3 and Britannia K–9 Replacements (priority 18), in addition to the Queen Elizabeth 10–12 Modernization (priority 26) in the North sector.

Aggregation and Provincial Consideration

The *Three-Year Capital Plan 2025–2028* outlines the Division’s capital priorities for the next three-year period. The *Three-Year Capital Plan 2025–2028* reflects capital investment in both mature areas and new growth areas. It includes a breakdown of project costs and demonstrates that the Division can deliver projects during the three years. The requirement to blend priorities into a single aggregated list for large metro school jurisdictions creates a challenging dynamic where the Division has to rank priorities that serve new communities against priorities that serve mature areas of our city. This works against the Division’s Infrastructure Planning Principles Policy to provide equitable access to modern, high-quality learning environments regardless of where students live. The requirement does not align with objectives in the City of Edmonton’s City Plan to intensify mature areas and see a greater percentage of new residents reside in these communities, including families with children.

Once approved, the *Three-Year Capital Plan 2025–2028* will be submitted to Alberta Education and Alberta Infrastructure. Alberta Education reviews and prioritizes the Division’s school capital projects among all school divisions in the province. The ministry asks divisions to consider the following project drivers for all projects: building condition, community renewal, efficiency solutions, enrolment pressures, functionality and programming, health and safety and legal. Additional information, such as regional plans and/or partnership opportunities can be entered into the evaluation system for consideration. The requirements are listed in the Government of Alberta School Capital Manual in Chapter 2.

NEXT STEPS

Once approved, the *Three-Year Capital Plan 2025–2028* is communicated by the Board Chair to the Ministers of Alberta Education and Alberta Infrastructure. The priorities and supporting documentation are also entered by Administration into the Province’s Building and Land Information System (BLIMS), which includes copies of provincially required Site Readiness Checklists for all school projects identified in Year One of the *Three-Year Capital Plan 2025–2028*.

ATTACHMENTS and APPENDICES

- ATTACHMENT I Proposed Three-Year Capital Plan 2025–2028: Priorities
- ATTACHMENT II Proposed Three-Year Capital Plan 2025–2028: Maps
- ATTACHMENT III Proposed Three-Year Capital Plan 2025–2028: Project Drivers for Year One Priorities

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Proposed Three-Year Capital Plan 2025–2028: Priorities

