

Date	April 14, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Three-Year Capital Plan 2027–2030
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Reference	Board Policy EA.BP Infrastructure Planning Principles Three-Year Capital Plan 2026–2029 Ten-Year Facility Plan 2026–2035 Government of Alberta School Capital Manual 2025/2026 Feasibility Study: Autism Centre of Excellence

ISSUE

The Province requires school divisions to submit a Board-approved Three-Year Capital Plan to Alberta Education and Childcare annually in the spring. 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.

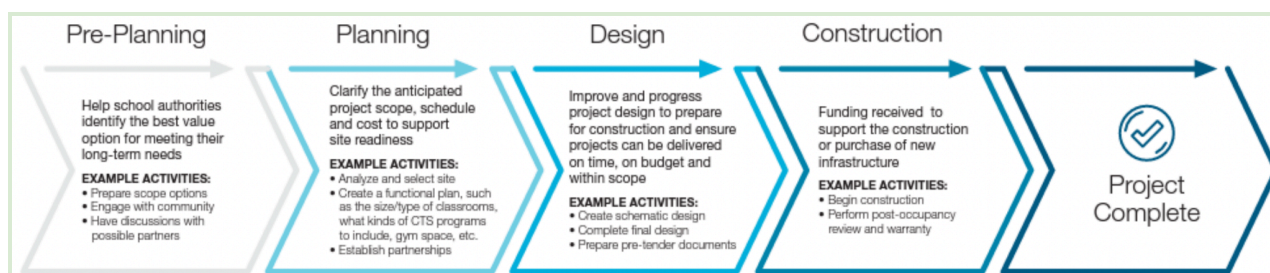
RECOMMENDATION

That the Three-Year Capital Plan 2027–2030 be approved for submission to the provincial government.

BACKGROUND

The current Three-Year Capital Plan 2026–2029 was approved by the Board of Trustees on April 1, 2025.

The Province utilizes 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 Division capital projects and their corresponding level of provincial funding. As articulated during the capital planning workshop session hosted by the Province in November 2024, projects that have already been formally announced for planning, design or construction funding are to be excluded from future capital plan submissions. Under the current funding model, projects are moved to construction funding once preceding stages are completed.

Project	Provincial Funding Type Announced	Anticipated Opening
Delton K–6 replacement	Construction	Fall 2029
Edgemont K–9	Construction	TBD*
Glenridding Heights 7–12	Construction	Fall 2028
Glenridding Heights K–6	Construction	Fall 2028
McConachie 7–9	Construction	Fall 2028
Rosenthal K–6	Construction	TBD*
Spruce Avenue 7–9 replacement	Construction	Fall 2029
Dr. Anne Anderson addition	Design	Fall 2027 (tentative)
Hawks Ridge K–6	Design	Fall 2031 (tentative)
Aster K–9	Design	TBD
Stillwater K–9	Design	TBD
Autism Centre of Excellence (ACE)	Planning	TBD**
Castle Downs 10–12	Planning	TBD
Crystallina Nera K–6	Planning	TBD
The Grange 10–12	Planning	TBD
River’s Edge K–9	Planning	TBD
Silver Berry K–6	Planning	TBD

**Edgemont K–9 and Rosenthal K–6 construction projects have encountered extended construction timelines due to geotechnical conditions; completion date to be determined.*

***Due to the unique scope of the ACE project, it does not automatically progress to the design phase under the Schools Now program and thus remains a priority for submission.*

In September 2024, the Government of Alberta announced the School Construction Accelerator Program. This program was renamed to Schools Now in 2025. This funding model 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.

The proposed aggregated priorities for the Division’s Three-Year Capital Plan 2027–2030 are provided for consideration (Attachment I). All Year 1 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 Years 2 and 3 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 provincial Schools Now program.

RELATED FACTS

- The Division is required to rank a single, aggregated list of project priorities, which combines new construction with modernization, replacement and solution projects. This requirement ranks new school construction projects serving newer communities alongside those aimed at modernizing, replacing or expanding facilities in 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 annually.
- Site readiness is determined by several factors, including completed or planned servicing and dedication to the City or Division.
- For new construction capital priorities, Year 1 sites are ready for design and construction, while Year 2 sites are nearing readiness, and Year 3 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 Delton K–6, Edgemont K–9, Glenridding Heights 7–12, Glenridding Heights K–6, McConachie 7–9, Rosenthal K–6 and Spruce Avenue 7–9.
- The Province is currently project-managing the design of Hawks Ridge K–6 replacement school.
- The Division is currently project-managing the design of the Dr. Anne Anderson High School addition.
- Due to consistent enrolment growth, the Division-wide utilization rate is approximately 90 per cent as of fall 2025.

- The top ten capital priorities span eight different Division planning sectors out of ten total sectors, meaning that projects to create additional school space are currently identified across the city.
- Schools built between 1950 and 1990, comprising nearly 80 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, aging schools into a single modernized facility) projects help to address the Division's growing deferred maintenance deficit, which has surpassed \$1 billion and is projected to be \$1.477 billion by 2035.
- Where applicable, based on updated student demographic growth and school utilization data, the Division seeks additional capacity as part of modernization, replacement and solution projects. Recent student enrolment growth in mature areas of the city (due to in-migration, infill and densification) has increased the focus on additions/expansion as part of proposed modernization/replacement projects.
- Given the number of aging 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 503 modular classrooms to accommodate student enrolment growth. For the 2026–2027 school year, the Division has requested and been approved for 32 additional modular classrooms and one modular washroom unit to address needs at schools where space for such installations remains available.

Autism Centre of Excellence

- The Autism Centre of Excellence received planning funds in December 2024. Due to the unique scope of the project, it will not automatically advance to the design phase under the Schools Now program and thus remains a priority in the proposed Three-Year Capital Plan 2027–2030. This project is intended to provide purpose-built space as an additional choice for families and students.
 - Following the announcement of planning funds, a Request for Proposal was issued in Spring 2025 for a consulting team to facilitate a [Feasibility Study](#) for the concept.
 - The study determined that new construction represented a better value proposition than modernizing an existing facility.
 - Based on the findings of the Feasibility Study, the Autism Centre of Excellence priority has shifted from a modernization of an existing school (as listed in the Three-Year Capital Plan 2026–2029) to a new construction project. As a new construction project, Administration is considering options for construction-ready sites.
 - Administration has investigated the possibility of building a stand-alone facility located on a construction-ready, Division-owned site in Clareview Town Centre, but is currently reviewing options for co-location with other Division programming through an addition due to the potential advantages for students.

- Although a specific location for an addition has not yet been identified, it is intended to be located in a North planning sector (N, NE or NW), reflecting the highest concentration of demand.

OPTIONS

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

1. Approve the Three-Year Capital Plan 2027–2030 as presented.
2. Amend the Three-Year Capital Plan 2027–2030 via motion.
3. Another option amenable to the Board.

CONSIDERATIONS and ANALYSIS

The Ten-Year Facilities Plan 2026–2035 serves as an evidence-based tool to guide the Division’s approach to addressing long-term enrolment and infrastructure requirements. The capital priorities presented in this proposed Three-Year Capital Plan 2027–2030 (Attachment I) align with the Division's Vision, Mission and Values, as well as Infrastructure Planning Principles, Strategic Plan 2022–2026 and Ten-Year Facilities Plan 2026–2035.

NEXT STEPS

Upon approval, Administration will 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 1 of the plan.

ATTACHMENTS and APPENDICES

ATTACHMENT I Proposed Three-Year Capital Plan 2027–2030

SP:jl

Three Year Capital Plan

2027–2030

Updated April 14, 2026

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Executive Summary

The Three-Year Capital Plan 2027–2030 for Edmonton Public Schools identifies the priority capital investments required to support an expanding student population while ensuring the long-term health of the Division's existing facilities. This plan serves as a tactical roadmap, translating long-term demographic data into immediate, data-driven funding requests for consideration by the provincial government.

The Challenge: Record Enrolment, Increasing Demand for Specialized Programming and Aging Infrastructure

The Division is experiencing sustained growth. As of September 30, 2025, enrolment reached a record 122,014 students, bringing overall Division school space utilization to 90 per cent. This growth is projected to continue, with approximately 2,500 additional students expected for the 2026–2027 school year.

Rising enrolment has also reduced the space available for the establishment of new specialized learning classrooms and environments and alternative programs, challenging the Division's ability to balance regular program enrolment with specialized and alternative programming. This pressure is compounded by an aging infrastructure portfolio—approximately 68 per cent of Division schools were constructed between 1950 and 1989; these facilities account for 84 per cent of current renewal needs and contribute to a projected \$1.477 billion deferred maintenance backlog over the next decade.

Strategic Priorities: Using a Balanced Approach

The Division employs a balanced approach that prioritizes both new construction in rapid-growth areas and the essential modernization of facilities in established neighbourhoods. The plan identifies 28 aggregated strategic priorities. The modernization priorities address deferred maintenance and, where required, seek to add capacity to support neighbourhood intensification and enrolment growth.

The Autism Centre of Excellence (ACE) priority remains a component of the Division's approach to providing a diverse range of specialized learning options designed to meet the complex needs of students, and an additional choice for families. This project arises from the fact that over the past five years, 86 per cent of all Division centre classes added in the Division were Interactions classes, which serve students with autism. The ACE would serve as a dedicated hub for specialized learning and staff training, ensuring the Division can meet the increasing demand for specialized supports in a sustainable way. Administration is considering construction-ready sites for co-location with other Division programming through an addition, which would add student spaces and expand the continuum of programming choices available to families.

Maximizing Impact through Strategic Collaboration and Site Readiness

The Division has strategically positioned itself to maximize provincial funding through proactive coordination with the City of Edmonton and land developers. This ongoing collaboration ensures that school sites are strategically located, appropriately sized, and fully serviced with utilities and road access before a funding announcement is made. By maintaining this high level of technical readiness, the Division is able to leverage the provincial Schools Now program, allowing "shovel-ready" Year 1 priorities to be fast-tracked to construction. Under this model, projects can move from design to construction immediately when ready, reducing the constraints of the traditional annual budget cycle.

The Division's methodology is data-driven, ensuring that capital requests address the greatest need and have the highest impact on student accommodation and learning. While interim measures like modular classrooms and the Growth Control Model are used to manage immediate over-utilization, the Three-Year Capital Plan 2027–2030 outlines the capital construction priorities that are required to ensure all students have access to modern, high-quality and equitable learning environments across the city.

Introduction

Edmonton Public Schools submits an annual Three-Year Capital Plan to Alberta Education and Childcare 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 2025/26 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.

While the Division's Ten-Year Facilities Plan provides the long-term strategic vision for our infrastructure, the Three-Year Capital Plan serves as a tool to identify key projects. It translates long-range data into a specific, prioritized list of capital requests required to meet the needs of a growing student population.

