

**DATE:** June 24, 2014

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Optimal Enrolment Limit (Response to Request for Information #019)

**ORIGINATOR:** David Fraser, Executive Director, Corporate Services

**RESOURCE STAFF:** Leanne Fedor, Constantine Kastrinos, Lorne Parker, Jim Ray

**REFERENCE:** April 10, 2014 Board Meeting (Trustee Martin)  
HC.AR - Student Accommodation

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### ISSUE

The following information has been requested:

1. How does the District balance the purpose of Optimal Enrolment Limits with the District's core value of equity?
2. Would lowering the OEL (less than the available space in a school) of schools with very healthy enrolments and programs positively impact 'neighbouring' schools with declining or low enrolments and without negatively impacting the overall viability of the "healthy enrolment" school? If yes, would this change support the District core value of equity without noticeably upsetting the balance between equity and the expectation of parents/students to choose the school of choice?

### BACKGROUND

The District has an Administrative Regulation HC.AR - Student Accommodation, which states that "each school shall be responsible for accommodating all students in its attendance area". This Administrative Regulation mandates that schools are required to accommodate students residing within their attendance area prior to enrolling students who do not reside in their attendance area. As a district of choice, students may choose to enrol in a school that is not their designated school as long as space is available and the student meets the pre-enrolment deadline of the school or program and the program entrance requirements.

### CURRENT SITUATION

Schools have finite capacity in which to provide ideal learning environments. One of the methods the District uses to manage enrolment of students who do not reside in that given school's attendance area, is the application of an Optimal Enrolment Limit (OEL). As schools are required to accommodate students within their attendance areas first, OELs only become applicable when there is space in a school to accept students from outside the designated attendance area. Many schools that are nearing or are beyond their OEL primarily accommodate students from within their attendance areas.

An OEL is a tool used to manage enrolment that may or may not represent a specific number of students, and does not consistently reflect the student capacity of the building. OELs can be applied to a specific grade, a specific program and/or the total school. An OEL is a subjective number that may vary from year to year and depends upon enrolment pressure and the preferred use of school space. Schools will generally accommodate as many students as possible up to the

established optimal enrolment guideline. Adherence to an OEL is the responsibility of each school administration, and that is why limits are established and confirmed in consultation with the school principals on a yearly basis.

OELs provide:

- Increased ability to manage enrolment issues and concerns
- Increased opportunities to balance enrolment of programs
- Increased equity for admission
- Increased ability to manage space as a resource

Within the context of finite capacity, OELs address the District's core value of equity by ensuring equitable access to desired programming. Equity is realized through the implementation of the random selection process. Random selections ensure equity of access by giving families an equal chance of being selected for available spaces once attendance area students are accommodated.

Administrative Regulation HC.AR – Student Accommodation #11 states that “In a school or program with an optimal enrolment limit, the admission of new students from outside the attendance area shall be governed by a process that allows an equal chance of admission to all eligible students. The random selection process shall be conducted on the date specified in the annually-published pre-enrolment process.”

Although lowering OELs at schools that are oversubscribed will push out of attendance area students to other available space, there is no guarantee that limiting space at one school will drive students to neighbouring schools. The same can be said in regard to the modification or reduction of attendance areas.

A recent example of restricting or lowering OELs at a district school and the after effects of the redesignation of students can be evidenced through the outcomes of the Growth Accommodation Plan. Students residing in the neighbourhood of Windermere were designated to Brander Gardens School for the 2013-2014 school year. As an outcome of the Growth Accommodation Plan, this neighbourhood was designated to McKee School for the 2014-2015 school year. Pre-enrolment data has shown that relatively few students have chosen to pre-enrol at their newly designated school. Although transportation is provided to the designated school, students residing in this neighbourhood have chosen to pre-enrol at a variety of other schools.

Families make school choices based on a number of complex factors. Location and transportation are two significant factors when families select a school, but they are often a trade off with programming and course options. Choice of school can take into consideration such factors as the type of school, location and programs offered. However, there are other factors which can also affect the choice of school including where a student's friends are attending, the availability of nearby child care and environmental factors, such as first impressions. In part or in combination, different families will weigh each of these factors in their own way. When families do not gain access to their desired school they will use the same factors mentioned above to choose another school, either within or outside of the District.