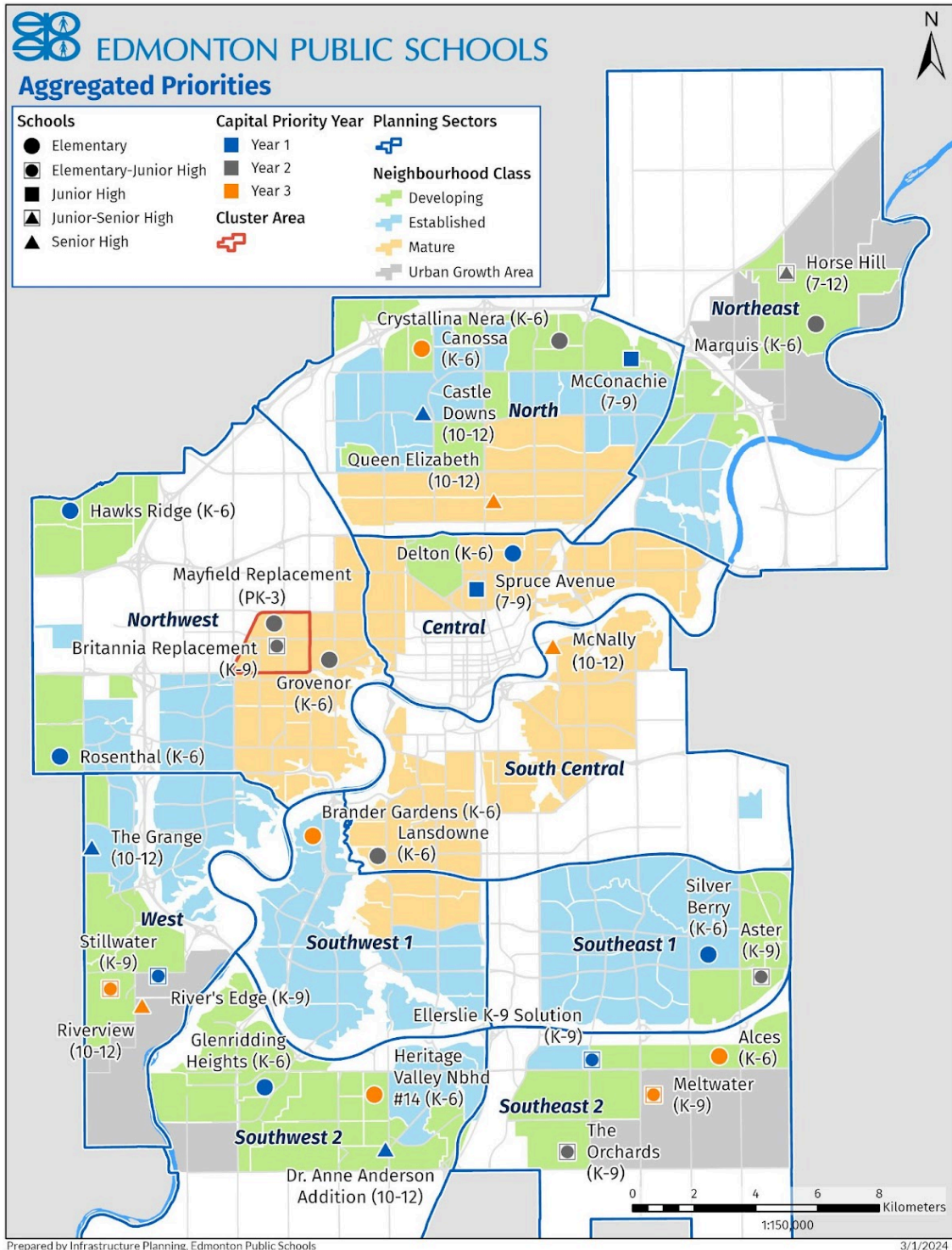
Aggregated Priorities

Previous Priority	Priority	Aggregated Priorities	Capacity	Sector	Cost (M)
YEAR 1					
5	1	Dr. Anne Anderson 10–12 Addition	600	SW2	\$19
2	2	Glenridding Heights K–6*	650	SW2	\$31
3	3	Rosenthal K–6*	650	NW	\$31
12	4	The Grange 10–12	1,525	W	\$80
9	5	Hawks Ridge K–6	650	NW	\$31
4	6	McConachie 7–9*	765	N	\$45
New	7	Castle Downs 10–12	2,410	N	\$128
New	8	Silver Berry K–6	650	SE1	\$31
6	9	Delton Replacement K–6**	650	C	\$31
7	10	Spruce Avenue Replacement/Modernization 7–9**	450	C	\$23
16	11	River's Edge K–9	950	W	\$49
18	12	Ellerslie K–9 Solution	1,100	SE2	\$59
YEAR 2					
10	13	Aster K–9	950	SE1	\$49
11	14	Crystallina Nera K–6	650	N	\$31
17	15	The Orchards K–9	950	SE2	\$49
13	16	Lansdowne K–6 Modernization	TBD	SC	\$15
14	17	Grovenor K–6 Modernization	TBD	NW	\$13
8	18	Space for Students: Mayfield PK–3 and Britannia K–9 Replacements	1,115	NW	\$65
20	19	Marquis K–6	890	NE	\$39
23	20	Horse Hill 7–12	2,410	NE	\$128
YEAR 3					
19	21	Alces K–6	650	SE2	\$31
New	22	Stillwater K–9	950	W	\$49
New	23	Heritage Valley Neighbourhood 14 K–6	650	SW2	\$31
21	24	Brander Gardens K–6 Modernization	TBD	SW1	\$18
22	25	McNally 10–12 Modernization	TBD	SC	\$71
15	26	Queen Elizabeth 10–12 Modernization	TBD	N	\$101
New	27	Canossa K–6	650	N	\$31
New	28	Meltwater K–9	950	SE2	\$49
New	29	Riverview 10–12	2,410	W	\$128

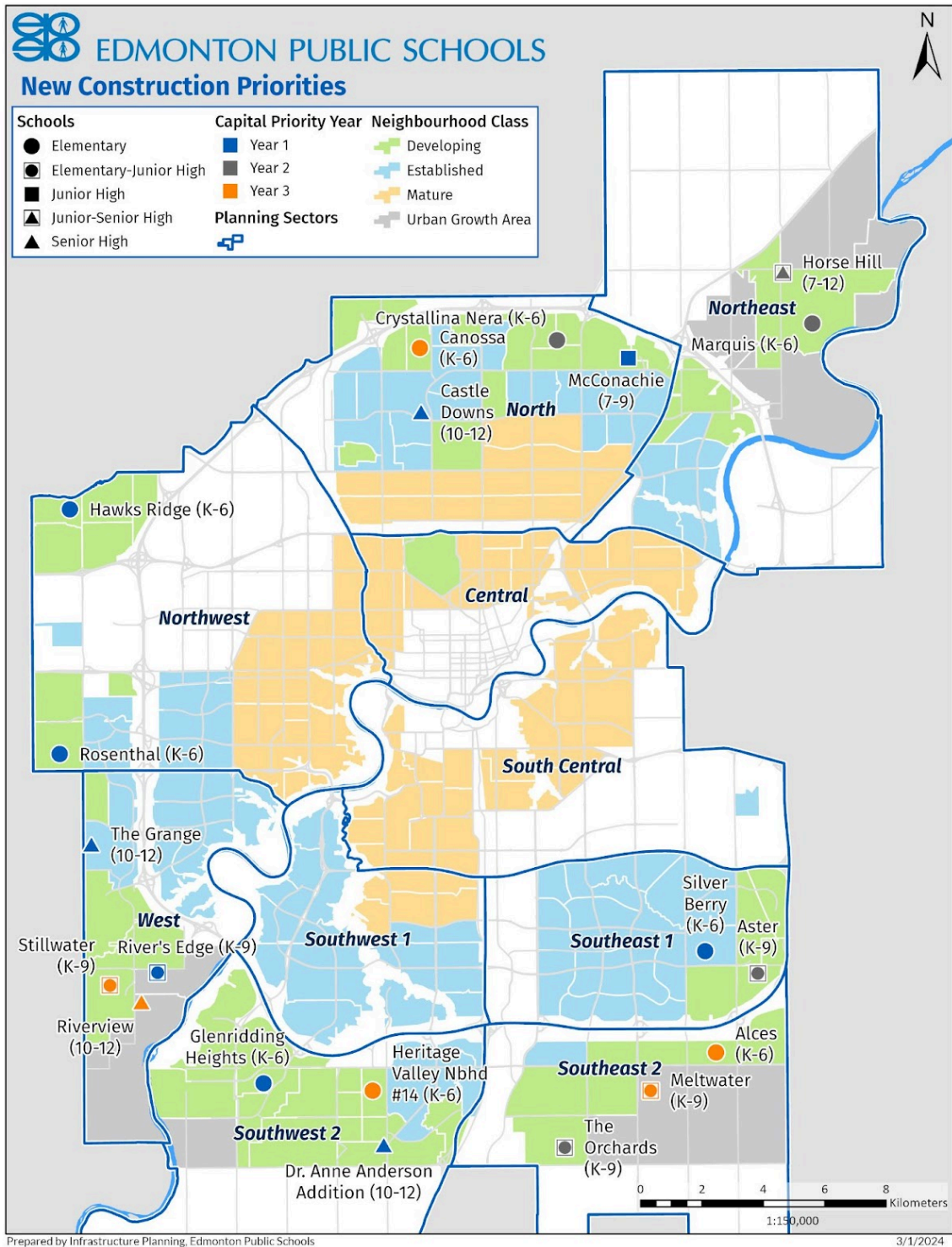
*Design funding announced. **Planning Funding Announced.