The 2027–2030 Three-Year Capital Plan focuses on three key themes:

- **Sustained Growth Accommodation:** Proposing new school construction in developing neighbourhoods where current schools are at or exceeding capacity.
- **Infrastructure Sustainability:** Addressing the aging building inventory through major modernizations and replacement schools to ensure equitable learning environments.
- **Strategic Space Management:** Utilizing data-driven projections to ensure that capital requests are "ready-to-go" and aligned with municipal infrastructure and provincial funding cycles.

By aligning this three-year request with the broader ten-year outlook, the Division ensures that capital investments address space shortages and maintenance needs identified in our long-term planning.

Methodology

The Division employs a data-driven methodology to identify and rank capital priorities. This process aligns with the School Capital Manual and the Division's [Infrastructure Planning Principles](#). By using a standardized evaluation framework, the Division ensures that capital requests are prioritized based on the greatest need and the highest impact on student learning.

1. Partner Collaboration and Site Readiness

The effectiveness of the Division's capital plan relies heavily on the technical coordination that occurs before a funding announcement. Division planners collaborate with the City of Edmonton and the land development industry to ensure that school sites are strategically located, appropriately sized and family-friendly.

This collaborative approach is essential for guiding the staging of development and the timing of essential infrastructure servicing. By working closely with these stakeholders, the Division ensures that school sites are prepared with the necessary utilities and road access to coincide with the neighbourhood's growth. This proactive management has been particularly vital under the provincial Schools Now program. Because of this high level of coordination, the Division has been consistently able to present "shovel-ready" sites to the Province, allowing for the immediate transition into design and construction once funding is secured. This alignment between land planning and capital investment has allowed the Division to deliver school infrastructure on the accelerated timelines required by Edmonton's growing communities.

2. Data Sources and Analysis for New Construction and Major Additions

Priorities for new construction and major additions are determined by assessing the immediate and long-term demand for student spaces in developing areas. Data sources for analysis may include:

- 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.

3. Data Sources and Analysis for Modernization, Replacement and Solution Projects

The Division utilizes a multi-stage technical review to identify mature-area schools requiring comprehensive modernization, replacement or solution-based investment. Data sources and analysis may include:

- **Facility Health and Integrity:** Aggregated scoring of the Facility Condition Index (FCI), encompassing structural, electrical and mechanical systems alongside deferred maintenance backlog.
- **Operational Sustainability:** Analysis of building energy performance, historical maintenance costs and long-term lifecycle requirements.
- **Educational Suitability:** Assessment of the facility's ability to support modern curriculum delivery, inclusive education programming and current accessibility standards.
- **Project Viability:** Evaluation of site conditions and potential construction complexities to ensure cost-effective project delivery.

4. Consolidated Priority Ranking and Project Drivers

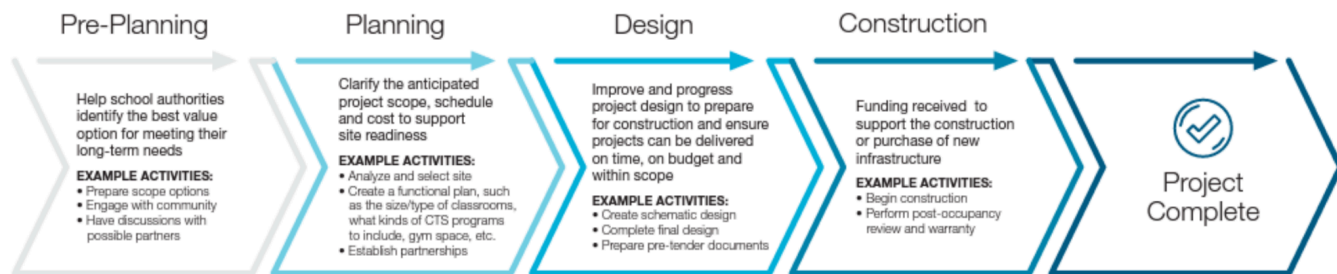
Per provincial requirements, these two streams are aggregated into a single, unified Three-Year Priority List. This list balances the need for new student spaces in developing communities with the necessity of maintaining equitable, high-quality learning environments in Edmonton's mature and core neighbourhoods.

Following provincial guidelines, each potential project is evaluated against six primary drivers:

- **Enrolment Pressures:** Addressing over-capacity schools and the need for new spaces in growth areas.
- **Functionality and Programming:** Ensuring buildings support modern educational delivery (e.g., Career and Technology Studies labs, inclusive education spaces).
- **Community Renewal:** Evaluating the role of the school in the broader community and opportunities for replacement or "cluster" solutions.
- **Facility Condition:** Prioritizing buildings with high deferred maintenance or life-safety concerns.
- **Economic Efficiency:** Seeking solutions that reduce long-term operational costs or leverage partnerships.
- **Legal and Health/Safety:** Addressing urgent regulatory requirements or building code updates.

5. After Submitting the Three-Year Capital Plan: Capital Project Stages

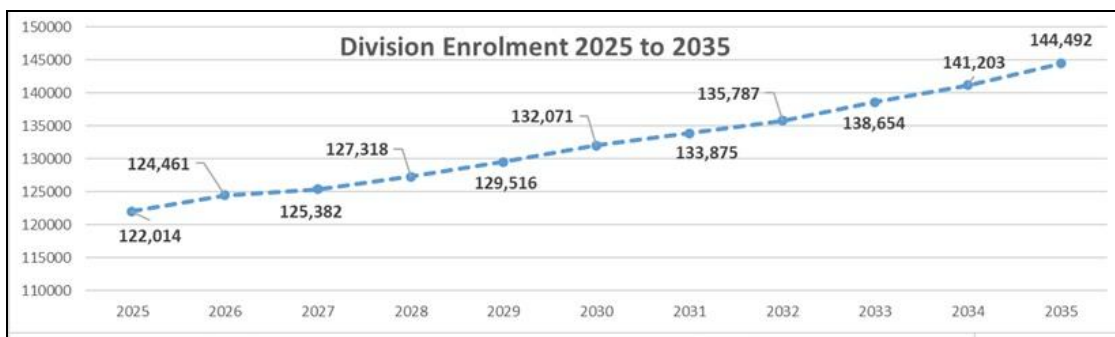
When a Division priority is funded for either Planning, Design or Construction, the project is removed from future three-year capital plans, as it is considered in the pipeline for eventual construction funding. The following stages outline the progression of a project from initial identification to completion:



Under the provincial Schools Now program, new priorities typically receive their first iteration of funding during the annual spring provincial budget and then progress through the funding stages as projects reach the requisite milestones. Prior to the Schools Now approach, school boards had to wait for the next provincial budget to learn if a project would progress to the next stage. This fast tracking can reduce school project timelines by several months. The Schools Now program began in fall 2024 and is expected to extend into the Province’s spring 2027 budget.

Enrolment Growth And Capacity: A City-Wide Context

On September 30, 2025, Division enrolment reached a record 122,014 students. While the 1.5 per cent increase (1,816 students) represents a moderation in the growth experienced in recent years (influenced by evolving federal immigration policies and stabilized migration), it does not alleviate the pressure on the Division’s capacity.



The Division anticipates a return to accelerated growth in the immediate term, with the 2026–2027 school year projected to see a two per cent increase (2,447 students). This projected growth is expected across all sectors of the city, including core, mature and newly developing areas. As a result, the Division continues to strategically refine 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’s overall utilization has increased to 90 per cent for the current school year, which represents an increase of two per cent from the previous year. Looking ahead, enrolment is expected to increase by more than 25,000 students over the next decade. These projections reinforce the importance of continuing to align capital approvals with emerging enrolment demand.

Currently, 9,385 student spaces are already advancing through the planning and design phases. The Schools Now program positions the Division to move efficiently into construction once timelines are confirmed through the provincial approval process. Currently, there are 5,290 new student spaces funded for construction, providing near-term capacity relief in areas of highest growth.

Operational Strategies for Enrolment Management

The cumulative growth in student residency has placed increased demand on existing facilities. Currently, 139 schools operate at or above 80 per cent utilization, an increase from 119 schools two years ago. To maintain functional learning environments while awaiting new construction, the Division utilizes the following interim strategies:

Modular Classroom Infrastructure

Modular units provide essential relief for over-utilized schools. The Division's recent and planned modular activities include:

- 2025–2026: The Division secured funding for 17 net new modular classrooms and one demolition.
- 2026–2027: The Division has been approved for provincial funding for 32 additional modular classrooms and one modular washroom to support schools facing immediate capacity constraints.

The Growth Control Model and Lottery Process

As schools reach capacity, the Division must implement growth controls to manage enrolment pressures. Programs and Student Accommodation staff implement accommodation strategies that make effective use of existing space and support student access to programs. The Division's [Growth Control Model](#) details the concept and growth controls. These operational measures underscore the need for permanent capital projects and could include:

- **Closed Boundaries:** For the 2025–2026 school year, 56 schools have closed boundaries, an increase of 11 schools over the previous year.
- **Level 3 and Lotteries:** Over the past five years, 11 schools have moved to Level 3 of the Growth Control Model, which may require the use of a lottery process to manage enrolment. Students not selected through a lottery process must access overflow designated schools, often requiring significant travel.
- **Sector Displacement:** For seven of these Level 3 schools, the designated overflow sites are located outside the student's sector of residence, increasing transportation times and distancing students from their local communities.
- **Regional Expansion of Controls:** The need for lottery management has expanded geographically, rising from two sectors (SE1 and SW2) in 2020–2021 to five sectors (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) Daly Grove (K–6) Kate Chegwin (7–9) T. D. Baker (7–9)	SE1 SE1 SE1 SE1
	Dr. Lila Fahlman (K–9)	SW2	Johnny Bright (K–9)	SW2
	Dr. Margaret-Ann Armour (K–9)	SW2	McKee School (K–6) Vernon Barford (7–9)	SC SW1
2022–2023	David Thomas King (K–9)	NW	Youngstown (K–6) Michael Phair (7–9)	NW NW
	Lillian Osborne School (10–12)	SW1	Strathcona (10–12)	SC
2023–2024	Jan Reimer (K–9)	SE2	Satoo (K–6) kisêwâtisiwin (7–9)	SE1 SE1
	Shauna May Seneca (K–9)	SE2	Grace Martin (K–6) Edith Rogers (7–9)	SE1 SE1
2024–2025	<i>No schools were added or removed</i>			
2025–2026	Donald R. Getty (K–9)	SW2	George P. Nicholson (K–6) D. S. MacKenzie (7–9)	SW1 SW1
	George H. Luck (K–6)	SW1	Nellie Carlson (K–6)	SW1
	Riverbend (7–9)	SW1	Avalon (7–9)	SC
2026–2027	Joey Moss (K–9)	SW2	Esther Starkman (K–9)	SW1

Strategic Challenges and Educational Equity

The high demand for school space creates practical challenges for the Division and its families. As local schools reach capacity, an increasing number of students must be transported to facilities further from their homes. This geographic displacement limits the Division's ability to offer a full range of educational choices; specifically, space for alternative and Division centre programming becomes harder to secure in rapidly growing sectors where demand is highest.

