

Board Meeting Agenda

Board of Trustees

Board Chair: Saadiq Sumar

Vice-Chair: Linda Lindsay

Nickela Anderson

Sarah Doll

Melanie Hoffman

Julie Kusiek

Holly Nichol

Sherri O'Keefe

Jan Sawyer

Tuesday, March 3, 2026

2 p.m.

McCauley Chambers, Centre for Education
1 Kingsway NW, Edmonton AB T5H 4G9

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 Meeting – February 10, 2026

H. Recognition

2. Edwin Parr Teacher Award
(Information)

I. Comments from the Public and Staff Group Representatives on items on the Meeting Agenda

NOTE: To speak under this item, pre-registration with the Board Office (780-429-8443) is required by noon on MONDAY, MARCH 2, 2026, to reserve a speaking time.

J. Reports

3. 2026-27 Budget - Staff Group Budget Presentations
(No Enclosure)
 - CUPE Local 474 (Custodial Staff)
4. Student Senate 2025-26 Work Plan Update
(Information)
5. Motion re: Request for Information Follow-up on Election Costs
(Recommendation)
6. Approval of Class Size and Complexity Team Grant Funds Expenditure
(Recommendation)
7. Process and Timeline for the 2026-27 Budget
(Recommendation)
8. Ten-year Facilities Plan 2026-35
(Information)
9. Bereavement
(Information)

K. Other Committee, Board Representative and Trustee Reports

L. Trustees and Board Requests for Information

M. Notices of Motion

N. Meeting Dates

O. Adjournment

Board Meeting Minutes

Minutes of the meeting of the Board of Trustees of Edmonton School Division of Alberta, held in the Centre for Education McCauley Chambers on Tuesday, February 10, 2026, at 2 p.m.

Present

Trustees	Nickela Anderson, Sarah Doll, Melanie Hoffman, Julie Kusiek, Linda Lindsay, Holly Nichol, Jan Sawyer, Saadiq Sumar		
Officials	Angela Anderson, Todd Burnstad, Grace Cooke, Andrea Cooper, Kelsey Duebel, Martin Fechner, Kent Pharis, Nancy Petersen, Cliff Richard, Carrie Rosa, Sunita Sas, Ron Thompson, Liz Yule		
Board Chair	Saadiq Sumar	Recording Secretary	Catherine Angeles

A. Land Acknowledgement

The Board Chair called the meeting to order.

Chair Sumar provided a land acknowledgement. He acknowledged that we live, work, play, and enjoy the abundance that Treaty 6 land provides. This land, known by many names, has been cared for by the Siksikaitsitapi, Denesuline, nehiyawak, Anishinaabe, Stoney Nakoda, and the Métis from the North Saskatchewan River Territory. This land has also been imprinted by the footsteps of the Inuit.

Although February 14th is known most for Valentine’s Day, it is also Have a Heart Day. This child and youth-led campaign was started in 2012 and promotes equitable education and health services for First Nations Children. February 21st is International Mother Language Day, a United Nations-supported initiative to advance the preservation of Indigenous languages and inclusion. Both of these days serve as a reminder that equity and inclusion are ongoing endeavours and that we must be intentional about working towards them every day.

B. O Canada

The York School video version of O Canada was played.

C. Roll Call

2:03 p.m. – The Superintendent advised that Trustee O’Keefe was absent and all other Trustees were present.

D. Approval of Agenda

MOVED BY Trustee Sawyer:

That the agenda for the February 10, 2026, Board meeting be approved as presented.

(UNANIMOUSLY CARRIED)

E. Communications from the Board Chair

The Board Chair noted that February marks the 30th anniversary of Black History Month and the theme is "30 Years of Black History Month: Honouring Black Brilliance Across Generations — From Nation Builders to Tomorrow's Visionaries". Chair Sumar said this past weekend, he and Trustees attended the First Anniversary of the Afro Caribbean and Indigenous Food Bank, recognizing the hard work of Black leaders in Edmonton to provide culturally responsive food options to the community.

The Board Chair shared that we don't have to look outside of the Division for excellent Black leadership, like the late Rosalind Smith, who passed earlier this year. She was the first Black principal in the Division, positively impacting the lives of countless students and educators in Edmonton and across the province. In her own words, "I've left some very good leaders in the district who, to this day, ... see themselves as great stakeholders in the community for all students, no matter what their ethnicity or diversity may be." Chair Sumar said, "Thank you, Ros, for your incredible dedication to our students, staff, and community. Rest in Power."

The Board Chair noted that February also marked the Lunar New Year and is the year of the Fire Horse. Chair Sumar and Trustees attended the Edmonton Chinese Bilingual Education Association's (ECBEA) Lunar New Year celebration this past weekend. The student performances were incredible, and everyone enjoyed the Dragon parade, as it proceeded through the different corners of the Londonderry Mall. He thanked the ECBEA for hosting this incredible event and for their partnership with the Division. It is only by working together with our community that the Division has been able to develop the largest Mandarin bilingual program in the world outside of China.

The Board Chair expressed gratitude for Division staff and partners who support the All In For Youth Program in our schools. Chair Sumar and Trustee Anderson visited Delton and Eastglen alongside staff from the Ministry of Children and Family Services and folks from the United Way, the Family Centre, and BGCBiggs. He praised the work in Division schools and thanked Division staff who make the program possible.