Proposed Three-Year Capital Plan 2025–2028: Maps

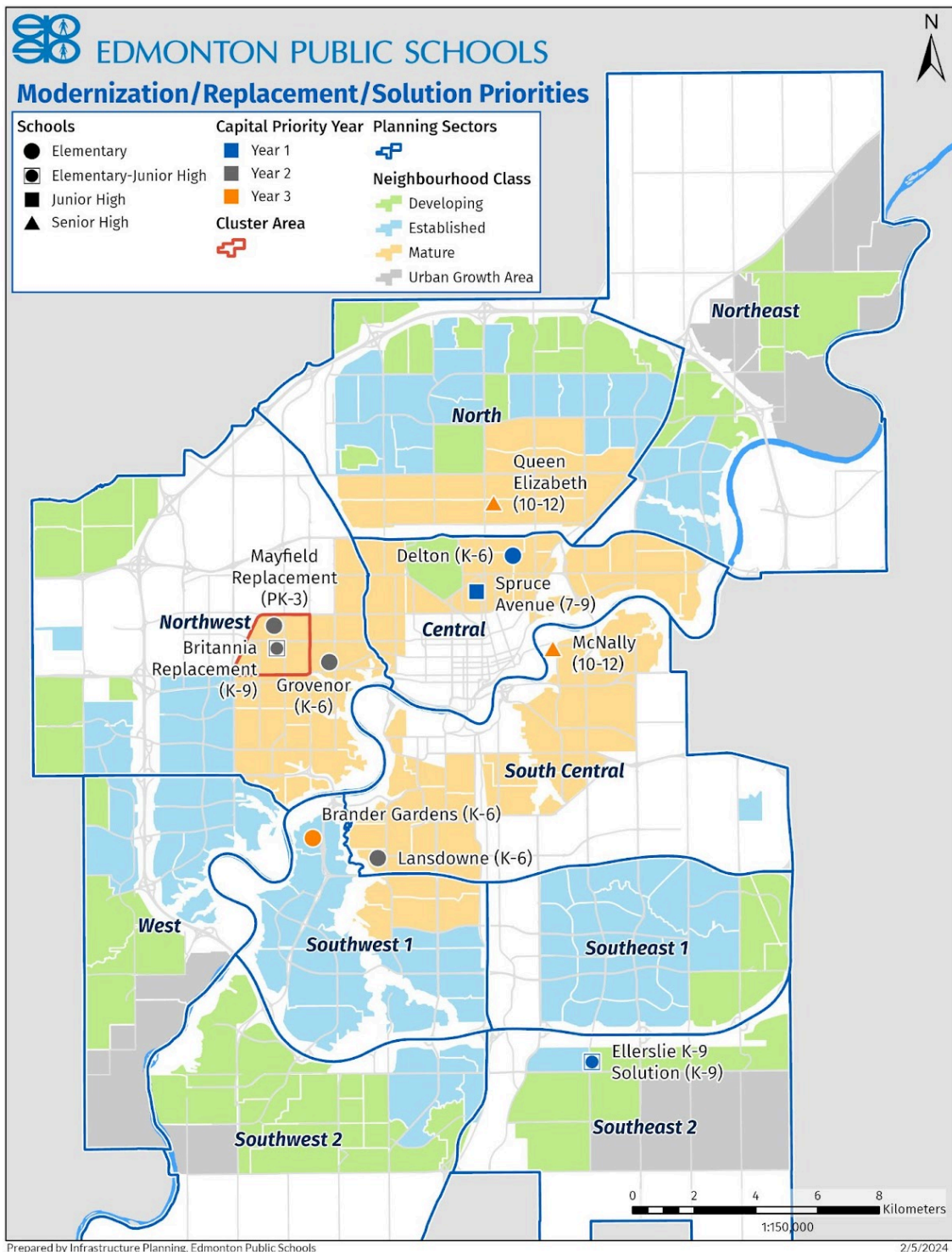
Map of Aggregated Priorities



Map of New Construction Priorities



Map of Modernization, Replacement and Solution Priorities



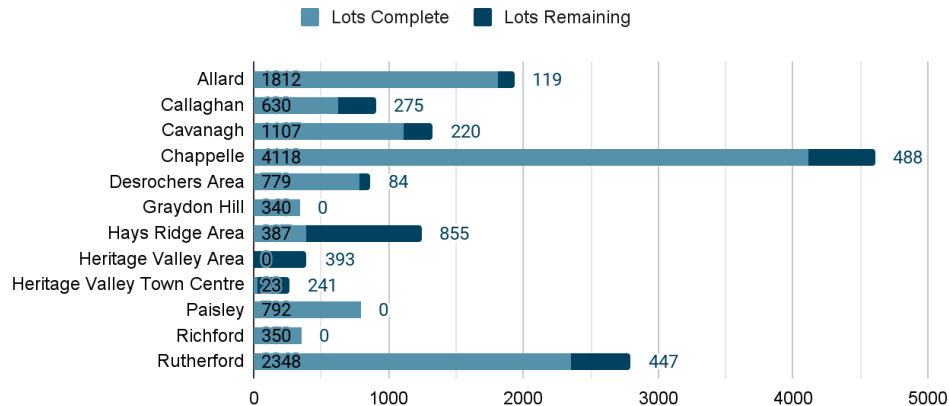
Proposed Three-Year Capital Plan 2025–2028: Project Drivers for Year One Priorities

1. Dr. Anne Anderson 10–12 Addition

Enrolment Pressures

- Dr. Anne Anderson High School opened in 2021 with an enrolment of 764 students over Grades 10 and 11. Enrolment grew to 1,443 students (Grades 10, 11 and 12) in 2022 and 1,922 students in 2023.
- The projected enrolment for 2024–2025 is 2,043 students. With a capacity of 1,940, the school cannot accommodate students from outside its attendance area, including the Windermere area.
- The school was not part of the Division’s Growth Control Model in 2023–2024; however, due to increased enrolment pressures, it will be a Level 2 school in 2024–2025. Schools are re-evaluated annually.
- The number of remaining lots in Heritage Valley is equal to that of the Secord neighbourhood.
- When the Neighbourhood Structure Plan (NSP) for future Heritage Valley Neighbourhood 14 is approved by City Council, there will be further development that is not yet included in this data, for which the number of lots is to be determined.
- Despite the opening of Dr. Anne Anderson School in 2021 and Elder Dr. Francis Whiskeyjack School in 2024, high school space will be fully utilized Division-wide during the 2026–2027 school year.

Heritage Valley: Low Density Lot Registration



Functionality and Programming

- Many resident students travel outside the sector to access alternative and special needs programs due to the lack of space available for these programs in the sector.

Site Readiness

- The site is already serviced and developed with the existing Dr. Anne Anderson School placed there.
- No additional land is required for the proposed addition.



Dr. Anne Anderson High School Site
(11810–35 Ave SW)

2. Glenridding Heights New Construction K–6

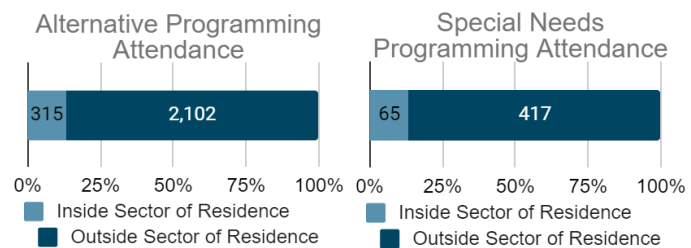
Enrolment Pressures

- Although all lots in Glenridding Heights are now registered, neighbouring Glenridding Ravine is still only two-thirds complete. Student generation in the Glenridding area will continue to increase as families move to the area, leading to resident students continuing to outpace available space.
- The receiving school for Glenridding Heights, Dr. Margaret-Ann Armour K–9, is 120 per cent utilized and, at Level 3 on the Growth Control Model, has been under lottery for local registrations since 2020. The overflow school for Glenridding Heights, McKee School, is in a different sector.
- The receiving school for Glenridding Ravine, George H. Luck K–6, is 110 per cent utilized and, at Level 2 of the Growth Control Model, has closed its boundaries to out-of-attendance area students.