Balanced Investment for Long-Term Viability

Strategic stewardship requires a careful balance between constructing new schools for growth and revitalizing existing infrastructure. While new construction is essential to meet immediate demand, maintenance and renewal funding needs to keep pace with the requirements of the Division's older facilities. With the deferred maintenance backlog projected to reach \$1.477 billion by 2035–2036, the Division must remain vigilant of both growth pressures and facility conditions in its prioritization.

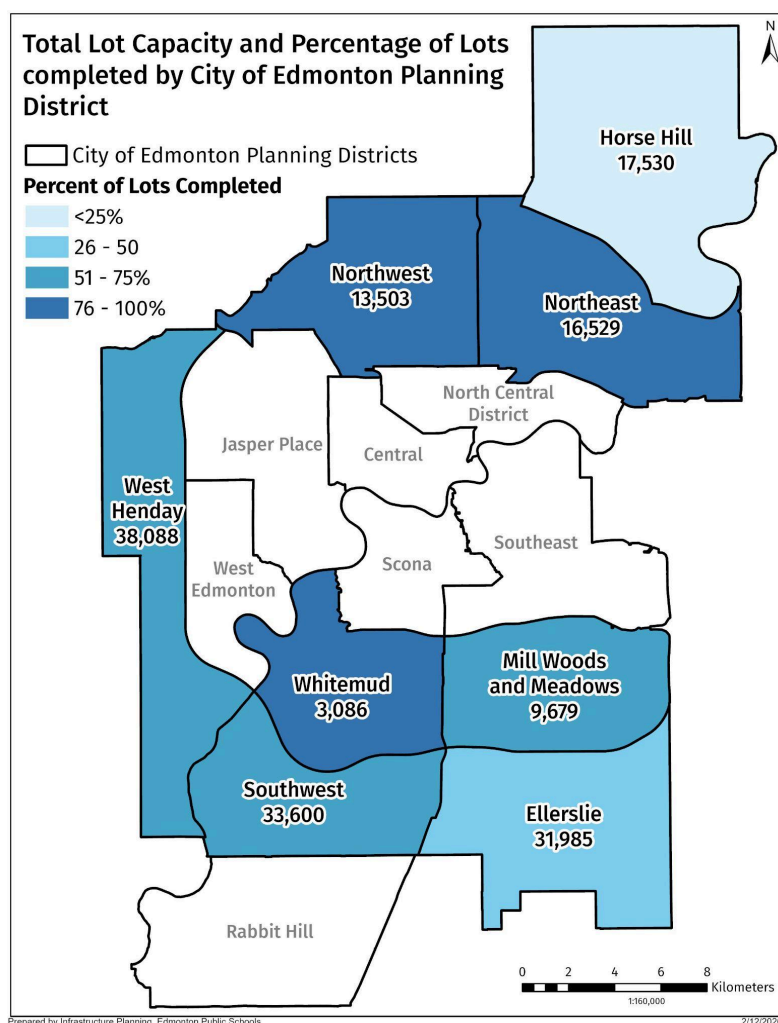
With predictable investment, the Division can provide high-quality, modern and equitable learning environments for every student, regardless of the age or location of their school.

New Construction Project Considerations

Growth Pressures by City District

Residential development is a leading indicator of student enrolment. The Division monitors lot registration rates at the Land Titles Office, as these precede the home construction that drives student population growth. Examining these rates across Edmonton allows the Division to proactively align infrastructure planning with future demand.

The adjacent map illustrates lot capacity and completion percentages across city districts. Undeveloped and developed areas are marked with grey text; developing areas are marked with bold blue text. The Ellerslie, West Henday and Horse Hill districts hold the most growth capacity, driven by development in the Decoteau, Riverview and Marquis areas. Conversely, districts like the Northwest, Southwest and Mill Woods/Meadows face accommodation challenges due to high existing utilization, despite having fewer remaining lots. Even with strong enrolment growth over the past 15 years, Edmonton has developed only half of its approved residential land. Over 68,420 lots remain, equivalent to 18 neighbourhoods the size of Chappelle, representing substantial future growth.



The City Plan identifies 15 planning districts to guide urban growth. While significant pressure continues in areas outside Anthony Henday Drive and west of 199 Street, growth is a city-wide reality.

Northwest, Northeast and Jasper Place Districts

The McConachie 7–9 project received construction funding approval from the Province on February 15, 2025. Crystallina Nera K–9 project received planning funding approval on March 9, 2026. Additional spaces are required in the new construction project in Canossa (Year 1).

The Canossa K–6 school has risen to the top three in the capital priority list, now ranking third. This position reflects the escalating pressure on school capacity in Northwest Edmonton, particularly due to ongoing development in the Rapperswill neighbourhood and new development in Canossa North. The designated school for both Canossa and Rapperswill, Baturyn K–6, is already at 89 per cent utilization. Newly planned residential development in the Goodridge Corners neighbourhood, which will eventually be slightly larger than Rapperswill,

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 Lorelei K–6, which is already at 94 per cent utilization.

Complementing the need for new neighbourhood schools is the Autism Centre of Excellence (ACE) (Year 1), a specialized new construction project (addition) intended to provide an additional choice for families of students with autism. While the Division received planning funding for ACE in late 2024, due to the unique scope of the project, it remains listed in the Three-Year Capital Plan. It is anticipated that the ACE project will be strategically located within the Northwest, North or Northeast planning sectors, reflecting the greatest concentration of demand and to provide improved geographic access for families in the northern part of the city.

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 required for facility modernizations or replacements include Britannia 7–9 Replacement/Modernization (Year 1), Winterburn K–6 Addition/Modernization (Year 1), Brightview K–6 Replacement/Modernization (Year 2) and Grovenor K–6 Replacement/Modernization (Year 2). The previous Britannia, Brightview, Mayfield and Youngstown solution has been decoupled, placing Britannia School and Brightview School as independent Replacement/ Modernizations on the priority list following the results of a value management analysis conducted with Pre-Planning funds in 2025. Youngstown School and Mayfield School were both found to be in better condition than previously anticipated, reducing priority for Modernization and removing them from the priority list at this time. Additionally, these four sites are located in the Northwest sector, which is currently 88 per cent utilized. Assuming capacity remains the same, the Northwest sector is projected to be 107 per cent utilized by 2035–2036.

Southwest and Whitemud Districts

The rapid development in Southwest Edmonton 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, Glenriding 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.

There are four priorities in the Southwest Edmonton and Whitemud Districts: Brander Gardens K–6 Addition/Modernization (Year 1), Heritage Valley Neighbourhood 14 K–6 (Year 3), Kendal K–6 (Year 3) and Keheewin K–6 Addition/Modernization (Year 3).

Jasper Place, West Henday and West Edmonton Districts

The Rosenthal K–6 project received construction funding on February 15, 2025, and the Edgemont K–9 project received construction funding on February 28, 2023. Alberta Infrastructure has notified the Division there will be extended construction timelines for both the Rosenthal and Edgemont school projects. The changes are a result of additional geotechnical work required to stabilize site conditions and to ensure that foundations and supporting infrastructure are designed to meet long-term safety and durability standards.

Development continues to accelerate in the West Henday District. On March 9, 2026, River's Edge K–9 received planning funding, and Stillwater K–9 received design funding. 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 Stillwater K–9 school will alleviate growing enrolment pressure at Ormsby and S. Bruce Smith schools. The Rivers Edge K–9 school will alleviate growing enrolment pressure at Callingwood and Hillcrest schools.

There are three priorities in the Jasper Place, West Henday and West Edmonton Districts: Riverview 10–12 (Year 2), Ormsby K–6 Addition/Modernization (Year 3) and Jasper Place 10–12 Modernization (Year 3).

Ellerslie, Millwoods and Meadows Districts

The opening of Elder Dr. Francis Whiskeyjack School in fall 2024 has provided much-needed relief to the rapidly growing communities in Southeast Edmonton, 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 both planning and design funding. Additionally on March 9, 2026, Aster K–9 received design funding.

The Ellerslie Campus Solution K–9 is the Divisions top capital priority. This project is located on a construction-ready site, and 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 (Charlesworth East of 50th Street), 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. Therefore, Administration has increased the capacity of the Ellerslie Campus Solution from 1,100 to 1,200 student spaces to allow for additional growth.

Alces K–9 has also risen to the top three in the capital priority list, now ranking second. This position reflects the escalating pressure on school capacity in Ellerslie particularly due to ongoing development in the Alces neighbourhood. As development occurs and school sites become serviced and dedicated, Administration expects priorities such as The Orchards South K–9 (Year 2), Mattson K–9 (Year 2) and Meltwater K–9 (Year 2) to continue to rise in priority. The need to invest in existing capacity in Southeast Edmonton is demonstrated through the request to modernize and expand Greenview K–6 School (Year 2).

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 School 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 pressure on high schools continues in most areas of the city, and is particularly prominent in the northwest, west and southwest areas of Edmonton.

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

High School	School Utilization	City Planning District
Lillian Osborne	120%	Whitemud
Strathcona	118%	Scona
Ross Sheppard	114%	Central
Harry Ainlay	103%	Whitemud
Dr. Anne Anderson	103%	Southwest
Old Scona	98%	Scona
Jasper Place	100%	Jasper Place

In Southwest Edmonton, 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 2,328 low-density lots remaining to be developed in the attendance area, a number comparable to the entire Rutherford neighbourhood.

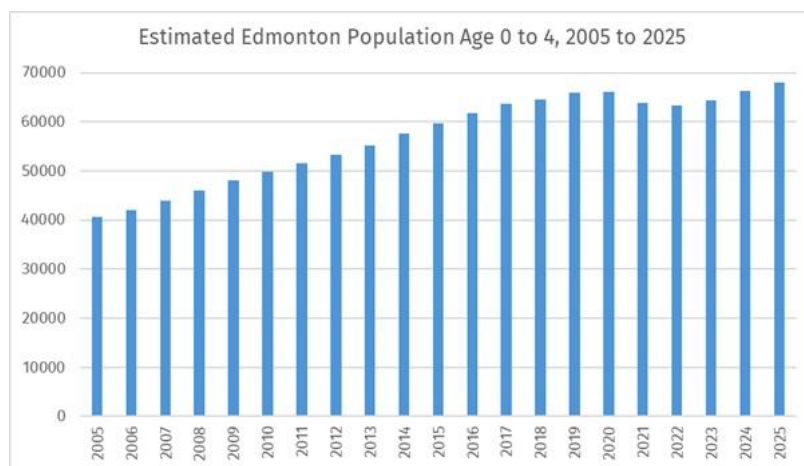
The high school in The Grange is needed to alleviate pressure from new communities in The Grange, Edgemont, and Lewis Farms areas, as Jasper Place School, which is now a closed-boundary school, accommodates 3,124 students and is at 100 per cent utilization. Enrolment pressures are projected to increase even further without new capacity from a new west-end high school. To accommodate growth from the Riverview area, a high school is also requested in the Capital Plan in Riverview (2,410 spaces).