The lowering of OELs may or may not result in students being pushed to the desired school sites. As excess capacity in the District declines, there will be fewer choices for families to

make; therefore, it is more likely students will end up being pushed to the desired underutilized schools. However, with the spectrum of choices that families have in the scope of specialized programming within and outside of Edmonton Public Schools, the predictability of future migration patterns is uncertain.

The District currently has a number of schools which have chosen to adhere to OELs which are lower than their actual capacities. This strategy allows schools to maintain space specific rooms (dedicated art rooms) and/or to house lease or partnership groups. In order to maintain space for partners or lease groups, schools must limit the number of out of attendance area students they choose to enrol. As space is finite, decisions must be made with regard to how space is utilized, and this includes the requirement for partner and lease group space. In many cases where excess space is limited, a choice must be made between increasing enrolment and the ability to provide wrap around services and partner space.

#### **KEY POINTS**

- OELs provide the District with the mechanism to manage enrolment issues and concerns, balance enrolment of programs, increase equity for admission to schools and manage space as a resource.
- Random selections ensure equity of access to district schools by giving families an equal chance of being selected for available spaces once attendance area students are accommodated.
- Many schools that are nearing or beyond their OELs primarily accommodate students from within their attendance areas. A change in the OEL of those schools would not push students out of these schools as they are guaranteed access as attendance area students. The only method in which to redirect these students would be through a change in attendance area boundaries.
- As a district of choice, the range of options that are available to families makes it difficult to predict what school they will choose to send their child(ren) to.

#### **ATTACHMENTS & APPENDICES**

ATTACHMENT I HC.AR – Student Accommodation

ATTACHMENT II Schools with Enrolment Limits for 2014-2015

LF:ks

**STUDENT ACCOMMODATION**

Code: HC.AR

Topic: Student Accommodation

Issue Date: 22/04/2014

Effective Date: 14/04/2014

Review Year: 2015

**OBJECTIVE**

To provide direction and process for the accommodation of students.

**DEFINITIONS**

**Attendance Area:** a geographic area which defines the student population for which each school is responsible.

**Secondary Attendance Area:** a geographic area which would allow students, resident in that area, to have preferential access for a specific school, after the school has accommodated students from within the designated attendance area, and before students residing outside of the secondary attendance area. This does not provide a guaranteed right of access to the school served by the secondary attendance area, and is dependent on available space in planned classrooms, within the school.

**Closed Boundary:** the condition which exists when a school cannot accept new students from outside its attendance area.

**Optimal Enrolment Limit:** a limit on the number of students to be accommodated at a school or in a program. It differs from a closed boundary in that the school is able to accommodate some new students from outside its attendance area, providing that they meet any relevant admission criteria.

**Independent student:** a student who is 18 years of age or older, or 16 years of age or older and who is living independently, or who is party to an agreement under Section 57.2 of the Child, Youth and Family Enhancement Act, Section 1(1)(m) School Act.

**REGULATION**

1. Each school shall be responsible for accommodating all students in its attendance area.
2. A school shall accommodate all students who wish to attend the school, except as outlined in sections 6, 7, 8 and 9.
3. Subject to board policy and regulation, once a student is enrolled in a school, the student shall be permitted to continue to attend that school until his or her program is completed. \* See Addendum 1
4. Principals shall ensure that the school's current students participate in the District's spring pre-enrolment process. Pre-enrolment guarantees a student's accommodation for the subsequent year and represents a commitment to that school.
5. Between the end of the pre-enrolment process and the first instructional day, requests to enrol in a school other than the one confirmed during pre-enrolment will be considered where space in planned classes permits. Notwithstanding this provision, a school which has admitted students through the random selection process is deemed to have reached its optimal enrolment limit, and shall not be permitted to accept any students, other than those who are eligible to claim a space because they live in that school's attendance area;
  - a) as a result of a move after the end of the pre-enrolment process; or
  - b) because they have not participated in the pre-enrolment process, subject to the provisions of sections 4 and 8.
6. If the Principal, in consultation with the parents, determines that the school cannot provide programming that will meet the needs of a student, the Principal shall identify and facilitate an alternative placement.
7. After the first instructional day of a school year, a principal may refuse to enrol a student residing in the school's attendance area if the student is already enrolled in another school and is not newly resident in the city or the attendance area.
8. A student's choice of attending a school other than the one in whose attendance area he or she resides may be limited if any one of the following applies:
  - a. the school or program chosen has a closed boundary or an optimal enrolment limit; or
  - b. the school, in the judgment of the Principal and in consultation with the parents, cannot meet the needs of the student; or
  - c. the student has not participated in the District's pre-enrolment process by submitting his/her district passport by the required date; or
  - d. it is after the first instructional day of the school year.