Functionality and Programming

- A significant number of students in the area must travel outside the sector to access alternative and special needs programming due to the lack of space for programming in existing schools.
- A K–6 school in Glenridding Heights will significantly reduce the unpredictable commute times for students currently having to attend George H. Luck and McKee schools. Current commute times:
 Glenridding Heights neighbourhood to Dr. Margaret-Ann Armour: five-minute drive
 Glenridding Heights neighbourhood to McKee School: 18–40 minute drive
 Glenridding Ravine neighbourhood to George H. Luck: 10–24 minute drive

- Many resident students travel outside the sector to access alternative and special needs programs due to the lack of space available for these programs in the sector.
- Of the 2,417 students residing in the Southwest 2 sector who attend alternative programming, an overwhelming 87 per cent (2,102 students) travel outside the sector to access it. Of the 482 student residents who access special needs programming, 87 per cent (or 65 students) travel outside the sector to access it.



Site Readiness

- A site for the school is owned by the City of Edmonton and available for construction.



Glenridding K–6 Future School Site (2305 Glenridding Blvd SW)

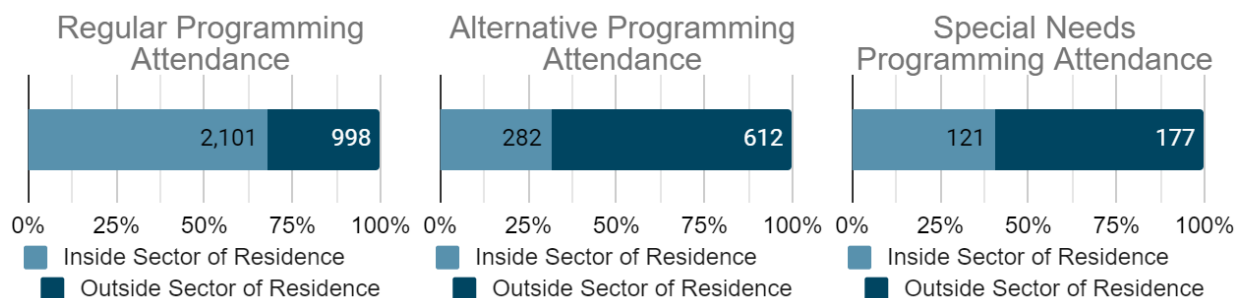
3. Rosenthal New Construction K-6

Enrolment Pressures

- The rate of development in the Rosenthal neighbourhood is accelerating and there are a significant number of lots (47 per cent) remaining to be developed.
- Once fully developed, the Rosenthal neighbourhood will have slightly more low-density lots than the Rutherford neighbourhood.
- The neighbourhood will see a significant increase in resident student generation in the coming years.
- Utilization of space in the sector and nearby schools is high. LaPerle School receives elementary resident students from the neighbourhood and is running short on space to accommodate a growing demand. A modular was recently added to the school but the school is still at 87 per cent utilization.
- David Thomas King K-9 in the adjacent neighbourhood is doing a lottery for local registrations for the third year as there are more resident students than there is space available to accommodate them.
- There is adequate junior high capacity at Michael Phair 7-9 to accommodate students in Rosenthal neighbourhood.

Functionality and Programming

- A significant number of students in the area must travel outside the sector to access regular, alternative and special needs programming due to the lack of space in existing schools.
- Almost a third of Northwest sector resident students access regular programming outside the sector.



- A K-6 school in Rosenthal will reduce the commute times for students currently having to attend LaPerle K-6 as their designated school. Current commute time:
Rosenthal neighbourhood to Laperle School: 9-18 minute drive

Site Readiness

- A site for the school is owned by the City of Edmonton and available for construction.

*Rosenthal K-6 Future School Site
(1120/1070 Rosenthal Blvd NW)*



4. The Grange New Construction 10–12

Enrolment Pressures

- A new high school in The Grange would increase overall high school space in the Division and alleviate enrolment pressures faced by nearby high schools—Lillian Osborne 10–12 (121 per cent utilization), Jasper Place 10–12 (87 per cent utilization) and Ross Sheppard 10–12 (107 per cent utilization). The Division is monitoring the ability of attendance area high schools to continue to accommodate resident students in the future as larger, younger cohorts in the Division progress into high school programming.
- A high school in The Grange will alleviate enrolment pressures faced at Jasper Place 10–12, as 418 of the school’s 2,927 students come from the area. Jasper Place 10–12 is experiencing space pressures and will struggle to accommodate students from both west Edmonton and the developing Riverview area.
- Despite the opening of Dr. Anne Anderson 10–12 in 2021 and Elder Dr. Francis Whiskeyjack 10–12 in 2024, high school space will be fully utilized during the 2026–27 school year. The optimal solution to address future enrolment pressures at the high school level is to construct two new attendance area high schools, one in Southwest 2 sector and another in the West sector. Design funding was announced in March 2023 for Glenridding 7–12 in Southwest 2 sector’s Glenridding Heights neighbourhood.

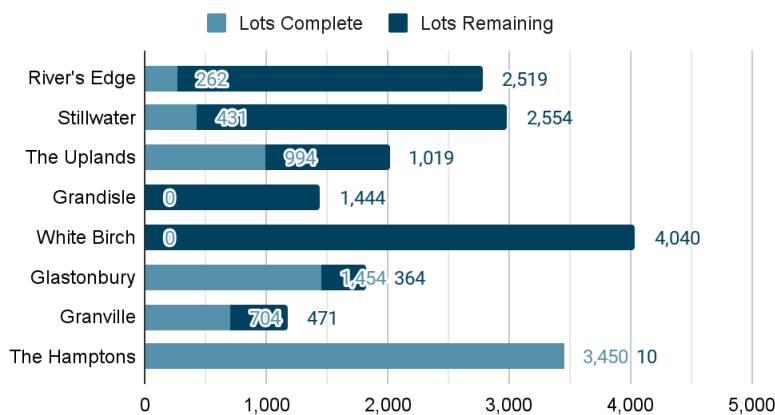
Functionality and Programming

- A 10–12 school in The Grange will significantly reduce the ETS ride times for students attending Jasper Place High School. Current ETS travel times from The Grange and Riverview areas:
 The Grange area to Jasper Place School: 38 minutes (includes one transfer)
 Riverview area to Jasper Place School: 58 minutes (includes one transfer)

Site Readiness

- The Riverview high school site is still under assembly and requires servicing; however, the Division’s The Grange 10–12 school site is already assembled, serviced, owned by the City of Edmonton and ready for design and construction. Having a construction-ready site in west Edmonton is important as capacity is immediately required in the West sector. Riverview, in particular, is quickly developing and upon completion, will have three times the low-density lots as Chappelle neighbourhood.