A new high school in Castle Downs is required to alleviate pressure from Ross Sheppard School, which has instituted a closed boundary since the 2024–2025 school year. This is expected to contribute to an increase in the utilization of Queen Elizabeth School, which is currently 100 per cent utilized. The new school in Castle Downs is planned to be built on a construction-ready site in the Dunluce neighbourhood and will relieve growth pressure in north Edmonton. It will also reduce reliance on Queen Elizabeth School as a long-term accommodation solution, particularly given the facility's deferred maintenance needs which will require additional investment over time to support reliable operation and sustained student accommodation. 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 in Year 2. In addition, the Division requires modernization of the aging McNally, Jasper Place and W. P. Wagner high schools in order to address mounting deferred maintenance so they can continue to serve students long term.

Future Growth Trends

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. The population of children aged 0–4 reached an estimated 68,045 in 2025, surpassing the 2020 record and establishing a new baseline for future Kindergarten and Grade 1 enrolments. This "rebound"

following the pandemic confirms the demand for new student spaces will remain a long-term requirement that will progressively impact every grade level across the Division.



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

Future student residency growth is being accelerated by a convergence of municipal, provincial and federal initiatives aimed at increasing housing density and supply. The Federal Government's [Housing Accelerator Fund](#) is expected to significantly increase housing supply by streamlining permitting and targeting development on former school sites. 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.

The Division tracks student residency in developing and redeveloping areas to precisely locate imbalances between infrastructure capacity and student demand. The data reveals a consistent increase of student residency across the city, with the most pressure concentrated in developing areas.

Which areas are generating the most students? Student Residence by Neighbourhood Type

Year	Developing	+/-	Redeveloping	+/-
2020–2021	38,576		63,936	
2021–2022	41,211	+2,635	63,154	-782
2022–2023	44,063	+2,852	64,786	+1,632
2023–2024	47,229	+3,166	67,074	+2,288
2024–2025	50,123	+2,894	69,574	+2500
2025–2026	51,661	+1,538	69,880	+306

Source: EPSB student counts and City of Edmonton Neighbourhood Data

There is a consistent and significant increase in student residency across all neighbourhood types from 2020–2025. Notably, developing neighbourhoods have experienced the most substantial total growth, with an overall growth of 13,085 total students throughout the period. Redeveloping neighbourhoods show more moderate total growth of 5,944 students.

While the 2025–2026 school year reflects a moderation in the pace of growth compared to previous cycles, the cumulative demand on the system remains. This continued, 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 continued investment in new school construction and major modernizations, and the strategic application of maintenance and renewal funding.

Prioritizing Readiness: The 2027–2030 Construction Pipeline

Given anticipated growth, 13 new construction projects are recommended to be included as priorities in the Three-Year Capital Plan 2027–2030. 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 for new sites, Year 1 sites are ready for design and construction, Year 2 sites are nearing readiness and Year 3 sites require further development.

The majority of the 13 new construction projects requested in this plan are located in the high-growth south, west and north sectors. The Division proactively prioritizes these projects based on site readiness, ensuring that provincial funding can be deployed immediately:

- **Year 1 Priorities:** These projects, including Blatchford K–6, Alces K–9 and Canossa K–6 are located on serviced, construction-ready sites or sites that will be ready prior to the next budget cycle.
- **Year 2 and 3 Outlook:** These priorities represent the next wave of demand in neighbourhoods like The Orchards, Riverview, Marquis, Horse Hill and Mattson as they complete the necessary land assembly and servicing milestones.

As envisioned through Alberta’s Schools Now program, aligning capital requests with site-ready infrastructure positions the Division to move projects from approval to delivery on accelerated timelines, helping relieve pressure created while ensuring the Division is ready to fully leverage available funding for capital projects.

As new neighbourhoods in the southeast (e.g., The Orchards, Mattson, Alces and Meltwater) and northeast neighbourhoods (e.g., Marquis and Quarry Ridge) become 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. Prior to new schools opening, students from rapidly developing areas will continue to be accommodated in schools within more established areas of the city where capacity permits.

Priority (Previous Priority)	New Construction Priority	Capacity	Sector	Cost (M)	Site Readiness
YEAR 1					
1 (15)	Blatchford K–6	650	C	\$33	Complete
2 (5)	Alces K–9	950	SE2	\$53	Complete [^]
3 (7)	Canossa K–6	650	N	\$33	Complete [^]
4 (N/A)	Autism Centre of Excellence (ACE) Addition	320*	TBD**	\$25***	Complete**
YEAR 2					
5 (6)	The Orchards South K–9	950	SE2	\$53	Site Servicing
6 (13)	Mattson K–9	950	SE2	\$53	Site Assembly
7 (12)	Meltwater K–9	950	SE2	\$53	Site Assembly
8 (14)	Pintail Landing 7–9	765	NW	\$41	Site Assembly
9 (8)	Riverview 10–12	2,410	W	\$142	Site Assembly
YEAR 3					
10 (9)	Marquis K–6	890	NE	\$42	Site Assembly
11 (10)	Horse Hill 7–12	2,410	NE	\$142	Site Assembly
12 (11)	Heritage Valley Neighbourhood 14 K–6	650	SW2	\$33	Site Assembly
13 (16)	Kendal K–6	950	SW2	\$33	Site Assembly

*Gross capacity. Adjusted enrolment of 106 students ($\times 3.0$ student allowance factor).

**Location to be within a North planning sector (N, NE or NW) on a ready site.

***Anticipated cost. To be further refined once a specific location is defined.

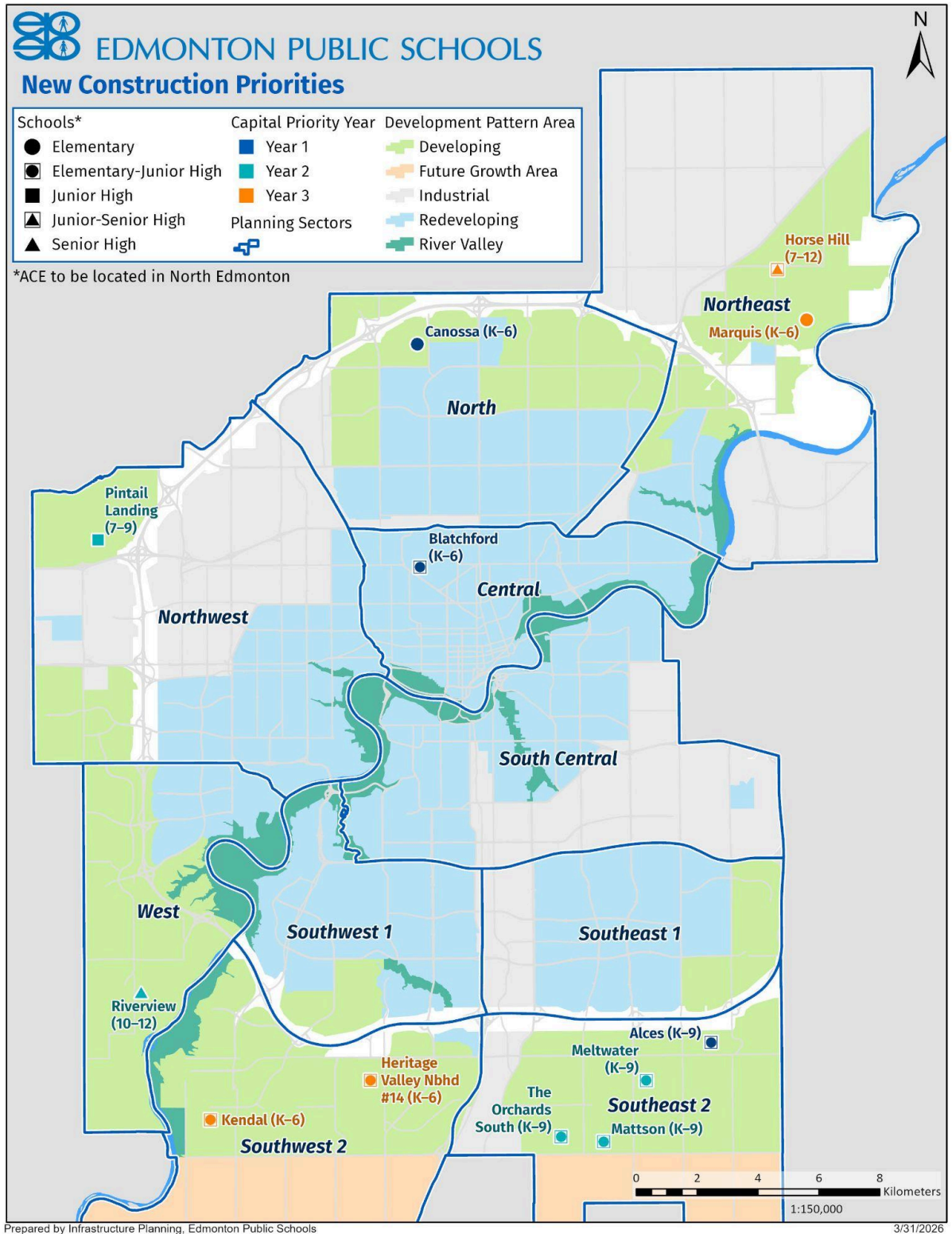
[^]The Division has received a letter of support from the developer indicating that these locations will be site ready by the end of 2026.

All Year 1 Priorities will be construction ready by the end of 2026. This means that the sites are dedicated to the City, serviced and have full roadway access. New sites in Year 2 and Year 3 do not meet all of these site readiness requirements. In relation to site readiness:

- **Site servicing:** Includes road access, as well as power, water, sanitary, storm and gas connection to the school site.
- **Site assembly:** A school site is assembled when it has acquired reserve status and land has been dedicated for a school site through the subdivision process.
- **Complete:** The site meets the requirements to be considered for construction.

In addition to site readiness, Administration considers surrounding enrolment pressures, the rate of development and transportation impacts when ranking new construction priorities.