The Board Chair also expressed gratitude to Ministers Nicolaidis and Horner for approving construction funding for the replacement of Delton and Spruce Avenue. The Division appreciates that the need to provide 21st century learning spaces has been recognized.

F. Communications from the Superintendent of Schools

The Superintendent thanked everyone in attendance today and those tuning in online. He welcomed three principals from the Superintendent's Community of Practice in Education (SCOPE) who were also in attendance: Mike Morison from Lilian Osborne, Scott Markine from Donald R. Getty and Chad Sheppard from Michael Strembitsky.

The Superintendent noted that the pre-enrolment and registration process for returning students and new-to-the-Division students opened last week. Families have until Wednesday, March 25, to pre-enrol and register. To help families get ready to choose a school for the 2026-2027 school year, open houses will continue to run throughout February and March, 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. Parents can find information about programs and when open houses are on epsb.ca. If parents have any additional questions, they can also contact the school directly for more information.

The Superintendent invited everyone to participate in the Division Feedback Survey. He said it is important the Division hears from staff, students and families about how the Division is doing and what they value in a quality public education system. The Division uses this feedback to measure progress toward our goals and determine how to best support students, staff, and families. The survey is open to staff, students in Grades 4-12, and families until March 25.

The Superintendent shared that at the end of the month, many of the Division's educational staff will be participating in the Teacher's Convention, which takes place February 26 and 27. While students will have a bit of a break, Division staff will be hard at work learning. He wished everyone a really great Teacher's Convention.

G. Approval of the Minutes

1. [Board Meeting - December 9, 2025](#)

MOVED BY Trustee Hoffman:

That the minutes of the Board meeting held December 9, 2026, be approved as presented.

(UNANIMOUSLY CARRIED)

The live stream of the Board meeting was suspended at 2:11 p.m. to hear from registered speakers.

H. Comments from the Public and Staff Group Representatives on items on the Meeting Agenda

The Board of Trustees heard from four registered speakers for this item.

After the Trustees heard from all registered speakers, the live stream resumed at 2:26 p.m.

I. Reports

2. Governance and Evaluation Committee 2025-26 Work Plan
(Recommendation)

MOVED BY Trustee Sawyer:

That the Governance and Evaluation Committee's 2025-26 work plan be approved.

(UNANIMOUSLY CARRIED)

3. Policy Review Committee 2025-26 Work Plan
(Recommendation)

MOVED BY Trustee Anderson:

That the Policy Review Committee's 2025-26 work plan be approved.

(UNANIMOUSLY CARRIED)

There was a short break in the meeting at 2:36 p.m.

The meeting resumed at 2:45 p.m.

4. Request for Information to Follow-up on Seclusion Reporting in the 2026 AERR
(Recommendation)

MOVED BY Trustee Doll:

That the response to the request for information regarding seclusion reporting from the December 9th, 2025 Board meeting be brought forward as an Information Report and placed on the agenda for discussion at the public Board meeting following the completion of the report.

(UNANIMOUSLY CARRIED)

5. School Council Annual Report Highlights Summary
(Information)

Information was provided on the 2024–25 annual reports submitted to Communications by school councils.

6. Phase I Evaluation Report: School Resource Officer (SRO) Program
(Information)

Information was provided on the Phase 1 Evaluation of the SRO program.

Trustee Doll left the meeting at 3:50 p.m. and rejoined the meeting at 3:52 p.m.

Trustee Nichol left the meeting at 4:43 p.m. and rejoined the meeting at 4:46 p.m.

Trustee Anderson left the meeting at 4:49 p.m. and rejoined the meeting at 4:52 p.m.

J. Other Committee, Board Representative and Trustee Reports

None

K. Trustees and Board Requests for Information

None

L. Notices of Motion

Trustee Sawyer gave notice that she would be making the following motion:

That the response to her request for information regarding election costs, from the December 9, 2025, Board meeting, be brought forward as an information report and placed on the agenda for discussion at the public Board meeting following the completion of the report.

M. Meeting Dates

Next Board Meeting: Tuesday, March 3, 2026, at 2 p.m.

N. Adjournment

4:57 p.m. – The Board Chair adjourned the meeting.

Saadiq Sumar, Board Chair

Kelsey Duebel, Director Board and
Superintendent Relations

Date	March 3, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Edwin Parr Teacher Award
Originator	Angela Anderson, Chief Human Resources Officer, Human Resources
Resource Staff	Randy Radmanovich, Peter Guthrie

ISSUE

Each year, principals are invited to nominate first year teachers for the Edwin Parr Teacher Award, which is sponsored by the Alberta School Boards Association (ASBA). One nominee is selected as the Edmonton Public Schools Edwin Parr Teacher Award recipient.

KEY POINTS

The Division recipient for the Zone 2/3 2026 Edwin Parr Teacher Award will be announced by the Superintendent of Schools and will be presented with an engraved plaque.

BACKGROUND

Twenty-two first year teachers were nominated by their principals for the 2026 ASBA Edwin Parr Teacher Award. A committee of Division leadership staff met on Friday, January 30, 2026, to review and assess the nominations relative to the selection criteria established by ASBA. Results from the committee’s assessment, as well as points awarded based on scholastic achievement and student teaching evaluations were compiled. Based on the selection criteria, five nominees were invited to a meet and greet with representatives from the Division Support Team.