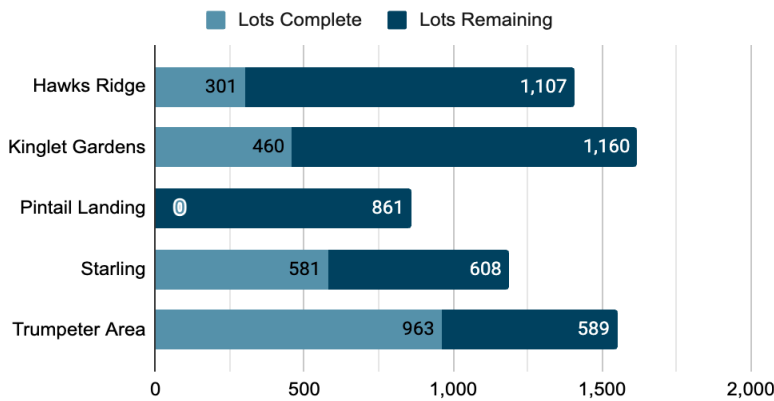
Riverview and The Grange: Low Density Lot Registration



The Grange 10–12 Future School Site (355 Hemingway Rd NW)

5. Hawks Ridge New Construction K-6

Big Lake area: Low Density Lot Registration



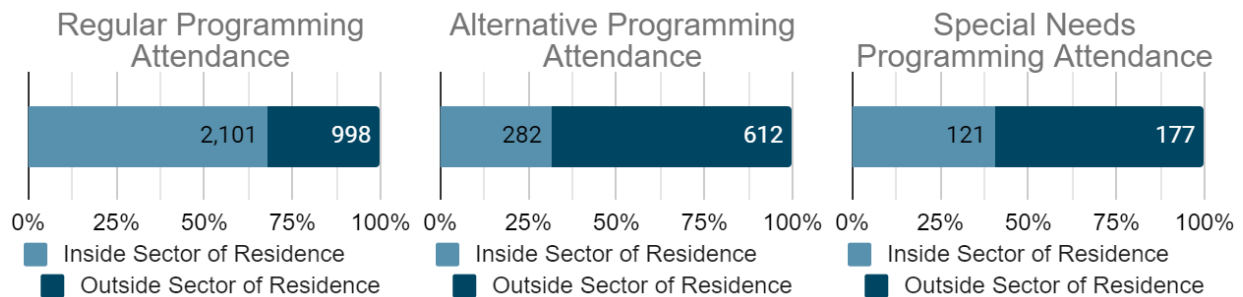
Enrolment Pressures

- Development in the Big Lake area (consisting of five neighbourhoods) is accelerating in Kinglet Gardens and Trumpeter, but stable in other neighbourhoods. Because there are many lots (65 per cent) remaining to be developed, student generation will occur well into the future.
- The designated schools for the Big Lake area are over capacity.
- Winterburn K-6, the designated school for Pintail Landing and Kinglet Gardens, is 105 per cent utilized. David Thomas King K-9, the

designated school for Hawks Ridge, Starling and Trumpeter, is 110 per cent utilized.

Functionality and Programming

- A significant number of students in the area must travel outside the sector to access regular, alternative and special needs programming due to the lack of space in existing schools.
- Almost a third of Northwest sector resident students access regular programming outside the sector.



Site Readiness

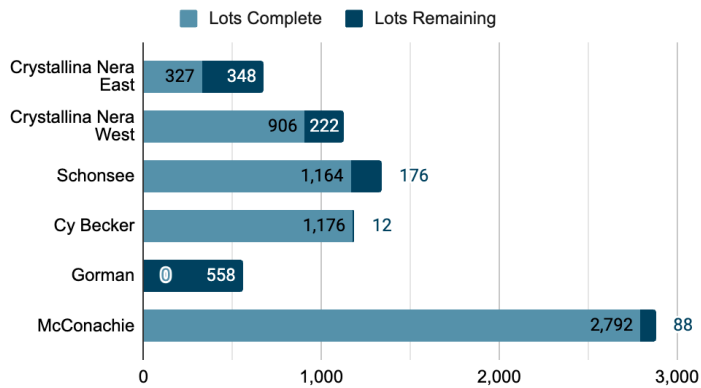
- A site for the school is owned by the City of Edmonton and available for construction.



Big Lake K-6 Future School Site (270 Hawks Ridge Blvd NW)

6. McConachie New Construction 7–9

Development Around McConachie: Low Density Lot Registration



Enrolment Pressures

- McConachie and adjacent neighbourhoods have had a high rate of development since 2014; however, it is expected to slow as the area reaches completion.
- Even with development slowing, the region will continue seeing increased student residency for some time as young families move into the relatively affordable low-density housing the area offers.

Functionality and Programming

- Neighbourhood residency is already high in lower grade levels, which is putting considerable pressure on the two already over-capacity, junior high programs that exist in the area.
- Currently, there are two schools with regular junior high programming north of 153 Avenue and between 97 Street and Manning Drive: Florence Hallock (108 per cent) and Dr. Donald Massey Schools (100 per cent).
- A junior high program in the North sector would help ease enrolment pressures experienced by existing junior high programs in the area. A combination of new and existing junior high programming would support the continued enrolment growth resulting from the ongoing development of Griesbach, Crystallina Nera, Schonsee and McConachie neighbourhoods.
- A junior high school in the neighbourhood would significantly reduce commute times for students who are attending Balwin or the currently designated Steele Heights School. Current ETS travel times from the McConachie area:

Steele Heights School: 33 minutes (including five minutes walking and one transfer)

Balwin School: 24 minutes (including seven minutes walking)

Site Readiness

- The Division park site is fully serviced and the City of Edmonton is currently in the process of completing site assembly and sports field development. The site is ready for design considerations.
- Provincial pre-planning funds were used to conduct a topographic survey and site concept analysis.



*McConachie 7–9 Future School Site
(intersection of McConachie Dr and 55 St NW)*

7. Castle Downs New Construction 10–12

Enrolment Pressures

● A new high school in Castle Downs is intended to increase overall high school space in the Division, particularly in the north area of the city. The school would alleviate enrolment pressures faced by nearby attendance area high schools. The Division is monitoring the ability of attendance area high schools to continue to accommodate resident students in the future as larger, younger cohorts in the Division progress into high school programming.

Attendance Area High School	Utilization
Ross Sheppard 10–12	107%
Eastglen 10–12	90%
Queen Elizabeth 10–12	90%
M. E. LaZerte 10–12	101%

Functionality and Programming

● A 10–12 school in Castle Downs will significantly reduce the ETS ride times for students residing in The Palisades and Castle Downs areas of the city and attending their designated high schools. Current ETS travel times from these areas include the following:

From Rappersville to Queen Elizabeth 10–12: 40 minutes (with four minute walk, two transfers)

From Albany to Ross Sheppard 10–12: 52 minutes (including 16 minute walk)

Site Readiness

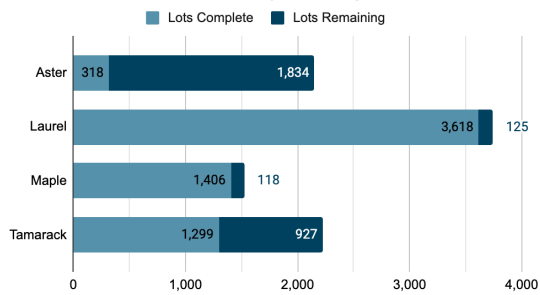
● The Castle Downs high school site is assembled, serviced and ready for design and construction considerations. There is currently a YMCA and a twin arena recreation centre at the district park site that would complement the new high school.



