



# AGENDA

## BOARD OF TRUSTEES

Julie Kusiek  
Board Chair

Jan Sawyer  
Board Vice-Chair

Dawn Hancock  
Marsha Nelson  
Sherri O'Keefe  
Saadiq Sumar

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

CFE McCauley Chambers  
Tuesday, April 1, 2025  
2 p.m.

### Board Meeting

- A. Land Acknowledgement
- B. O Canada
- C. Roll Call
- D. Approval of the Agenda
- E. Communications from the Board Chair
- F. Communications from the Superintendent of Schools
- G. Approval of the Minutes
  - 1. DRAFT – Board Minutes – March 4, 2025
- H. 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 31, 2025, to speak under this item.)*
- I. Reports
  - 2. Three-Year Capital Plan 2025-2029  
(Recommendation)
  - 3. Advocacy re: Jordan's Principle Funding and Operating Procedures  
(Recommendation)
  - 4. Class Size Information  
(Information)
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustees and Board Requests for Information
- L. Notices of Motion
- M. Meeting Dates
- N. Adjournment

**MINUTE BOOK****Board Meeting**

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta held online on Tuesday, March 4, 2025, at 2 p.m.

**Present:****Trustees**

Dawn Hancock  
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 with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis and Inuit whose footsteps have marked these lands for centuries.

**A. Roll Call: 2:03 p.m.**

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

**B. Approval of the Agenda**

**MOVED BY Trustee Hancock:**

**"That the agenda for the March 4, 2025, Board meeting be approved as presented."  
(UNANIMOUSLY CARRIED)**

**C. Communications from the Board Chair**

The Board Chair acknowledged the upcoming retirement of Superintendent Robertson at the end of August. For 30 years, Superintendent Robertson has dedicated his life to Edmonton Public Schools, and for the last 12 he has served as Superintendent. His unwavering commitment to a student-first approach

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has been truly remarkable. Every decision, every initiative, has been driven by a desire to create the best possible learning environment for students. His leadership has been instrumental in the success of countless students. The Board is immensely grateful for his dedication, his vision and his profound impact on the Division. She wished Superintendent Robertson all the best in his upcoming retirement at the end of this school year.

The Board Chair said that on February 28, Trustee Hole submitted her resignation to the Board of Trustees. As per the *Education Act*, the Board Chair accepted the resignation of Trustee Hole at this Board meeting, thus putting it into effect. She wished Trustee Hole well in her future endeavours. Board Chair Kusek stated that Trustees Hancock and O’Keefe will continue to represent Ward C for the remainder of this term.

The Board Chair shared that last week, the provincial budget was tabled and it holds significant implications for the Division. The Board has been steadfast in their advocacy for a change to the provincial funding formula for schools, called the Weighted Moving Average (WMA) formula. It simply did not keep pace with the Division’s rapid growth. Under the previous three-year WMA, the Division was facing a situation where approximately 3,000 students were unfunded, which is a significant strain on the Division’s resources. The Division is pleased to see the province has moved to a two-year WMA. While we will still have about 1,000 students unfunded, this is a clear step in the right direction. She stated that the Board is grateful for this and remains committed to continuing their advocacy and to working alongside the government for full funding for every student. The Division will closely monitor the impact of this, including the impact of discontinuing the supplemental enrolment growth grant, which under the previous formula was meant to help bridge that funding gap. The Board is also heartened to see that the overall education budget is set to increase for the 2025-2026 school year. The increase in student enrolment is anticipated to result in a status-quo budget for the Division.

The Board Chair stated that the Board remains committed to advocacy for public education and working with government to find additional ways to support an increase to base funding which will better support the range of supports for student learning they know is needed. The Division will continue to analyze the budget in depth, and work to understand the full impact on Division schools.

The Board Chair said that the Board is encouraged by the province’s indication that more new schools are on the horizon as part of the School Construction Accelerator program. The Division desperately needs these new schools to accommodate the Division’s growing student population.

The Board Chair expressed interest in hearing about the Division’s Ten-Year Facilities Plan and the long-term vision, and how the Division will continue to support students and communities.

**D. Communications from the Superintendent of Schools**

The Superintendent said that the province tabled their budget last Thursday (February 28). It was noted that, pending the provincial funding profile, a preliminary analysis indicates a status-quo budget for Edmonton Public Schools. While the weighted moving average formula moves to a two-year timeframe, which means that more students will receive funding, the province has also removed the supplemental

**MINUTE BOOK**

enrolment funding. Therefore, the projected overall funding remains similar, accounting for anticipated student enrolment growth. Superintendent Robertson said that some grants are increasing, including the complex learning needs grant. For Edmonton Public Schools, a 20 per cent increase to \$8 million is welcome. The Division already supplements complex learning needs by more than \$20 million. It was noted that all increased budgetary funds will be required for program development to accommodate the anticipated 5,000 student increase in September 2025. It was noted that the Division will need every increased dollar in next year's budget to program for the anticipated 5,000 additional students expected for September 2025.

The Superintendent shared that pre-enrolment and registration for the 2025-2026 school year has started. Families have until Wednesday, March 19 to pre-enrol their children. Open houses in schools run right until the deadline, giving families and students a chance to learn a little more about what a school has to offer, from alternative programming to complementary courses, extracurricular activities, sports teams, a taste of school culture and a chance to see the space. Information about these dates will be available on [epsb.ca](https://epsb.ca). Families with questions are encouraged to contact the school principal for more information.

The Superintendent extended his congratulations to Laurel Nikolai, who is a dedicated music teacher at Centennial School. She was recently recognized by the Alberta Music Advocacy Alliance as part of the January Spotlight Series, which celebrates music within the province. Laurel's passion, expertise and love of music are having an impact on student outcomes. She creates environments where students are encouraged to realize their own potential as learners. She was nominated by her peers from the Carl Orff Canada Alberta Chapter.

**E. Approval of the Minutes****1. Board Meeting – February 11, 2025**

Board Chair Kusiek requested that her report, under Item C in the February 11, 2025 minutes, be amended, removing the Advocacy Committee update and adding the update to Item I:

*Excerpt:*

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

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

**MOVED BY Trustee Nelson:**

**"That the minutes of the Board meeting held February 11, 2025, be approved as amended."  
(UNANIMOUSLY CARRIED)**



**MINUTE BOOK****F. Recognition****2. Edwin Parr Teacher Award**

Ms. Breanna Tran-Ly of Weinlos School was selected as the Division's recipient for the 2025 Edwin Parr Award for excellence in first year teaching.

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

There were no registered speakers for this item.

**H. Reports****3. Special Caucus Committee Report (From the meeting held February 18, 2025)**

Information was provided regarding actions taken at the February 18, 2025, Special Caucus Committee meeting.

**4. Process and Timeline for the 2025-2026 Budget****MOVED BY Trustee O'Keefe:**

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

**(UNANIMOUSLY CARRIED)**

There was a short break in the meeting at 3:05 p.m.

The meeting resumed at 3:15 p.m.

**5. Ten-Year Facilities Plan 2025-2034**

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

There was a short break at 3:52 p.m. before Trustee questions and comments on the report.

The meeting resumed at 3:58 p.m.

**I. Other Committee, Board Representatives and Trustee Reports - None**

**MINUTE BOOK**

J. **Trustees and Board Requests for Information** - None

K. **Notices of Motion** - None

L. **Next Board Meeting**: Tuesday, March 18, 2025, at 2 p.m.

M. **Adjournment**: 4:28 p.m.

The Board Chair adjourned the meeting.

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Julie Kusiek, Board Chair

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Karen Mills, Director Board and  
Superintendent Relations

**DATE:** April 1, 2025

**TO:** Board of Trustees

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

**SUBJECT:** Proposed Three-Year Capital Plan 2026–2029

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

**RESOURCE STAFF:** Shauna Bland, Andrea Ducharme, Josephine Duquette, Jenifer Elliott, Terri Gosine, Geoff Holmes, Roland Labbe, Valerie Leclair, Andrew Lowerre, Kyle McFarlane, Shaminder Parmar, Allison Sylvester, Robert Tarulli, Jennifer Thompson, Christopher Wright

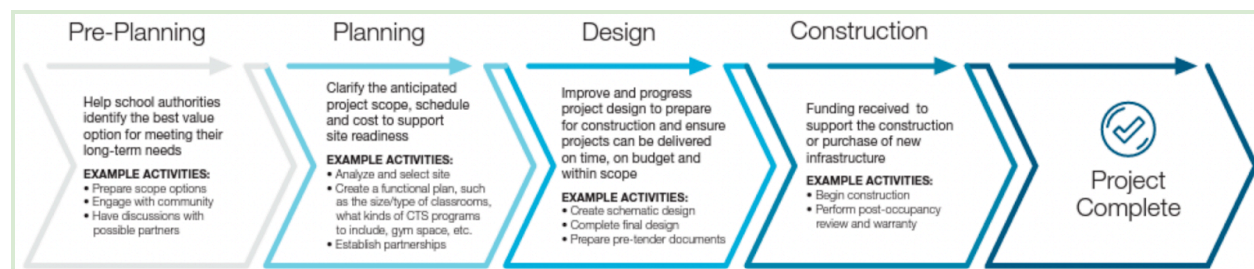
**REFERENCE:** [Infrastructure Planning Principles Policy \(EA.BP\)](#)  
[Three-Year Capital Plan 2025–2028](#)  
[Ten-Year Facility Plan 2025–2034](#)  
[Government of Alberta School Capital Manual](#)

## 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 over the next three years requested by Edmonton Public Schools to accommodate students into the future. 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 2025–2028 was approved by the Board of Trustees on March 19, 2024. The Province continues to utilize a four-stage funding model for capital projects, encompassing pre-planning, planning, design, and construction phases. This systematic approach guides project delivery and facilitates the allocation of resources by the Province throughout the project lifecycle.



The following list outlines ongoing capital projects and their corresponding level of provincial funding. All ongoing projects are currently being managed by the Province. As articulated during the capital planning workshop session hosted by the Province on November 29, 2024 and in subsequent correspondence,

projects that have already been formally announced for planning, design or construction funding are to be excluded from future prioritized capital plan submissions, as the Province considers the projects to be “funded”, and expects to move them to construction funding when preceding stages are completed.

Project	Provincial Funding Type Announced	Anticipated Opening
Edgemont K–9	Construction	TBD*
Glenridding Heights 7–12	Construction	Fall 2028
Glenridding Heights K–6	Construction	Fall 2029
Rosenthal K–6	Construction	Fall 2029
McConachie 7–9	Construction	Fall 2029
Delton K–6 Replacement	Design	Contingent on construction funding
Spruce Avenue 7–9 Replacement	Design	Contingent on construction funding
Dr. Anne Anderson 10–12 Addition	Design	Contingent on construction funding
Hawks Ridge K–6	Design	Contingent on construction funding
Castle Downs 10–12	Planning	Contingent on construction funding
The Grange 10–12	Planning	Contingent on construction funding
Silver Berry K–6	Planning	Contingent on construction funding
Autism Centre of Excellence (ACE)	Planning	Contingent on construction funding

*\* Originally anticipated to open in fall 2027, the Edgemont K–9 construction project has encountered delays due to geotechnical issues; completion date to be determined.*

On September 18, 2024, the Government of Alberta announced the [School Construction Accelerator Program](#). This program aims to address the province's growing student enrolment by adding over 200,000 student spaces over the next seven years.

In launching the program, the Province committed to:

- build up to 90 new schools
- modernize or replace up to 24 existing schools
- expand the modular classroom program
- expand public charter school builds

The program intends to expedite school construction through accelerated project timelines and streamlined approval processes. This approach enables projects that have received some level of funding at the Province’s annual spring budget announcement to progress to advanced stages throughout the year, instead of being dependent on the annual provincial budget announcement.

Since October 2024, there have been multiple funding announcements for the Division:

- October 2024 – design funding for replacement projects for Delton and Spruce Avenue schools
- December 2024 – planning funding for a proposed Autism Centre of Excellence (ACE) school
- February 2025 – construction funding for Glenridding Heights K–6, Rosenthal K–6 and McConachie 7–9 schools
- March 2025 – design funding for Hawk’s Ridge K–6 and an addition to Dr. Anne Anderson 10–12, and planning funding for The Grange 10–12, Castle Downs 10–12, and Silver Berry K–6 schools

The proposed aggregated priorities for the Division's Three-Year Capital Plan 2026–2029 are provided for consideration (Attachment III). All first-year priorities are ready for design and subsequent construction funding, based on evaluation of need and site readiness status. The Division continues to work closely with the City of Edmonton and the development industry to ensure that future school sites and lands associated with projects in year two and three of the plan continue to progress as timely as possible in terms of site readiness. This work will ensure the Division is able to deliver a substantial list of design and construction-ready priorities with the goal of having as many school projects as possible funded through the province's School Construction Accelerator Program.

## RELATED FACTS

- The Division faces a challenge in fulfilling the provincial requirement to rank a single, aggregated list of project priorities, which combines new construction with modernization, replacement, and solution projects. This requirement necessitates ranking projects serving newer communities alongside those aimed at bringing modernized facilities to mature areas of the city.
- The Division is committed to ensuring equitable access to modern, high-quality learning environments for all students, regardless of their location.
- The Three-Year Capital Plan identifies the Division's capital construction priorities and is required to be approved by the Board of Trustees for submission to the Province by April 1 annually.
- Site readiness is determined by several factors, including completed or planned servicing, dedication to the City or Division, and the suitability of geotechnical conditions.
- For new construction capital priorities, year one sites are ready for design and construction, while year two sites are nearing readiness, and year three sites require further development.
- School capital priorities are assessed using project drivers focused on enrolment pressures, functionality and programming, efficiency solutions, health and safety, legal considerations, and community renewal (school capital projects that contribute to the redevelopment and sustainability of a school community and/or surrounding neighbourhood, as defined in the School Capital Manual).
- The Province is currently project-managing the construction of Edgemont K–9, Glenridding Heights 7–12, Glenridding Heights K–6, Rosenthal K–6, and McConachie 7–9 schools.
- The Province is currently project-managing the design of Delton K–6 and the Spruce Avenue 7–9 replacement schools.
- Sustained, rapid enrolment growth means the Division will reach 90 per cent utilization by the 2025–2026 school year (official September 2025 count) and is projected to reach 100 per cent utilization during the 2028–2029 school year.
- The Division's 14 attendance area high schools are now 95 per cent utilized on average, meaning they are increasingly challenged to accommodate students, and will be at 100 per cent utilization in 2026–2027. Utilization will remain above 100 per cent despite new capacity from the future Glenridding Heights 7–12, projected to open in September 2028.
- Two new high school construction projects are included as year two priorities, including a 10–12 in Riverview and a 7–12 in Horse Hill. These projects will progress to year one as their site readiness status advances.
- The top nine capital priorities span seven different Division planning sectors out of ten total sectors, underscoring the urgent and widespread need for increased capacity across the entire city.
- The Division centre Interactions program, serving students diagnosed with Autism Spectrum Disorder, is the fastest growing Division centre program, representing 75 per cent of all new Division centre classrooms in the past six years.
- The Autism Centre of Excellence (ACE) is a proposed new capital priority intended to expand the options to serve students diagnosed with Autism Spectrum Disorder.

- Schools built between 1950 and 1989, comprising 68 per cent of the Division's capacity, are a key focus for modernization, replacement, and solution projects, as facility condition data continues to support the evaluation of priorities.
- The elevated level of growth in enrolment means that new school construction requires higher prioritization until there is enough additional infrastructure for the Division to sufficiently accommodate all resident students.
- Ongoing and predictable funding of modernizations, replacements and solution (consolidating multiple, ageing schools into a single modernized facility) projects is required to address the Division's growing deferred maintenance deficit, which amounts to over \$1 billion.
- Where applicable, based on updated student demographic growth and school utilization data, the Division will seek additional capacity as part of modernization, replacement and solution projects.
- Given the high number of ageing school buildings and the incremental repairs and improvements needed on an ongoing basis, ranking buildings by condition leads to subtle ranking changes which cause modernization, replacement and solution priorities to shift annually.
- Requests for temporary additional space through the addition of modular classrooms occurs through a separate provincial process, typically submitted by November 1 annually.
- Since 2010, the Division has installed 486 modular classrooms in lieu of additional new schools being funded. For the 2025–2026 school year, the Division has requested 39 additional modular classrooms to address the most pressing space needs at schools where space for additional modular installations remains available.

## RECOMMENDATION

**That the proposed Three-Year Capital Plan 2026–2029 be approved for submission to the provincial government.**

## CONSIDERATIONS and ANALYSIS

The strategic context informing the Division's facility planning is outlined in the Ten-Year Facility Plan 2025–2034. The capital priorities presented in this proposed Three-Year Capital Plan 2026–2029 (Attachment I) align with the Division's Vision, Mission, and Values, as well as our established Infrastructure Planning Principles, Strategic Plan 2022–2026, and proposed Ten-Year Facilities Plan 2025–2034.

## NEXT STEPS

Upon approval, the Plan will be communicated by the Board Chair to the Ministers of Alberta Education and Alberta Infrastructure. Administration will also enter the priorities and supporting documentation 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 Plan.

## ATTACHMENTS and APPENDICES

ATTACHMENT I	Proposed Three-Year Capital Plan 2026–2029: Aggregated Priorities
ATTACHMENT II	Proposed Three-Year Capital Plan 2026–2029: Maps
ATTACHMENT III	Proposed Three-Year Capital Plan 2026–2029
ATTACHMENT IV	Proposed Three-Year Capital Plan 2026–2029: Project Drivers for Year One Priorities

SP:jl

## Proposed Three-Year Capital Plan 2026–2029: Priorities

### Aggregated Priorities

	Priority (previous)	Aggregated Priorities	Capacity	Sector	Cost (M)
YEAR 1	1 (13)	Aster K–9	950	SE1	\$53
	2 (22)	Stillwater K–9	950	W	\$53
	3 (11)	River's Edge K–9	950	W	\$53
	4 (14)	Crystallina Nera K–6	650	N	\$33
	5 (12)	Ellerslie Campus Solution K–9	1,100	SE2	\$62
	6 (18)	Mayfield PK–3 and Britannia K–9 Solution	1,115	NW	\$69
	7 (16)	Lansdowne K–6 Modernization/Addition	TBD	SC	TBD
	8 (24)	Brander Gardens K–6 Modernization/Addition	TBD	SW1	TBD
	9 (17)	Grovenor K–6 Modernization/Addition	TBD	NW	TBD
	10 (N/A)	Autism Centre of Excellence (Modernization)	225	TBD	TBD
YEAR 2	11 (21)	Alces K–6	650	SE2	\$33
	12 (15)	The Orchards K–9	950	SE2	\$53
	13 (27)	Canossa K–6	650	N	\$33
	14 (N/A)	Winterburn K–6 Modernization/Addition	TBD	NW	TBD
	15 (N/A)	Greenview K–6 Modernization/Addition	TBD	SE1	TBD
	16 (26)	Queen Elizabeth 10–12 Modernization	TBD	N	TBD
	17 (25)	McNally 10–12 Modernization	TBD	SC	TBD
	18 (29)	Riverview 10–12	2,410	W	\$142
	19 (19)	Marquis K–6	890	NE	\$42
	20 (20)	Horse Hill 7–12	2,410	NE	\$142
YEAR 3	21 (23)	Heritage Valley Neighbourhood 14 K–6	650	SW2	\$33
	22 (28)	Meltwater K–9	950	SE2	\$53
	23 (N/A)	Mattson K–9	950	SE2	\$53
	24 (N/A)	Pintail Landing 7–9	765	NW	\$41
	25 (N/A)	Keheewin K–6 Modernization/Addition	TBD	SW1	TBD
	26 (N/A)	Ormsby K–6 Modernization/Addition	TBD	W	TBD
	27 (N/A)	W. P. Wagner 10–12 Modernization	TBD	SC	TBD
	28 (N/A)	Jasper Place 10–12 Modernization	TBD	W	TBD
	29 (N/A)	Blatchford K–6	650	C	\$33
	30 (N/A)	Kendall K–6	650	SW2	\$33

*Note: Projects already formally announced to receive planning, design, or construction funding, are not required to be listed on the aggregated list of priorities. For reference, currently funded projects are listed on the next page.*