Notwithstanding 8c above, a student enrolled at a given school as of June 30 of a school year remains the responsibility of that school for the ensuing school year, unless the student is changing schools providing that they meet any relevant admission criteria. \* See Addendum 1

9. Principals, in consultation with District Planning staff, may establish closed boundaries or an optimal enrolment limit for their school or for one or more programs in their school.
10. Where a school has a closed boundary or an optimal enrolment limit, the sibling of a student already in attendance at a school shall be permitted to enrol in the same school if both siblings will be enrolled in the school at the same time, and the sibling wishing to enrol meets any relevant admission criteria. \*\* See Addendum 2
11. In a school or program with an optimal enrolment limit, the admission of new students from outside the attendance area shall be governed by a process that allows an equal chance of admission to all eligible students. The random selection process shall be conducted on the date specified in the annually-published pre-enrolment process.
12. A school or program with an optimal enrolment limit shall not contact students who were not successful in gaining admission through the random selection process referred to in section 11 above to offer enrolment for the upcoming year.
13. International students and students residing outside the City of Edmonton who are not already enrolled at a school may be refused enrolment for the upcoming year if the specific school has closed boundaries or an optimal enrolment limit.
14. There is an expectation that all students will complete high school within three years of completing Grade 9. Students who are not yet 20 years of age on September 1 and who wish to enrol for additional programming may be accommodated:
  - a. in courses provided by Centre High,
  - b. by the Learning Store outreach programs, or Argyll Home Education Centre, or Metro Continuing Education evening or Saturday classes,
  - c. in a district high school for a fourth year, providing they meet the following criteria:
    - i. able to complete their program of studies in their fourth year,
    - ii. program is offered at the same school that they attended in year three of high school, and
    - iii. meet all other conditions outlined in the School Act.
  - d. on an exceptional basis and with the approval of the school's principal, a student with extenuating:
    - i. medical conditions,
    - ii. special needs that cannot be met in courses provided by Centre High, or
    - iii. personal circumstances may be enrolled for a fourth or subsequent year in a district high school.

**\*Addendum 1**

Effective for the 2014-15 school year, this clause shall be suspended and therefore not apply, to the following schools and neighbourhoods:

- Blair McPherson School for current elementary students and children residing outside of the Maple, Tamarack, Tamarack Common, and Wild Rose neighbourhoods; and
- Michael Strembitsky School for students and children residing outside of Summerside East and Summerside West.

**\*\*Addendum 2**

Effective September 2014, this clause shall be suspended and therefore not apply, to the following schools and neighbourhoods:

- Brander Gardens School for students and children residing outside of the Brander Gardens, Ramsey Heights, Magrath, MacTaggart and Hodgson neighbourhoods;
- Bisset School for students residing outside of the Bisset, Silver Berry West and Silver Berry East neighbourhoods;
- Blair McPherson School for students and children residing outside of the Maple, Tamarack, Tamarack Common, and Wild Rose neighbourhoods; and
- Michael Strembitsky School for students and children residing outside of Summerside East and Summerside West. The decision to accommodate siblings from Summerside West shall be reviewed on an annual basis.

**REFERENCES**

AB.BP Appeals  
 HB.AR Student Placement  
 HC.BP Student Accommodation  
 HEC.BP Student Admission to the District  
 Child, Youth and Family Enhancement Act - January 1, 2014  
 School Act  
 (please see Sections 1(1)(m), 8, 13, 44, and 60(3)(b), of the School Act)



## EDMONTON PUBLIC SCHOOLS

As of March, 2014

SCHOOLS WITH CLOSED BOUNDARIES FOR 2014-2015:FLORENCE HALLOCK, JOHNNY BRIGHT, KATE CHEGWIN,  
LANSDOWNE, MENISA, POLLARD MEADOWS, SATOOSCHOOLS WITH ENTRANCE CRITERIA AND OPTIMAL ENROLMENT LIMITS FOR 2014-2015:

CRESTWOOD, GRANDVIEW HEIGHTS, OLD SCONA, VICTORIA

SCHOOLS WITH ENROLMENT LIMITS FOR 2014-2015

SCHOOL	TOTAL SCHOOL	APPLIED TO / LIMIT
A. Blair McPherson	900	Kindergarten- 3 classes
Abbott	250	Kindergarten - 40 Students (1 Cree extended, 1 regular class) Grade 1 – 60 Students (1 Cree extended, 2 regular classes)
Aldergrove	300	Not grade or program specific
Allendale	450	Cogito - 2 classes per grade German Bilingual - 2 classes per grade
Athlone	180	Regular Program - 1 class per grade
Avalon	600	French Immersion - 3 classes per grade
Avonmore	Not Applicable	Regular Program - 1 class per grade Nellie McClung - 1 class per grade Waldorf Program - 1 class per grade
Balwin	475	Not grade or program specific
Baturyn	380	Not grade or program specific
Beacon Heights	165	Kindergarten - 2 classes Grades 1 to 6 - 1 class per grade
Belgravia	145	Kindergarten - 1 class – 25 Students Grades 1 to 6 – 5 classes - 120 Students
Belmead	300	Kindergarten- 2 classes (40 students) Grade 1 - 1 class
Belmont	310	Logos Program - 1 class per grade Regular Program - 1 class per grade
Bessie Nichols	850	Kindergarten – 3 classes
Bisset	375	Kindergarten- 2 classes
Brander Gardens	375	Regular Program - 1 class per grade French Immersion Program - 2 classes per grade
Brookside	330	Regular Program - 2 classes per grade
Caernarvon	460	Mandarin Bilingual Program - 1 class per grade Regular Program - 2 classes per grade
Calder	Not Applicable	Arabic Bilingual Program - 1 class per grade Regular Program - 1 class per grade
Callingwood	275	Not grade or program specific
Centennial	310	Kindergarten - 2 classes
Clara Tyner	175	Not grade or program specific
Crawford Plains	350	Not grade or program specific
Crestwood	415	Elementary Program - 7 classes Junior High Program - 9 classes
D.S MacKenzie	550	Grade 7 – 150 students Grade 8 – 200 students Grade 9 – 200 students
Daly Grove	375	Kindergarten- 2 classes
Dan Knott	560	Grade 7- 200 students Grade 8- 180 students Grade 9- 180 students
Delwood	500	French Immersion Program - 2 classes per grade
Dickinsfield	410	Not grade or program specific
Dr. Donald Massey	900	3 classes per grade
Donnan	350	Sakinah Circle Program- 1 class per grade
Dovercourt	300	Mandarin Bilingual - 1 class per grade
Dunluce	425	French Immersion – 2 Kindergarten classes
Earl Buxton	515	Kindergarten – 3 classes
Eastglen	1050	Grade 10 - 350 Students Grade 11- 350 Students Grade 12 – 350 Students
Edith Rogers	450	Cogito- 2 classes per grade (30 students per class) Grade 7- 150 students (including Cogito)
Edmonton Christian School Senior High Campus	450	Grade 10 - 150 Students AP – 1 class per grade
Edmonton Christian School Northeast Campus	581	Not grade or program specific
Edmonton Christian School West Campus	633	Not grade or program specific
Elizabeth Finch	850	3 classes per grade