Castle Downs 10–12 Future School Site (11520–153 Ave NW)

8. Silver Berry New Construction K-6

The Meadows: Low Density Lot Registration



Enrolment Pressures

- Although Silver Berry neighbourhood's student residency is stable, there is a high student generation in the nearby communities of Laurel, Tamarack and Aster.
 - Laurel continues to outpace expected student residency, as more homes there have rental suites to house additional families. Aster's housing is similar to Laurel's and a K-6 school in Aster will be required shortly to accommodate the expected growth.
 - Another K-6 in The Meadows will relieve pressure on area schools such as Svend Hansen K-9 (under lottery).
- The ten designated and overflow schools for students residing in The Meadows are 99 per cent utilized and have a combined 54 modulars, with very little space to add more.

The Meadows Neighbourhoods	Resident K-6 Students	Designated School	Modular Classrooms installed	School Utilization
Aster Central	62	Jackson Heights K-6	0	97%
Tamarack Common	206			
Aster North Aster South	Undeveloped	Pollard Meadows K-6	2	84%
Laurel East	734	Svend Hansen K-9 (lottery)	16	106%
Laurel West	536			
		Weinlos K-6 (overflow)	3	100%
Laurel Northwest	206	Daly Grove K-6	0	75%
Larkspur	335	Velma E. Baker K-6	5	106%
Wildrose	452			
Maple	381	Julia Kiniski K-6	2	97%
Silver Berry East	222	Minchau K-6	0	87%
Silver Berry West	260	Bisset K-6	4	99%
Tamarack North	508	A. Blair McPherson K-9	22	112%
Total	3,902		54	99%



Silver Berry K-6 Future School Site
(485 Silver Berry Rd NW)

Functionality and Programming

- An alternative program option at the Silver Berry site could draw students from heavily utilized schools in the area and provide an ability to offer alternative programs in The Meadows NSP area (currently none due to insufficient space).

Site Readiness

- A site for the school is owned by the City of Edmonton and available for construction.

9. Delton Replacement K–6

Enrolment Pressures

- Resident student population is projected to increase over the next decade, partially through the development of the City’s Exhibition Lands site and the east portion of Blatchford neighbourhood.
- Residential development at the Exhibition Lands will occur soon, as Edmonton City Council has approved the sale of residential lands for development; K–6 students from this area will be designated to Delton School.

Community Renewal

- Delton School serves a large area with a diverse and vulnerable student population.
- The city, through its community renewal program, invested in Delton neighbourhood by improving pedestrian safety and road infrastructure, including constructing a school bus lay-by at the school site.

Functionality and Programming

- The school serves families with a range of programs, including full-day and pre-Kindergarten, Connections and Opportunity programs for students requiring specialized support.
- A new school at the Delton site would serve a large number of resident students who currently lack access to a modernized learning environment.

Efficiency Solutions

- Delton School receives resident students from three former school attendance areas (Eastwood, H. A. Gray and Parkdale schools), that have been closed and re-designated to attend it. Delton School was part of a previous consolidation effort—the school would have been considered a “solution” if a replacement school had been requested prior to the closures; however, it is now considered a “replacement” school project according to the Alberta School Capital Manual.

Health and Safety

- Delton School is currently inaccessible for students, staff and parents/guardians with mobility challenges. The building is located on several floors with changes in floor height within one floor. The addition of stair lifts, ramps or an elevator at this school is neither functionally possible nor cost-efficient.
- Modifications to improve health and safety present significant challenges. Installing stair lifts, ramps or an elevator to make the building accessible is neither functionally possible nor cost-efficient.

Building Condition

- The school was built in 1946 and continues to rank in Year One due to its poor building condition.
- The building does not meet standards outlined in the School Capital Manual and has deficiencies in mechanical and electrical systems, fire safety and barrier-free accessibility.
- A cost-benefit analysis was completed in 2021, recommending a replacement of Delton School.
- Replacing the facility will reduce operational costs and an additional \$5.7 million in deferred maintenance and ensure an environmentally friendly building design best aligned with the Division’s environmental strategies for energy efficiency and greenhouse gas reduction.



Existing Delton K–6 School Site

10. Spruce Avenue Replacement/Modernization 7–9

Enrolment Pressures

- Resident student population is projected to increase over the next decade, partially through the development of the City’s Exhibition Lands site and the east portion of Blatchford neighbourhood.
- Residential development at the Exhibition Lands will occur soon, as City Council has approved the sale of residential lands for development; 7–9 students from the area will be designated to Spruce Avenue.

Functionality and Programming

- Spruce Avenue School offers regular, Literacy and Connections programs for students requiring specialized support.

Community Renewal

- Since the consolidation of McCauley and Parkdale junior high programs in 2010, Spruce Avenue School is the only school offering a junior high program immediately north of the city’s core.
- This junior high is the last of six junior high schools that once served the current attendance area.
- The school has a large attendance area and serves a diverse and vulnerable student population.
- The City completed a neighbourhood renewal project which improved pedestrian safety and road infrastructure around the school.

Health and Safety

- Spruce Avenue School presents mobility challenges for students, staff and parents/guardians due to the number of stairs required to access and navigate the school.

Efficiency Solutions

- Replacing the facility will reduce deferred maintenance and operational costs.
- A replacement school would give students access to modernized learning spaces and allow for improved junior high program delivery.
- Spruce Avenue School was part of a previous consolidation effort. The school would have been considered a “solution” if the replacement school had been requested prior to the closures; however, it is now considered a “replacement” school project according to the Alberta School Capital Manual.