## Currently Funded Projects

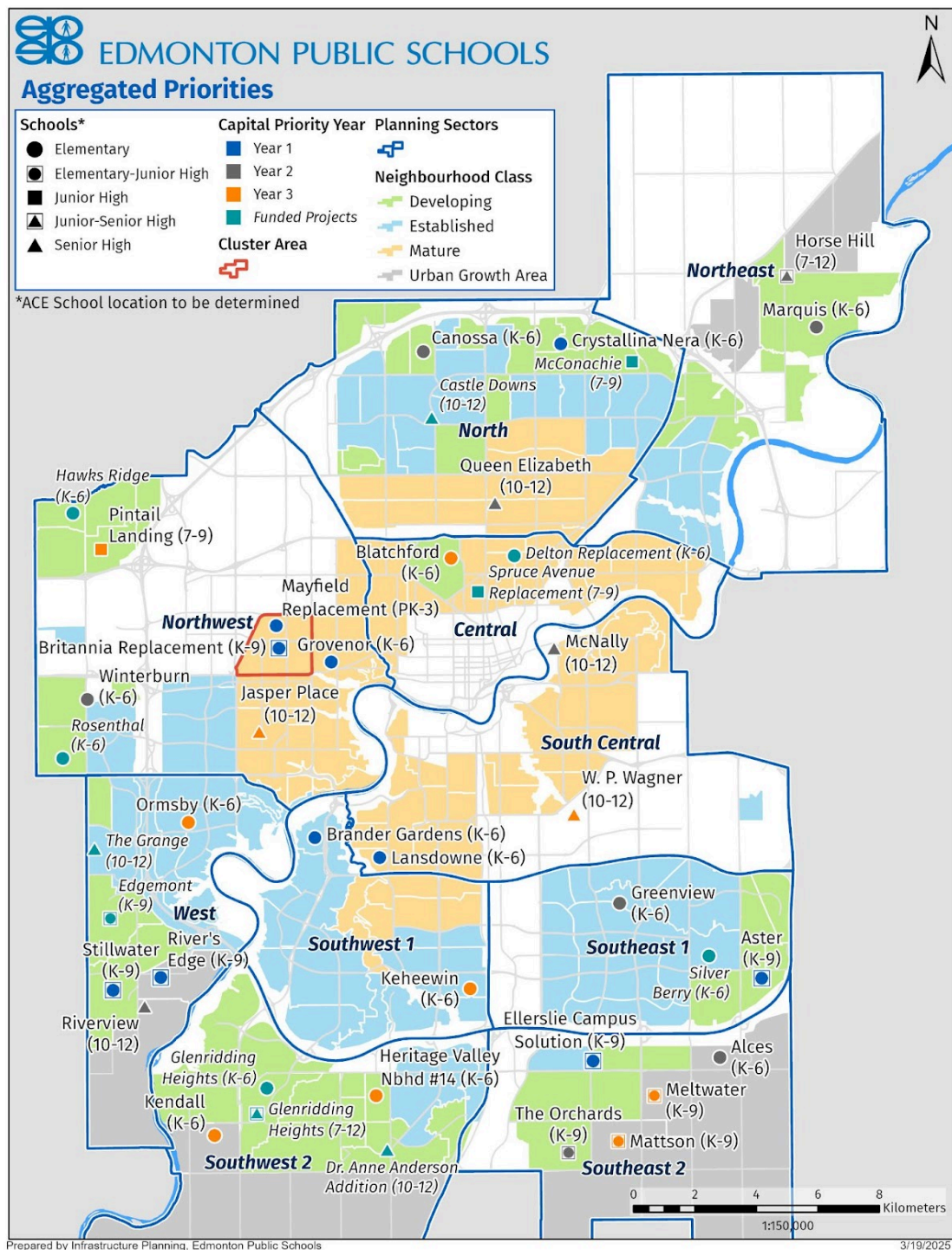
Project	Sector	Provincial Funding Type Approved	Anticipated Opening
Edgemont K–9	W	Construction	TBD*
Glenridding Heights 7–12	SW2	Construction	Fall 2028
Glenridding Heights K–6	SW2	Construction	Fall 2029
Rosenthal K–6	NW	Construction	Fall 2029
McConachie 7–9	N	Construction	Fall 2029
Delton K–6 Replacement	C	Design	Contingent on construction funding
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Dr. Anne Anderson 10–12 Addition	SW2	Design	Contingent on construction funding
Hawks Ridge K–6	NW	Design	Contingent on construction funding
Castle Downs 10–12	N	Planning	Contingent on construction funding
The Grange 10–12	W	Planning	Contingent on construction funding
Silver Berry K–6	SE1	Planning	Contingent on construction funding
Autism Centre of Excellence (ACE)	TBD	Planning	Contingent on construction funding

*\* Originally anticipated to open in fall 2027, the Edgemont K–9 construction project has encountered delays due to geotechnical issues; completion date to be determined.*



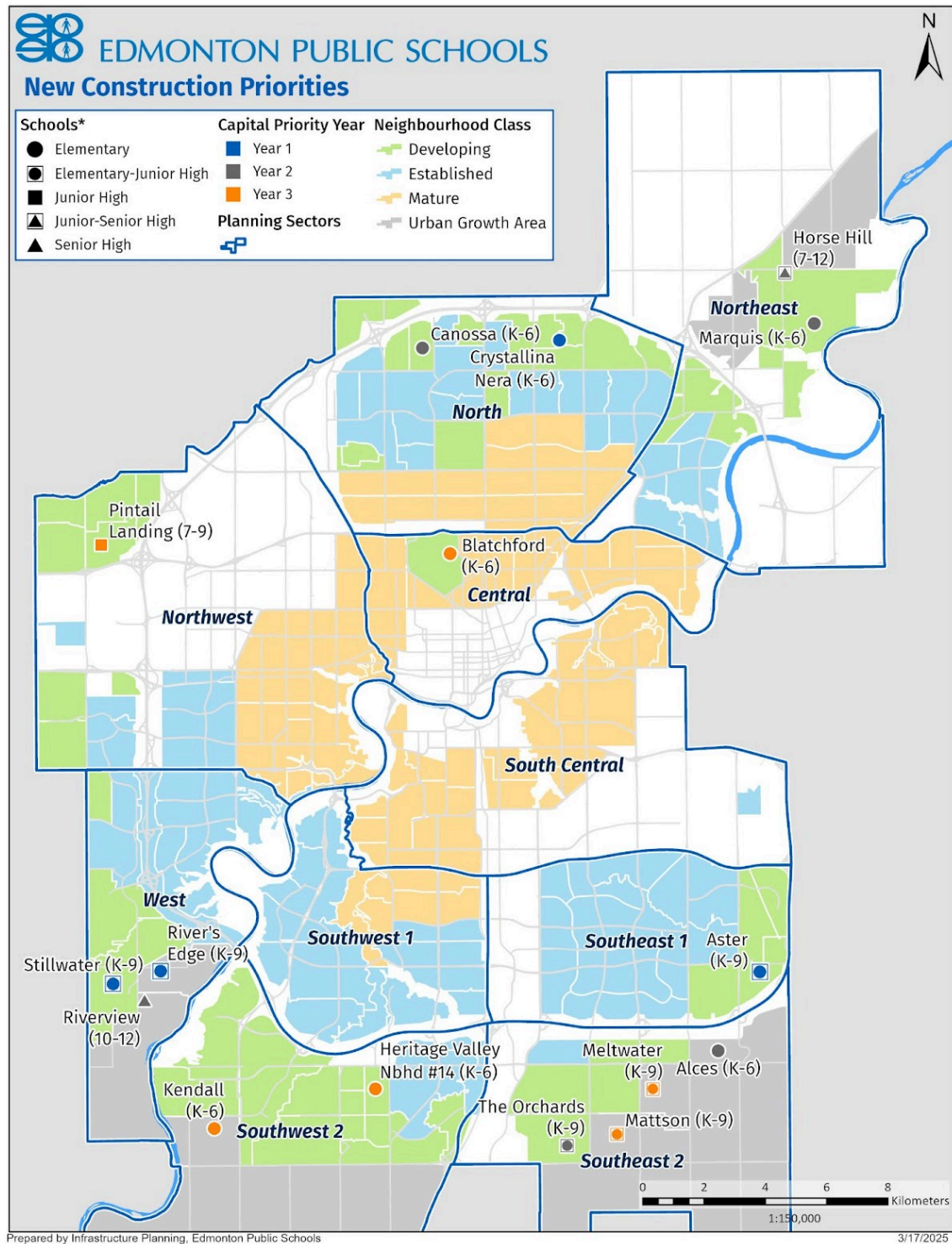
# Proposed Three-Year Capital Plan 2026–2029: Maps

## Map of Aggregated Priorities



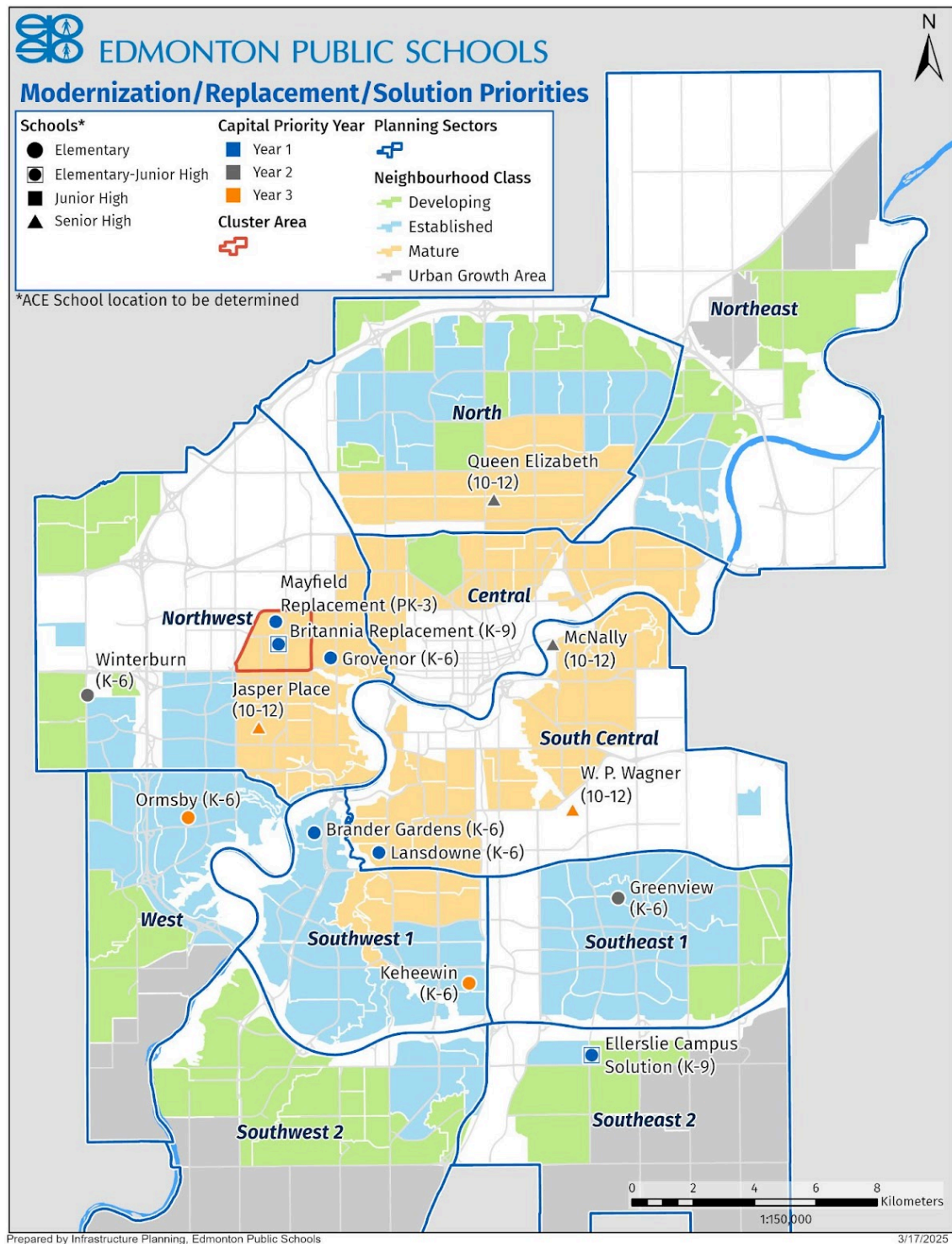
Autism Centre of Excellence (Modernization) location to be determined.

## Map of New Construction Priorities





## Map of Modernization, Replacement and Solution Priorities



*Autism Centre of Excellence (Modernization) location to be determined.*



# Three-Year Capital Plan

2026–2029

Proposed for April 1, 2025



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## EXECUTIVE SUMMARY

Edmonton Public Schools' Three-Year Capital Plan 2026–2029 outlines the urgent need for new school construction and modernization projects to accommodate significant and sustained student enrolment growth.

Student enrolment in Edmonton Public Schools is rapidly increasing. The Division is expected to welcome approximately 5,000 new students in fall 2025 with no new student spaces opening as the result of new school construction. The sustained surge in students continues to strain school capacity, with many schools operating at maximum or near-maximum capacity. Rapidly increasing enrolment is projected to push the Division to 90 per cent utilization by the 2025–2026 school year and 100 per cent by 2028–2029 (of note, as detailed in the Division's [Ten-Year Facility Plan 2025–2034](#), schools begin to feel full as they reach 80 per cent utilization, and space limitations begin to restrict programming flexibility at around 90 per cent utilization). High schools are particularly strained, with current utilization averaging 95 per cent and expected to exceed 100 per cent by 2026–2027. Continued growth will continue to necessitate measures such as closed boundaries and lotteries to manage enrolment, limiting student access to their preferred schools and increasing transportation demands.

A significant portion of the Division's schools (68 per cent) were constructed between 1950 and 1989, making them between 75 and 36 years old. This aging infrastructure, combined with insufficient funding for ongoing maintenance, has resulted in a substantial deferred maintenance backlog exceeding \$1 billion. Predictable, ongoing funding for modernizations, replacements and solutions is essential to address this growing deficit and ensure safe, high-quality learning environments for students.

To address these challenges, the Three-Year Capital Plan 2026–2029 prioritizes 16 new school construction projects, focusing on high-growth areas in the southwest, southeast, west, and north sectors of Edmonton. High school capacity remains a focus, with new schools planned in Riverview and Horse Hill areas. Additionally, an Autism Centre of Excellence (ACE) is a new capital priority intended to expand the options to serve the Division's growing number of students diagnosed with Autism Spectrum Disorder. Furthermore, 13 modernization or solution projects (not including the ACE) are included to address ageing infrastructure and improve learning environments in existing school communities. While the ACE is envisioned as a modernization project at an existing non-operational or operational school, considerations related to site availability and suitability are being investigated during project planning.

While recent funding announcements for new construction and replacement projects provide some relief, significant additional investment in both new construction and modernization projects is required to address burgeoning student enrolment growth and the Division's growing backlog of deferred maintenance. Facility condition evaluations inform the Division's capital priorities, and the requirement to rank new construction and modernization projects together creates challenges in balancing the needs of both growing and mature communities.

Edmonton Public Schools is requesting provincial funding to support the Three-Year Capital Plan 2026–2029 and to address the urgent need for new schools, modernization projects, and maintenance and renewal funding. This plan prioritizes addressing the needs of a growing student population while ensuring the long-term sustainability and quality of public education facilities in Edmonton.



## INTRODUCTION

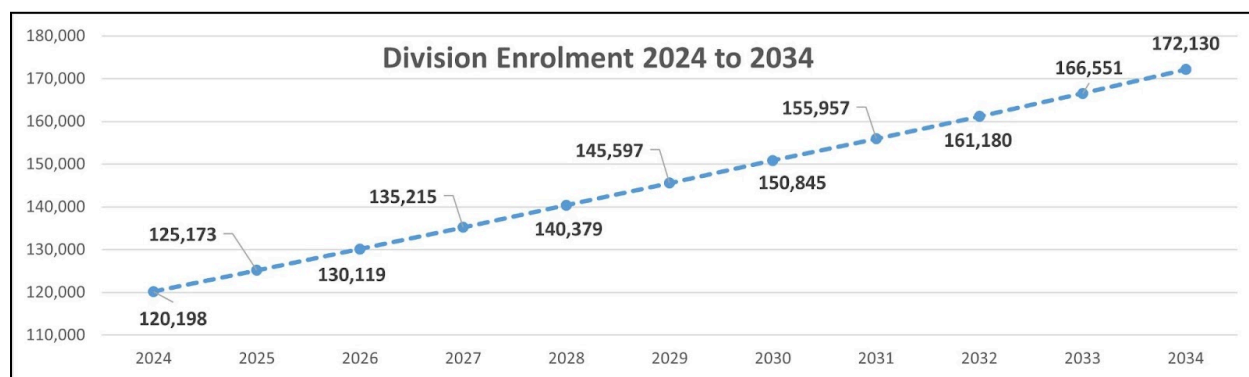
Edmonton Public Schools submits an annual Three-Year Capital Plan to Alberta Education outlining priority school construction and renewal projects. This plan informs the provincial government's overall capital plan, which is then considered by the provincial Treasury Board Committee during the provincial budget process. As outlined in the [School Capital Manual for the 2024/25 School Year](#), school capital priorities are assessed by the provincial government using project drivers focused on community renewal, efficiency solutions, enrolment pressures, functionality and programming, health and safety, and legal considerations.

## ENROLMENT GROWTH

The Division's enrolment on September 30, 2024, was 120,198 students, which represents a 4.2 per cent increase, or 5,022 new students from the previous year. This is the second largest student increase in the Division (the most being 2023–2024) since the City of Edmonton's annexation of the Town of Jasper Place in 1964–1965. Since the end of September, the Division has added over 2,000 students, which is an approximate 100 students per week so far this school year.

The Division anticipates a continuation of accelerated student enrolment growth, a trend that has been sustained since 2021. The 2025–2026 school year is projected to bring a 4.1 per cent increase in enrolment, amounting to 4,975 new students — an increase equivalent to approximately five K–9 schools at 950 students each. This projected growth is expected across all sectors of the city, including core, mature and newly developing areas. As a result, the Division must continue strategically refining its Three-Year Capital Plan to ensure the equitable allocation of capital resources, enabling all students to access quality educational opportunities through modernized infrastructure.

The Division is projected to experience a substantial 43 per cent growth in enrolment over the next decade, which translates to an average increase of 5,193 new students annually. The Division will be at 90 per cent utilization in September 2025. In order to maintain this utilization rate, the Division would need to add 42,458 student spaces by 2034, which is equivalent to opening 45 additional Kindergarten to Grade 9 schools (950 students each).

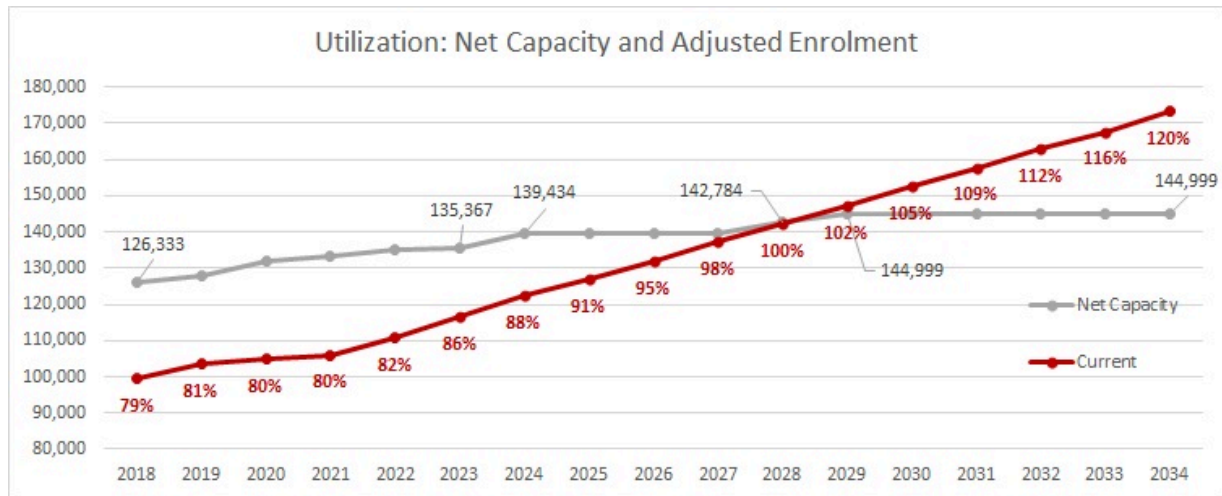


Additional design and construction funding announcements for new space are urgently required. Design and construction of a school typically takes three to five years to complete. From 2025 to 2030, the Division is expected to have grown by over 25,672 students; however, only 5,565 new student spaces are currently funded for construction. This represents a deficit of 20,107 student spaces over this period —

the equivalent of over 21 K–9 schools. Student spaces not yet approved for construction, even if funded for planning and design, are not included in these calculations as opening years are required in order to be reflected in these statistics.

## Capacity, Utilization and Growth Control

The Division's overall utilization has increased to 88 per cent for the current school year, which represents an increase of two per cent from the previous year. The Division is expected to reach 90 per cent utilization by the fall of 2025.



This level of utilization poses significant operational challenges for the Division. For instance, as additional enrolment growth occurs, the Division will not be able to deliver the corresponding expansion of Division centre special needs programs and alternative programs, meaning an increasing share of Edmonton's students may not have access to specialized educational opportunities. By 2028–2029, when utilization reaches 100 per cent, most schools may require closed boundaries or a lottery system to manage student enrolment. Moreover, newly designated overflow schools will be further away as nearby schools continue to be highly utilized. The transportation service model will face increasing strain to maintain current service levels as it already struggles to address driver capacity. Finally, the limited availability of dedicated lease space within schools presents an additional constraint on the Division's ability to effectively accommodate the growing student population along with community services that provide a mutual benefit to the school community, such as child care or in-school student support.

The increased enrolment pressures facing the Division have resulted in 135 schools now operating at or above 80 per cent utilization, a significant increase from 103 schools two years ago. To address this challenge, the Division has implemented the following strategies:

- In 2024–2025, requested provincial funding for 60 modular classrooms (56 new and four relocations).
  - Completing installation of all units that were funded (46 net new modular classrooms and the relocation of four existing units).
- For 2025–2026, the Division has requested provincial funding for 39 new modular classrooms to support 14 schools.



- Continued implementation of the [Growth Control Model](#):
  - Over the past five years, the Division has moved ten schools to Level 3 on the Growth Control Model and implemented a lottery process. Consequently, students who are not accepted at a Level 3 school through the lottery process can access their overflow designated school or a Level 1 school with space in planned classes.
  - The overflow designated schools for six lottery schools are located outside their sectors, meaning students must travel outside their sector of residence to access their overflow designated school.
  - The number of sectors utilizing the lottery process to manage enrolment has significantly increased from two (SE1 and SW2) in 2020–2021 to five (NW, SW1, SW2, SE1, SE2) for the 2025–2026 school year.