SCHOOL	TOTAL SCHOOL	APPLIED TO / LIMIT
Elmwood	Not Applicable	Kindergarten – 20 students Grade 1 – 20 students
Ellerslie Campus	560	Kindergarten - 4 classes Grade 7 - 2 classes
Esther Starkman	900	Kindergarten – 70 students
Evansdale	430	Kindergarten- 60 students Grade 1- 50 students Kindergarten to Grade 6- 2 classes per grade
Florence Hallock	Not Applicable	<b>Closed Boundaries</b>
Fraser	300	Not grade or program specific
Garneau	320	Child Study Centre- 2 kindergarten classes (22 students per class) Regular Program Kindergarten – 1 class (22 students) Child Study Centre - Gr. 1-3: 23 students per grade Child Study Centre- Gr. 4-6: 25 students per grade
George H. Luck	425	Kindergarten- 2 classes
George P. Nicholson	450	Division I - 25 students per class Division II - 26 students per class
Glendale	165	Not grade or program specific
Glengarry	650	Kindergarten - 4 classes
Glenora	186	Not grade or program specific
Grace Martin	Not Applicable	Sakinah Circle (Kindergarten) - 22 students Sakinha Circle (Grades 1 and 2) - 25 students per class Grades 3 to 6 - 28
Grandview Heights	315	Grades 1 - 3, 1 class per grade (20 students per class) Grades 4-6, 1 class per grade (25 students per class) Grades 7-9, 2 classes per grade (60 students per grade)
Greenfield	500	Regular Program - 12 classes French Immersion Program - 13 classes
Greenview	440	Regular Program - 1 Kindergarten class French Immersion Program - 2 Kindergarten classes
Harry Ainlay	2100	Grade 10 - 700 Students Grade 11 - 700 Students Grade 12 - 700 Students
Hazeldean	Not Applicable	Kindergarten - 28 Students Grades 1 to 6 - 1 class per grade
Hillcrest	550	Not grade or program specific
Hillview	245	Early Education - 75 Regular Program Kindergarten - 21 Students Regular Program Grade 1 - 25 Students
Holyrood	500	French Immersion Kindergarten - 3 classes (20 students per class) French Immersion Division I - 3 classes per grade French Immersion Division II - 2 classes per grade Regular Program - 7 classes total
Homesteader	242	Early Education Program - 50 Students Regular Program - 1 class per grade
J.A. Fife	450	French Immersion Program - 1 class per grade
J. Percy Page	1145	Grade 10 - 385 Students Grade 11 - 385 Students Grade 12 – 385 Students
Jackson Heights	310	Regular Program - 2 classes per grade
Jasper Place	2225	Grade 10 - 775 Students Grade 11 - 725 Students Grade 12 – 725 Students
John D. Bracco	575	Not grade or program specific
Johnny Bright	Not Applicable	<b>Closed Boundaries</b>
Julia Kiniski	390	Kindergarten- 2 classes
Kameyosek	275	Cogito Program - 1 classes per grade Regular Program - 1 class per grade
Kate Chegwin	600	<b>Closed Boundaries</b>
Keheewin	400	Kindergarten - 2 classes
Kenilworth	450	Not grade or program specific
Kensington	350	Not grade or program specific
Kildare	550	Mandarin Bilingual Program K to Grade 3 - 3 classes per grade Mandarin Bilingual Grade 4 to 6 - 2 classes per grade
Kirkness	340	Kindergarten- 2 classes
Lago Lindo	370	2 Kindergarten classes
Lansdowne	200	<b>Closed Boundaries</b>
Laurier Heights	500	French Immersion Program - K to Grade 1 - 2 classes per grade French Immersion Program - Grade 7- 1 class Regular Program K to Grade 7 - 1 class per grade
Lendrum	300	Regular Program - 1 classes per grade French Immersion - 1 class per grade
Lillian Osborne	1020	Grade 10 - 340 Students Grade 11 - 340 Students Grade 12 - 340 Students
Londonderry	720	Mandarin Bilingual Program - 2 classes per grade Regular Program (Grade 7) - 234 students
Lorelei	390	Regular Program - 2 classes per grade
Lymburn	425	Kindergarten – 2 classes