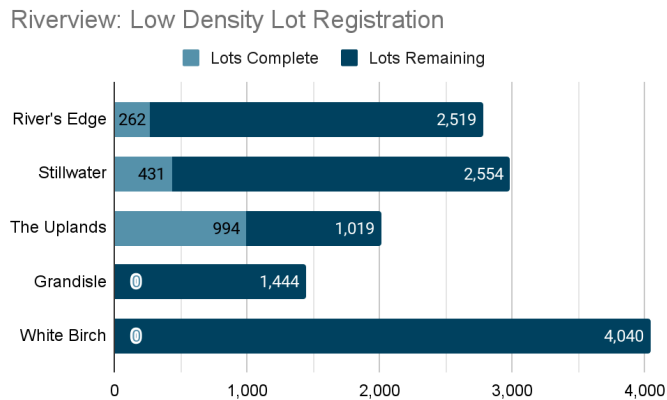
Building Condition

- The school was built in 1929 and continues to rank in Year One due to its poor building condition.
- Spruce Avenue School does not meet space standards outlined in the School Capital Manual and has deficiencies in mechanical and electrical systems, fire safety and barrier-free accessibility.
- A cost-benefit analysis completed in 2021 concluded that partial modernization and partial demolition/addition would be most cost-effective.
- Modernizing the facility will reduce operational costs and an additional \$5 million in deferred maintenance and ensure an environmentally friendly building design best aligned with the Division’s environmental strategies for energy efficiency and greenhouse gas reduction.



Existing Spruce Avenue 7–9 School Site

11. River's Edge New Construction K-9

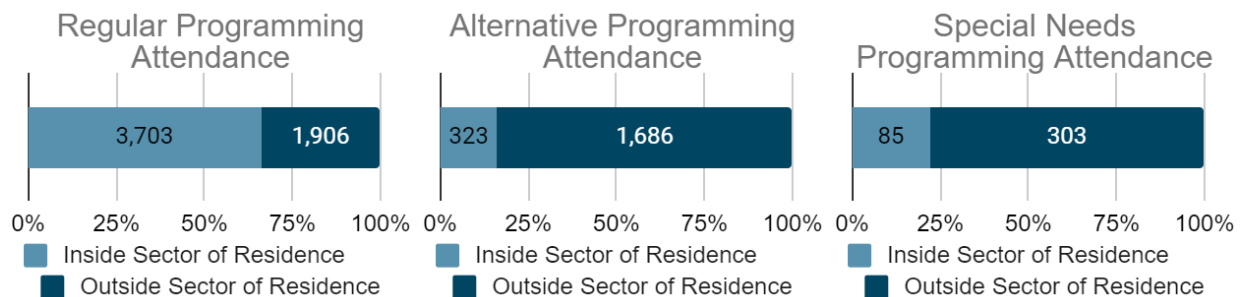


Enrolment Pressures

- Development in Riverview (which consists of five neighbourhoods) is beginning to accelerate, as servicing moves southwards from The Uplands and eventually down to White Birch.
- As student generation from The Uplands continues to grow, local K-9 accommodation will only be available at either the River's Edge or Stillwater school sites.
- With over 87 per cent of lots still remaining to be developed, student generation will occur well into the future.
- Students in The Uplands and River's Edge neighbourhoods must travel outside the sector to access their designated schools. An increasing number of these schools, particularly Centennial K-6 and S. Bruce Smith 7-9, which receive students from The Uplands, are nearing capacity.

Functionality and Programming

- An increasing number of students in the sector are having to travel outside the sector to access regular, alternative and special needs programming due to the lack of space in existing schools. This trend will continue as more Riverview neighbourhoods start developing.



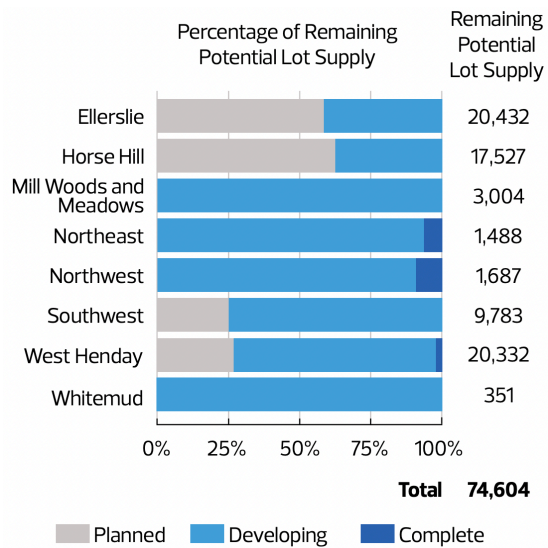
Site Readiness

- A site for the school is currently under assembly by the City of Edmonton and will soon be available for construction.



River's Edge K-9 Future School Site (intersection of River's Edge Way and 192 Street NW)

12. Ellerslie K–9 Solution



Enrolment Pressures

- The Charlesworth area has exceeded the planned number of low-density residential lots by 160, by far the most in the city, with Paisley having the second most at 74 and Glenriding Heights having the third most at 23.
- Of all of the city’s districts, Ellerslie has the greatest number of lots remaining to be developed. As development of these areas has already started, there exists a level of urgency to increase capacity in the area and ensure modernized facilities provide modern learning environments.
- Schools in the vicinity of the Ellerslie Campus site are at or nearing capacity. Without new school spaces, the Division will not be able to locally accommodate the growth that is occurring in the region.

Schools Near Ellerslie Campus Site	Utilization
Ellerslie K–2	98%
Ellerslie 3–9	116%
Shauna May Seneca K–9	110%
Jan Reimer K–9	100%
Michael Strembitsky K–9	94%

Functionality and Programming

- The Ellerslie Campus school buildings were added to the Division’s inventory of schools through the the City of Edmonton’s annexation of the lands in 1982. The Ellerslie Primary building was constructed in 1954 and the north building was constructed in 1959. A solution project would provide the region with modernized school facilities for current students and accommodate the exceptional growth occurring in nearby neighbourhoods such as Walker and The Hills at Charlesworth.

Site Readiness

- A site for the school is owned by the City of Edmonton and available for construction.



*Ellerslie K–9 Solution Future School Site
(6510 Ellerslie Rd SW)*

DATE: March 19, 2024

TO: Board of Trustees

FROM: Board Chair Julie Kusiek

SUBJECT: Letter Supporting National Framework for a School Food Program Act

RESOURCE STAFF: Karen Mills, Director Board and Superintendent Relations

REFERENCE N/A

ISSUE

The Board Chair is seeking approval to send the attached letter in support of a national framework for a school food program to federal ministers whose portfolios have an education and/or student health component and all Alberta Members of Parliament.

BACKGROUND

On March 9, 2023, Acadie-Bathurst MP Serge Cormier introduced private member's bill C-322, *An Act to develop a national framework to establish a school food program*, for first reading. On December 6, 2023, the second reading was completed and the bill was referred to the Standing Committee on Human Resources, Skills and Social Development and the Status of Persons with Disabilities. When introducing the bill, MP Cormier stated that the bill, "would empower the minister of employment and social development to consult with the Minister of Health, representatives of provincial and territorial governments responsible for health and education, other relevant stakeholders in those fields and representatives of indigenous governing bodies to develop a national framework to establish a school food program to ensure that all children in Canada have access to healthy food.