**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)	SE1
			Daly Grove (K–6)	SE1
			Kate Chegwin (7–9)	SE1
			T. D. Baker (7–9)	SE1
	Dr. Lila Fahlman (K–9)	SW2	Johnny Bright (K–9)	SW2
	Dr. Margaret-Ann Armour (K–9)	SW2	McKee School (K–6)	SC
Vernon Barford (7–9)			SW1	
2022–2023	David Thomas King (K–9)	NW	Youngstown (K–6)	NW
	Lillian Osborne School (10–12)	SW1	Michael Phair (7–9)	NW
			Strathcona (10–12)	SC
2023–2024	Jan Reimer (K–9)	SE2	Satoo (K–6)	SE1
			kisêwâtisiwin (7–9)	SE1
	Shauna May Seneca (K–9)	SE2	Grace Martin (K–6)	SE1
			Edith Rogers (7–9)	SE1
2024–2025	No schools were added or removed			
2025–2026	Donald R. Getty (K–9)	SW2	George P. Nicholson (K–6)	SW1
			D. S. MacKenzie (7–9)	SW1
	George H. Luck (K–6)	SW1	Nellie Carlson (K–6)	SW1
	Riverbend (7–9)	SW1	Avalon (7–9)	SC

Limited funding for new construction has resulted in increased demand on the Division's student transportation system with designated schools now being further from where students reside. The Division's model of providing families with educational choices is also increasingly challenged, with enrolment pressures on existing schools meaning more schools have closed boundaries or use the lottery process to manage enrolment of resident students in their attendance areas. Choice in alternative or Division centre programming is also increasingly scarce, particularly in areas outside Anthony Henday Drive, where housing construction is accelerating.

Balancing capital expenditure to accommodate Edmonton's tremendous growth remains a significant challenge. The allocation of maintenance and renewal funding, as well as capital modernization programs, has been insufficient to address the Division's growing deferred maintenance, which increased to over \$1 billion during the 2024–2025 school year. This shortfall creates challenges for the long-term

sustainability of school infrastructure and hinders the Division's ability to provide equitable access to quality learning environments for all students. The increasing demand for new capacity and the requirement to prioritize new construction over modernization projects results in fewer modernization projects, further exacerbating deferred maintenance.

## **CAPITAL PLANNING METHODOLOGY**

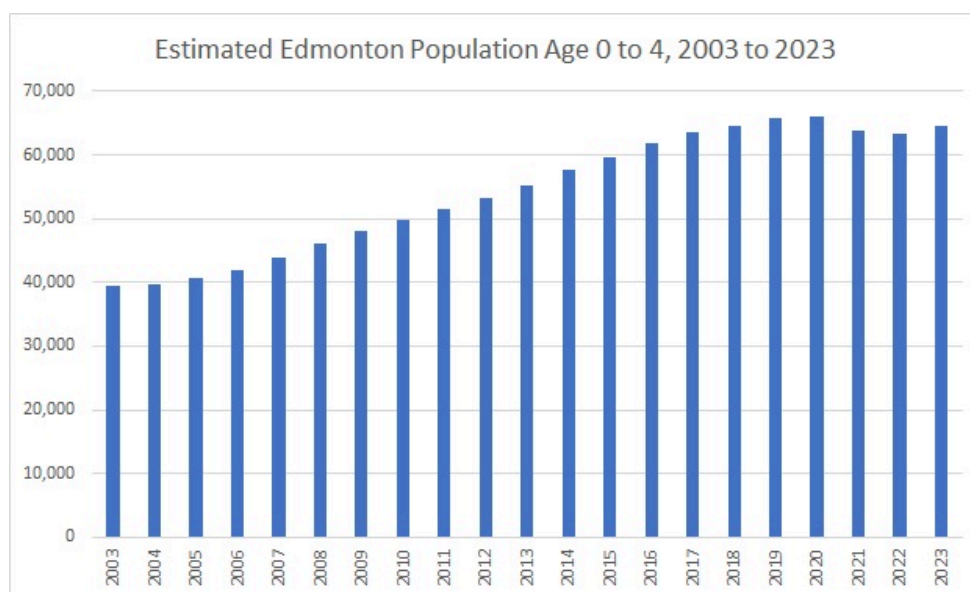
### **New Construction Considerations**

The proposed priorities for new construction and major additions are based on several factors. These factors include the following:

- a review of the City of Edmonton's development plans, policies and development data
- building, servicing and development insights from the development industry
- analysis of current and projected Division student residency
- the utilization rate of schools that students residing in the area attend
- the current and projected utilization rate of each Division sector
- 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)
- the readiness of sites as defined by the Province

An extensive analysis of student demographic and housing market trends provides the Division with insights into which areas of the city will require capacity immediately, and in future years. Although there is a continued need for capacity in developing areas of the city, the number of new students in core, mature and established neighbourhoods is also increasing.

Edmonton's student enrolment is expected to continue as the population of 0–4 year olds continues to rise. Despite a temporary slowdown in growth during the COVID-19 pandemic, the number of children aged 0–4 has rebounded, reaching an estimated 64,674 in 2023 and approaching the record high of 66,072 in 2020. The accelerated growth in 0–4 year cohorts suggests continued growth in Kindergarten and Grade 1 enrolment for the foreseeable future. This growth will gradually translate into increased enrolment in higher grades, impacting the entire school system.



Source: <https://open.alberta.ca/opendata/population-by-municipality>

Several factors may influence future student residency growth. The Federal Government's [Housing Accelerator Fund](#), by streamlining permitting and targeting development on former school sites, is expected to significantly increase housing supply. This, combined with municipal initiatives like the [Affordable Housing Investment Program](#) and the allowance of secondary suites, is driving housing growth. Additionally, the provincial government's [Stronger Foundations](#) affordable housing strategy supports these efforts.

While these initiatives aim to increase housing supply, the recent federal reduction in immigration targets, particularly the shift from family reunification to skilled worker programs, may potentially slow population growth. However, this potential impact may be offset by high migration rates from other parts of Canada due to greater housing affordability in Edmonton.

#### Student Residence by Neighbourhood Type

Year	Core	+/-	Mature	+/-	Established	+/-	Developing	+/-
2020–2021	2,174		27,693		49,683		22,813	
2021–2022	2,209	+35	27,439	-254	49,056	-627	25,511	+2,698
2022–2023	2,405	+196	28,448	+1,009	49,418	+362	28,430	+2,919
2023–2024	2,672	+267	29,809	+1,361	50,299	+881	31,363	+2,933
2024–2025	2,972	+300	31,408	+1,599	50,826	+527	34,291	+2,928

Note: Map of neighbourhood types can be found in Attachment II

There is a consistent and significant increase in student residency across all neighbourhood types from 2020–2024. Notably, developing neighbourhoods have experienced the most substantial total growth, with an overall growth of 11,478 total students throughout the period. While the mature and established neighbourhoods show more moderate total growth (3,715 and 1,143 total students respectively), the core neighbourhoods have also seen a steady increase (798 total students), indicating a growing student population in the city center. The Division's Central Sector has experienced a significant increase in utilization in recent years, rising from 66.3 per cent in fall 2021 to 91 per cent in fall 2024. This is partly due to residency increase but also due to the requirement to designate new areas to schools with

available space. This widespread growth underscores the need for a comprehensive and strategic approach to address the increasing demand for educational resources and infrastructure across all areas of the city. Meeting this demand requires a substantial investment in new school construction and major modernizations, and the strategic application of maintenance and renewal funding.

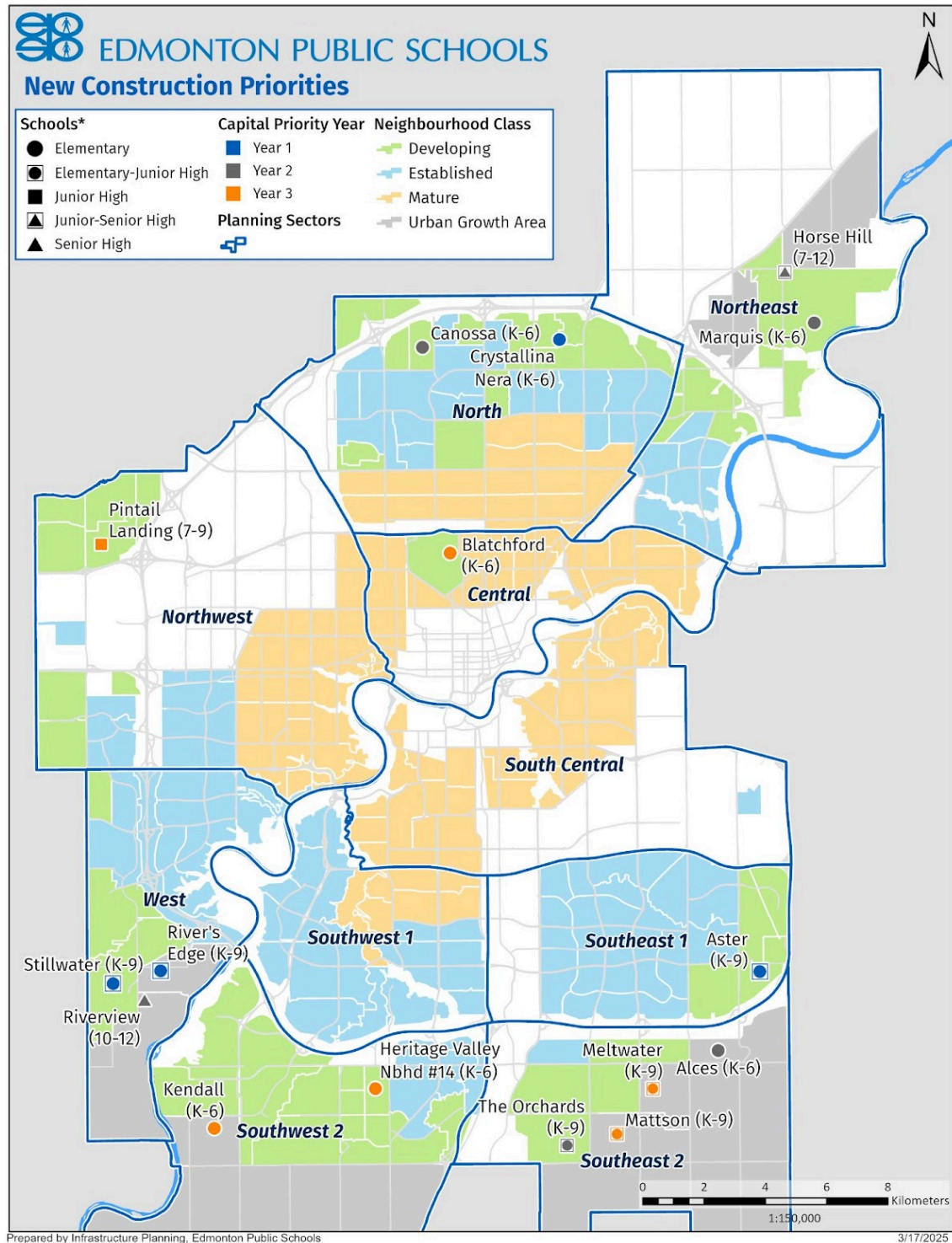
The majority of new school construction requests are located in newly developing neighbourhoods, primarily situated in the south, west, and north sectors of the city. As new neighbourhoods in the southeast (e.g., The Orchards, Mattson, Alces, Meltwater) and northeast neighbourhoods (e.g., Marquis, Quarry Ridge) get serviced and residents begin to move in, the Division will proactively prioritize school projects that are essential to accommodate the continued growth in these areas. While awaiting the necessary capital funding as outlined in the plan, students from rapidly developing areas will continue to be accommodated in schools within more established areas of the city where capacity permits.

Given anticipated growth, 16 new construction projects are recommended to be included as priorities in the Three-Year Capital Plan 2026–2029. Site readiness, which is determined by factors including completed or planned servicing, dedication to the City or Division, and suitable geotechnical conditions, informs the progression of new construction capital priorities. Specifically, year one sites are ready for design and construction, year two sites are nearing readiness, and year three sites require further development.

Priority (Previous Aggregated Priority)	New Construction Priority	Capacity	Sector	Cost (M)
<b>YEAR 1</b>				
1 (13)	Aster K–9	950	SE1	\$53
2 (22)	Stillwater K–9	950	W	\$53
3 (11)	River’s Edge K–9	950	W	\$53
4 (14)	Crystallina Nera K–6	650	N	\$33
<b>YEAR 2</b>				
5 (21)	Alces K–6	650	SE2	\$33
6 (15)	The Orchards K–9	950	SE2	\$53
7 (27)	Canossa K–6	650	N	\$33
8 (29)	Riverview 10–12	2,410	W	\$142
9 (19)	Marquis K–6	890	NE	\$42
10 (20)	Horse Hill 7–12	2,410	NE	\$142
<b>YEAR 3</b>				
11 (23)	Heritage Valley Neighbourhood 14 K–6	650	SW2	\$33
12 (28)	Meltwater K–9	950	SE2	\$53
13(N/A)	Mattson K–9	950	SE2	\$53
14 (N/A)	Pintail Landing 7–9	765	NW	\$41
15 (N/A)	Blatchford K–6	650	C	\$33
16 (N/A)	Kendall K–6	650	SW2	\$33

Several projects, such as Aster K–9, Stillwater K–9 and Crystallina Nera K–6, have been added to year one to address rapid growth in developing communities, and because of their sites being construction-ready.

## Map of New Construction Priorities



New construction priorities in years two and three will soon be required as they approach advanced stages of site readiness.

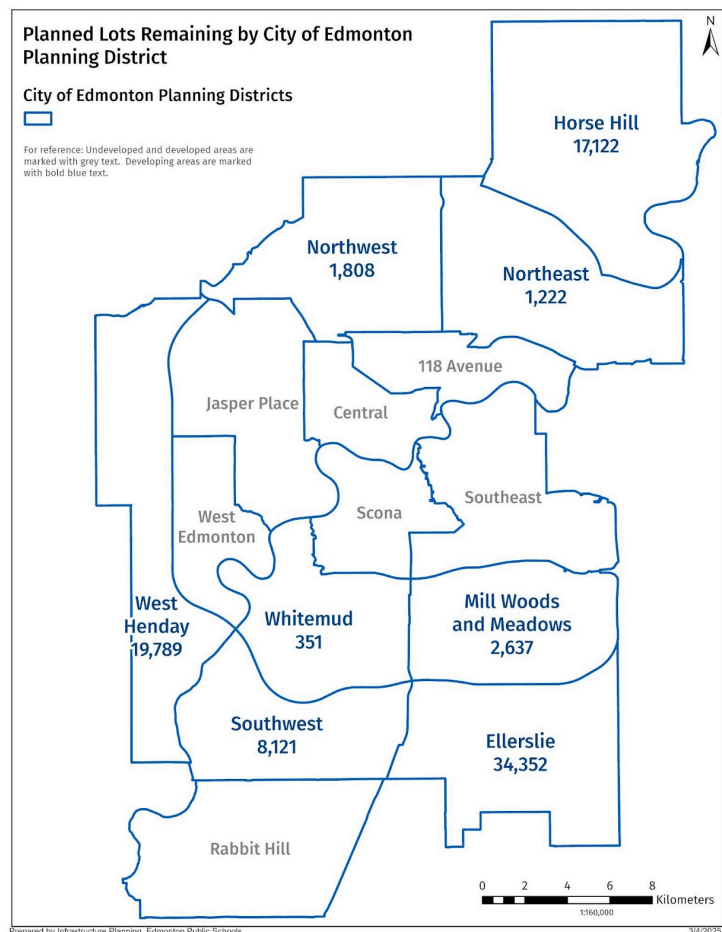
Additional information, specifically related to provincial project drivers, for the Division's most urgent priorities in year one can be found in Attachment IV.

## Growth Pressures by City District

Residential growth significantly impacts student enrolment. A key indicator of this growth is the rate of lots that are registered at the Land Titles Office for future development. As residential lot registration increases, development of these lots typically follows, leading to a rise in the overall population and, consequently, the student population. The Division examines lot registration rates across various neighbourhoods in Edmonton to understand the potential for future student growth and inform planning decisions accordingly.

The following map illustrates the number of lots remaining to be registered across city districts, based on planned areas. The Ellerslie District has the most growth capacity, primarily due to planned development in the Decoteau area. West Henday and Horse Hill also have significant growth capacity in the Riverview and Marquis areas, respectively. High utilization rates within city districts such as Northwest, Southwest, and Mill Woods and Meadows, means that even though there are relatively fewer lots remaining to be developed, the Division still faces student accommodation challenges in these areas. Despite strong enrolment growth over the past 15 years, Edmonton has developed only half of its approved residential land. Over 85,402 lots remain, representing substantial future growth — equivalent to over 18 neighborhoods the size of Chappelle. The Division will actively monitor factors like housing construction, immigration, and demographic shifts to proactively adjust planning and resource allocation to meet evolving student accommodation needs.

The City of Edmonton is divided into ten planning districts within the [City Plan](#), each with unique characteristics and development goals, to guide future growth and ensure a cohesive urban structure. The following data references city planning districts that still have developing neighbourhoods. Considerable growth pressures in the areas outside Anthony Henday Drive, west of Calgary Trail and 199 Street, are expected to continue — as such, five of the Division's 11 year one priorities are located in these Districts.





## Growth Pressures in Northwest Edmonton

Continued development in the Big Lake and Lewis Farms areas are placing enrolment pressures on the limited number of schools to the west of Anthony Henday Drive. Projects in the Northwest sector required for facility modernizations or replacements include Mayfield PK-3/Britannia K-9 Solution (priority 6), Grovenor K-6 Modernization/Addition (priority 9), and Winterburn K-6 Modernization/Addition (priority 14). The proposed priority in the Big Lake area, Pintail Landing 7-9, will ease enrolment pressures at David Thomas King K-9.

## Growth Pressures in West and Southwest Edmonton

The rapid development in southwest Edmonton, in particular, is expected to continue, as the Windermere Area Structure Plan had the highest annual activity relative to all area structure plans, with 842 lots serviced. Additionally, Glenridding Heights saw the most low-density lots added of any neighbourhood in the city, meaning the lots made available for development exceeded the original number of planned lots. 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.

The Rosenthal K-6 and Glenridding Heights K-6 projects received construction funding on February 15, 2025. Development continues to accelerate in the West sector, with two year one priorities being included in the plan as Stillwater and River's Edge K-9 schools. These two new school projects are crucial to address rapid development in Riverview and the sustained development over several years in the Big Lake area. The schools serving these communities are located outside the Riverview area and are nearing or exceeding capacity. The proposed Stillwater and River's Edge K-9 schools will alleviate growing enrolment pressures at Centennial K-6 and S. Bruce Smith 7-9, which currently serve students from The Uplands and are experiencing significant enrolment pressure.

There are five priorities in the West sector: Stillwater K-9 (priority 2), River's Edge (priority 3), Riverview 10-12 (priority 18), Ormsby K-6 Modernization/Addition (priority 26) and Jasper Place 10-12 Modernization (priority 28).

There are four priorities in the Southwest sectors (Southwest 1 and Southwest 2): Brander Gardens K-6 Modernization/Addition (priority 8), Heritage Valley Neighbourhood 14 K-6 (priority 21), Keheewin K-6 Modernization/Addition (priority 25) and Kendall K-6 (priority 30).

## Growth Pressures in Southeast Edmonton

The opening of Elder Dr. Francis Whiskeyjack School in fall 2024 has provided much-needed relief to the rapidly growing communities in the Southeast 1 and Southeast 2 sectors, including new and future developments in neighbourhoods such as Alces, Mattson and Meltwater. A new K-6 school in the Silver Berry neighbourhood has received planning funding approval.

As development occurs and sites in these areas become assembled and serviced, Administration expects priorities such as Alces K-6 (priority 11), The Orchards K-9 (priority 12), Meltwater K-9 (priority 22) and Mattson K-9 (priority 23) to continue rising in priority. Construction-ready projects that saw increased priority include Aster K-9 (priority 1), and Ellerslie Campus Solution K-9 (priority 5). The need to invest in existing capacity in the southeast is shown through the request to modernize and expand Greenview K-6 School (priority 15).

The Ellerslie Campus Solution K–9, located on a construction-ready site, will provide a modernized K–9 facility which will replace two aging buildings on the campus site. This project addresses growing enrolment pressures from The Hills at Charlesworth, where student numbers are expected to increase, and from the northeast corner of Summerside, relieving pressure on Michael Strembitsky School. Notably, Charlesworth has already exceeded planned low-density lots by 160 units.

## Continued Growth in North Edmonton

The McConachie 7–9 project received construction funding by the Province on February 15, 2025. Further additional spaces are required in new construction priorities in Crystallina Nera (priority 4) and Canossa (priority 13).

The Crystallina Nera K–6 school has climbed several positions in the capital priority list, now ranking fourth compared to 14th last year. This significant increase reflects the escalating pressure on school capacity in the North sector, particularly due to ongoing development in the Crystallina Nera East/West neighbourhoods and the Schonsee neighbourhood. The designated school, Lago Lindo School, is already at 99 per cent utilization.

The Canossa K–6 school has climbed several positions in the capital priority list, now ranking 13th compared to 27th last year. This significant increase reflects the escalating pressure on school capacity in the North sector, particularly due to ongoing development in the Rapperswil neighbourhood and potential new development in Canossa North. The designated school for Rapperswil, Lorelei K–6, is already at 95 per cent utilization. Newly planned residential development in the Goodridge Corners neighbourhood, which will eventually be slightly larger than Rapperswil, is expected to put additional enrolment pressure on schools in North Edmonton. The designated school for the Goodridge Corners neighbourhood, which has not yet started residential development, is Baturyn K–6, which is already at 88 per cent utilization.

## Growth Pressures on High School Space

Families in the rapidly developing southwestern and northwestern portions of the city continue to face significant challenges in accessing high school space within their immediate communities. On March 19, 2025, the Province announced the following projects which will help address the growing pressure to accommodate high school students:

- design funding for an addition to Dr. Anne Anderson 10–12
- planning funding for a new Dunluce high school in north Edmonton on a construction-ready site (Castle Downs 10–12)
- planning funding for a new high school in the Hamptons in West Edmonton, where there is a construction ready site (The Grange 10–12)

Growth pressures on high schools continue to be acute in many parts of the city, and particularly prominent in the northwest, west, and southwest areas of Edmonton.