SCHOOL	TOTAL SCHOOL	APPLIED TO / LIMIT
M.E. LaZerte	1920	Grade 10 - 640 Students Grade 11 - 640 Students Grade 12 - 640 Students
Malmo	350	<i>Arabic Bilingual Program - 2 classes per grade</i>
Major-General Griesbach	460	Regular Program Kindergarten to Grade 1 - 2 classes per grade Regular Program Grade 7 to Grade 9 - 2 classes per grade
Mary Butterworth	600	Not grade or program specific
Mayfield	300	Kindergarten - 20 Students Grades 1 to 6 - 200 Students
McKernan	600	French Immersion Kindergarten - 24 Students
McArthur	325	2 classes per grade
McLeod	360	Kindergarten- 2 classes
McNally	1145	Grade 10 - 385 Students Grade 11- 385 Students Grade 12 – 385 Students
Meadowlark	432	Mandarin Bilingual Program - 2 classes per grade
Meadowlark Christian	Not Applicable	Kindergarten to Grade 3- 1 class per grade (25 students) Grade 4 to Grade 6 - 1 class per grade (30 students) Grade 7 - 2 classes (32 students each) Grade 8 to Grade 9 - 1 class per grade (32 students)
Menisa	Not Applicable	<b>Closed Boundaries</b>
Meyokumin	490	Cogito Program - 2 classes per grade Regular Program - 1 class per grade
Meyonohk	440	Mandarin Bilingual Program - 2 classes per grade Regular Program - 1 class per grade
Michael A. Kostek	460	Kindergarten to Grade 3 – 3 classes per grade
Michael Strembitsky	900	Kindergarten- 3 classes
Mill Creek	350	Spanish Program - 2 classes per grade (25 students per class)
Millwoods Christian	760	Not grade or program specific
Minchau	290	2 classes per grade
Montrose	175	Kindergarten - 1 class
Mount Pleasant	335	Cogito Program Kindergarten to Grade 6 - 2 classes per grade
Northmount	457	Cogito Program - 1 class per grade . Regular Program - 1 class per grade
Norwood	240	Division I- 7 classes Division II- 4 classes
Old Scona	360	Grade 10 - 120 Students
Ormsby	450	Kindergarten – 2 classes
Ottewell	640	Grade 7 Regular Program- 115 Grade 7 Mandarin Program- 1 class Grade 7 Academic Challenge- 2 classes
Overlanders	270	Not grade or program specific
Parkview	725	Kindergarten to Grade. 6 - 1 class per grade Grade 7 - 7 classes
Patricia Heights	295	Not grade or program specific
Pollard Meadows	425	<b>Regular Program- Closed Boundaries</b> Cogito- 1 class per grade
Prince Charles	340	Not grade or program specific
Queen Elizabeth	1350	Grade 10 - 450 Students Grade 11 - 450 Students Grade 12 - 450 Students
R.J. Scott	140	Regular - 1 class per Kindergarten to Grade 6
Richard Secord	560	French Immersion Program - 1 class per grade Cogito Program - 2 classes per grade
Rideau Park	245	German Bilingual Program - 1 class per grade
Rio Terrace	375	Not grade or program specific
Riverbend	630	Grade 7 – 7 classes (includes 2 Challenge) Grade 8 – 7 classes (includes 2 Challenge) Grade 9 – 7 classes (includes 2 Challenge)
Rosslyn	500	Challenge Program - 2 classes per grade (60 Students per grade)
Ross Sheppard	1920	Grade 10 - 640 Students Grade 11- 640 Students Grade 12 – 640 Students
S. Bruce Smith	550	Not grade or program specific
Sakaw	375	Kindergarten- 2 classes
Satoo	325	<b>Closed Boundaries</b>
Scott Robertson	300	Kindergarten - 20 students Grade 1 - 21 students
Sifton	300	Not grade or program specific
Spruce Avenue	300	Not grade or program specific
Steinhauer	375	3 classes per grade
Stratford	625	Kindergarten to Grade 6 - 3 classes per grade Grade 7 to 9 - 2 classes per grade
Strathcona	1400	Grade 10 - 475 Students Grade 11- 475 Students Grade 12 – 450 Students

SCHOOL	TOTAL SCHOOL	APPLIED TO / LIMIT
Sweet Grass	450	Spanish Program- 2 kindergarten classes Regular Program- 1 class per grade
T.D. Baker	690	Not grade or program specific
Tipaskan	275	Kindergarten- 1 class
Velma E. Baker	400	Kindergarten - 2 classes
Vernon Barford	765	Grade 7 - 240 Students (includes 2 Challenge) Grade 8 - 6 classes regular, 2 Challenge Grade 9 - 6 classes regular, 2 Challenge
Victoria School of Performing & Visual Arts	920 (High School)	Grade 10 - 310 Students Grade 11 - 310 Students Grade 12 - 310 Students
Vimy Ridge	950	Grade 7 to Grade 9 - 550 students Grade 10 to Grade 12 - 400 students
Virginia Park	205	Kindergarten- 1 class
W.P Wagner	1395	Grade 10 - 470 Students Grade 11 - 470 Students Grade 12 - 470 Students
Weinlos	375	Not grade or program specific
Westbrook	465	Kindergarten - 2 classes Challenge - 1 class per grade
Westglen	275	Kindergarten - 2 classes
Westminster	535	Grade 7 - 175 Students
Windsor Park	180	Kindergarten - 1 class (24 students) Grade 1 to Grade 6 - 1 class per grade
Winterburn	500	Kindergarten - 2 class
York	335	Challenge - 15 students per grade
Youngstown	550	Kindergarten Logos - 1 class (half day) Kindergarten Regular - 2 classes (1 half day/1 full day)