CURRENT SITUATION

Each of the following nominees will be introduced:

Nominee	School
Olivia Branco	Baturyn School
Austin Bosh	Calder School
Cokee Schmidt	L. Y. Cairns School
Cassandra DuChene	McNally School
Ao (Leo) Li	McNally School

RR:kv

Date	March 3, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Student Senate 2025-2026 Work Plan Update
Originator	Kelsey Duebel, Board and Superintendent Relations
Resource Staff	Sean Jones, Nancy Petersen, Wanas Radwan
Reference	April 4, 2016, Board Report - Engaged and Effective Governance, Strategic Services and Support to Schools October 4, 2016, Board Report—Strategic Plan Update: Student Senate 2016-17 Work Plan

ISSUE

The Student Senate is presenting an update on their 2025-2026 work plan to the Board of Trustees.

KEY POINTS

- Student Senators created a [2025-2026 work plan](#).
- Student Senators formed three project groups.
- The project teams are making commendable progress on their projects.
- Student Trustees will share the outcome of their work at the June 9, 2026, public Board meeting.

BACKGROUND

At the December 9, 2025, Board meeting, the newly elected Student Trustees presented the Student Senate 2025-2026 work plan and introduced the Senate executive. They also shared that three initial working groups had been developed around the following projects: A live event group, an information kit group, and a podcast group.

CURRENT SITUATION

Since December 9, the Student Senate has held three formal meetings; the majority of the time at each meeting was set aside for project work. Project teams have also met between meetings. Each project team is using a project planning guide to assist them in setting project objectives, timelines, action plans, budgets and evaluation strategies.

KD:wr

Date	March 3, 2026
To	Board of Trustees
From	Trustee Jan Sawyer
Subject	Motion re: Request for Information Follow-up on Election Costs
Resource Staff	Kelsey Duebel, Director Board and Superintendent Relations
Reference	Trustees Handbook Section 5.4.2 Enquiries and Requests for Information October 22, 2024 Response to RFI: Anticipated Election 2025 Costs

ISSUE

At the December 9th, 2025 public board meeting, a request for information from Administration was made. Section 5.7.2 of the Trustees' Handbook states that: *Trustees may request that the response to their Request for Information (RFI) appear as an agenda discussion item for a Board or committee meeting. Trustees wishing to do so may seek Board approval for a formal Information report from Administration through a notice of motion.*

RECOMMENDATION

That the response to the request for information regarding election costs from the December 9th, 2025 board meeting be brought forward as an Information Report and placed on the agenda for discussion at the public board meeting following the completion of the report.

BACKGROUND

The following Request for Information was submitted at the December 9, 2025 board meeting: Related to the most recent Trustee election, my understanding is that the City of Edmonton coordinates the Trustee election in conjunction with the Municipal election, and they invoice the Division for this cost. As such, can Administration provide the Division's share of the most recent election cost, and how this compares to the last Trustee election? Secondly, does the Division receive funding from the Province to cover this cost and if so, is that based on the actual cost or a different formula?

RELATED FACTS

- Trustee elections for Edmonton Public Schools are administered by the City of Edmonton as part of the municipal election process. The Division does not conduct these elections independently; rather, the City coordinates the election and subsequently invoices the Division for its share of the costs.

- For the 2021 municipal election, the Division's share of election administration costs was **\$1,633,322**, representing approximately 29% of the total election cost allocation under the established cost-sharing arrangement.
- The 2025 trustee election took place under revised provincial requirements that ballots be counted manually rather than by electronic tabulators. Manual counting processes typically require additional personnel, extended counting timelines, and increased operational supports. As a result, these procedural changes may have affected both the duration required to finalize election results and the overall cost of administering the election.
- Trustees are responsible for oversight of Division finances and stewardship of public funds, access to detailed information regarding election costs supports informed governance, fiscal transparency, and accountability to the public. Comparative information between election cycles is particularly valuable for understanding the financial impact of procedural or legislative changes and for informing future planning.
- Access to this information will assist the Board in fulfilling its fiduciary responsibility and ensuring transparency regarding expenditures associated with trustee elections.

CONSIDERATIONS and ANALYSIS

Providing information regarding the Division's share of trustee election costs supports principles of transparency, accountability, and informed governance. Election administration represents a significant public expenditure and is directly connected to the Board's statutory responsibilities and democratic processes.

Trustees are responsible for stewardship of Division resources and must be able to understand the financial implications of required expenditures, including those mandated through legislation or administered by external partners. Access to detailed cost information allows trustees to:

- assess financial impacts across election cycles
- understand cost drivers and variances
- evaluate the effects of legislative or procedural changes
- ensure appropriate budgeting for future elections

Comparative data between the most recent election and previous elections provides important context for determining whether cost differences are attributable to inflationary pressures, operational changes, legislative requirements, or other factors.

The most recent election was conducted using manual ballot counting processes. Because such processes typically require increased staffing, extended timelines, and additional administrative supports, they may affect both total cost and operational efficiency. Understanding the magnitude of these impacts is important for financial oversight and long-term planning.

Access to this information may also support coordinated provincial advocacy. School boards across Alberta operate within similar legislative frameworks and may experience comparable cost pressures related to election administration. Reliable cost data enables evidence-informed dialogue with provincial partners regarding funding structures, cost-sharing arrangements, or policy considerations related to election requirements.