**Current Attendance Area and Special Program High Schools  
in Northwest, West, and Southwest Edmonton**

High School	School Utilization	Sector
Lillian Osborne	119%	SW1
Strathcona	115%	SC
Ross Sheppard	114%	NW
Harry Ainlay	103%	SW1
Dr. Anne Anderson	100%	SW2
Old Scona	99%	SC
Jasper Place	98%	NW

In the southwest, the Glenriding Heights 7–12 school, which is expected to open in fall of 2028, is expected to alleviate enrolment pressures at Lillian Osborne School (which is at Level 3 on the Growth Control Model) and Strathcona School (which is the overflow designated school for Lillian Osborne School). However, despite the anticipated 2028 opening, overall attendance area high school utilization across the city is expected to remain above 100 per cent.

The addition at Dr. Anne Anderson High School will continue to allow the fast-growing area of Heritage Valley to be accommodated locally as the school is already at capacity in its fourth year of operation. In addition, there are still approximately 2,768 low-density lots remaining to be developed in the attendance area, a number comparable to the entire Rutherford neighbourhood.

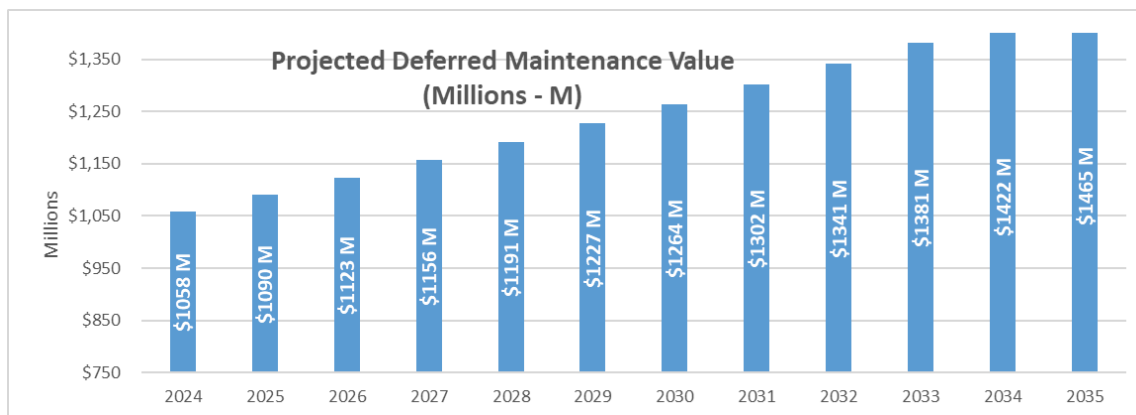
The high school in The Grange is needed quickly to alleviate pressure from new communities in The Grange, Edgemont, and Lewis Farms areas, as Jasper Place School, which is now a closed-boundary school, accommodates 3,058 students and is at 98 per cent utilization. Enrolment pressures are projected to increase even further without urgently needed capacity from a new west-end high school. In fact, the need is so great that another larger high school is also requested in the Capital Plan in Riverview (2,400 spaces).

A new high school in Castle Downs is also urgently needed as Ross Sheppard School is overutilized and has now instituted a closed boundary for the 2024–2025 school year. This is expected to contribute to an increase in the utilization of Queen Elizabeth School, which is already 96 per cent utilized. The new school in Castle Downs would be built on a construction-ready site in the Dunluce neighbourhood, and would relieve growth pressure in the North sector, where there are increasing accommodation pressures, coupled with deferred maintenance issues, at the existing Queen Elizabeth School.

Despite the additional capacity afforded by a Dunluce high school and the increasing deferred maintenance and building condition concerns at Queen Elizabeth High School, the Division will still require the capacity at Queen Elizabeth long-term and thus requests a school modernization project as priority 16. In addition, the Division requires modernization of the ageing McNally, Jasper Place and W. P. Wagner high schools in order to address mounting deferred maintenance and so they can continue to serve students long term.

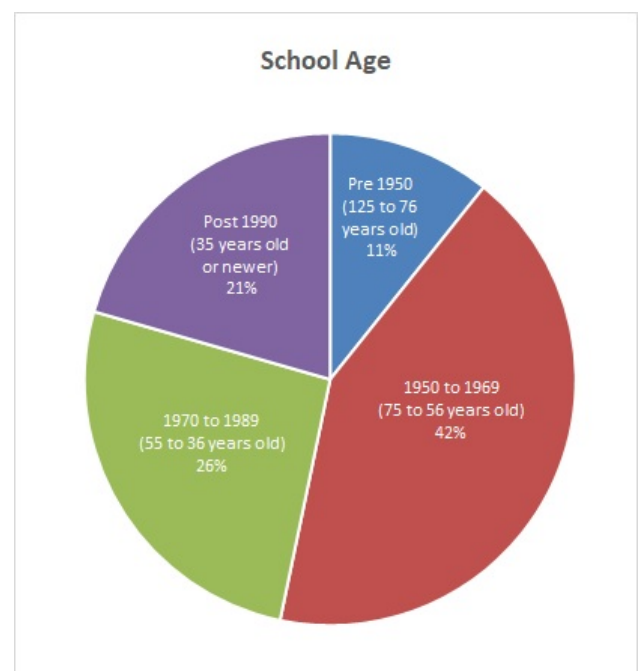
## MODERNIZATION, REPLACEMENT AND SOLUTION PROJECT CONSIDERATIONS

Funding for major modernization projects and crucial maintenance programs like Capital Maintenance and Renewal (CMR) and Infrastructure Maintenance and Renewal (IMR) has regularly fallen short of what is needed to address the Division's growing deferred maintenance. Historical and recent levels of funding have resulted in a significant and escalating maintenance burden, having reached \$1 billion in the 2024–2025 school year. To address this critical issue, the Division urgently requires increased funding to prevent further deterioration of its ageing infrastructure. The proposed Three-Year Capital Plan 2026–2029 outlines fourteen modernization or solution projects aimed at mitigating this pressing challenge.



A significant portion of the Division's buildings (68 per cent) were constructed between 1950 and 1989, while only 21 per cent were built more recently. This older infrastructure presents a significant challenge, as it accounts for a substantial portion of the Division's deferred maintenance backlog — approximately 84 per cent, or nearly \$918 million. Notably, all of the Division's current modernization or solution projects, representing over \$125 million in deferred maintenance, target buildings constructed within this era. The *School Age* pie chart to the right illustrates the percentage of the Division's school facility inventory constructed during various time frames.

The Division requires adequate and sustained funding to modernize, maintain and repair ageing building components while addressing growing deferred maintenance in a steady and predictable manner. There is a risk that component failures may occur concurrently or within a short timeframe across multiple schools constructed in the same era, requiring significant maintenance and renewal funding. The combination of ageing building components and insufficient capital funding to address them proactively contributes to the Division's mounting deferred maintenance challenges.



The need for modernization and replacement/solution priorities, as outlined in Attachment I, is further underscored by rising enrolment and student residency in core and mature areas, as well as the challenges associated with maintaining ageing infrastructure.

The recent funding for the design phase of the replacement projects for Spruce Avenue and Delton schools marks a significant milestone for the Division and many communities in Edmonton's core. These projects, which have been included in the Division's capital plans for nearly two decades, are critical to addressing longstanding issues of accessibility, safety, and ageing infrastructure. By replacing these schools, the Division can eliminate the high operational costs associated with maintaining these ageing buildings while reducing the Division's overall deferred maintenance backlog by an estimated \$10 million related to these two specific schools. This investment will also ensure that students in these mature and core communities have equitable access to modern, safe, and inclusive learning environments.

Solution projects, as defined by the Provincial School Capital Manual, are "integrated solutions" requiring construction activity at multiple school sites. The Ellerslie Campus K–9 Solution (priority 5) aims to address the critical needs of the Ellerslie school community. With continued growth-pressured high utilization (103 per cent) and increasing wear and tear on the existing 70-year-old facilities, the Ellerslie campus requires significant upgrades. To address these challenges, the project will explore options for consolidating the existing school buildings into a single, modern replacement facility. The Division has already added 16 modular classrooms to the campus, highlighting the urgent need for a more sustainable and long-term solution.

The Three-Year Capital Plan 2026–2029 continues to include a solution project in the mature area of Britannia (priority 6, up from priority 18). 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. Continued delays in funding for this proposed consolidation will likely necessitate further community engagement, as the current student population and their families will/have aged out of the system, requiring renewed consultation with new families in the area.

The modernization of Queen Elizabeth, McNally, W. P. Wagner and Jasper Place schools remain a priority, driven by the significant deferred maintenance needs and the challenges associated with ageing infrastructure. 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 will collaborate with the provincial government to explore the most efficient and effective approach to address the critical infrastructure needs at these schools, ensuring the best possible learning environment for students.

Where applicable, based on updated student demographic growth and school utilization data, the Division will seek additional capacity as part of modernization, replacement and solution projects. This is demonstrated in the modernization and addition requests for Lansdowne, Brander Gardens, Grovenor, Winterburn, Greenview, Keheewin and Ormsby schools.

## Growing Demand for Division Centre Programming

The significant growth in the Division's special needs programming is primarily driven by the demand for Interactions classes, which serve students diagnosed with Autism Spectrum Disorder (ASD). This growth is further compounded by the increasing number of new-to-Division families choosing Edmonton Public Schools for these specialized services, which highlights the need for dedicated facilities to meet the evolving needs of this student population.

Over the past six years, 75 per cent of all new Division centre classes established have been dedicated to the Interactions program. This is due to the steady growth — almost 350 students per year on average — in the number of Grade 1–12 students diagnosed with ASD in the Division. On average, 40 per cent of students diagnosed with ASD choose to enrol in Interactions Division centre programming, while the other 60 per cent choose to enrol in regular, alternative, or other Division centre programs.

The proposed Autism Centre of Excellence (Modernization) (priority 11) — envisioned as a modernization project at an existing school site (site selection to occur as part of ongoing project planning efforts) — is a new and urgently needed addition to this year's capital plan. The increasing demand for specialized support services, particularly for students with ASD, necessitates a broader expansion of the Division's current service delivery model for students with Autism. While the Division currently offers the Interactions Division centre program within existing school settings and accommodates students with Autism inclusively, there may be a growing number of families that desire the type of specialized supports that a dedicated environment can provide.

A dedicated school for students with ASD would offer several key advantages:

- **Enhanced Learning Environment:** A dedicated school would allow for the creation of a specifically designed learning environment tailored to the unique needs of students diagnosed with ASD, including specialized classrooms, sensory rooms, assistive technology, and outdoor spaces conducive to learning.
- **Increased Capacity:** A dedicated school would provide a sustainable and long-term solution for the growing number of students requiring specialized services and the school staff who support them.
- **Enhanced Program Delivery:** The school would facilitate the delivery of high-quality, specialized programs by providing access to dedicated resources and allowing for the creation of a supportive and inclusive community for students with ASD and their families. The opportunity to expand Division partnerships through the facility could also enhance program delivery on site, as well as more broadly across the Division.
- **Research and Staff Training Facility:** The centre would serve as a valuable research and training facility for Division staff including principals, teachers, educational assistants and consultants, enabling them to acquire specialized skills and knowledge in supporting students with ASD. These professionals can then implement their acquired expertise within their respective schools, enhancing the overall support for students diagnosed with ASD across the Division.
- **Student Transition Hub:** The school could serve as a transition hub for students diagnosed with ASD, where they may receive intensive support and develop essential life and academic skills within the dedicated environment. Subsequently, students may gradually transition into their community school setting. The transition hub can also examine additional ideas to support a student transition from K–12 learning into community living.

The increasing demand for specialized support services for students diagnosed with ASD, coupled with space constraints across the Division, necessitates a proactive approach. A dedicated school for students

diagnosed with ASD would provide a sustainable and effective solution, ensuring that all students have access to high-quality, equitable, and inclusive educational opportunities.

### Multi-stage assessment process for evaluating modernization and replacement projects

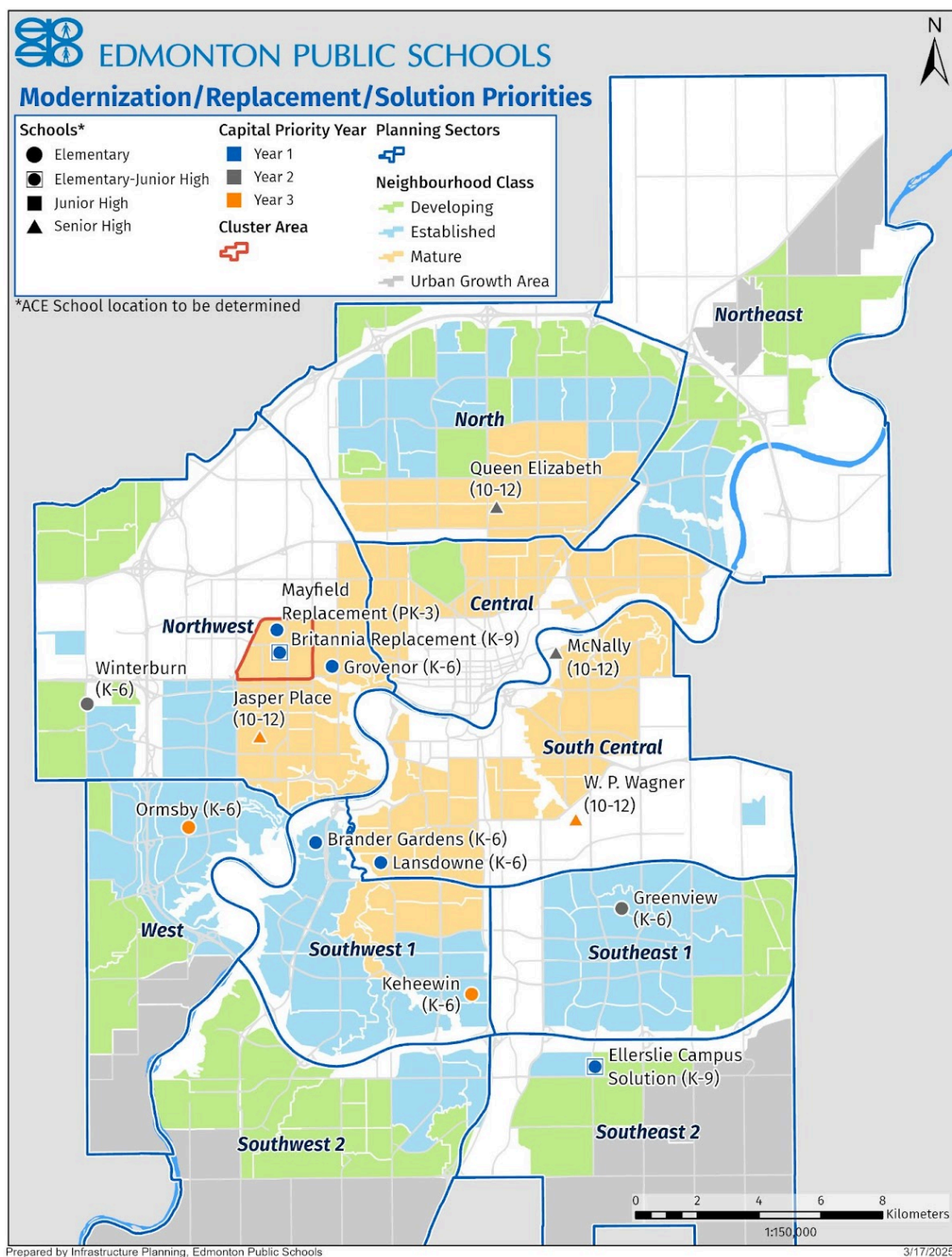
Schools ranked as modernization, replacement, or solution priorities have been rated with the highest need for capital investment relative to other school buildings. These schools are identified for improvements that are best addressed comprehensively by a capital plan modernization project.

The Division prioritizes school modernization projects using a multi-stage process. Initial ranking considers deferred maintenance and operating expenses, followed by an analysis of maintenance history and past/future capital spending. A final evaluation across key building categories, encompassing building systems, design, site conditions, structural integrity, electrical systems, suitability for programming, accessibility, and potential project complexities, informs the final prioritization. This ensures a data-driven approach to addressing capital investment needs.

The updated list prioritizes the Ellerslie Campus K–9 Solution due to the need to replace the two ageing facilities on the campus site, as well as rapid development in Charlesworth and high utilization of area schools. Other priorities have shifted following the funding of Delton and Spruce Avenue replacement projects. Facing both growing deferred maintenance and increasing enrolment pressures, Winterburn K–6, Greenview K–6, Keheewin K–6, Ormsby K–6, Jasper Place 10–12 and W. P. Wagner 10–12 have been added as modernizations in years two and three.

Priority (previous)	Modernization, Replacement, Solution Priorities	Capacity	Sector	Cost (M)
<b>YEAR 1</b>				
1 (3)	Ellerslie Campus K–9 Solution	1,100	SE2	\$62
2 (6)	Mayfield PK–3 and Britannia K–9 Solution	1,115	NW	\$69
3 (4)	Lansdowne K–6 Modernization/Addition	TBD	SC	TBD
4 (7)	Brander Gardens K–6 Modernization/Addition	TBD	SW1	TBD
5 (5)	Grovenor K–6 Modernization/Addition	TBD	NW	TBD
6 (N/A)	Autism Centre of Excellence (Modernization)	225	TBD	TBD
<b>YEAR 2</b>				
7 (N/A)	Winterburn K–6 Modernization	TBD	NW	TBD
8 (N/A)	Greenview K–6 Modernization	TBD	SE1	TBD
9 (9)	Queen Elizabeth 10–12 Modernization	TBD	N	TBD
10 (8)	McNally 10–12 Modernization	TBD	SC	TBD
<b>YEAR 3</b>				
11 (N/A)	Keheewin K–6 Modernization	TBD	NW	TBD
12 (N/A)	Ormsby K–6 Modernization	TBD	SE1	TBD
13 (N/A)	W. P. Wagner 10–12 Modernization	TBD	SC	TBD
14 (N/A)	Jasper Place 10–12 Modernization	TBD	NW	TBD

## Map of Modernization, Replacement and Solution Priorities



*Autism Centre of Excellence (Modernization) location to be determined.*



## AGGREGATED PRIORITIES

The Three-Year Capital Plan 2026–2029 includes 16 new construction priorities to accommodate growth in newly developing areas. It also includes twelve modernization and two solution priorities. This plan introduces Aster K–9, Stillwater K–9, and Crystallina Nera K–9 into year one of the Capital Plan due to significant progress in their site readiness and the sustained growth pressures that the southeast, southwest, and north areas of the city continue to face. Year one of the plan also includes the introduction of an Autism Centre of Excellence (ACE) project, envisioned as a modernization project at an existing school site. This priority is driven by the ongoing capacity challenges and high demand for the Interactions program. The Division has received planning funds for this priority, which will be used to determine a suitable location.

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 2026–2029. The plan includes the following priorities by sector:

Sector	Number of Priorities	Project(s)
Central	1	New Blatchford K–6
Northeast	2	New Marquis K–6, New Horse Hill 10–12
North	3	New Crystallina Nera K–6, New Canossa K–6, Queen Elizabeth 10–12 Modernization
Northwest	5	New Pintail Landing 7–9, Mayfield PK–3 and Britannia K–9 Solution, Grovenor K–6 Modernization, Jasper Place 10–12 Modernization, Winterburn K–6 Modernization
South Central	3	Lansdowne K–6 Modernization, McNally 10–12 Modernization, W. P. Wagner 10–12 Modernization
Southeast 1	2	New Aster K–9, Greenview K–6 Modernization
Southeast 2	5	Ellerslie Campus K–9 Solution, New Alces K–6, New The Orchards South K–9, New Meltwater K–9, New Mattson K–9
Southwest 1	2	Brander Gardens K–6 Modernization, Keheewin K–6 Modernization
Southwest 2	2	New Heritage Valley Neighbourhood 14 K–6, New Kendall K–6
West	4	New Stillwater K–9, New River's Edge K–9, New Riverview 10–12, Ormsby K–6 Modernization
TBD	1	Autism Centre of Excellence (Modernization)

This list highlights the urgency and critical need for capital funding to accommodate students in communities across Edmonton. All of the year one priorities are urgently required to meet the accommodation needs of families. With schools in the southeast, southwest and west sectors already experiencing high utilization and long travel distances to designated schools, new residential development in these and surrounding neighbourhoods will continue to exacerbate accommodation pressures at existing school sites.

The Division will continue to monitor emerging new growth in the Decoteau, Horse Hill and Riverview urban growth areas, as well as planned future growth in southeast and southwest Edmonton. Notably, half of this year's priorities (14 of 30) are situated beyond the Anthony Henday Drive perimeter,

reflecting the expanding geographical scope of the Division's growth challenges. While the most significant pressures in recent years have been concentrated in the southeast and southwest areas, capital funding by the Province has not kept pace with increasing student enrolment. As a result, additional areas of the city, including core and mature areas, are now experiencing similar capacity challenges.

## Aggregation and Provincial Consideration

The Three-Year Capital Plan 2026–2029 outlines the Division's capital priorities for the next three-year period. The plan reflects capital investment in both mature areas and new growth areas. It includes a breakdown of project costs and demonstrates that all proposed priorities are positioned to be funded within a three-year period.

The requirement to amalgamate project priorities into a single, ranked list for large metro school divisions presents a significant challenge. This approach requires the Division to prioritize projects serving new communities against those serving established areas within the city, potentially impacting the Division's commitment to equitable access to modern, high-quality learning environments for all students, as outlined in the Division's Infrastructure Planning Principles Board Policy. Furthermore, this requirement does not align with the City of Edmonton's urban planning objectives, which emphasize coordinated intensification of mature areas and encourage a greater proportion of new residents, including families with children, to reside within these established communities.

Once approved, the Three-Year Capital Plan 2026–2029 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 school divisions to consider the following project drivers for all capital priorities: 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.