Map of New Construction Priorities

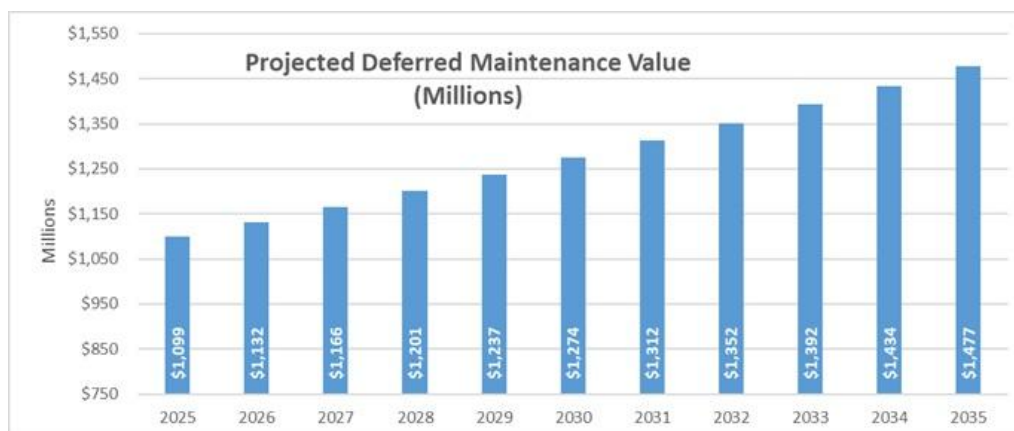


Modernization, Replacement and Solution Considerations

The Division is committed to ensuring that all students, regardless of their neighbourhood, have access to high-quality and sustainable learning environments. Achieving this requires a consistent investment strategy for both major modernizations and essential maintenance programs like Capital Maintenance and Renewal (CMR). While the Division's deferred maintenance total reached \$1 billion in the 2024–2025 school year, the projects identified in this plan represent a strategic roadmap to address the most pressing facility renewal needs to ensure the long-term viability of our school buildings.

A significant portion of the Division's infrastructure was constructed between 1950 and 1989. These facilities, which make up 68 per cent of our portfolio, are now between 36 and 75 years old and account for 84 per cent (\$918 million) of current maintenance requirements. While the *Ten-Year Facilities Plan* monitors these long-term trends, this Three-Year Capital Plan focuses on the immediate opportunities to modernize sites where facility conditions and educational needs have reached a key intersection.

To support the continued health of these assets, the Division is seeking the funding necessary to move forward with 16 modernization and solution projects between 2027 and 2030. These projects are designed to revitalize aging infrastructure, improve energy efficiency and ensure that our schools continue to serve as vibrant hubs for their communities. Together, these projects represent a total of over \$176 million of deferred maintenance, accounting for 15.6 per cent of the Division's total deferred maintenance.



Lifecycle Management

To ensure the continued health of our school portfolio, the Division prioritizes a steady and predictable cycle of modernization and repair. Adequate and sustained funding allows for the proactive replacement of building components before they reach the end of their functional lifecycles. This systematic approach is essential for managing the Division's deferred maintenance and ensuring that school buildings remain high-quality learning environments.

The Division's planning also accounts for the fact that schools constructed during the same era often require similar renewals around the same time. By securing consistent capital investment, the Division can address these needs strategically across multiple sites, avoiding the inefficiencies of reactive maintenance. A proactive funding model supports the long-term sustainability of the Division's infrastructure and provides the stability needed to maintain a diverse and modern portfolio of schools for all students.

Strategic Renewal and Replacement Projects

The recent funding for the construction of replacement schools for Spruce Avenue and Delton marks a significant milestone for the Division and Edmonton's core communities. These projects, which have been long-term priorities, directly address accessibility and lifecycle requirements. By replacing these facilities, the Division will eliminate approximately \$10 million in deferred maintenance while significantly reducing the high operational costs associated with older building systems. This investment ensures that students in mature communities have equitable access to high-quality, modern and inclusive learning environments.

Solution Projects and Campus Revitalization

The Ellerslie Campus K–9 Solution (Year 1) is a key component of the Division's integrated strategy. Currently facing high utilization (101 per cent) and the challenges of maintaining 70-year-old facilities, the Ellerslie campus requires a sustainable long-term approach. Therefore, Administration has increased the targeted capacity in this request to 1,200 student spaces. The Division has already deployed 16 modular classrooms to manage immediate enrolment pressures, and this project will explore consolidating existing structures into a single, efficient replacement facility to serve this growing community.

Refined Modernization Priorities

The Division continuously reviews facility conditions and demographic shifts to ensure capital requests are precisely targeted. Following a recent technical review, the previous multi-school consolidation for the Britannia area has been decoupled. Britannia 7–9 (Year 1) and Brightview K–6 (Year 2) are now listed as independent Replacement/Modernization projects to allow for more flexible and site-specific renewal. In 2025, the Division was granted pre-planning funds to conduct value management analyses of four sites for potential consolidation. However, in reviewing the results of these tests, Britannia School requires significantly higher capital investment than the other three sites. Updating the results of value management analysis into the modernization prioritization formula resulted in Britannia ranking higher than the other sites previously considered for consolidation. Accordingly, the Division has identified the Britannia School Replacement/Modernization as a priority to respond to the most significant facility needs and to provide greater flexibility to deliver programming amid increasing sector utilization.

High School Modernization and Capacity Management

The modernization of Queen Elizabeth (Year 2), McNally (Year 2), W.P. Wagner (Year 3) and Jasper Place (Year 3) schools remain core priorities. These projects are essential to address aging building systems while maintaining the structural integrity of the Division's most heavily utilized assets. Recognizing that modernization within an occupied high school requires careful coordination, the Division is prepared to use a phased construction approach. By collaborating with the provincial government, the Division aims to deliver these essential infrastructure updates while ensuring that specialized programming and the student experience remain uninterrupted.

Enhancing Capacity Through Modernization and Addition

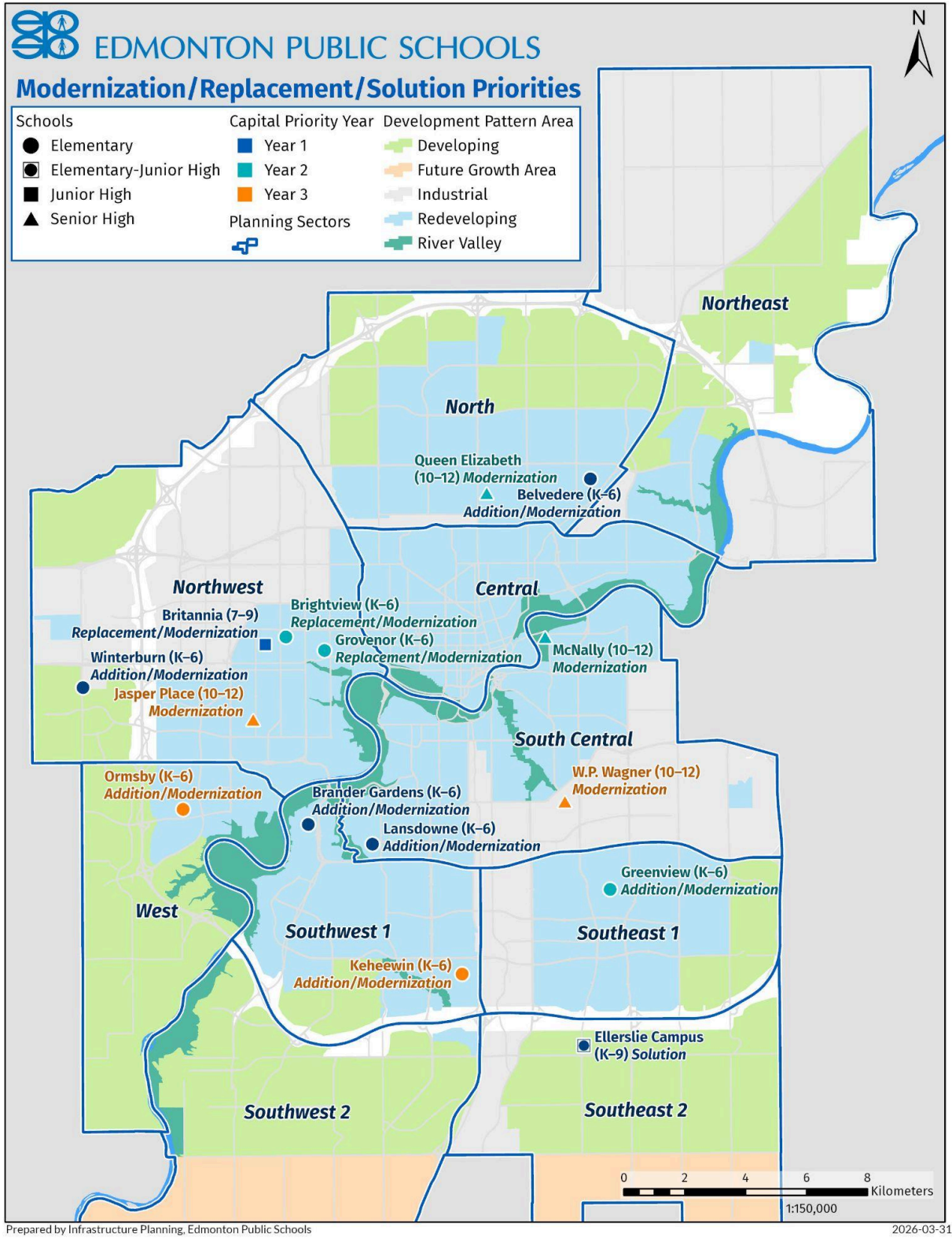
Schools ranked as modernization, replacement or solution priorities represent the Division's highest need for capital investment for existing facilities. To reflect shifting city demographics, the Division identifies opportunities to add student spaces during the modernization or replacement process. This modernization and addition model ensures that school capacity aligns with current residency trends and utilization data. While all these projects address essential facility renewal, sites such as Ellerslie Campus (Year 1), Belvedere (Year 1), Lansdowne (Year 1) and Brander Gardens (Year 1) rate particularly high because they provide a dual benefit: they significantly reduce the deferred maintenance backlog while simultaneously adding new student capacity. By expanding these

existing sites, the Division supports neighbourhood revitalization and provides modern, right-sized facilities for students in established communities.

By integrating additional classroom spaces into these comprehensive modernization projects, the Division can efficiently address localized enrolment growth without the need for entirely new building sites. This approach ensures that capital funding achieves maximum impact, improving building sustainability while ensuring these schools can accommodate the rising number of students in their respective communities.