The information requested is administrative in nature and relates to expenditures already incurred. As such, it should be readily available and suitable for public reporting. Providing this information would support transparency for both trustees and the public regarding how public funds are used to administer trustee elections.

NEXT STEPS

If approved, an Information Report will be presented for discussion at the public board meeting following completion of the report.

JS:js

Date	March 3, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Approval of Class Size and Complexity Team Grant Funds Expenditure
Originator	Todd Burnstad, Chief Financial Officer and Kathy Muhlethaler, Assistant Superintendent
Reference	Board Policy CO.BP Fiscal Oversight and Accountability Board Policy CHA.BP Delegation of Authority

ISSUE

On February 12, 2026, the provincial government announced a \$143 million investment aimed at supporting Alberta's most complex classrooms. Edmonton Public Schools' share of this grant is \$30.3 million. Administration estimates the portion of this expenditure for the 2025-2026 school year will not exceed \$8.7 million.

Administration is requesting board approval for the expenditure of the grant in the 2025-2026 school year, in accordance with Board Policy [CHA.BP Delegation of Authority](#), which states that: *"The Board reserves to itself the authority to make decisions regarding new unanticipated expenditures that exceed \$1,200,000 and have not been accounted for in the current annual budget"*.

RECOMMENDATION

In accordance with Board Policy [CHA.BP Delegation of Authority](#), that the Board approves the Division to incur additional expenses during the 2025-2026 school year in support of the Class Size and Complexity Grant not to exceed \$8.7 million, knowing any unspent grant funds can be carried forward to the 2026-2027 school year.

BACKGROUND

In accordance with the *Education Act*, the Board is responsible to ensure effective stewardship of the Board's resources. [Board Policy CO.BP Fiscal Oversight and Accountability](#) provides direction for the Division in support of this responsibility, and includes direction:

- For the management of Division finances to be based on a foundation of integrity, prudence and public accountability.
- For the Board to approve:
 - The annual distribution of funds and any updates that are required throughout the year.
 - The annual operating budget and any expenditure of \$1.2 million or more that is not accounted for in the current year budget (in alignment with Board Policy [CHA.BP Delegation of Authority](#)).

The Class Size and Complexity Grant is intended to cover expenses that will be incurred in excess of the 2025-2026 approved operating budget. Even though these expenses will be offset by the grant, in compliance with Board Policy [CHA.BP Delegation of Authority](#), these need to be approved by the board.

Purpose of the Class Size and Complexity Grant

The Government of Alberta's Class Size and Complexity Grant funding is designed to address the increasing diversity of student needs, recognizing that classroom compositions have become more complex due to rapid growth and a wider range of academic, behavioral, social, and emotional requirements. The primary goal of this grant is to provide direct, in-class support to address the needs of students in Kindergarten to Grade 6 with the highest reported levels of complexity. This may include:

- Providing extra support for students who are learning English as an additional language
- Providing support to help calm students and manage emotions in a safe and supportive way
- Offering additional enrichment activities to extend and support coded students

Grant Expenditures

The Division's \$30.3 million allocation is designated to hire 101 complexity teams.

- Team Composition: Each team consists of one certificated teacher and two educational assistants (EAs), totalling 101 teachers and 202 EAs across the Division.
- Staffing Priorities: The Division must prioritize the hiring of teachers and EAs first.
- Flexible Funding: Any remaining funds can be utilized for additional specialized supports, such as occupational therapists and speech-language pathologists.
- Targeted Schools: While 101 of our schools have been initially identified for these teams based on high-priority metrics (class size, composition, and occurrence ratings), the Division has a total of 167 schools that offer K-6 programming.

The grant funds can be used for the duration of the current school year, with the balance intended to be used during the 2026-2027 school year. As this grant is intended to cover a total of 14 months of instruction. Administration prorated this to estimate approximately \$8.7 million for 2025-2026, leaving \$21.6 million for 2026-2027.

RELATED FACTS

Division Implementation Plan

A primary concern for the Division is the availability of qualified staff to fill these 303 new positions in a competitive labour market and at this time of the school year. To mitigate this, the provincial government allows for flexibility where, if recruitment challenges prevent full staffing this year, funding can be carried over into the 2026-2027 school year.

Furthermore, while 101 of our schools will be impacted by this provincial grant, the Division remains committed to supporting all students. As part of our comprehensive plan, we will continue to utilize the Equity Fund to enhance support, where needed, for the remaining elementary schools.

Reporting Requirements

The Division must adhere to specific provincial reporting timelines and requirements to demonstrate the impact on classroom complexity:

- March 2026 - Collection of baseline data via a survey to all school authorities
- June 2026 - Submission of Year-End Reporting
- Ongoing Monitoring - Reporting will continue through the 2026-2027 school year
- The 2025-2026 Funding Manual will be updated by the end of February to provide further details on these accountability requirements.

NEXT STEPS

Upon approval of the recommendation, the Division will move forward with the expenditure and implementation of the grant, in alignment with provincial requirements.

TB:ja

Date	March 3, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Process and Timeline for the 2026-2027 Budget
Originator	Todd Burnstad, Chief Financial Officer
Resource Staff	Jennifer Price, Jeremy Higginbotham, Madonna Proulx
Reference	<u>Education Act</u>

ISSUE

School divisions are required to prepare and submit a Board-approved budget to the Minister of Education by May 31 of each year for the fiscal year beginning on the following September 1. To assist Division staff and the Board of Trustees with the planning process, Financial Services develops a process and timeline calendar for approval by the Board of Trustees.