## Aggregated Priorities

	Priority (previous)	Aggregated Priorities	Capacity	Sector	Cost (M)
YEAR 1	1 (13)	Aster K–9	950	SE1	\$53
	2 (22)	Stillwater K–9	950	W	\$53
	3 (11)	River’s Edge K–9	950	W	\$53
	4 (14)	Crystallina Nera K–6	650	N	\$33
	5 (12)	Ellerslie Campus Solution K–9	1,100	SE2	\$62
	6 (18)	Mayfield PK–3 and Britannia K–9 Solution	1,115	NW	\$69
	7 (16)	Lansdowne K–6 Modernization/Addition	TBD	SC	TBD
	8 (24)	Brander Gardens K–6 Modernization/Addition	TBD	SW1	TBD
	9 (17)	Grovenor K–6 Modernization/Addition	TBD	NW	TBD
	10 (N/A)	Autism Centre of Excellence (Modernization)	225	TBD	TBD
YEAR 2	11 (21)	Alces K–6	650	SE2	\$33
	12 (15)	The Orchards K–9	950	SE2	\$53
	13 (27)	Canossa K–6	650	N	\$33
	14 (N/A)	Winterburn K–6 Modernization/Addition	TBD	NW	TBD
	15 (N/A)	Greenview K–6 Modernization/Addition	TBD	SE1	TBD
	16 (26)	Queen Elizabeth 10–12 Modernization	TBD	N	TBD
	17 (25)	McNally 10–12 Modernization	TBD	SC	TBD
	18 (29)	Riverview 10–12	2,410	W	\$142
	19 (19)	Marquis K–6	890	NE	\$42
	20 (20)	Horse Hill 7–12	2,410	NE	\$142
YEAR 3	21 (23)	Heritage Valley Neighbourhood 14 K–6	650	SW2	\$33
	22 (28)	Meltwater K–9	950	SE2	\$53
	23 (N/A)	Mattson K–9	950	SE2	\$53
	24 (N/A)	Pintail Landing 7–9	765	NW	\$41
	25 (N/A)	Keheewin K–6 Modernization/Addition	TBD	SW1	TBD
	26 (N/A)	Ormsby K–6 Modernization/Addition	TBD	W	TBD
	27 (N/A)	W. P. Wagner 10–12 Modernization	TBD	SC	TBD
	28 (N/A)	Jasper Place 10–12 Modernization	TBD	W	TBD
	29 (N/A)	Blatchford K–6	650	C	\$33
	30 (N/A)	Kendall K–6	650	SW2	\$33

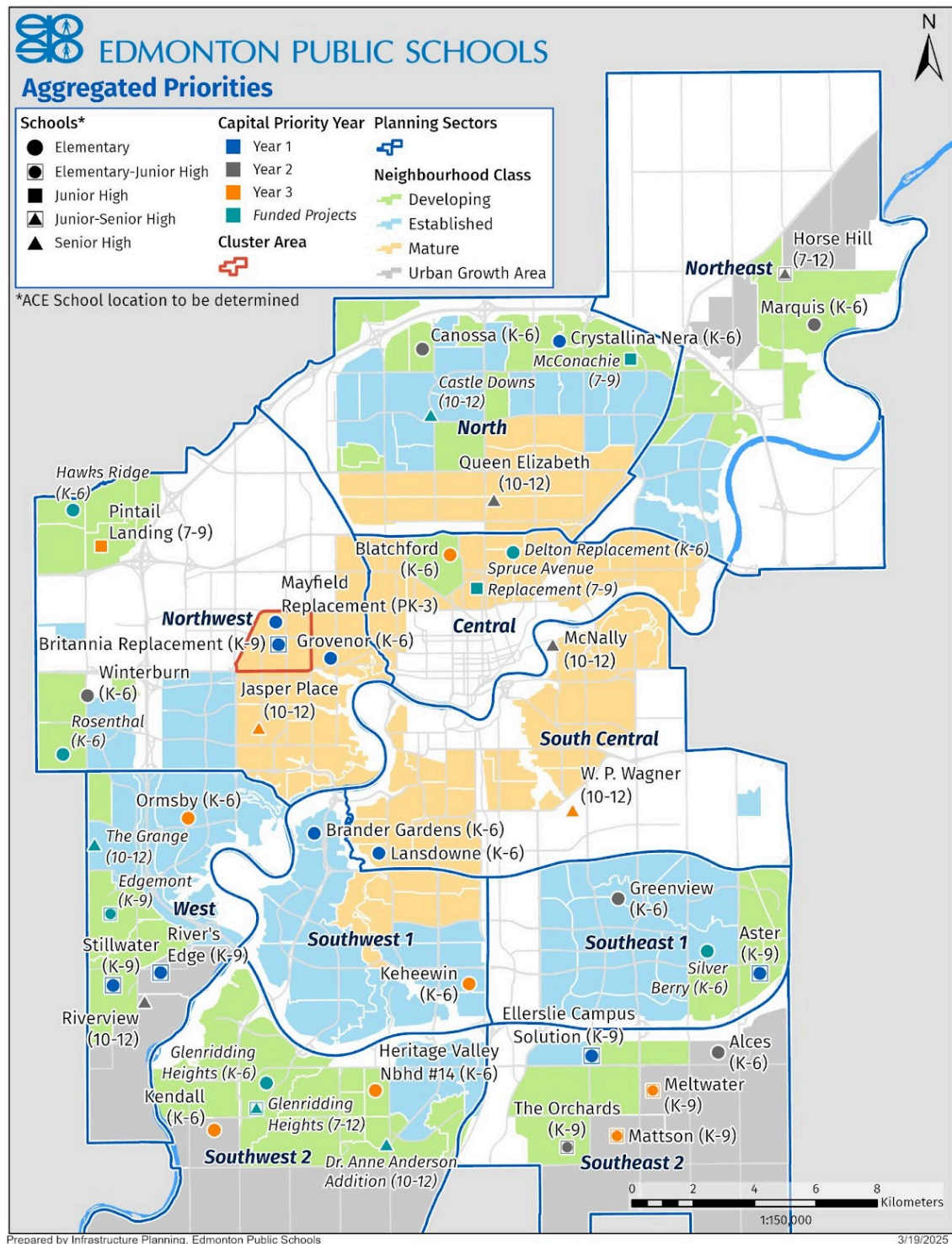
*Note: Projects already formally announced to receive planning, design, or construction funding, are not required to be listed on the aggregated list of priorities. For reference, currently funded projects are listed on the next page.*

## Currently Funded Projects

Project	Sector	Provincial Funding Type Approved	Anticipated Opening
Edgemont K–9	W	Construction	TBD*
Glenridding Heights 7–12	SW2	Construction	Fall 2028
Glenridding Heights K–6	SW2	Construction	Fall 2029
Rosenthal K–6	NW	Construction	Fall 2029
McConachie 7–9	N	Construction	Fall 2029
Delton K–6 Replacement	C	Design	Contingent on construction funding
Spruce Avenue 7–9 Replacement	C	Design	Contingent on construction funding
Dr. Anne Anderson 10–12 Addition	SW2	Design	Contingent on construction funding
Hawks Ridge K–6	NW	Design	Contingent on construction funding
Castle Downs 10–12	N	Planning	Contingent on construction funding
The Grange 10–12	W	Planning	Contingent on construction funding
Silver Berry K–6	SE1	Planning	Contingent on construction funding
Autism Centre of Excellence (ACE)	TBD	Planning	Contingent on construction funding

*\* Originally anticipated to open in fall 2027, the Edgemont K–9 construction project has encountered delays due to geotechnical issues; completion date to be determined.*

## Map of Aggregated Priorities



Autism Centre of Excellence (Modernization) location to be determined.

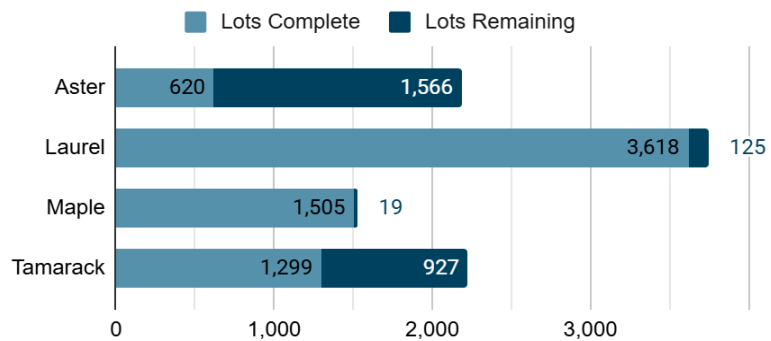
## Proposed Three-Year Capital Plan 2026–2029: Project Drivers for Year One Priorities

### 1. Aster New Construction K–9

#### Enrolment Pressures

- The Meadows Area Structure Plan (ASP) neighbourhoods have seen sustained development over the past five years, with Aster bringing on its first residential lots in 2021. Quick servicing and high demand for housing have enabled a fast pace of growth.
- Enrolment pressures are expected to continue in The Meadows area, as Aster, Laurel and Tamarack have all already far exceeded their expected student generation.
- Tamarack neighbourhood is projected to generate 755 K–9 EPSB students when student enrolment stabilizes; however, it has yet to peak and 1,053 K–9 students currently reside. Laurel neighbourhood is projected to generate 767 K–9 EPSB students when enrolment stabilizes; however, it has yet to peak and 2,207 K–9 students currently reside.
- Aster is following a comparable trend to Tamarack and Laurel for student generation, enabled by the prevalence of starter homes, multi-generational households and secondary suites.
- The unique rise in student generation in this area of the city is reflected in the city's overall demographic trends, as more newcomers are calling Edmonton home. The Division evaluates these trends and is responding by adjusting its planning practices. Through the Edmonton Joint Use Agreement, the Division is working with developers, the City, and partner school divisions to better estimate student generation.

#### The Meadows: Low Density Lot Registration

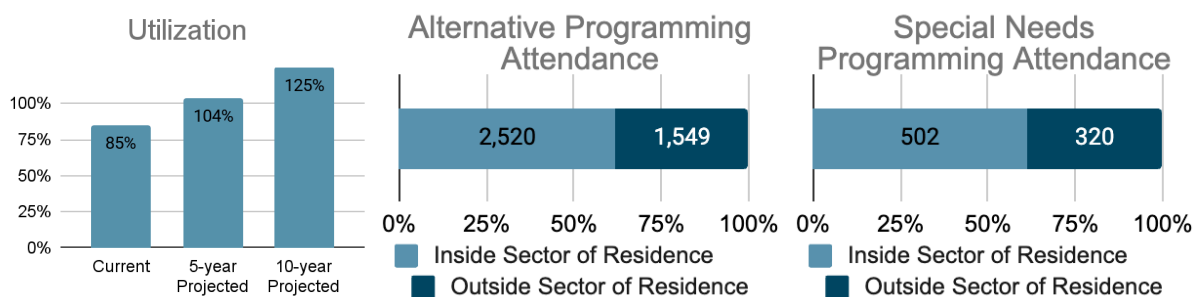




The Meadows Neighbourhoods	Resident K-6 Students	Designated School	Modular Classrooms installed	School Utilization
Aster Central	67	Jackson Heights K-6	2	89%
Tamarack Common	119			
Aster North	Undeveloped	Pollard Meadows K-6	2	83%
Aster South				
Laurel East	500	Svend Hansen K-9 (lottery)	16	115%
Laurel West	309	Weinlos K-6 (overflow)	3	97%
Laurel Northwest	126	Daly Grove K-6	2	76%
Larkspur	259	Velma E. Baker K-6	5	107%
Wildrose	296			
Maple	221	Julia Kiniski K-6	4	84%
Silver Berry East	116	Minchau K-6	0	82%
Silver Berry West	184	Bisset K-6	4	102%
Tamarack North	481	A. Blair McPherson K-9	22	112%
<b>Total</b>	<b>2,678</b>		<b>60</b>	<b>95%</b>

#### 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 in existing schools.
- Regular programming will be difficult to deliver without new capacity in this sector, as Division space in the sector is expected to be 104 per cent utilized within the next five years.



#### Site Readiness

- The City of Edmonton owns the site designated for the school, which is serviced, and available for construction. Since the referenced aerial image was taken, significant improvements have been made, including completed road access on all sides of the site, complete with urban services.



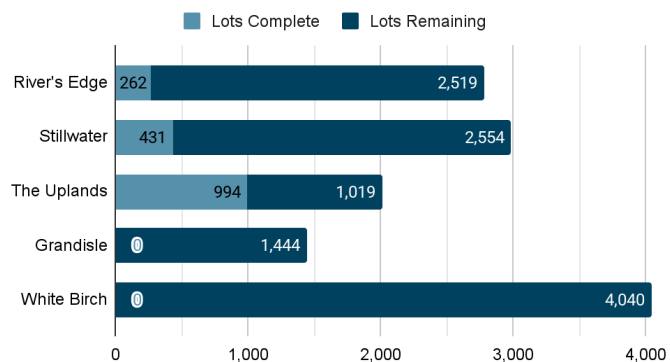
*Aster K-9 Future School Site (1425 Aster Way NW)*

## 2. Stillwater New Construction K–9

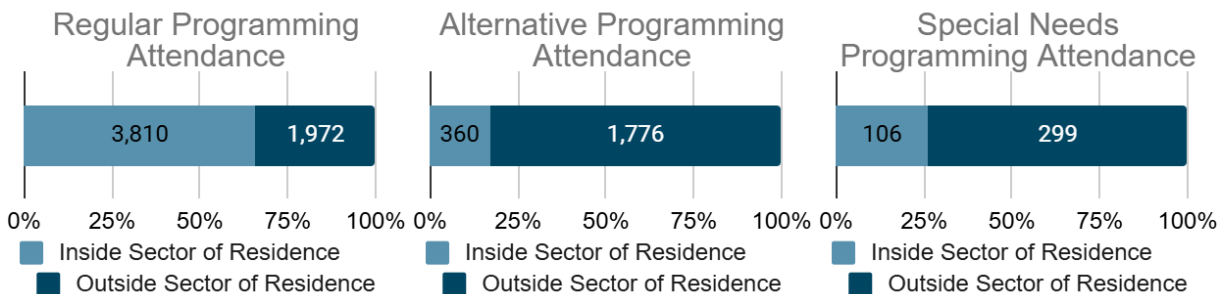
### Enrolment Pressures

- 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 residency from The Uplands grows, local K–9 accommodation will only be available at either River's Edge or Stillwater school sites. Both sites are needed to adequately accommodate student generation from The Uplands, Stillwater, and River's Edge neighbourhoods.
- Over 87 per cent of lots remain in Riverview, meaning student generation will continue to occur.
- Students in The Uplands and River's Edge neighbourhoods must travel outside the sector to access their designated schools, as there are no schools at all in Riverview.
- 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.

Riverview: Low Density Lot Registration



### 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

- The school site is assembled, serviced, has adequate road access, and is ready for construction.

*Stillwater K–9 Future School Site (880 Stillwater Blvd NW; also includes an unaddressed parcel to the west of this address)*

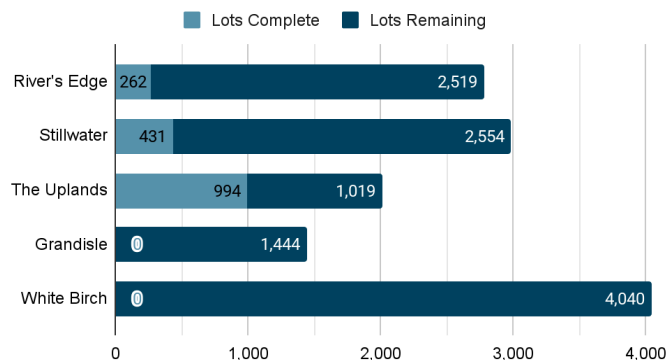


### 3. River's Edge New Construction K-9

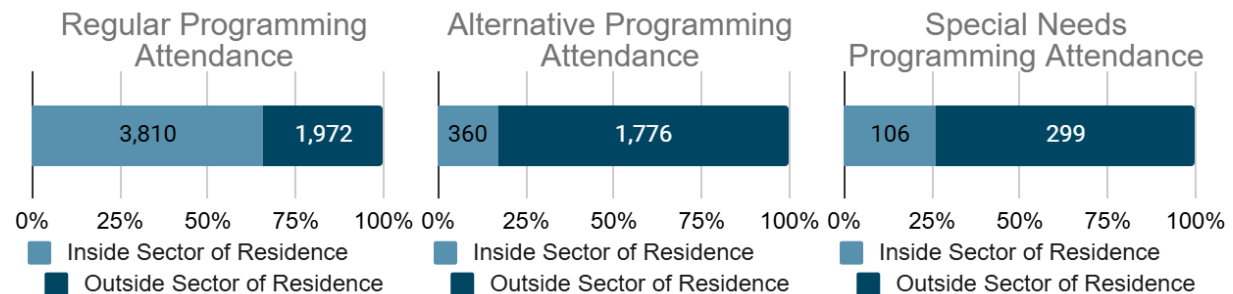
#### Enrolment Pressures

- 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 residency from The Uplands grows, local K-9 accommodation will only be available at either River's Edge or Stillwater school sites. Both sites are needed to adequately accommodate student generation from The Uplands, Stillwater, and River's Edge neighbourhoods.
  - Over 87 per cent of lots remain in Riverview, meaning student generation will continue to occur.
  - Students in The Uplands and River's Edge neighbourhoods must travel outside the sector to access their designated schools, as there are no schools at all in Riverview.
- 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.

Riverview: Low Density Lot Registration



#### 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

- The school site is assembled, serviced, has adequate road access, and is ready for construction.



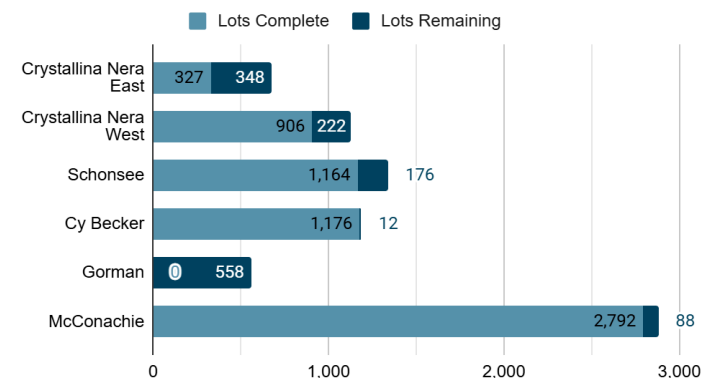
*River's Edge K-9 Future School Site  
(intersection of Riverview Blvd and 192 St NW)*

## 4. Crystallina Nera K–6

### Enrolment Pressures

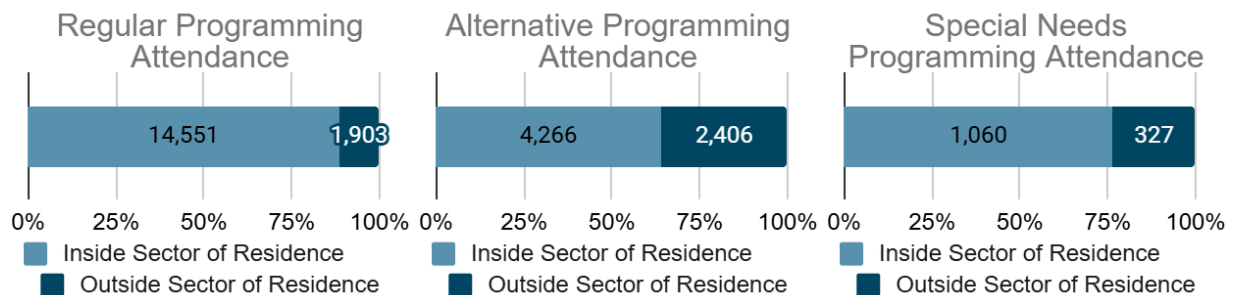
- Crystallina Nera and Schonsee neighbourhoods are the last to develop in the Lake District plan area. Development has been slow since the 1980s, but the designated school is reaching capacity (utilization is 99 per cent for Lago Lindo School). As student residency increases, schools will not be able to accommodate attendance area students. This will result in students traveling significant distances to attend school, increasing the strain on student transportation.
- The Division requires additional capacity for students residing in the Lake District plan area. Additional space will allow the Division to accommodate students where they live and provide future flexibility within schools to accommodate alternative and special needs programming. In addition, the space could provide overflow capacity from Pilot Sound neighbourhoods closer to home.

Development Around McConachie: Low Density Lot Registration



### 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 the neighbourhood further develops.



### Site Readiness

- A site is under assembly by the City of Edmonton and is ready for design and construction funding.

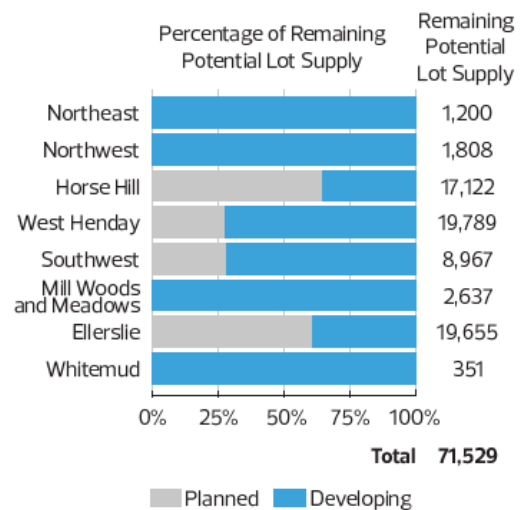


*Crystallina Nera K–9 Future School Site (399 Crystallina Nera Dr NW)*

## 5. Ellerslie Campus K–9 Solution

### Enrolment Pressures

- The Charlesworth area has exceeded the planned number of low-density residential lots by at least 160 units.
- Of all of the City's Districts, Ellerslie has the most lots remaining to be developed. As development of the area has already started, there is urgency to increase capacity in the area.
- 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 South K–9	96%
Ellerslie North K–9	107%
Shauna May Seneca K–9	108%
Jan Reimer K–9	112%
Michael Strembitsky K–9	94%

### Functionality and Programming

- The Ellerslie Campus school buildings were added to the Division's inventory of schools through the City of Edmonton's annexation of the lands in 1982. The Ellerslie South 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, serviced and available for construction.