Priority (previous)	Modernization, Replacement, Solution Priorities	Capacity	Sector	Cost (M)
YEAR 1				
1 (1)	Ellerslie Campus Solution K–9	1,200	SE2	\$60
2 (N/A)	Belvedere K–6 Addition/Modernization	TBD	N	\$26
3 (3)	Lansdowne K–6 Addition/Modernization	TBD	SC	\$26
4 (7)	Brander Gardens K–6 Addition/Modernization	TBD	SW1	\$26
5 (N/A)	Britannia 7–9 Replacement/Modernization	TBD	NW	\$33
6 (7)	Winterburn K–6 Addition/Modernization	TBD	NW	\$27
YEAR 2				
7 (N/A)	Brightview K–6 Replacement/Modernization	TBD	NW	\$26
8 (5)	Grovenor K–6 Replacement/Modernization	TBD	NW	\$26
9 (9)	Queen Elizabeth 10–12 Modernization	TBD	N	\$73
10 (8)	Greenview K–6 Addition/Modernization	TBD	SE1	\$26
11 (8)	McNally 10–12 Modernization	TBD	SC	\$70
YEAR 3				
12 (11)	Keheewin K–6 Addition/Modernization	TBD	SW1	\$26
13 (12)	Ormsby K–6 Addition/Modernization	TBD	W	\$26
14 (13)	W. P. Wagner 10–12 Modernization	TBD	SC	\$72
15 (14)	Jasper Place 10–12 Modernization	TBD	W	\$76

Map of Modernization, Replacement and Solution Priorities



Growing Demand for Division Centre Programming

Edmonton Public Schools is committed to strengthening family choice for specialized learning supports by expanding parent choice in ways that complement existing programming in regular classrooms and Division centres. A key area of focus is the growth in demand for specialized programming for students with autism. This growth is further compounded by the increasing number of new-to-Division families choosing Edmonton Public Schools for these specialized classrooms, 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 with autism in the Division. On average, 40 per cent of students with autism 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 Autism Centre of Excellence (ACE) priority remains a component of the Division's proposed approach to providing a diverse range of specialized learning options designed to meet the complex needs of students and an additional choice for families. While the Division continues to offer the Interactions program within existing school settings, the current high-utilization environment (90 per cent Division-wide) creates an opportunity for a capital priority for purpose-built space accommodating specialized programming options at a larger scale. The planning funds already received for this project supported the development of a feasibility study to help refine the concept. Administration is working to identify a site where the ACE can be co-located with other Division programming and also support the unique spatial and sensory requirements of the ACE model while remaining accessible to families across the city.

Aggregated Priorities

The Three-Year Capital Plan 2027–2030 includes 28 aggregated strategic priorities. This plan introduces Blatchford K–6 into Year 1 of the Capital Plan due to significant progress in its site readiness and the sustained growth pressure and ongoing development that is occurring in Blatchford and the Exhibition Lands. Alces K–9 and Canossa K–6 have also become Year 1 priorities, as the Division has received a letter of commitment from the developer stating that these locations will be site ready by the end of 2026. Year 1 of the plan continues to include the ACE project, for which location options are currently being assessed.

Year 1 new construction priorities are essential to meet immediate enrolment pressures. Year 2 priorities address imminent needs, while Year 3 projects are intended to manage anticipated growth and infrastructure renewal strategically. Every planning sector within the Division has at least one priority represented in this Three-Year Capital Plan, ensuring a balanced approach to city-wide development.

Sector	Number of Priorities	Project(s)
Central	1	New Blatchford K–6
Northeast	2	New Marquis K–6, New Horse Hill 7–12
North	3	Belvedere K–6 Addition/Modernization, New Canossa K–6, Queen Elizabeth 10–12 Modernization
Northwest	6	Britannia 7–9 Replacement/Modernization, Winterburn K–6 Addition/Modernization, Brightview K–6 Replacement/Modernization, Grovenor K–6 Replacement/Modernization, New Pintail Landing 7–9, Jasper Place 10–12 Modernization
South Central	3	Lansdowne K–6 Addition/Modernization, McNally 10–12 Modernization, W. P. Wagner 10–12 Modernization
Southeast 1	1	Greenview K–6 Addition/Modernization
Southeast 2	5	Ellerslie Campus K–9 Solution, New Alces K–9, New The Orchards South K–9, New Mattson K–9, New Meltwater K–9
Southwest 1	2	Brander Gardens K–6 Addition/Modernization, Keheewin K–6 Addition/Modernization
Southwest 2	2	New Heritage Valley Neighbourhood 14 K–6, New Kendal K–6
West	2	New Riverview 10–12, Ormsby K–6 Addition/Modernization
TBD*	1	Autism Centre of Excellence (Addition)

*Location anticipated to be within a North planning sector (N, NE, or NW) on a ready site.

This list highlights the strategic need for capital funding to accommodate students in communities across Edmonton. All of the Year 1 priorities are essential to meeting 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 increase 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, nearly half of this year's priorities (12 of 28) are situated outside of 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, 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 2027–2030 outlines the Division's capital priorities for the upcoming three-year cycle. This plan balances necessary investment in mature neighbourhoods with the increasing demand for new school construction in growth areas. Every priority identified is substantiated by data and positioned for provincial funding within the 2027–2030 window.

Balancing Diverse Regional Needs

For large metropolitan school divisions, the provincial requirement to rank all capital projects within a single, consolidated list requires a careful balancing of diverse needs. This process involves evaluating projects that

serve new, rapidly growing communities alongside those that provide essential renewals for schools in established areas.

The Division approaches this ranking through the lens of its Infrastructure Planning Principles, focusing on two key areas of alignment:

- **Equity of Programming:** The Division aims to ensure that all students, regardless of their neighbourhood, have access to high-quality learning environments. A balanced capital list supports this goal by addressing both the need for new student spaces and the modernization of existing infrastructure.
- **Integrated Urban Growth:** The Division coordinates with the City of Edmonton to ensure school infrastructure supports broader municipal goals. As the city works to encourage residential intensification in mature and established areas through the [City Plan](#), the Division seeks to ensure that local schools remain viable, modern options for the families moving into these revitalized communities.

The Provincial Review Process

Upon approval by the Board of Trustees, the Three-Year Capital Plan 2027–2030 is submitted to Alberta Education and Childcare. The Ministry reviews the Division’s priorities as part of a province-wide evaluation process to determine funding allocations.

As outlined in the School Capital Manual, the Province assesses projects based on several key drivers:

- **Enrolment Pressures:** Addressing current and projected capacity needs.
- **Building Condition:** Evaluating the physical requirements of existing facilities.
- **Community Renewal and Functionality:** Ensuring buildings support modern educational delivery and neighbourhood needs.
- **Efficiency and Safety:** Prioritizing operational sustainability and student well-being.

By providing a comprehensive and prioritized request, Edmonton Public Schools assists the Province in making informed investment decisions that support the long-term success of Edmonton’s students and communities.

Aggregated Priorities

	Priority (previous)	Aggregated Priorities	Capacity	Sector	Cost (M)
YEAR 1	1 (5)	Ellerslie Campus K–9 Solution	1,200	SE2	\$60
	2 (11)	Alces K–9	950	SE2	\$53
	3 (13)	Canossa K–6	650	N	\$33
	4 (29)	Blatchford K–6	650	C	\$33
	5 (N/A)	Belvedere K–6 Addition/Modernization	TBD	N	\$26
	6 (7)	Lansdowne K–6 Addition/Modernization	TBD	SC	\$26
	7 (8)	Brander Gardens K–6 Addition/Modernization	TBD	SW1	\$26
	8 (N/A)	Britannia 7–9 Replacement/Modernization	TBD	NW	\$33
	9 (14)	Winterburn K–6 Addition/Modernization	TBD	NW	\$27
	10 (10)	Autism Centre of Excellence (Addition)	320*	TBD**	\$25***
YEAR 2	11 (6)	The Orchards South K–9	950	SE2	\$53
	12 (23)	Mattson K–9	950	SE2	\$53
	13 (22)	Meltwater K–9	950	SE2	\$53
	14 (24)	Pintail Landing 7–9	765	NW	\$42
	15 (18)	Riverview 10–12	2,410	W	\$142
	16 (N/A)	Brightview K–6 Replacement/Modernization	TBD	NW	\$26
	17 (9)	Grovenor K–6 Replacement/Modernization	TBD	NW	\$26
	18 (16)	Queen Elizabeth 10–12 Modernization	TBD	N	\$73
	19 (15)	Greenview K–6 Addition/Modernization	TBD	SE1	\$26
	20 (17)	McNally 10–12 Modernization	TBD	SC	\$70
YEAR 3	21 (19)	Marquis K–6	890	NE	\$42
	22 (20)	Horse Hill 7–12	2,410	NE	\$142
	23 (21)	Heritage Valley Neighbourhood 14 K–6	650	SW2	\$33
	24 (30)	Kendal K–6	890	SW2	\$42
	25 (25)	Keheewin K–6 Addition/Modernization	TBD	SW1	\$26
	26 (26)	Ormsby K–6 Addition/Modernization	TBD	W	\$26
	27 (27)	W. P. Wagner 10–12 Modernization	TBD	SC	\$72
	28 (28)	Jasper Place 10–12 Modernization	TBD	NW	\$76

*Gross Capacity. Adjusted enrolment of 106 students ($\times 3.0$ student allowance factor).

**Location to be within a North planning sector (N, NE or NW) on a ready site.

***Anticipated cost. To be further refined once a specific location is defined.

Note: Projects formally announced to receive planning, design or construction funding, are not required to be listed on the aggregated list of priorities. ACE continues to be listed as a Year 1 priority as it does not progress automatically due to the unique scope of the project.