As outlined in the bill, the framework will:

- set out the criteria for determining whether a food is healthy, taking into account Canada's Food Guide;
- indicate which meals and snacks, at a minimum, must be offered in schools under the program;
- take into account the different circumstances in which children live, including cultural diversity, and the resulting dietary requirements;
- take into account the rights and priorities of First Nations, Inuit and Métis;
- provide for measures to avoid stigmatizing pupils who use the program;
- provide for measures to foster the use of local and sustainable food systems;
- take into account existing local initiatives and infrastructure, build on existing school food programs across Canada and use best practices from other jurisdictions; and
- promote evidence-based healthy food education in schools across Canada."

RELATED FACTS

- Our Division schools see the need for school nutrition every day. There are currently 31 Division schools supported through provincial Student Nutrition Program funding.

- Since the pandemic, schools across the Division have seen an increase in students and families facing food security challenges. This reflects the current context in the Edmonton area around food security, as outlined in Edmonton Social Planning Council's A Look at Food Security in Edmonton report from 2023. This report highlights an increase in the number of Albertans facing food insecurity from 2011 to 2022 (up from 12.3 per cent to 20.3 per cent), with the number of children impacted by food insecurity identified as 21.7 per cent, up from 17.9 per cent.

RECOMMENDATION

That the Board authorizes the Board Chair to send the letter, in Attachment I, to federal ministers whose portfolios have an education and/or student health component, with a copy to the Alberta Minister of Education and the Alberta School Board Association.

OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

1. Authorize the Board Chair to proceed as requested.
2. Authorize the Board Chair to proceed with an amended letter.

CONSIDERATIONS and ANALYSIS

- Several school boards in Alberta are being encouraged to write to their MPs to show support for this bill.
- On February 26, 2024, the Government of Alberta [announced an additional \\$5 million](#) in funding for school nutrition programming in the 2023/2024 school year.

NEXT STEP

Upon approval, the letter will be sent to the following individuals:

- The Right Honourable Justin Trudeau, P.C., M.P. Prime Minister of Canada
- The Honourable Chrystia Freeland, P.C., M.P. Deputy Prime Minister and Minister of Finance
- The Honourable Marci Ien, P.C., M.P. Minister for Women and Gender Equality and Youth
- The Honourable Mark Holland, P.C., M.P. Minister of Health
- The Honourable Ya'ara Saks, Minister of Mental Health and Additions and Associate Minister of Health
- The Honourable Jenna Suds, P.C., M.P. Minister of Families, Children and Social Development
- The Honourable Ziad Aboultaif, P.C., M.P., Edmonton Manning
- The Honourable Randy Boissonnault, P.C. M.P., Minister of Employment, Workforce Development and Official Languages, Edmonton Centre
- The Honourable Michael Cooper, P.C., M.P., St. Albert-Edmonton
- The Honourable Blake Desjarlais, P.C., M.P., Edmonton Griesbach
- The Honourable Matt Jeneroux, P.C., M.P., Shadow Minister for Supply Chain, Edmonton Riverbend
- The Honourable Mike Lake, P.C., M.P., Edmonton-Wetaskiwin
- The Honourable Kelly McCauley, P.C., M.P., Edmonton West
- The Honourable Heather McPherson, P.C., M.P., Edmonton Strathcona
- The Honourable Tim Uppal, P.C., M.P., Edmonton Mill Woods
- The Honourable Serge Cormier, P.C., M.P., Arcadie-Bathurst

The letter will be copied to Alberta's Minister of Education and the Alberta School Board Association.

ATTACHMENTS and APPENDICES

ATTACHMENT I Letter template

JK:km

Date

[Member of Parliament's Full Name (with honorifics as necessary)]

[Constituency Office Address]

[City, Province Postal Code]

Dear (MP's NAME),

Re: Private Member's Bill C-322 – National Framework for a School Food Program Act

We are writing to you today in strong support of MP Serge Cormier's Private Member's Bill C-322, National Framework for a School Food Program Act. Specifically, we are requesting that you work with your caucus colleagues to seek unanimous consent of this Bill in support of children and youth across Canada.

Our school board has been following the process of this Bill with great interest. It is heartening to see that the Bill has passed second reading and has been sent to committee. However, it will still need the support of those on the Standing Committee on Human Resources, Skills and Social Development and the Status of Persons with Disabilities. We fully support the concept of a universal national school food policy and program for all public schools with certain requirements as described below. As the preamble to the Bill states, "*almost one in five children reported to school or to bed hungry sometimes, often or always because there was not enough food at home.*" In a country as developed and wealthy as ours, this is simply unacceptable. In fact, Canada is currently the only country in the G7 that does not have a national school food program or national standards^[1].

This type of program could provide a variety of benefits for students, including:

- Improving access to nutritious food for students, allowing all students to focus on learning in school
- Addressing food insecurity and the resulting anxiety and mental health challenges that affect students
- Improving the social determinants of health for marginalized communities
- Promoting healthy eating habits, choices, and lifestyles
- Increasing food literacy
- Supporting local agriculture and traditions; and
- Supporting a healthier and more sustainable food system.

A national school food policy and program would also help ensure that all children have the nourishment they need to learn and grow and improve their health and well-being. Additionally, it can also contribute to the development of a more sustainable food system by supporting local and sustainable food production, and local economies through the creation of jobs.

We suggest that any federally supported policy/program to provide food (breakfasts, meals, snacks) must meet the following minimum requirements:

- Be present at every publicly funded school and accessible at no cost to students or care providers, school or boards/districts/authorities
- Be offered in a manner that is stigma-free
- Support culturally appropriate local food producers
- Have no marketing to children and youth

Given the widespread need across Alberta and Canada, and the extraordinary diversity of approaches school divisions take in forming partnerships to support those in need, there is a strong need for the federal government, in partnership with provincial ministries and school boards, to commit to a National School Food Policy. A national policy would set a standard both for securing food for schools and ensuring it is delivered consistently, sustainably, and within a context of transformative action to end poverty, improve students' health and achievement outcomes and build cultural and economic success.

The Policy should be followed up by the rollout of a National School Nutritious Meal Program, and with it the \$200 million per year that the Government of Canada committed to in 2021. An investment in Budget 2024 in a national school food program will support both families and school food providers, who have been struggling due to the affordability crisis.

On behalf of Edmonton Public Schools, we look forward to continued engagement on this critical issue for children and youth and encourage you to vote to pass Bill C-322 as soon as possible. For more information, please review the Employment and Social Development Canada [National School Food Policy Engagements – What We Heard Report](#).

Please do not hesitate to contact me directly by email at trustee.julie.kusiek@epsb.ca or by phone at 780-429-8087 should you wish to discuss the importance of this [legislation](#).

Best Regards,

Julie Kusiek
Chair

^[1] According to [Breakfast Club of Canada](#), and as reported by [CBC](#) and the [Globe and Mail](#)