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





## 6. Mayfield PK–3 and Britannia K–9 Solution

### Enrolment

- Mayfield, Youngstown, Brightview and Britannia schools are home to collectively almost 1,000 students as of September 2024. This includes a regular program, a Logos Christian program, six classes of Interactions, almost 120 pre-Kindergarten students, four classes of Connections, full-day Kindergarten, three classes of Opportunity, and two classes of Community Learning Skills. The schools are collectively 68 per cent utilized and are projected to increase in the coming years as Youngstown School is also an overflow school for David Thomas King School which is at Level 3 and using a lottery process. The solution project is a replacement of only two of the four buildings, with suitable capacity for the combined enrolment across all four existing buildings. The capacities will be reviewed as the rapid population growth in the city could mean a higher capacity is warranted by the time design funding is approved.

### Functionality and Programming

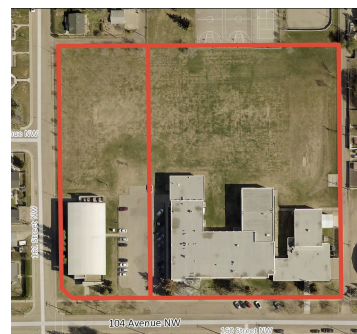
- The approved concept would consolidate Brightview, Britannia, Mayfield and Youngstown schools into a new Pre-Kindergarten to Grade 3 school on the Mayfield School site and a new Kindergarten to Grade 9 school on the Britannia School site. Continued delays in funding for this proposed consolidation will likely necessitate further community engagement, as the current student population and their families will/have aged out of the system, requiring renewed consultation with new families in the area.

### Site Readiness

- Sites for the schools are owned by the City of Edmonton, serviced and available for construction.



*Mayfield PK–3 Solution Future School Site  
(10950 159 St NW)*



*Britannia K–9 Solution Future School Site  
(16018 104 Ave NW)*

## 7. Lansdowne K–6 Modernization/Addition

### Enrolment

- Lansdowne School is home to almost 200 students as of September 2024. This includes both regular and Cogito programs. Lansdowne School is currently 55 per cent utilized and is projected to increase substantially in the coming years as the Cogito program grows (currently only offered from Kindergarten to Grade 3). The enrolment at the school declined with the changes in the area around the University lands. Administration anticipates that this will change with the upcoming development of the Michener Park Lands and development of South Campus (West 240) lands. Additionally, this school is an important outlet for families in southwest Edmonton, as few schools in this area are able to offer alternative programming as a choice.

### Functionality and Programming

- Lansdowne School was built in 1968 and requires modernization of the major building systems and upgrades to the building envelope so that the building can continue to accommodate students into the future. Some of the system components that are at or near the end of their life cycle include mechanical (control systems, HVAC), architectural (roof, exterior doors, interior doors), civil (parking and student drop-off), and electrical. There are several code updates that must be addressed. Additionally, the school requires classroom and accessibility updates to ensure students have access to contemporary, barrier-free learning environments.

### Site Readiness

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



*Lansdowne School Site  
(12323 51 Ave NW)*

## 8. Brander Gardens K–6 Modernization/Addition

### Enrolment

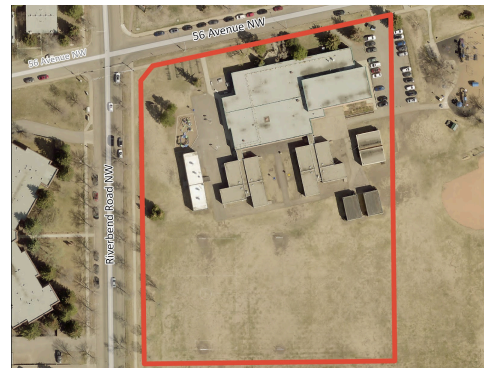
- Brander Gardens School is home to approximately 430 students as of September 2024. This includes both regular and French Immersion programs, as well as Interactions Division centre (complex needs) programming. Brander Gardens School is currently 99 per cent utilized and is projected to slightly increase and stabilize in the coming years. This school is an important outlet for families in southwest Edmonton, as few schools in this area are able to offer language programming as a choice.

### Functionality and Programming

- Brander Gardens School is one of the schools that has two ageing pods of classrooms attached to the building built around the same time that the main building was built — 1975. As the pods are now 50 years old, there are major components that are beginning to fail and more that will fail in the coming years. Since the Division requires additional space in all sectors, the proposal is to remove these pods and replace them with new permanent infrastructure to increase the capacity of the building. In addition, the major building systems in the main building will also be modernized and the building envelope upgraded so that the building can continue to accommodate students into the future. Some of the system components that are at or near the end of their life cycle include mechanical (plumbing, control systems, HVAC), architectural (roof, windows, exterior doors), civil (parking and student drop-off), and electrical (major systems). Additionally, the school requires classroom and accessibility updates to ensure students have access to contemporary, barrier-free learning environments.

### Site Readiness

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



*Brander Gardens School Site  
(14865 56 Ave NW)*

## 9. Grovenor K–6 Modernization/Addition

### Enrolment

- Grovenor School is home to approximately 175 students as of September 2024. This includes three classes of Connections, a program serving students with complex needs. Governor School is currently 70 per cent utilized and is projected to increase in the coming years. As one of the few schools left with some additional space, the school will be needed for the accommodation of additional students from other areas in the future and/or additional programming or Division centre space.

### Functionality and Programming

- Grovenor School was built in 1949 and requires modernization of the major building systems and upgrades to the building envelope so that the building can continue to accommodate students into the future. Some of the system components that are at or near the end of their life cycle include mechanical (control systems, HVAC), architectural (roof, exterior doors, and interior doors), civil (parking and student drop-off), electrical, and building code items. Additionally, the school requires classroom and accessibility updates to ensure students have access to contemporary, barrier-free learning environments.

### Site Readiness

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

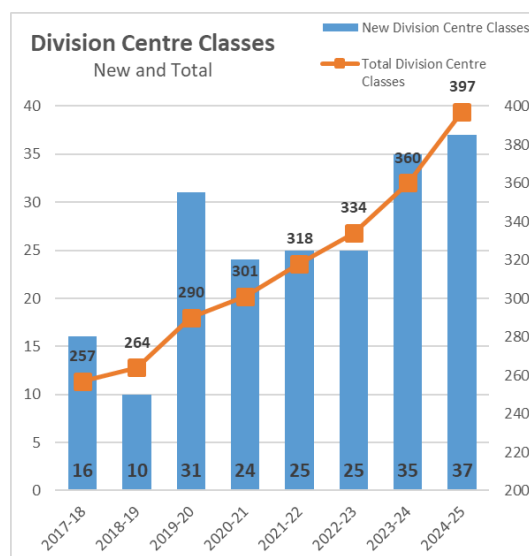
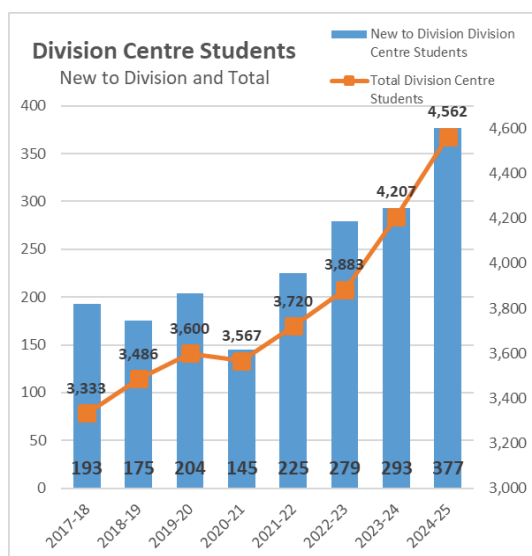


*Grovenor School Site  
(10345 144 St NW)*

## 10. Autism Centre of Excellence School (Modernization)

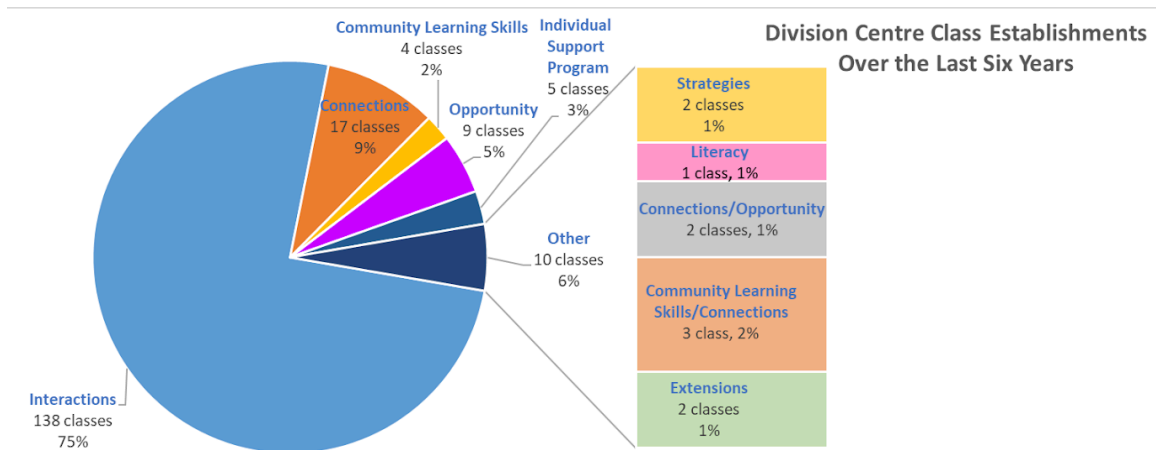
### Enrolment Pressures

- Division centres are settings within schools where special needs programming is offered in congregated classroom settings, where students are primarily educated in a setting composed of other students benefiting from a similar level of support.
- The number of new-to-Division families choosing Edmonton Public Schools for Division centre programming reached its highest mark this year (2024–2025), with 377 new students.
- The number of Division centre students has been increasing significantly over the past decade, with a minor decrease in 2020–2021 during the COVID-19 pandemic.
- The amount of available space for Division centre programming expansion is decreasing, as utilization of schools across the city continues to increase. As these students age, they will require placement in junior high and high school program locations.
- It is increasingly difficult to provide Division centre space in new communities, where utilization is already high, which means the amount that the Division spends on transporting Division centre students is increasing.



### Functionality and Programming

- Interactions programming, which supports students diagnosed with Autism Spectrum Disorder (ASD), is highly specialized and class sizes are optimized at 12–17 students to ensure the appropriate level of support for each student.
- Over the past six years, 75 per cent of all Division Centre classes added in the Division were Interactions classes (which serve students diagnosed with ASD). This demonstrates the high demand for this type of programming.



A dedicated school for students with ASD would take pressure off existing schools to accommodate Division Centre programming and offer several key advantages:

- **Enhanced Learning Environment:** A dedicated school would allow for the creation of a specifically designed learning environment tailored to the unique needs of students diagnosed with ASD, including specialized classrooms, sensory rooms, assistive technology, and outdoor spaces conducive to learning.
- **Increased Capacity:** A dedicated school would provide a sustainable and long-term solution for the growing number of students requiring specialized services and the school staff who support them.
- **Enhanced Program Delivery:** The school would facilitate the delivery of high-quality, specialized programs by providing access to dedicated resources and allowing for the creation of a supportive and inclusive community for students with ASD and their families. The opportunity to expand Division partnerships through the facility could also enhance program delivery on site, as well as more broadly across the Division.
- **Research and Staff Training Facility:** The centre would serve as a valuable research and training facility for Division staff including principals, teachers, educational assistants and consultants, enabling them to acquire specialized skills and knowledge in supporting students with ASD. These professionals can then implement their acquired expertise within their respective schools, enhancing the overall support for students diagnosed with ASD across the Division.
- **Student Transition Hub:** The school could serve as a transition hub for students diagnosed with ASD, where they may receive intensive support and develop essential life and academic skills within the dedicated environment. Subsequently, students may gradually transition into their community school setting. The transition hub can also examine additional ideas to support a student transition from K–12 learning into community living.

#### Site Readiness

- The provincial government has approved planning funding for this concept.
- As this priority project is envisioned as a modernization project at an existing school site, the project will be site ready once site analysis and selection is completed during the planning phase.



**DATE:** April 1, 2025

**TO:** Board of Trustees

**FROM:** Trustee Saadiq Sumar

**SUBJECT:** Advocacy re: Jordan's Principle Funding and Operating Procedures

**RESOURCE STAFF:** Todd Burnstad, Karen Mills

**REFERENCE** [CBC Article](#) dated January 7, 2025  
[Red Deer Advocate Article](#) dated December 13, 2024  
[Edmonton Journal Op-Ed](#) dated December 30, 2024  
[Statement by Minister Hajdu](#) dated February 10, 2025

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## ISSUE

There is a backlog of Division requests submitted under Jordan's Principle that have not yet been fully processed. In addition, changes were recently announced to funding eligibility under Jordan's Principle.

## BACKGROUND

At the February 11, 2025, Board meeting, Trustee Sumar served notice of motion that the Board of Trustees advocate to the Federal Government to provide a timeline to applicants, including school boards, as to when they can expect to receive funds that have already been approved and to clarify procedures and timelines to more expeditiously review existing and future requests submitted under Jordan's Principle.

Jordan's Principle, established by the Canadian Human Rights Tribunal and endorsed by the House of Commons, was established to ensure that First Nations children do not face barriers or delays in accessing services because of their identity. It was named in memory of Jordan River Anderson, a young boy from Norway House Cree Nation in Manitoba, who died at the age of five in the midst of a dispute between provincial and federal governments over who was responsible for his care.

In November 2024, the Government of Canada was ordered by the Canadian Human Rights Tribunal to address the backlog of requests in this program. As of December 2024, the government reported that there were 140,000 outstanding applications, including approximately 26,000 urgent applications, with no identified timeframe in which to clear the backlog. More specific to our Division, individual and group applications for 455 students were submitted in May 2024. The supports requested through these applications amounted to \$8.1M. To date, funding applications for 73 students have been approved, totaling \$1.8M in funding for supports, with approximately \$560K of this total still to be received. It's important to note that 365 Phase II applications were forwarded for national level approval in mid-December, but no updates have been received on these applications. These applications amount to an additional \$5.6M in supports.

In order to streamline funding, the Government of Canada in February adjusted the eligibility requirements for the program, including the following change:

*"[Indigenous Services of Canada] has determined, based on its analysis of legal obligations related to substantive equality under Jordan's Principle, that funding for the following items will not be approved unless such funding is required by substantive equality: [...] School-related requests, unless linked to the specific health, social or educational need of the First Nations child. Supports to school boards off-reserve and private schools will be redirected to provincial school boards, or other existing provincial and federally-funded programs."*

Based on this change, the Division would no longer be eligible to submit individual or group applications on behalf of First Nations children.

These issues have been raised from school boards across the province and the country, as this negatively impacts our ability to provide supports to students, either through staff or other resources. In some cases, school divisions have had to lay off support staff because of the delays in funding from the program.

#### **RELATED FACTS**

- Since 2016, \$8.8B in funding has been announced for services and supports under Jordan's Principle.
- In May 2024, individual and group applications were submitted by staff on behalf of 455 students.
- Applications for 73 students have been approved, while 351 applications remain unresolved.
- For the 2024-2025 school year, \$1.8M in funding has been approved, with approximately \$560K in funding still to be received by the Division
- Edmonton Public Schools is no longer eligible to submit applications on behalf of students because of changes to eligibility requirements announced in February 2025.
- Approximately 9,360 self-identified First Nations, Metis, and Inuit students are enrolled in Edmonton Public Schools.

#### **RECOMMENDATION**

**That the Board of Trustees write to the federal Minister of Indigenous Services to request a timeline as to when the remaining applications will be reviewed and any outstanding commitments will be met, and request that changes to eligibility criteria that exclude off-reserve school boards be reversed.**

#### **NEXT STEPS**

Upon approval, the Board Chair will submit a letter to the federal Minister of Indigenous Services. Both provincial associations (ASBA and PSBAA) and the Alberta Minister of Education will be copied on this letter.

SS:ss

**DATE:** April 1, 2025

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent

**SUBJECT:** Class Size Information

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

**RESOURCE STAFF:** Vicki deHaan, Terry Korte, Dale Lochtie, Leanne Spelman, Clair Sprake

**REFERENCE:** Class Size Reporting

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## ISSUE

Attached are the Division's 2024–2025 class size reporting results, along with two years of historical data.

## BACKGROUND

The Class Size Information System (CSIS) was implemented by Alberta Education in the 2004–2005 school year to allow jurisdictions to report on various class size metrics. Class size data for semester one and full-year classes were reported annually as of the September Count Date.

The Province eliminated the class size reporting requirement in the fall of 2019. However, the Board of Trustees determined that Edmonton Public Schools would continue to collect and publish class size data consistent with previous Alberta government reporting requirements. The Board collaborated with Division Administration to develop a reporting model that considers both class size and complexity.

The Board and Administration will review this annual report in light of current rapid enrolment growth and the pending opening of new schools in the Division, to ascertain if changes in the report structure or content for future iterations may be beneficial.

## CURRENT SITUATION

Previously, gathering this data was a very time-consuming process for both school staff and central units. Over the last four years, new processes and reports were created and refined to utilize PowerSchool data for generating class size data. When additional information was needed to supplement the data extracted from PowerSchool, individual schools were contacted, and necessary adjustments were implemented. As school staff and central units continue to collaborate and refine the methodology, it is expected that these changes will lead to significant time savings for schools and Student Information when preparing reports in the future.

Reports mirroring those previously produced by Alberta Education have been generated. These reports show three-year class size averages, including a jurisdictional summary by grade for all and core subjects. Aggregated Division data can be found in the All Subjects and Core Subjects reports (Attachments I and II). Individual school reports for All Subjects and Core Subjects are also included (Attachments III and IV).

## KEY POINTS

- Average class size on both reports, “All Subjects” (Attachment I) and “Core Subjects” (Attachment II), reveals stable class size over last year for all four Divisions.
- The largest class at each Division “Core Subjects” (Attachment II) is fairly consistent with prior years.
- The largest class size at Division III in “All Subjects” (Attachment I) has increased while the largest class size at Division IV has decreased.
- Large class sizes often occur in specialized subjects where having all students together is essential for instruction, e.g. leadership, instrumental music, choral music, drama or musical theatre.
- The distribution of class sizes on both reports “All Subjects” and “Core Subjects” for Division I has increased, as represented by both percentage and number of classes with classes between 26 to 30 and 31 to 35 students (Attachment I and II).
- The distribution of class sizes on both reports “All Subjects” and “Core Subjects” for Divisions II and III has increased, as represented by both percentage and number of classes with classes between 31 to 35 students (Attachment I and II).
- The class size data does not consider the program, such as French Immersion or Cogito, in which the students are enrolled.
- When students are in multi-grade classes of Grade 3/4 those classes are included in the Division II average, Grade 6/7 classes are included in the Division III average and Grade 9/10 classes are included in the Division IV average.
- Classes that are team taught by two or more teachers are reflected as a “student per teacher” size (i.e., a class of 50 with two teachers would be reported as two classes of 25).
- Special Education classes are included in the reports.
- Outreach, Alternative, Virtual, Home Education and Distance Education programs have been excluded.