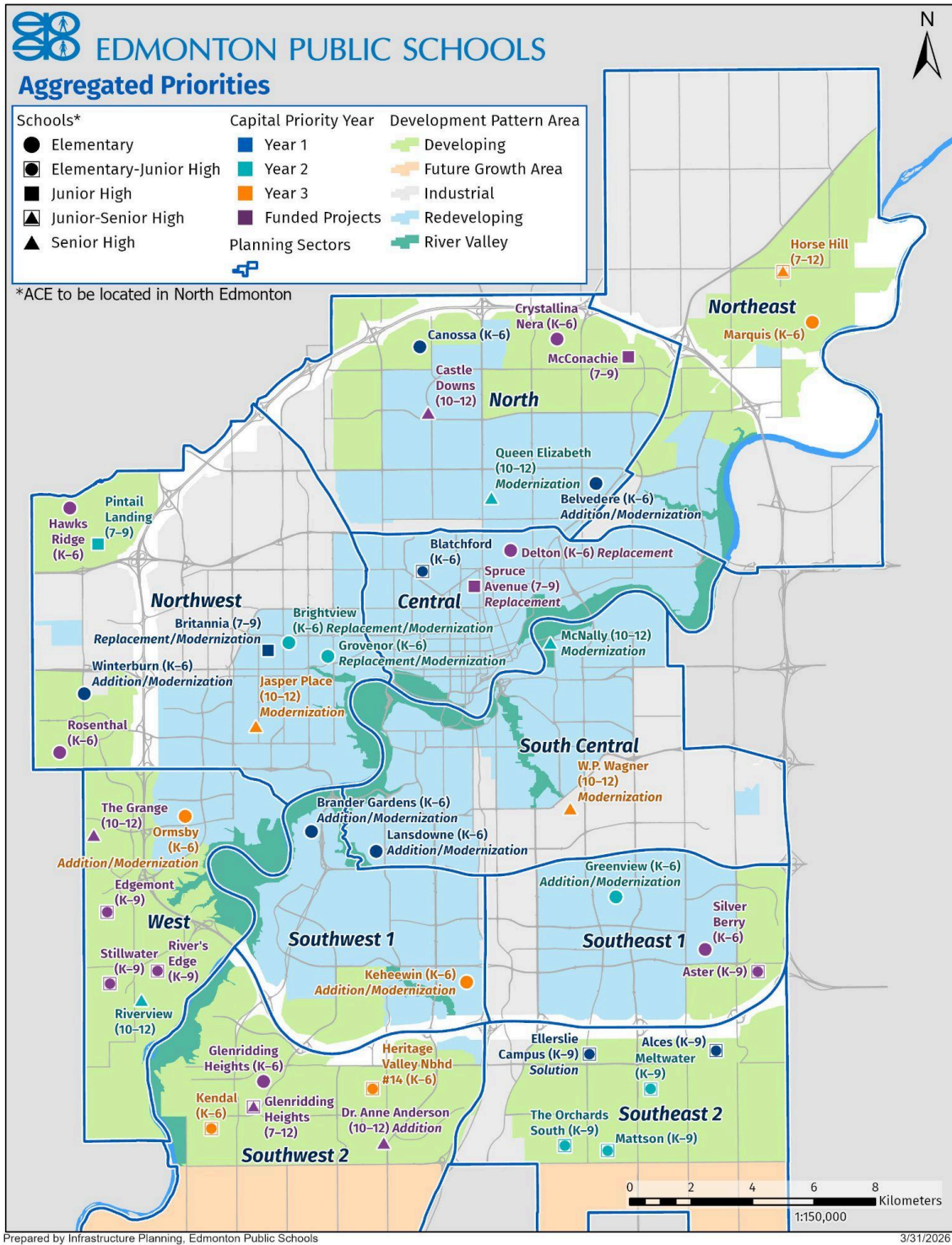
Currently Funded Projects

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

**The Edgemont K–9 and Rosenthal K–6 construction projects have extended construction timelines due to geotechnical conditions; completion dates will be confirmed as work progresses.*

***Location anticipated to be within a North planning sector (N, NE or NW) on a ready site.*

Map of Aggregated Priorities

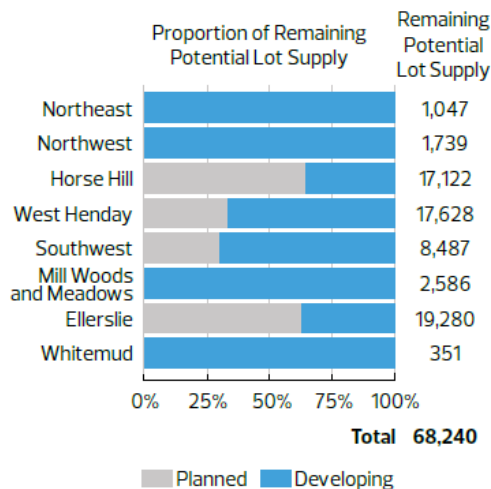


Three-Year Capital Plan 2027–2030: Year 1 Project Drivers

1. Ellerslie Campus K–9 Solution

Enrolment Pressures

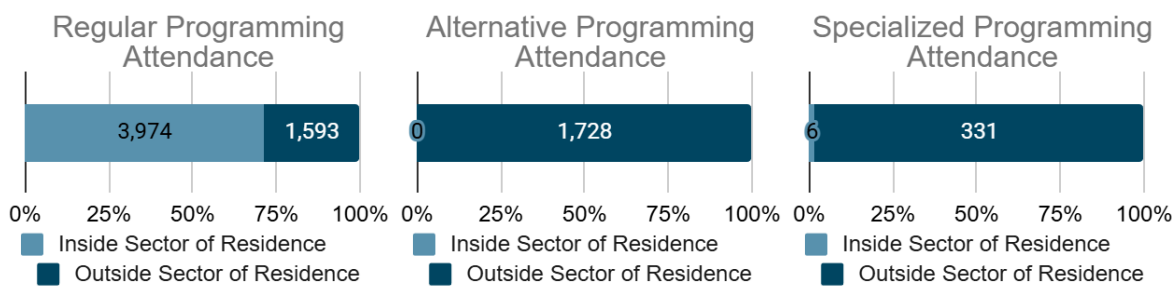
- The Charlesworth area has exceeded the planned number of low-density residential lots by at least 160 units.
- Of all of the City’s Districts, Ellerslie has the most lots remaining to be developed. As development of the area has already started, there is urgency to increase capacity in the area.
- 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 Campus	101%
Shauna May Seneca K–9	110%
Jan Reimer K–9	118%
Michael Strembitsky K–9	87%

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 (Charlesworth East of 50th Street). An increasing number of students in the Southeast 2 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.



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)*

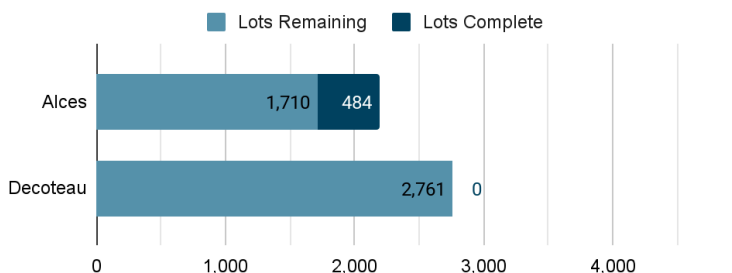


2. Alces K-9

Enrolment Pressures

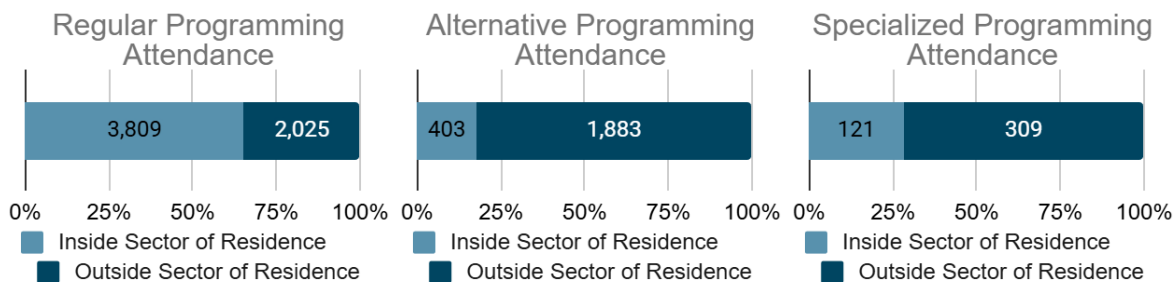
- Development in Decoteau (which consists of two neighbourhoods) is beginning to accelerate, particularly in Alces.
- As student residency from Decoteau grows, local K-9 accommodation will only be available at either Avonmore or Kenilworth school sites. Both sites are needed to adequately accommodate student generation from Alces and Decoteau.
- Over 90 per cent of lots remain in Decoteau, indicating that student generation will continue to occur.
- Students in Alces and Decoteau neighbourhoods must travel outside the sector to access their designated schools as there are currently no schools in Decoteau.

Decoteau: Low Density Lot Registration



Functionality and Programming

- An increasing number of students in the Southeast 2 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 Division has received a letter of commitment from the developer confirming that the school site will be assembled, serviced, have adequate road access and be ready for construction by the end of 2026.



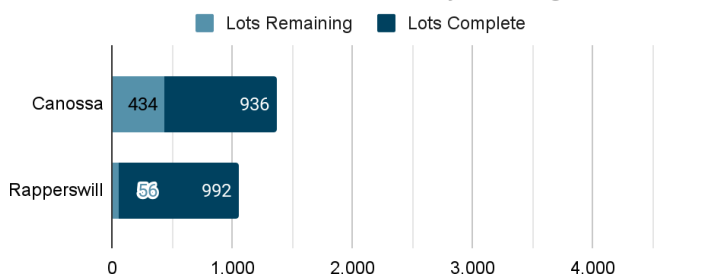
Alces K-9 Future School Site (2510 Ellerslie Road SW)

3. Canossa K-6

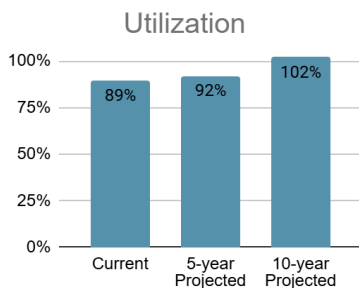
Enrolment Pressures

- Development in Castle Downs Extension (which consists of two neighbourhoods) is continuing to progress as servicing moves north.
- As student residency from the Castle Downs Extension grows, local K-6 accommodation will only be available at Baturyn school. This school is currently a Level 2 site with closed boundaries.
- Over 45 per cent of lots remain undeveloped in Canossa, indicating that student generation will continue to occur.

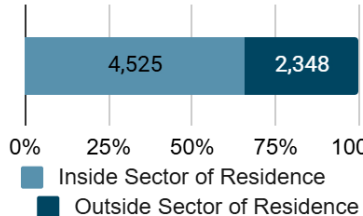
Castle Downs Extension: Low Density Lot Registration



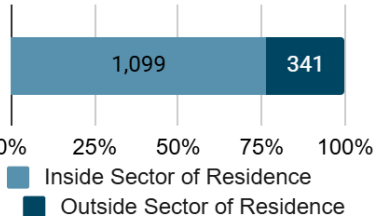
Functionality and Programming



Alternative Programming Attendance



Specialized Programming Attendance



- 66 per cent of alternative programming students in the North sector attend programming within their residential sector.
- 76 per cent of specialized programming students attend programming within their residential sector.

Site Readiness

- The Division has received a letter of commitment from the developer confirming that the school site will be assembled, serviced, have adequate road access and be ready for construction by the end of 2026.