RECOMMENDATION

That the Process and Timeline for the 2026-2027 Budget as outlined in Attachment I, be approved.

BACKGROUND

The 2026-2027 Provincial Budget was announced on February 26, 2026. The Edmonton Public Schools funding profile and the 2026-2027 Funding Manual for School Authorities are anticipated to be released before the end of March. To accommodate the time required for site-based budgeting, the Process and Timeline for the approval of the 2026-2027 Budget has been developed (Attachment I).

RELATED FACTS

- Enrolment Projections are the number of anticipated students in a school at the end of September. Principal input into enrolment projections opens on March 18, 2026, and closes on March 25, 2026.
- Pre-enrolment represents the number of students who have pre-enrolled at a school as of the end of pre-enrolment on March 26, 2026.
- Projected enrolment is the basis for many school-related budget allocations. When schools complete their budgets, they will have the opportunity to update their projections to account for any enrolment adjustments (new registrations).
- Following approval of the Distribution of Funds, schools and central departments will receive their budget allocation memo, and the Budget Planning System (BPS) will be available for budget input.

- Although school divisions are no longer required to provide a fall budget update to Alberta Education, the Division updates budget allocations in the fall. These updates are based on the Division’s actual enrolment as of the September count date versus the projected enrolment used in the spring.
- Each fall, Trustees participate in School and Central Results Review meetings. Detailed information regarding these meetings for Trustees and decision units, will be outlined in a recommendation report prepared by Strategic Division Supports in the fall of 2026.
- If the proposed Process and Timeline is approved:
 - The Distribution of Funds feedback report will be presented at a Special Caucus meeting on March 24, 2026.
 - The Distribution of Funds recommendation report will be presented at a Special Public Board meeting on April 7, 2026.

CONSIDERATIONS and ANALYSIS

Financial Services develops a comprehensive process and timeline calendar subject to approval by the Board of Trustees. This framework is designed to facilitate effective planning for Division staff and the Board, while ensuring the Division remains in compliance with the provincial budget report deadline. Although the Provincial Budget will include details on the total Education and Childcare budget, the Division relies on the individual school jurisdiction funding profile for specific details on the Division’s budget. There can be several weeks between the Provincial Budget and the release of the Funding profiles, which can impact the proposed dates for the Distribution of Funds report. If the Funding profile is not available in time for the proposed March 24, 2026 Special Caucus meeting, this meeting will not be rescheduled and the Distribution of Funds recommendation report will just be presented at the April 7, 2026 Special Board meeting.

NEXT STEPS

- If approved by the Board of Trustees, the 2026-2027 budget process and timeline will be communicated to principals and central decision unit leaders.
- The 2026-2027 Budget will be presented at the May 22, 2026, Special Board meeting, with the final budget report being submitted to the Province on or before the May 31, 2026, deadline.

ATTACHMENTS and APPENDICES

ATTACHMENT I Process and Timeline for the 2026-2027 Budget (Calendar)

JH:ja

2026-2027 Spring Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
FEB	1	2 Pre-Enrolment Opens for Parents	3	4	5	6	7
	8	9	10 BOARD 2:00 PM	11	12	13	14
	15	16 FAMILY DAY	17 PD DAY	18	19	20	21
	22	23	24	25	26 TEACHER'S CONVENTION PROVINCIAL BUDGET ANNOUNCEMENT	27 TEACHER'S CONVENTION	28
MAR	1	2	3 BOARD 2:00 PM Process & Timeline Recommendation	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17 BOARD 2:00 PM	18 Projected Enrolment Principal Input Opens	19	20 PD DAY	21
	22	23	24 Special Caucus Introduction – Distribution of Funds	25 Projected Enrolment Principal Input Closes Pre-enrolment Closes for Families	26 Pre-enrolment Closes for Schools	27	28
APR	29	30 SPRING BREAK	31 SPRING BREAK	1 SPRING BREAK	2 SPRING BREAK	3 GOOD FRIDAY	4
	5	6 EASTER MONDAY	7 Special Board Meeting Distribution of Funds Recommendation	8	9	10 BPS OPENS	11

2026-2027 Spring Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
APR	12	13	14 BOARD 2:00 PM	15	16	17	18
	19	20	21	22	23	24	25
	26	27 BPS CLOSSES	28 BOARD 2:00 PM	29	30	1	2
MAY	3	4	5	6	7	8	9
	10	11	12 BOARD 2:00 PM	13	14	15	16
	17	18 VICTORIA DAY	19	20	21	22 SPECIAL BOARD 9:00 AM Approval of the 2026-2027 Budget	23
	24	25	26 BOARD 2:00 PM	27 PD DAY	28 TEACHER'S DAY IN LIEU	29 BOARD APPROVED NON-INSTRUCTIONAL DAY Budget Report Due to Alberta Education	30/31