## ATTACHMENTS and APPENDICES

ATTACHMENT I	<a href="#">Jurisdiction Summary – All Subjects</a>
ATTACHMENT II	<a href="#">Jurisdiction Summary – Core Subjects</a>
ATTACHMENT III	<a href="#">Jurisdiction Summary – All Subjects by School</a>
ATTACHMENT IV	<a href="#">Jurisdiction Summary – Core Subjects by School</a>

VdH:al

## Jurisdiction Summary – All Subjects

Jurisdiction  
Number of Schools Reported

Edmonton School District No. 7 [A.3020]  
215

	Division I (K-3)			Division II (4-6)			Division III (7-9)			Division IV (10-12)		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
Average Class Size	22.7	22.5	23.0	23.2	23.4	23.7	25.9	26.3	27.6	25.8	28.3	27.7
Number of Students with Severe Disabilities per class	1.0	0.8	1.1	1.1	1.1	1.2	0.7	0.7	0.7	0.5	0.5	0.5
Number of Mild/Moderate Students per class	0.8	0.9	1.1	1.8	1.9	2.2	2.4	2.3	2.6	2.0	2.2	2.0
Number of Gifted/Talented Students per class	0.1	0.1	0.1	0.3	0.3	0.5	1.0	0.9	1.1	0.0	0.0	0.0
Number of EAL Students per class	5.7	5.8	6.4	7.9	8.3	7.9	6.4	6.5	5.4	4.9	5.4	3.6
Smallest Class	5.0	2.0	3.0	4.0	1.0	3.0	3.0	1.0	2.0	3.0	1.0	1.0
Largest Class	34.0	37.0	38.0	38.0	42.0	41.0	46.0	46.0	56.0	57.0	56.0	50.0

Distribution of Class Sizes - %	Division I (K-3)			Division II (4-6)			Division III (7-9)			Division IV (10-12)		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
1 to 5	0.2%	0.3%	0.3%	0.5%	0.6%	0.3%	0.4%	1.2%	0.7%	1.4%	1.5%	1.2%
6 to 10	2.9%	3.7%	3.7%	8.1%	8.8%	8.5%	4.9%	4.8%	4.6%	6.9%	3.9%	4.0%
11 to 15	3.9%	3.1%	3.2%	5.4%	5.2%	5.7%	6.1%	5.2%	3.3%	6.5%	4.3%	4.4%
16 to 20	15.4%	17.8%	15.7%	7.7%	5.9%	5.6%	7.8%	7.4%	6.8%	9.3%	6.4%	8.0%
21 to 25	50.6%	49.4%	45.9%	33.4%	31.4%	31.0%	18.7%	15.5%	12.5%	15.7%	12.4%	13.3%
26 to 30	26.6%	25.0%	30.0%	40.6%	43.6%	41.4%	34.5%	32.3%	30.6%	23.4%	21.6%	23.8%
31 to 35	0.5%	0.6%	1.1%	4.2%	4.4%	7.5%	24.2%	30.1%	36.7%	30.4%	33.9%	32.5%
36 to 40	0.0%	0.1%	0.1%	0.1%	0.1%	0.0%	3.2%	3.4%	4.7%	6.0%	15.3%	12.2%
Over 40	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.3%	0.4%	0.7%	0.6%

Distribution of Class Sizes - #	Division I (K-3)			Division II (4-6)			Division III (7-9)			Division IV (10-12)		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
1 to 5	22	33	27	42	53	26	32	103	47	52	55	44
6 to 10	280	378	383	702	809	798	364	400	331	249	147	142
11 to 15	376	313	341	469	478	538	453	441	235	234	159	158
16 to 20	1470	1825	1650	669	539	528	577	620	486	336	237	287
21 to 25	4840	5052	4819	2893	2886	2909	1382	1307	899	566	461	479
26 to 30	2542	2560	3151	3523	3998	3885	2548	2718	2201	843	806	855
31 to 35	44	63	114	362	404	700	1788	2538	2637	1097	1264	1168
36 to 40		11	8	12	10	2	234	283	339	217	571	439
Over 40					2	1	9	8	19	15	26	21

Average by Subject Category	Division I (K-3)			Division II (4-6)			Division III (7-9)			Division IV (10-12)		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
Language Arts	22.9	22.6	23.2	23.9	24.4	24.4	27.0	27.8	28.4	28.4	30.9	30.4
Mathematics	22.8	22.6	23.2	23.9	24.1	24.5	27.2	27.8	28.8	28.0	30.2	29.7
Science	22.9	22.7	23.2	23.7	24.0	24.3	27.4	28.0	28.9	28.1	30.5	29.3
Social Studies	22.9	22.5	23.2	23.7	23.8	24.2	27.4	27.8	28.7	29.1	30.7	30.3
Health							26.7	28.0	28.7			
Physical Education	22.9	22.6	23.1	23.9	24.2	24.4	26.6	27.7	29.1	29.6	31.8	31.1
Art	23.0	22.7	23.2	24.0	24.4	24.5	26.7	25.8	27.1	27.6	30.0	28.1
Music	22.8	22.9	23.4	23.7	24.3	24.7	23.1	22.9	25.4	26.8	25.6	29.3
Drama	23.9	23.9	21.2	25.1	24.4	25.1	25.4	23.7	26.4	23.3	26.4	26.2
Second Language	23.3	22.9	23.0	24.3	24.9	24.9	27.4	28.2	28.7	23.8	27.3	27.6
Environmental and Outdoor Education							26.7	25.4	28.9			
Social Science										25.0	28.9	26.6
Career and Technology Studies				26.2	24.7	20.0	24.2	23.7	24.2	22.3	26.8	25.7
Integrated Occupation Program							12.1	13.8	19.3	16.1	17.9	19.6
Special Education	8.4	8.3	8.2	8.6	8.4	9.0	11.4	9.8	9.7	14.3	13.8	14.1
Locally Developed Course	24.2	23.7	23.8	24.8	25.8	25.0	23.9	24.0	24.7	24.1	26.8	25.6
Other								30.0	30.0		15.0	14.0
Career and Life Management										28.8	27.8	27.3
Biology										29.1	30.2	30.9
Chemistry										28.4	30.6	29.6
Physics										27.6	30.9	29.2

## Jurisdiction Summary - Core Subjects

Jurisdiction  
Number of Schools Reported

Edmonton School District No. 7 [A.3020]  
215

	Division I (K-3)			Division II (4-6)			Division III (7-9)			Division IV (10-12)		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
Average Class Size	22.6	22.3	22.8	22.5	22.6	22.8	25.9	26.7	27.4	26.9	28.9	28.5
Number of Students with Severe Disabilities per class	1.1	1.1	1.2	1.4	1.4	1.6	1.0	1.0	0.9	0.6	0.6	0.6
Number of Mild/Moderate Students per class	0.8	0.8	1.1	1.8	1.8	2.2	2.7	2.7	2.6	1.9	1.9	1.9
Number of Gifted/Talented Students per class	0.1	0.1	0.1	0.2	0.2	0.4	1.1	1.1	1.1	0.0	0.0	0.0
Number of EAL Students per class	5.5	5.6	6.3	7.5	7.9	7.5	6.6	6.5	5.7	4.9	5.4	3.5
Smallest Class	5.0	2.0	3.0	5.0	1.0	3.0	3.0	1.0	2.0	3.0	1.0	2.0
Largest Class	33.0	37.0	38.0	36.0	39.0	35.0	46.0	41.0	41.0	46.0	41.0	46.0

	Division I (K-3)			Division II (4-6)			Division III (7-9)			Division IV (10-12)		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
Distribution of Class Sizes - %												
1 to 5	0.2%	0.3%	0.2%	0.7%	0.7%	0.3%	0.5%	1.6%	0.8%	1.5%	1.5%	1.3%
6 to 10	3.7%	4.7%	4.6%	11.6%	13.0%	12.2%	7.5%	6.8%	6.9%	6.2%	4.8%	4.9%
11 to 15	3.9%	3.0%	3.2%	5.6%	5.8%	6.6%	6.3%	5.0%	3.6%	4.7%	3.8%	3.4%
16 to 20	15.5%	18.2%	15.9%	7.5%	5.6%	5.5%	5.1%	5.0%	5.2%	7.0%	4.9%	5.6%
21 to 25	50.2%	48.8%	45.3%	32.4%	29.9%	29.4%	13.8%	9.4%	9.2%	13.7%	9.3%	10.1%
26 to 30	26.1%	24.3%	29.7%	38.4%	41.0%	39.0%	36.7%	33.6%	30.3%	22.8%	17.9%	21.4%
31 to 35	0.4%	0.6%	1.1%	3.9%	3.9%	6.9%	27.2%	35.3%	39.7%	37.3%	40.3%	39.4%
36 to 40	0.0%	0.1%	0.1%	0.1%	0.0%	0.0%	2.9%	3.3%	4.2%	6.6%	17.3%	13.5%
Over 40	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.2%	0.2%	0.4%

	Division I (K-3)			Division II (4-6)			Division III (7-9)			Division IV (10-12)		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
Distribution of Class Sizes - #												
1 to 5	12	15	13	31	32	16	18	63	30	32	33	28
6 to 10	205	272	273	531	631	606	252	266	263	130	107	106
11 to 15	214	172	190	256	283	328	211	195	135	98	83	74
16 to 20	851	1059	945	344	272	274	172	197	199	146	108	122
21 to 25	2759	2837	2698	1486	1450	1458	465	367	351	287	205	218
26 to 30	1434	1413	1768	1761	1990	1935	1232	1317	1150	477	396	463
31 to 35	23	37	65	177	191	340	914	1383	1510	782	889	852
36 to 40		6	3	4	2		96	131	161	139	382	292
Over 40							1	2	1	5	5	8

	Division I (K-3)			Division II (4-6)			Division III (7-9)			Division IV (10-12)		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
Average by Core Subject Category												
Language Arts	22.9	22.6	23.2	23.9	24.4	24.4	27.0	27.8	28.4	28.4	30.9	30.4
Mathematics	22.8	22.6	23.2	23.9	24.1	24.5	27.2	27.8	28.8	28.0	30.2	29.7
Science	22.9	22.7	23.2	23.7	24.0	24.3	27.4	28.0	28.9	28.1	30.5	29.3
Social Studies	22.9	22.5	23.2	23.7	23.8	24.2	27.4	27.8	28.7	29.1	30.7	30.3
Special Education	8.4	8.3	8.2	8.6	8.4	9.0	11.4	9.8	9.7	14.3	13.8	14.1
Biology										29.1	30.2	30.9
Chemistry										28.4	30.6	29.6
Physics										27.6	30.9	29.2



## Jurisdiction Summary – All Subjects by School

Jurisdiction  
Number of Schools Reported: 215

Edmonton School District No. 7 [A.3020]  
215

	Division I (K-3)			Division II (4-6)			Division III (7-9)			Division IV (10-12)		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
A. Blair McPherson	24.7	24.6	24.7	27.1	28.1	28.4	30.3	30.4	33.1			
AB School for Deaf	6.0	7.0	7.0	8.0	7.7	6.8	7.8	7.5	10.8	8.4	9.1	8.4
Abbott	19.4	20.6	17.7	19.6	18.5	19.8						
Academy King Edward				14.7	14.1	14.4	15.4	14.6	15.6	13.3	16.3	12.4
Aldergrove	20.0	23.0	19.3	19.0	19.8	22.4						
Aleda Patterson	17.4	17.3	20.0									
Alex Janvier				24.6	26.8	30.0	21.8	23.0	25.0			
Allendale							28.0	27.8	29.2			
amiskwaciy Academy							24.1	21.6	21.4	16.9	22.6	14.9
Argyll Centre	22.8	21.0	19.4	28.4	24.2	22.2	31.1	26.2	33.5	16.1	16.3	*
Aspen Program				5.0	4.0	4.1	11.1	9.6	7.0	4.7	3.3	6.8
Athlone	15.3	17.1	14.6	20.9	13.4	15.9						
Avalon							24.7	27.7	26.6			
Avonmore	20.6	16.2	17.3	15.9	17.2	21.1						
awâsis waciston			21.0			20.8						
Balwin	23.6	18.8	20.4	18.1	19.2	19.2	23.6	21.2	24.6			
Bannerman	21.1	24.9	18.4	19.5	22.3	18.5						
Baturyn	23.0	22.1	23.2	24.5	22.4	22.4						
Beacon Heights	20.5	23.7	21.5	21.8	16.6	17.8						
Belgravia	19.7	19.4	18.0	22.9	22.4	30.0						
Belmead	17.9	23.4	16.7	21.1	17.4	16.8						
Belmont	21.3	21.8	18.7	20.1	18.3	19.6						
Belvedere	18.3	20.3	25.3	25.9	22.2	23.8						
Bessie Nichols	25.5	25.6	23.1	28.4	27.1	27.3	24.9	27.3	30.6			
Bisset	25.0	21.5	24.0	27.7	24.3	24.2						
Braemar										9.7	11.7	10.3
Brander Gardens	20.5	22.0	21.5	24.5	24.8	27.4						
Brightview	20.3	15.8	18.7	17.6	18.8	18.2						
Britannia							23.6	21.6	22.3			
Brookside	19.7	20.1	23.2	17.7	15.8	18.4						
Caernarvon	23.5	24.2	22.7	27.0	25.0	25.6						
Calder	19.8	19.4	19.1	20.3	18.5	19.3						
Callingwood	22.4	26.5	25.3	22.3	25.4	26.8						
Centennial	24.8	23.6	22.3	23.8	25.8	23.5						
Centre High										23.7	26.9	25.4
Clara Tyner	22.7	22.6	23.1	17.8	20.1	24.1						
Const Daniel Woodall	27.4	24.4	23.3	23.7	27.7	27.5						
Coronation	19.5	20.1	18.2	23.8	23.0	29.0						
Crawford Plains	22.0	22.3	22.0	22.0	20.6	20.8						
Crestwood	19.3	21.7	24.9	29.0	29.0	26.0	29.8	30.4	31.0			
D. S. MacKenzie							25.6	26.2	26.7			
Daly Grove	22.6	23.2	24.1	21.5	20.8	21.5						
David Thomas King	24.7	26.1	25.1	25.8	29.1	30.4	26.5	27.5	30.4			
Delton	22.4	19.7	22.3	18.5	19.4	19.8						
Delwood	23.9	20.1	18.9	20.6	19.9	15.7						
Dickinsfield							24.9	23.4	25.4			
Donald R. Getty	24.3	24.1	25.8	26.6	25.4	28.6	22.1	22.3	27.9			
Donnan	22.3	22.0	21.9	25.3	27.2	26.4						
Dovercourt	21.0	20.8	19.6	23.2	22.4	21.6						
Dr. Anne Anderson										28.2	29.8	29.5
Dr. Donald Massey	23.3	24.4	24.4	26.1	29.1	27.5	28.9	29.1	30.7			
Dr. Lila Fahlman	25.0	26.5	27.8	27.5	29.8	30.3	27.1	21.5	33.8			
Dr. M. A. Armour	26.6	26.1	27.8	27.9	29.1	29.1	26.8	28.2	29.7			
Duggan	21.2	17.2	19.3	18.3	18.5	19.6						
Dunluce	21.7	17.5	21.4	23.2	17.1	19.7						
Earl Buxton	24.1	24.0	25.9	24.0	24.5	24.0						
Eastglen										20.9	26.6	23.2
Edith Rogers							23.5	29.0	29.9			

## Jurisdiction Summary – All Subjects by School

Jurisdiction  
Number of Schools Reported: Edmonton School District No. 7 [A.3020]  
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	Division I (K-3)			Division II (4-6)			Division III (7-9)			Division IV (10-12)		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
Edm Christian High										23.1	27.8	26.4
Edm Christian NE	23.9	21.2	22.2	25.4	24.2	21.8	25.1	29.7	30.4			
Edm Christian West	25.6	24.7	25.8	28.7	28.8	28.3	27.0	27.4	30.9			
Ekota	24.0	23.7	17.5	16.6	18.0	20.3						
Elder Dr Whiskeyjack												29.7
Elizabeth Finch	22.5	23.5	25.8	27.1	28.1	26.9	28.7	27.3	32.4			
Ellerslie Campus	23.7	24.9	23.7	26.1	25.8	24.1	33.0	29.4	26.3			
Elmwood	21.2	21.0	23.3	19.9	16.9	18.7						
Esther Starkman	26.8	23.9	25.7	27.9	28.4	27.6	30.7	31.6	31.5			
Evansdale	17.8	18.5	19.6	20.0	23.0	20.3						
Florence Hallock	25.0	23.8	24.8	24.9	26.5	28.1	28.6	28.9	29.7			
Forest Heights	22.4	21.9	21.1	26.1	24.7	25.9						
Fraser	22.8	20.3	27.0	21.9	21.3	19.0						
Garneau	23.0	22.5	21.4	25.1	25.1	23.7						
Garth Worthington	23.2	21.7	24.4	26.0	24.0	28.0	21.4	25.2	24.4			
George H. Luck	24.8	27.0	25.7	26.4	23.0	23.6						
George P. Nicholson	22.6	21.6	23.8	25.1	27.7	25.6						
Glengarry	25.1	23.5	25.7	26.3	26.5	24.1						
Glenora	23.9	22.6	23.7	25.3	23.0	21.7						
Gold Bar	20.0	20.8	21.1	17.8	15.6	15.1						
Grace Martin	20.9	19.8	23.7	22.3	20.6	21.8						
Grandview Heights	23.7	25.3	22.0	28.7	28.3	29.3	31.5	29.8	29.4			
Greenfield	24.9	23.3	25.4	23.4	23.7	25.8						
Greenview	20.7	19.1	21.8	26.5	27.8	25.9						
Grovenor	16.2	15.7	19.2	17.2	14.9	16.0						
Hardisty	26.5	20.3	24.1	24.7	20.7	22.8	21.6	25.8	23.5			
Harry Ainlay										26.2	29.9	29.6
Hazeldean	21.1	16.8	18.8	20.0	21.4	13.2						
Highlands	21.6	23.4	20.4	21.0	21.4	25.2	20.2	22.1	22.2			
Hillcrest							23.5	24.5	26.6			
Hillview	19.4	19.0	18.4	25.0	25.0	23.7						
Hilwie Hamdon	22.9	24.0	21.6	26.1	26.5	25.9	22.5	25.1	26.5			
Holyrood	23.8	21.7	22.6	23.1	23.1	23.7						
Homesteader	21.6	19.4	18.4	18.6	20.5	18.8						
Horse Hill	26.6	27.6	27.2	24.4	27.6	24.5						
Inglewood	25.0	23.1	25.3	22.3	24.3	21.8						
Ivor Dent	21.5	20.6	20.5	22.0	24.0	23.1	24.9	19.0	22.8			
J. A. Fife	21.4	22.6	21.8	21.0	19.9	25.2						
J. Percy Page										25.6	28.3	28.0
Jackson Heights	22.7	21.7	21.5	18.4	22.0	25.4						
James Gibbons	25.4	23.5	24.3	20.3	25.0	27.0						
Jan Reimer	24.7	24.5	26.3	28.1	26.6	27.6	25.4	24.5	29.7			
Jasper Place										27.9	29.7	29.6
Joey Moss	23.1	24.2	25.1	23.1	26.0	27.7	35.0	18.9	25.5			
John A. McDougall	19.6	24.0	23.5	23.0	25.0	26.1						
John Barnett	20.1	18.9	17.2	14.1	24.0	19.1						
John D. Bracco							26.9	29.3	29.2			
Johnny Bright	24.5	23.8	23.4	26.4	27.9	25.5	28.3	30.2	28.0			
Julia Kiniski	23.2	21.2	23.3	24.4	24.4	26.9						
Kameyosek	22.8	24.4	22.6	21.7	19.3	22.0						
Kate Chegwin							27.9	28.1	27.5			
Keheewin	20.8	21.2	19.7	21.0	20.3	23.0						
Kenilworth							25.4	23.3	25.6			
Kensington	20.9	17.5	23.4	15.5	17.9	17.2	15.9	20.5	23.5			
Kildare	23.0	22.6	23.0	22.2	23.8	23.8						
Killarney							26.3	27.2	26.3			
Kim Hung	23.9	26.2	25.7	25.9	25.4	29.7	23.4	19.7	26.1			
King Edward	20.2	20.8	23.8	17.6	19.1	21.9						
Kirkness	21.4	24.0	20.6	27.8	23.7	26.4						

## Jurisdiction Summary – All Subjects by School

Jurisdiction  
Number of Schools Reported:

Edmonton School District No. 7 [A.3020]  
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	Division I (K-3)			Division II (4-6)			Division III (7-9)			Division IV (10-12)		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
kisêwâtisiwin							25.5	25.0	23.3			
L. Y. Cairns							17.3	14.3	13.8	20.0	15.6	15.6
Lago Lindo	22.3	24.7	25.3	24.1	25.6	25.1						
Lansdowne	20.3	21.4	24.0	24.0	19.5	25.6						
LaPerle	24.2	24.9	24.1	22.6	22.0	25.3						
Lauderdale	19.4	21.8	19.6	17.9	20.3	18.4						
Laurier Heights	21.8	22.2	24.0	20.7	19.8	20.3	22.1	21.5	23.8			
Lee Ridge	19.4	19.5	18.2	17.1	17.4	17.7						
Lendrum	22.6	22.0	23.3	25.8	24.5	27.4						
Lillian Osborne										27.9	31.2	31.9
Londonderry							29.4	28.4	29.5			
Lorelei	23.7	22.5	21.3	19.7	20.9	20.5						
Lymburn	24.6	24.1	23.4	17.9	21.9	24.5						
Lynnwood	25.6	24.1	17.0	22.0	22.8	20.7						
M.E. LaZerte										27.6	31.0	29.7
Maj Gen Griesbach	22.4	21.9	22.5	25.0	28.8	26.7	19.8	21.7	24.1			
Malcolm Tweddle	21.2	20.7	20.0	24.4	25.2	18.6						
Malmo	23.6	24.0	18.8	23.4	26.2	25.2						
Mary Butterworth							25.3	25.9	28.5			
Mayfield	15.7	18.1	15.3	13.9	14.6	20.6						
McArthur	19.5	20.4	21.2	19.4	17.1	19.1						
McKee	17.6	19.0	18.1	22.3	22.3	17.8						
McKernan	21.4	22.2	22.0	22.6	22.6	25.3	26.8	28.4	28.2			
McLeod	24.7	21.7	25.6	24.6	25.7	26.6						
McNally										23.5	26.1	23.8
Meadowlark	25.1	23.9	25.8	23.0	25.5	24.5						
Meadowlark Christian	19.6	22.6	23.7	21.8	27.3	25.4	26.2	20.0	24.1			
Mee-Yah-Noh	22.5	19.7	28.0	16.3	17.1	18.4						
Menisa	23.9	24.3	23.2	21.2	21.8	27.3						
Meyokumin	24.2	23.9	24.4	25.9	25.5	25.9						
Meyonohk	23.2	21.3	21.9	20.2	23.3	22.1						
Michael A. Kostek	24.8	23.2	21.8	24.5	26.9	26.2						
Michael Phair							28.5	28.2	28.6			
Michael Strembitsky	25.0	24.0	23.9	30.0	28.4	27.6	30.8	29.4	28.7			
Mill Creek	24.9	25.4	24.1	22.0	22.5	22.8						
Millwoods Christian	27.2	26.6	27.2	28.4	28.8	27.7	26.3	28.9	30.5	25.0	24.4	24.8
Minchau	19.1	22.8	22.3	24.7	18.9	23.2						
Mount Pleasant	24.6	24.1	24.2	23.3	23.3	24.8						
Nellie Carlson	23.3	26.0	27.3	28.7	26.4	24.6	26.7	27.6	29.5			
Northmount	25.8	25.4	26.3	22.8	24.2	24.9						
Norwood	23.8	20.3	23.1	22.5	24.1	24.6						
Old Scona										28.0	28.6	29.3
Oliver	21.3	21.7		24.6	21.0		20.3	24.6				
Ormsby	23.2	24.0	25.1	17.3	17.3	20.2						
Ottewell							26.8	27.7	27.9			
Overlanders	26.4	24.1	23.1	22.0	21.8	22.6						
Parkallen	23.2	23.4	23.9	26.0	23.5	23.5						
Parkview	21.1	21.8	19.8	24.7	24.7	24.7	24.9	25.0	27.6			
Patricia Heights	26.9	25.8	22.8	22.3	26.3	23.4						
Pollard Meadows	22.7	24.1	21.8	25.5	26.0	25.5						
Prince Charles	23.4	24.7		21.0	22.0							
Princeton	18.6	21.1	23.0	17.0	14.1	15.4						
Queen Alexandra	17.2	12.9	17.9	20.0	14.3	18.1						
Queen Elizabeth										24.7	28.2	27.1
Richard Secord	23.5	24.1	25.5	24.6	23.1	25.0						
Rideau Park	21.4	21.5	21.4	21.7	18.6	27.3						
Rio Terrace	21.1	24.2	23.5	23.3	23.7	21.0						
Riverbend							27.7	29.0	32.2			
Riverdale	20.6	16.8	22.3	14.4	26.0	23.5						