Canossa K-6 Future School Site (17305 115 Street NW)

4. Blatchford K–6

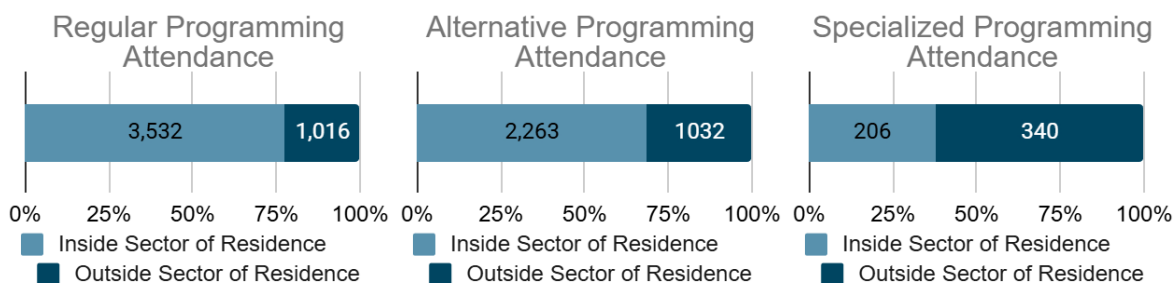
Enrolment Pressures

- Development in Blatchford is continuing to increase. As of December 2025, approximately 57 per cent of the site has been either constructed, under construction or in the planning and development stage. This is an increase from 42 per cent at the same time last year. Additionally, the Edmonton Exhibition Lands is a new development in the Central sector that will soon be putting pressure on schools that surround the Blatchford site. This development spans 200 acres, and is the City’s second largest urban infill site. Edmonton Exhibition Lands is expected to have its first units constructed in 2027 and will add approximately 7,500 new residents to the sector.

Schools Near Blatchford Site	Utilization
Delton	89%
Inglewood	67%
John A. McDougall	90%
Norwood	103%

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 Blatchford and the Edmonton Exhibition Lands continue to develop.



Site Readiness

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

*Blatchford K–6 Future School Site
(101 Airport Road NW)*



5. Belvedere K–6 Addition/Modernization

Enrolment

- Belvedere School is home to almost 345 students as of September 2025. This includes regular, Connections, and Full-day Kindergarten programs. Belvedere School is currently 100 per cent utilized, an 11 per cent increase from the year prior. Utilization is expected to increase to 109 per cent by 2029–2030. In addition to the Belvedere neighbourhood, Belvedere School is the designated school for Cy Becker and McConachie North neighbourhoods. While Belvedere School is located a significant distance away from Cy Becker and McConachie, it is the closest school with space to accommodate students from these growing neighbourhoods. The number of elementary students living in Cy Becker and McConachie continues to increase each year. As a result, enrolment at Belvedere School has increased by over 100 students since 2021. One hundred and forty seven of the students who attended Belvedere School in 2025–2026 reside in either Cy Becker or McConachie.

Functionality and Programming

- Soraya Hafez School opened in McConachie in September 2020, and has a primary attendance boundary of McConachie South. The number of attendance area students enrolling at Soraya Hafez School continues to increase every year. As a result, fewer spaces will become available for students living in McConachie North. Should Soraya Hafez School need to implement closed boundaries, new students living in McConachie North will no longer have access to Soraya Hafez School. In 2025–2026, there were 132 regular program students who reside in Belvedere School's attendance area who chose to attend Soraya Hafez School. Additionally, the percentage of students living in Cy Becker and McConachie North attending Belvedere School has increased every year. In 2021, only six per cent of elementary students living in McConachie North attended their designated school compared to 20 per cent in 2025–2026.

Site Readiness

- The school site is owned by Edmonton Public Schools, is serviced and available for construction.



*Belvedere School Site
(13359 62 Street NW)*

6. Lansdowne K–6 Addition/Modernization

Enrolment

- Lansdowne School is home to almost 210 students as of September 2025. This includes both regular and Cogito programs. Lansdowne School is currently 62 per cent utilized, a seven per cent increase from the year prior, 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 from 2019–2020 to 2022–2023 with 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. As the West 240 area moves toward development, the resulting student population will place increased demand on existing infrastructure. Additional capacity at Lansdowne School is necessary to manage these projected enrolment pressures. 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

- The school site is owned by Edmonton Public Schools, is serviced and available for construction.

*Lansdowne School Site
(12323 51 Ave NW)*



7. Brander Gardens K–6 Addition/Modernization

Enrolment

- Brander Gardens School is home to approximately 440 students as of September 2025. This includes both regular and French Immersion programs, as well as Interactions Division centre (complex needs) programming. Brander Gardens School is currently 106 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 aging 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

- The school site is owned by Edmonton Public Schools, is serviced and available for construction.



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

8. Britannia K–9 Replacement/Modernization

Enrolment

- Britannia School is home to almost 250 students as of September 2025. This includes regular, Connections, Interactions, Logos and Community Learning Skills programs. Britannia School is currently 75 per cent utilized, a four per cent increase from the year prior. Enrolment is expected to continue increasing in the upcoming years.

Functionality and Programming

- Britannia School was constructed in 1956 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. In 2025, Edmonton Public Schools was granted pre-planning funds to conduct value management analyses of four sites for potential consolidation. These four sites are located in the Northwest sector, which is currently 88 per cent utilized. Assuming capacity remains similar, the Northwest sector is projected to be 107 per cent utilized by 2035–2036. The value management analysis exercise revealed that Britannia School requires significantly higher capital investment than the other three sites. Updating the results of value management analysis into the modernization prioritization formula resulted in Britannia ranking higher than the other sites previously considered for consolidation. Therefore, Edmonton Public Schools has prioritized Britannia School replacement in order to address the most pressing infrastructure needs rather than consolidating space. Key issues include an original heating plant that is past its life expectancy, poor ventilation and outdated lighting systems.

Site Readiness

- The school site is owned by Edmonton Public Schools, is serviced and available for construction.

*Britannia School Site
(16018 104 Ave NW)*



9. Winterburn K–6 Addition/Modernization

Enrolment

- Winterburn School is home to approximately 601 students as of September 2025. This includes regular and Interactions programming. Winterburn School is currently 100 per cent utilized, a three per cent increase from the year prior. Since the 2020-21 school year, Winterburn school's utilization has increased by 26 per cent. Utilization is expected to remain high in the upcoming years.

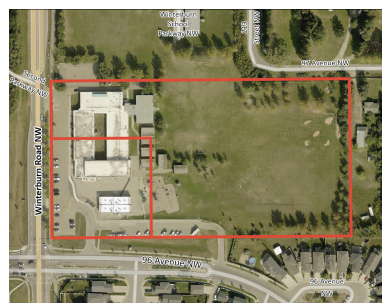
Functionality and Programming

- Winterburn School was constructed in 1957 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. 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

- The school site is owned by Edmonton Public Schools, is serviced and available for construction.

*Winterburn School Site
(9527 Winterburn Rd NW)*



10. Autism Centre of Excellence (Addition)

Enrolment Pressures

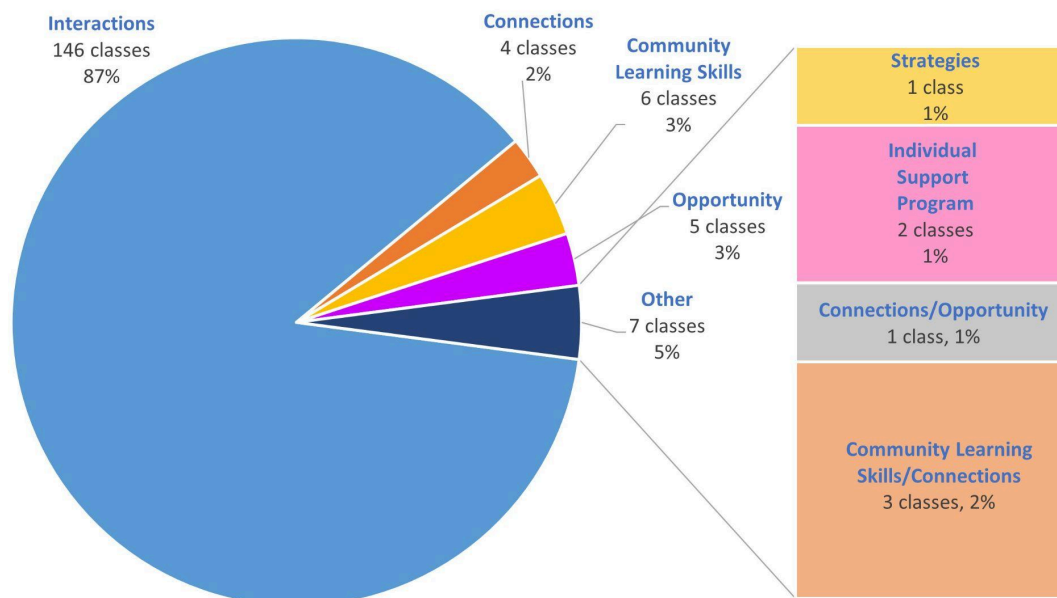
- Division centres are settings within schools where specialized programming is offered. Students are primarily educated in a setting composed of other students benefiting from a similar level of support.
- Purpose-built space would expand family choice and strengthen Division capacity by providing a dedicated hub for autism support, staff training and applied research, enabling the Division to refine inclusive, sensory-responsive, interdisciplinary practices and share them across the Division.
- The number of students enrolled in Edmonton Public Schools for Division centre programming has increased significantly over the past decade and reached its highest mark this year (2025–2026), with an increase of 177 students from the year prior.
- 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.



Functionality and Programming

- Interactions programming, which supports students with autism, is highly specialized and class sizes are optimized at 7–12 students to ensure the appropriate level of support for each student.
- Over the past five years, 87 per cent of all Division centre classes added in the Division were Interactions classes (which serve students with autism). This demonstrates the high demand for this type of programming.

Division Centre Class Establishments Over the Last Five Years



Having purpose-built space for students with autism would provide an opportunity for an additional programming choice and offer several key potential advantages:

- **Enhanced Learning Environment:** New space would allow for the creation of a specifically designed learning environment tailored to the unique needs of students with autism, including specialized classrooms, sensory rooms, assistive technology and outdoor spaces conducive to learning.
- **Increased Capacity:** New space provides 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:** An Autism Centre of Excellence 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 autism 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:** An Autism Centre of Excellence could 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 autism. These professionals can then implement their acquired expertise within their respective schools, enhancing the overall support for students with autism across the Division.

- Student Transition Hub: An Autism Centre of Excellence could serve as a transition hub for students with autism, 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.

Site Readiness

- The provincial government has approved planning funding for this concept; however, based on the unique scope of the project, it may follow a different timeline than typical Schools Now accelerated projects and as a result, remains as a priority.
- The Autism Centre for Excellence is intended to be located at a site within a north Planning sector (NW, N or NE) to reflect the greatest concentrations of demand in Edmonton and provide programming for students in Grades 7–12. Administration is exploring construction ready site options to co-locate the facility with other Division programming as an addition.
- As the facility is intended to be located on a construction-ready site, it remains as a Year 1 priority.
- A shared campus would strengthen programming through thoughtful, student-centred collaboration; there are natural opportunities to align and share selected facilities and experiences where appropriate to support authentic skill development.



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