2026-2027 Spring Budget Timeline

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
OCT	27	28	29	30 THE NATIONAL DAY FOR TRUTH AND RECONCILIATION	1	2	3
	4	5	6	7	8	9	10
	11	12 THANKSGIVING	13 PD DAY BPS opens for fall budget	14	15	16	17
	18	19	20	21	22	23	24
	25	26 BPS Closes for fall budget	27	28	29	30	31
NOV	1	2	3	4	5	6	7
	8	9	10	11 REMEMBRANCE DAY	12 BOARD APPROVED NON-INSTRUCTIONAL DAY	13 BOARD APPROVED NON-INSTRUCTIONAL DAY	14
	15	16 TEACHER'S DAY IN LIEU	17	18	19	20 Audit Committee Presentation of Audited Financial Statements	21
	22	23	24 Audited Financial Statements presented to Board	25 Audited Financial Statements due to the Province	26	27	28

Central & School Results Review Meetings to be added and confirmed by Strategic Division Supports in the fall of 2026

PROCESS AND TIMELINE FOR THE 2026-2027 BUDGET (DETAIL)

Timeline	Process
March 3, 2026	<ul style="list-style-type: none"> Process and Timeline for 2026-2027 Budget is recommended to the Board of Trustees
March 24, 2026	<ul style="list-style-type: none"> Distribution of Funds report is presented to Caucus
April 7, 2026	<ul style="list-style-type: none"> Distribution of Funds is recommended to Board
April 10, 2026	<ul style="list-style-type: none"> Schools and central departments receive allocations and budget requirements
April 27, 2026	<ul style="list-style-type: none"> Schools and Central departments budgets are due
May 22, 2026	<ul style="list-style-type: none"> The 2026-2027 Budget is recommended to the Board of Trustees
October 13, 2026	<ul style="list-style-type: none"> Schools and central departments receive allocations for the fall budget update
October 26, 2026	<ul style="list-style-type: none"> Schools and Central departments fall budget updates complete

Date	March 3, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Ten-Year Facilities Plan 2026–2035
Originator	Cliff Richard, Chief Infrastructure and Technology Officer
Resource Staff	Shauna Bland, Andrew Ducharme, Jenifer Elliot, David Evans, Terri Gosine, Geoff Holmes, Darryl Kaminski, Andrew Lowerre, Maegan Lukian, Kyle McFarlane, Shaminder Parmar, Crystal Plante, Haydn Sanchez Avery, Shaylin Sharpe, Kristin Shaw, Allison Sylvester, Robert Tarulli, Kyle Wagner, Christopher Wright
Reference	Board Policy EA.BP Infrastructure Planning Principles Three-Year Capital Plan 2026–2029 Ten-Year Facilities Plan 2025–2034 Government of Alberta School Capital Manual 2025/2026

ISSUE

The Province requires all school divisions to maintain a Ten-Year Facilities Plan and have it available for submission to the Province upon request.

KEY POINTS

- **Increasing Enrolment:** Enrolment reached approximately 122,000 students in 2025–2026 and is projected to reach over 144,000 by 2035.
- **Capacity:** There are currently 46 schools at or above 100 per cent utilization; by 2033, the Division is projected to reach 100 per cent utilization, meaning that additional investment is required to create new student spaces.
- **Flexibility for Program Placement and Growth:** As school utilization increases, the Division will be challenged to locate specialized programming in the sectors where demand is strongest, resulting in more instances where students travel farther to access preferred programming choices.
- **Deferred Maintenance:** The value of the Division’s deferred maintenance has surpassed \$1 billion and is projected to be \$1.477 billion by 2035, with nearly 80 per cent of Division schools built before 1990.
- **Active Projects:** Seven new school projects are currently funded for construction. At projected growth rates, additional investment to create even more new student spaces will be needed to avoid a shortfall of space within the next 10 years.

BACKGROUND

The current Ten-Year Facilities Plan 2025–2034 was presented to the Board of Trustees on March 4, 2025. Administration has prepared the Ten-Year Facilities Plan 2026–2035 (Attachment I) to provide up-to-date information and the context in which the Division is currently operating.

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. In accordance with the Alberta School Capital Manual 2025/2026 and in alignment with the Division’s Infrastructure Planning Principles, this plan is updated annually to assist the Division and the Province in identifying future capital requirements, modernization needs and facility condition evaluations.

This plan serves as the evidentiary foundation for the Division’s capital priorities and informs work such as:

- **Capital Advocacy:** This document serves as a tool for communicating the Division’s long-term needs to the provincial government. It also serves as a proactive foundation for future facility planning and aligning requests with provincial funding streams like the [Schools Now Program](#) to accelerate the delivery of new student spaces.
- **Accommodation Strategy:** Utilizing the Division’s [Growth Control Model](#) to manage enrolment within existing capacity while prioritizing the need for new student spaces.
- **Lifecycle Management:** Addressing the maintenance of ageing facilities through provincial funding for Infrastructure Maintenance and Renewal (IMR), Capital Maintenance and Renewal (CMR), comprehensive modernizations and replacement schools.

CURRENT SITUATION

The Division has experienced remarkable growth, averaging over 4,500 new students annually since 2021. This increase, primarily driven by interprovincial and international migration, has raised the Division-wide utilization rate to approximately 90 per cent as of fall 2025. This level of utilization creates pressure on schools, leading to larger class sizes, timetabling constraints and the conversion of non-instructional spaces into classrooms. Current projections indicate the Division will need continued investment to create additional student spaces to accommodate future student enrolment growth.

Simultaneously, the Division manages a building inventory where nearly 80 per cent of schools were constructed prior to 1990. Given this age profile, the total value of deferred maintenance has surpassed \$1 billion and is forecasted to approach \$1.477 billion over the next ten years. These compounding maintenance needs influence how the Division manages its assets and plans for new capacity.