## Jurisdiction Summary – All Subjects by School

Jurisdiction  
Number of Schools Reported: 215

Edmonton School District No. 7 [A.3020]  
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	Division I (K-3)			Division II (4-6)			Division III (7-9)			Division IV (10-12)		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
Roberta MacAdams	22.7	23.9	22.4	24.7	26.7	28.6						
Ross Sheppard										26.7	28.5	28.8
Rosslyn							24.5	24.6	25.0			
Rutherford	23.8	23.2	24.4	27.2	24.4	28.0						
S. Bruce Smith							28.1	28.8	27.0			
Sakaw	19.6	21.6	24.3	23.2	22.3	22.1						
Satoo	18.6	17.5	20.7	22.4	18.9	21.9						
Scott Robertson	15.6	12.3	24.3	18.0	16.0	18.3						
Shauna May Seneca	23.3	23.9	27.4	28.4	28.8	28.5	28.8	28.6	28.7			
Sifton	22.5	22.0	25.0	18.4	21.2	20.6						
Soraya Hafez	22.9	22.0	23.8	24.3	24.7	25.1						
Spruce Avenue							22.0	24.9	21.2			
Steele Heights							23.8	23.7	24.6			
Steinhauer	20.9	22.6	24.9	22.2	23.6	22.0						
Stratford El Jr	26.2	24.7	26.3	27.1	26.4	26.6	24.1	23.7	26.1			
Strathcona										29.7	31.8	31.1
Svend Hansen	23.4	24.7	27.8	28.5	29.8	30.2	29.2	31.3	34.4			
Sweet Grass	23.4	20.9	20.4	21.7	24.7	23.8						
T. D. Baker							24.9	24.5	26.4			
Talmud Torah	22.6	19.1	19.6	17.4	18.8	18.8						
Tevie Miller Hrtg Sc	17.5	21.3	19.5	14.0	20.3	17.9						
Thelma Chalifoux							27.7	27.7	28.5			
Thornccliffe	18.8	17.1	20.4	19.6	16.9	20.5						
Tipaskan	18.6	17.2	23.9	20.4	18.2	23.0						
Velma E. Baker	23.4	23.3	24.5	24.6	26.8	25.9						
Vernon Barford							30.2	31.0	32.1			
Victoria	24.4	25.4	22.0	26.7	26.8	23.0	28.8	31.0	29.8	27.3	27.5	27.4
Vimy Ridge Academy							27.1	30.4	28.7	23.2	26.6	26.4
Virginia Park	21.6	22.6	23.9	23.7	24.7	23.7						
W. P. Wagner										24.7	29.9	28.6
Waverley	19.4	19.0	19.5	21.5	19.3	20.7						
Weinlos	20.3	21.6	21.9	22.3	21.0	21.3						
Westbrook	22.3	23.0	24.2	28.2	28.8	27.8						
Westglen	26.3	24.0	23.3	24.5	24.3	26.7						
Westminster							25.9	27.3	26.5			
Westmount							19.5	23.9	23.3			
Wihkwentôwin			22.3			21.9			21.0			
Windsor Park	26.3	25.0	28.8	26.0	27.7	28.0						
Winterburn	22.1	22.9	23.9	26.2	25.0	21.6						
York	21.4	21.9	19.4	24.7	24.5	25.5						
Youngstown	20.1	19.8	20.3	23.8	22.4	26.8						

## Jurisdiction Summary – Core Subjects by School

Jurisdiction Edmonton School District No. 7 [A.3020]

Number of Schools Reported 215

	Division I (K-3)			Division II (4-6)			Division III (7-9)			Division IV (10-12)		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
A. Blair McPherson	24.7	24.6	24.7	27.2	28.1	28.4	33.7	33.7	33.7			
AB School for Deaf	6.0	7.7	7.0	7.6	7.7	6.8	7.1	6.0	12.0		6.8	8.2
Abbott	19.4	20.6	17.7	19.0	18.3	19.8						
Academy King Edward				14.7	14.1	14.4	16.0	15.6	15.4	14.4	13.1	10.8
Aldergrove	20.0	23.1	19.3	18.7	19.5	22.2						
Aleda Patterson	16.7	16.0	19.9									
Alex Janvier				26.8	28.6	30.7	20.7	23.1	24.3			
Allendale							27.9	27.2	28.3			
amiskwaciy Academy							24.0	21.6	21.3	12.8	18.8	12.9
Argyll Centre	22.8	21.0	19.5	28.7	25.0	22.2	30.3	24.7	33.6	15.5	17.2	*
Aspen Program				5.0	4.0	4.0	13.0	12.8	7.5	7.3	2.7	6.0
Athlone	15.5	17.2	13.9	20.3	13.2	15.0						
Avalon							24.0	27.7	27.2			
Avonmore	18.8	15.0	16.2	14.5	14.9	19.8						
awâsis waciston			21.1			20.7						
Balwin	23.8	19.5	19.8	16.2	17.8	18.2	20.5	18.4	22.9			
Bannerman	21.0	25.0	17.2	18.4	20.3	17.4						
Baturyn	22.6	22.0	23.1	24.1	21.8	21.8						
Beacon Heights	18.6	22.4	21.5	18.9	13.9	16.0						
Belgravia	18.8	22.0	18.0	22.0	22.3	30.0						
Belmead	16.4	22.2	16.1	18.7	14.2	15.6						
Belmont	21.8	21.8	18.7	17.9	16.9	17.8						
Belvedere	18.3	20.3	25.3	25.4	22.4	23.5						
Bessie Nichols	25.5	25.6	23.1	28.4	27.1	27.3	26.9	29.0	30.8			
Bisset	24.9	20.9	23.0	27.6	22.1	22.3						
Braemar										8.3	9.6	8.8
Brander Gardens	20.6	21.8	20.2	24.5	24.8	27.6						
Brightview	20.5	15.8	18.8	17.4	18.7	18.0						
Britannia							22.0	20.1	21.8			
Brookside	19.7	20.0	23.5	15.0	13.7	16.4						
Caernarvon	23.4	23.8	22.7	27.3	25.1	25.6						
Calder	19.8	19.4	18.9	18.3	15.9	18.9						
Callingwood	22.3	26.7	25.3	22.1	24.5	26.8						
Centennial	24.8	23.6	22.3	23.8	25.8	24.1						
Centre High										23.0	26.9	25.6
Clara Tyner	22.8	22.5	23.0	17.8	18.1	21.7						
Const Daniel Woodall	27.4	24.4	23.3	23.6	27.7	27.5						
Coronation	19.6	20.2	18.3	23.8	23.0	29.0						
Crawford Plains	21.5	22.0	20.2	21.0	18.7	19.7						
Crestwood	19.3	21.8	24.8	29.0	29.0	26.0	29.8	30.4	31.0			
D. S. MacKenzie							25.2	26.0	27.7			
Daly Grove	22.5	23.3	23.9	19.1	19.2	19.2						
David Thomas King	24.8	26.0	25.1	25.8	29.1	30.4	27.3	28.9	33.0			
Delton	22.4	19.6	22.3	18.3	19.2	19.5						
Delwood	25.0	20.7	18.2	18.2	17.8	14.3						
Dickinsfield							22.7	22.4	24.7			
Donald R. Getty	24.3	24.1	25.8	27.6	25.4	28.6	22.1	21.6	28.2			
Donnan	22.4	22.2	23.4	25.7	26.1	26.3						
Dovercourt	21.2	19.9	19.8	21.0	20.7	19.7						
Dr. Anne Anderson										28.9	30.4	30.8
Dr. Donald Massey	23.5	24.4	24.7	26.1	29.1	27.5	28.9	29.1	30.7			
Dr. Lila Fahlman	24.9	26.3	27.8	27.5	29.8	30.3	29.1	30.8	34.5			
Dr. M. A. Armour	26.6	26.0	27.8	27.9	29.1	29.1	27.8	29.1	30.2			
Duggan	21.2	17.1	19.1	17.8	18.0	19.2						
Dunluce	21.5	17.3	21.7	23.2	17.1	17.8						

\* All classes are online or asynchronous and are not counted in class size

Source: Student Information; Is; ATTACHMENT IV Jurisdiction Core Subjects School 2024-25.xlsx

## Jurisdiction Summary – Core Subjects by School

**Jurisdiction**                      **Edmonton School District No. 7 [A.3020]**  
**Number of Schools Reported**    **215**

	Division I (K-3)			Division II (4-6)			Division III (7-9)			Division IV (10-12)		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
Earl Buxton	24.0	24.1	25.8	24.0	24.5	23.9						
Eastglen										20.7	28.2	24.1
Edith Rogers							26.4	29.4	29.6			
Edm Christian High										25.5	31.9	28.7
Edm Christian NE	23.8	21.2	22.3	26.5	23.8	21.6	26.0	31.2	31.2			
Edm Christian West	25.6	24.6	25.8	28.6	28.8	28.3	29.2	29.5	32.7			
Ekota	24.0	23.3	17.5	16.2	17.9	16.6						
Elder Dr Whiskeyjack												28.2
Elizabeth Finch	22.4	23.5	25.8	27.1	28.1	26.9	31.1	28.2	32.3			
Ellerslie Campus	23.7	24.9	23.5	26.0	25.8	24.1	34.4	30.0	25.5			
Elmwood	21.2	21.3	23.4	19.4	14.6	16.0						
Esther Starkman	26.8	23.9	25.7	28.0	28.4	27.6	32.4	32.8	31.8			
Evansdale	17.7	18.5	19.6	19.9	21.9	20.1						
Florence Hallock	25.0	24.1	24.8	24.9	26.6	28.1	29.8	30.0	29.9			
Forest Heights	22.2	21.8	21.0	26.1	24.5	25.5						
Fraser	22.5	20.1	27.3	21.2	18.9	16.5						
Garneau	23.0	22.3	21.3	25.3	25.6	24.4						
Garth Worthington	23.1	21.7	24.4	26.8	24.0	29.0	17.8	21.8	21.9			
George H. Luck	24.9	27.1	25.5	24.4	22.8	23.4						
George P. Nicholson	22.6	21.6	23.8	25.0	27.7	25.6						
Glengarry	25.1	23.4	25.6	26.3	26.5	24.1						
Glenora	23.4	22.6	23.2	25.3	23.0	21.7						
Gold Bar	20.2	21.0	21.0	17.4	15.4	14.8						
Grace Martin	20.9	19.5	23.7	22.5	19.7	21.6						
Grandview Heights	23.7	25.3	22.0	28.7	28.3	29.3	31.4	29.8	29.5			
Greenfield	24.7	23.0	25.1	21.0	21.3	25.9						
Greenview	20.0	18.9	21.6	26.5	27.8	25.8						
Grovenor	16.2	15.5	19.4	16.8	14.6	15.6						
Hardisty	25.5	20.3	25.0	24.3	21.0	20.6	22.1	23.4	21.6			
Harry Ainlay										27.6	29.7	30.0
Hazeldean	21.8	16.2	18.4	20.0	20.6	12.9						
Highlands	21.3	23.3	20.6	20.7	20.9	24.2	19.5	21.1	22.1			
Hillcrest							23.5	25.1	26.6			
Hillview	19.5	18.6	18.2	25.0	26.1	23.7						
Hilwie Hamdon	22.9	23.9	21.4	26.2	26.6	25.9	20.8	25.3	25.3			
Holyrood	23.6	21.5	22.4	23.4	23.1	23.4						
Homesteader	22.0	19.3	18.3	18.3	20.2	18.6						
Horse Hill	26.5	27.5	27.3	24.4	27.6	24.5						
Inglewood	24.1	23.2	26.4	20.1	24.3	21.8						
Ivor Dent	21.6	20.3	20.3	21.7	24.2	22.8	23.8	20.0	23.3			
J. A. Fife	21.3	23.1	21.8	20.2	19.9	24.8						
J. Percy Page										28.0	28.2	28.9
Jackson Heights	22.8	21.1	21.4	17.0	20.3	25.6						
James Gibbons	25.5	23.3	24.3	20.3	25.0	27.0						
Jan Reimer	24.7	24.5	26.3	28.1	25.4	27.6	26.3	24.3	29.7			
Jasper Place										29.4	30.2	30.8
Joey Moss	23.6	23.8	24.8	23.0	26.1	27.5	35.0	19.4	24.6			
John A. McDougall	19.6	24.1	23.5	23.0	25.0	26.9						
John Barnett	20.1	18.9	16.7	13.9	24.0	17.5						
John D. Bracco							29.7	31.8	31.9			
Johnny Bright	24.5	23.8	23.4	26.3	27.9	25.5	28.8	31.7	28.1			
Julia Kiniski	23.2	21.2	23.3	24.4	24.3	26.9						
Kameyosek	22.6	24.3	22.3	21.7	19.3	22.0						
Kate Chegwin							27.9	28.1	28.0			
Keheewin	19.4	20.0	18.3	18.3	17.3	20.7						
Kenilworth							25.8	22.2	27.4			



## Jurisdiction Summary – Core Subjects by School

Jurisdiction  
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	Division I (K-3)			Division II (4-6)			Division III (7-9)			Division IV (10-12)		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
Kensington	20.8	16.6	24.0	13.4	15.5	15.4	18.8	20.5	25.8			
Kildare	23.6	22.6	22.9	22.8	23.9	23.8						
Killarney							24.1	24.8	24.3			
Kim Hung	23.9	26.2	25.7	25.9	25.5	29.7	24.2	23.4	26.1			
King Edward	20.2	20.8	23.8	14.6	16.3	20.0						
Kirkness	21.4	24.0	20.4	27.8	23.7	26.4						
kisêwâtisiwin							24.2	25.0	22.3			
L. Y. Cairns							17.3	14.3	13.8	20.0	15.6	15.6
Lago Lindo	22.3	24.7	25.4	23.8	25.2	24.9						
Lansdowne	20.3	21.3	24.0	23.5	19.5	26.5						
LaPerle	24.3	24.8	24.1	22.3	21.7	25.5						
Lauderdale	18.3	19.7	19.3	16.9	19.1	17.1						
Laurier Heights	21.7	21.9	24.0	22.1	21.7	21.6	20.1	19.5	22.2			
Lee Ridge	19.3	19.8	17.0	16.5	15.3	15.4						
Lendrum	22.7	22.0	23.3	24.7	24.5	27.3						
Lillian Osborne										28.9	33.2	35.3
Londonderry							31.0	30.2	29.8			
Lorelei	22.0	22.9	20.5	17.8	19.6	18.8						
Lymburn	24.7	24.1	23.5	15.3	19.7	22.1						
Lynnwood	25.5	23.8	16.1	20.9	20.8	19.8						
M.E. LaZerte										29.8	32.1	31.0
Maj Gen Griesbach	22.4	21.9	22.5	25.1	28.8	26.7	19.2	23.0	21.8			
Malcolm Tweddle	22.2	20.8	19.3	22.7	24.9	16.6						
Malmo	23.6	24.0	17.6	23.4	26.3	24.5						
Mary Butterworth							23.8	25.2	28.3			
Mayfield	14.3	18.7	15.3	11.8	12.3	18.5						
McArthur	19.5	20.4	21.2	19.0	16.7	18.5						
McKee	17.7	19.0	18.1	22.0	21.9	17.7						
McKernan	21.4	22.2	21.9	23.1	22.6	25.3	27.8	29.4	28.9			
McLeod	24.0	21.8	25.5	25.3	25.7	26.6						
McNally										23.5	25.6	23.6
Meadowlark	25.4	23.9	25.8	23.0	25.5	24.5						
Meadowlark Christian	20.0	22.0	25.0	21.8	27.3	25.4	26.3	23.6	23.5			
Mee-Yah-Noh	22.4	18.5	28.0	13.9	14.8	15.9						
Menisa	24.0	24.3	23.3	18.6	19.2	27.3						
Meyokumin	23.2	23.7	24.1	26.8	25.9	26.3						
Meyonohk	22.9	20.3	21.9	20.5	23.7	20.4						
Michael A. Kostek	24.8	23.2	21.0	24.5	26.9	24.3						
Michael Phair							29.2	29.4	29.6			
Michael Strembitsky	25.0	24.0	23.9	30.0	28.4	27.6	31.4	30.0	29.4			
Mill Creek	24.9	25.5	24.2	22.0	22.5	22.8						
Millwoods Christian	27.1	26.6	27.1	28.5	28.8	28.1	26.8	30.4	31.7	24.0	24.1	26.4
Minchau	19.1	22.6	22.3	24.3	17.4	22.8						
Mount Pleasant	24.6	24.0	24.1	23.3	23.3	24.7						
Nellie Carlson	22.3	25.9	27.0	28.6	24.9	22.0	27.8	28.0	29.6			
Northmount	25.7	24.9	26.2	22.1	23.1	22.5						
Norwood	23.8	20.3	23.1	20.0	22.0	24.8						
Old Scona										29.1	28.7	29.7
Oliver	21.0	21.2		24.9	19.5		20.1	25.6				
Ormsby	23.2	23.7	25.2	16.9	17.7	19.9						
Ottewell							26.1	28.9	27.8			
Overlanders	26.4	24.1	23.1	21.8	21.8	22.3						
Parkallen	23.1	23.4	23.9	25.8	23.6	23.3						
Parkview	21.3	21.5	20.3	24.7	24.7	24.7	23.2	24.8	27.0			
Patricia Heights	26.8	25.8	22.8	22.3	26.3	23.4						
Pollard Meadows	22.6	24.0	21.7	25.5	26.3	25.6						

## Jurisdiction Summary – Core Subjects by School

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	Division I (K-3)			Division II (4-6)			Division III (7-9)			Division IV (10-12)		
	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25	2022/23	2023/24	2024/25
Prince Charles	23.5	24.6		21.0	22.0							
Princeton	16.8	20.9	23.0	14.9	11.8	12.8						
Queen Alexandra	17.1	13.1	18.0	20.0	13.8	18.3						
Queen Elizabeth										27.3	30.1	28.9
Richard Secord	23.3	24.0	25.5	24.6	23.1	25.0						
Rideau Park	21.2	21.3	21.9	21.1	16.3	27.2						
Rio Terrace	21.0	24.5	23.3	23.3	23.7	20.5						
Riverbend							30.7	33.3	36.0			
Riverdale	20.7	17.3	22.3	13.0	25.5	23.5						
Roberta MacAdams	22.7	23.9	22.4	24.7	26.7	28.6						
Ross Sheppard										28.0	29.3	29.8
Rosslyn							22.5	25.4	23.6			
Rutherford	23.7	23.2	24.5	27.2	22.3	28.0						
S. Bruce Smith							28.9	30.9	26.0			
Sakaw	18.9	21.7	24.3	22.1	20.4	21.2						
Satoo	18.6	16.0	20.7	22.0	18.6	21.3						
Scott Robertson	14.0	11.2	24.3	15.8	15.0	15.0						
Shauna May Seneca	23.4	23.9	27.4	28.3	28.8	28.6	28.9	28.6	28.7			
Sifton	22.5	21.6	24.4	18.0	20.2	20.1						
Soraya Hafez	22.8	21.9	23.3	23.5	24.1	23.9						
Spruce Avenue							22.3	23.9	21.3			
Steele Heights							24.1	23.5	24.0			
Steinhauer	20.8	22.4	25.2	21.7	23.1	21.8						
Stratford El Jr	26.1	24.7	26.2	27.1	26.4	26.6	24.0	23.7	26.1			
Strathcona										31.7	32.9	32.2
Svend Hansen	23.4	24.7	27.8	28.6	29.8	30.1	28.9	31.3	34.3			
Sweet Grass	23.6	21.0	20.4	21.7	24.6	23.8						
T. D. Baker							24.2	24.2	25.1			
Talmud Torah	22.3	19.8	18.3	17.3	15.7	18.3						
Tevie Miller Hrtg Sc	18.3	21.3	19.5	18.3	20.3	17.3						
Thelma Chalifoux							27.2	27.4	27.4			
Thornccliffe	18.8	17.1	19.3	19.8	17.0	19.9						
Tipaskan	17.3	16.1	23.8	16.6	15.0	19.8						
Velma E. Baker	23.4	23.2	24.5	24.1	26.8	25.9						
Vernon Barford							31.7	32.8	33.5			
Victoria	24.2	24.9	22.3	26.8	26.8	23.0	29.0	30.1	30.8	28.9	28.9	29.4
Vimy Ridge Academy							32.3	35.2	33.6	23.1	28.5	26.8
Virginia Park	21.5	22.5	23.8	23.7	24.7	23.7						
W. P. Wagner										25.5	30.7	29.5
Waverley	18.8	18.3	18.9	21.6	19.3	20.7						
Weinlos	20.3	21.6	21.9	21.8	20.3	20.8						
Westbrook	22.3	22.8	24.2	28.3	28.8	27.8						
Westglen	26.3	23.8	23.4	24.5	24.3	26.7						
Westminster							27.5	28.9	26.7			
Westmount							23.6	25.3	25.2			
Wihkwentôwin			21.8			20.9			20.5			
Windsor Park	26.3	25.0	28.8	26.0	27.7	28.0						
Winterburn	21.4	22.6	23.9	24.4	23.6	20.2						
York	21.1	21.7	19.1	25.0	25.9	27.2						
Youngstown	20.2	20.2	21.3	23.8	22.2	27.0						