Ultimately, the Ten-Year Facilities Plan 2026–2035 ensures that infrastructure planning remains proactive and transparent, supporting the Division’s commitment to providing equitable access to high-quality learning environments for all students.

ATTACHMENTS and APPENDICES

ATTACHMENT I – Ten-Year Facilities Plan 2026–2035

SP:jl

Ten-Year Facilities Plan

2026–2035

Updated March 3, 2026

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EXECUTIVE SUMMARY

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 plan highlights two pressing challenges: the diminishing available space to accommodate rapid enrolment growth and the increasing maintenance needs of the Division’s aging building inventory. Effective long-term planning depends on aligning our evolving demographic reality with consistent investment in both new capital projects and facility maintenance.

The Division has experienced remarkable growth, averaging over 4,500 new students annually since 2021. While the birth rate (Kindergarten cohort) remains stable, this surge has primarily been driven by interprovincial and international in-migration. Although enrolment is trending toward more moderate growth, estimated between 1.5 to 2.0 per cent annually, the cumulative momentum remains significant. While Alberta's growth rate decreased slightly in 2024 compared to the preceding year, it remained the highest in Canada. To address these growth pressures, the Division identifies and submits its capital priorities to the Province, focusing on areas of highest demand.

Since 2010, the Division has added nearly 36,000 student spaces through 33 new or replacement schools and over 500 modular classrooms supported by provincial investment. Despite the capacity added, the Division’s utilization rate has risen from 77 per cent to 90 per cent in 2025. This pressure necessitates intensive accommodation measures, including boundary closures and enrolment lotteries—measures that reduce the Division’s ability to offer choice in school selection and programming. Capacity-driven decisions also lead to an increased reliance on student transportation for families who are unable to access schools closer to home.

The Division currently has seven school projects approved for full construction funding, plus one in design and five in the planning phase. Transitioning these projects from planning to construction through the [Schools Now](#) program is a priority to address the anticipated 28,500 additional student spaces that will be needed in the next 10 years. Beyond these active approvals, the Division has identified 30 additional priority projects in its [Three-Year Capital Plan 2026–2029](#), which are needed to meet the long-term needs of our growing communities.

Simultaneously, the Division’s deferred maintenance on existing infrastructure has surpassed \$1 billion. Given the age profile of the Division’s schools, current Infrastructure Maintenance Renewal (IMR) and Capital Maintenance and Renewal (CMR) funding levels are increasingly absorbed by essential upkeep and emergent repairs, limiting funds available for planned renewals. Nearly 80 per cent of Division schools were constructed prior to 1990. As the Division’s building inventory continues to age, a larger portion of maintenance funding must be directed toward reactive repairs. Over the last decade, the share of the IMR budget required for emergent component failures has increased from 15 per cent to nearly 30 per cent. Replacement schools, such as those recently funded in Delton and Spruce Avenue, represent an efficient path forward, offering modern learning environments, enhanced energy efficiency and sustainability, and reduced operating costs. The Division explores avenues to increase the value obtained from infrastructure spending through joint partnerships with local stakeholders on capital projects and implementation of [sustainable energy](#) initiatives to increase the operational efficiency of schools.

Sustained investment in both new capacity and the renewal of existing facilities is needed to ensure the Division can continue to provide all students with equitable access to high-quality learning environments and a diverse range of educational choices.

INTRODUCTION

The Ten-Year Facilities Plan 2026–2035 serves as the Division’s primary roadmap for navigating the complexities of planned urban growth and evolving educational needs. This document provides an evidence-based analysis of the infrastructure required to support our students, ensuring that facility decisions are driven by data and considerations related to long-term sustainability. By reviewing this plan annually, Edmonton Public Schools remains agile, adapting to shifting demographics and provincial funding models to continue to provide stable, high-quality learning environments.

In accordance with the [Alberta School Capital Manual](#), this Ten-Year Facilities Plan includes a comprehensive review of the following elements:

- key strategies and objectives for the next 10 years or longer
- expected utilization rate and historical, current and projected enrolment (increase in enrolment that may lead to additional space being required, or decrease in enrolment that may lead to closure of programs or school buildings)
- modernization and/or replacement needs
- facility condition evaluation information
- grade structures and forecast of program changes requiring capital funding either under the modernization program to convert existing space or construction under the expansion program to facilitate the new program(s) and technology
- need for capital funding to modernize or add space to the school(s) where students are being relocated

GROWTH TRENDS

Population Growth

Alberta’s population growth remains strong although the pace is moderating in ways that matter for school planning. The Province’s [Annual Population Report, Alberta 2024–2025](#) confirms Alberta reached 5,029,346 residents as of July 1, 2025, with annual growth slowing to 2.5 per cent after 4.7 per cent the prior year. The report links this shift largely to a sharp reduction in net gains from non-permanent residents, consistent with recent federal policy direction to reduce the temporary resident share of Canada’s population by the end of 2026.

For Edmonton Public Schools, these trends matter because the Division is currently operating at approximately 90 per cent division-wide utilization. This pressure shows up in day-to-day conditions including larger class sizes, timetabling constraints and the conversion of ancillary spaces into instructional areas. At this level of utilization, even modest student growth can create real pressure in the schools and neighbourhoods where growth is concentrated.

The provincial shift toward more moderate population growth is being reflected in the Division’s near-term enrolment outlook. Actual enrolment for the 2025–2026 school year has tracked lower than

previous projections. While a 4.1 per cent increase to 125,173 students was anticipated, current data indicates a stabilized growth rate of 1.5 per cent, bringing total enrolment as of the September 2025 official count date to approximately 122,000 students. A 2.0 per cent increase to 124,461 students is anticipated for September 2026. This variance provides a temporary reprieve but does not fundamentally alter the long-term pressure on available space across the Division. Although the Division is seeing a slight moderation in the immediate pace of growth, total enrolment remains at an historic high that continues to strain existing facility capacity.

These flatter projections do not remove capacity pressure in a system at 90 per cent utilization. They do, however, change the planning posture from rapid system-wide expansion to a more targeted approach that prioritizes new investments where growth concentrates, where facility utilization is constrained and where short-term operational measures are reaching their limits.

Over the next few years, Alberta's moderation in population growth, particularly the reduced net inflow of non-permanent residents, suggests a period where student growth will be somewhat less than that experienced in recent past years.

For the Division's Ten-Year Facilities Plan, this is important because it creates space to do three things well. First, it supports management of near-term accommodation pressures, with an emphasis on keeping core learning spaces functional and limiting the long-term reliance on repurposed ancillary areas. Second, it strengthens the Division's ability to advance "ready-to-go" projects, since a slightly more moderate growth environment can provide time to complete site readiness, pre-planning and scope definition. Third, it positions the Division to maximize opportunities through programs such as the Schools Now Program, where a pipeline of well-defined projects becomes an advantage.

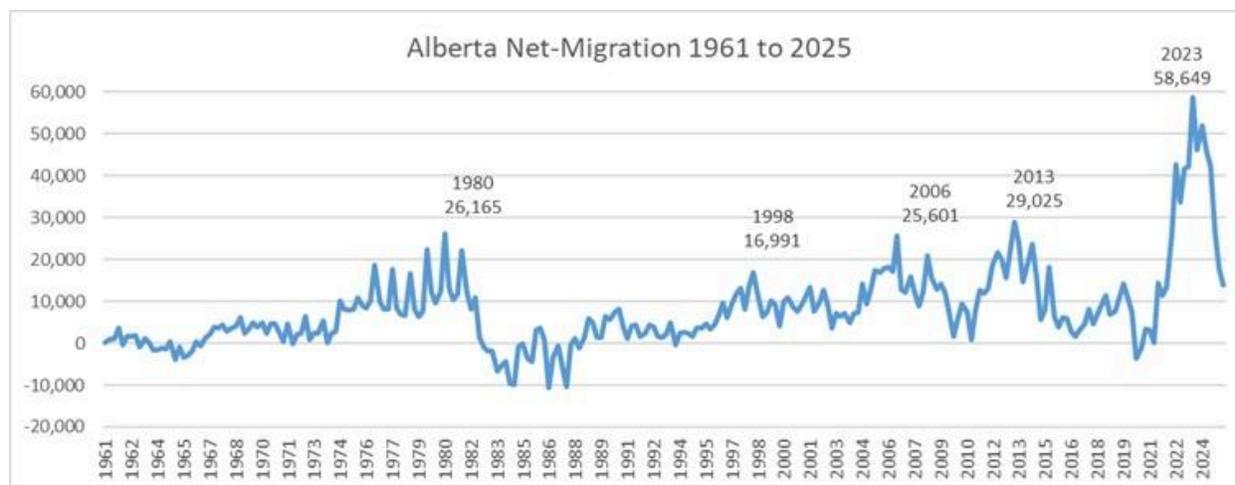
Alberta continues to add residents through permanent immigration and interprovincial migration. As a result, the Division will continue to monitor quarterly population and enrolment trends and adjust as needed. The Ten-Year Facilities Plan reflects this by balancing two realities: many schools are currently constrained due to enrolment, and near-term growth may level out enough to help the Division catch up on delivering new space in the areas where it is needed most.



Source: [Annual population report, Alberta 2024–2025](#)

Notable recent migration trends include the following:

- International migration declined in 2024–2025. Between July 2024 and June 2025, Alberta recorded 73,198 net international migrants, down from 154,542 in the prior 12-month period. International migration contributed 1.5 per cent to Alberta’s 2.5 per cent population growth rate in 2024–2025.
- Alberta captured a larger share of Canada’s international migrants. Alberta accounted for 20.6 per cent of all international migrants to Canada, up from 13.1 per cent in the previous period. Ontario, Quebec and British Columbia also received the largest shares nationally at 31.2 per cent, 19.8 per cent and 8.0 per cent, respectively.



Source: [Net Migration – Alberta Economic Dashboard](#)

- The net migration peak in July 2023 was almost twice as high as the next highest peak experienced in 2013.
- The impacts of changes to federal level policy are becoming noticeable as demonstrated in the net migration chart, with a dramatic drop off seen following the peak in July 2023.
- Between July 1, 2024, and June 30, 2025, Alberta recorded 6,515 net emigrants leaving to live overseas, up from 6,324 in the previous 12-month period.

Recent data confirms that Alberta continues to add residents at a strong pace, even as growth has shifted back toward more typical levels. As of July 1, 2025, the province surpassed five million residents (5,029,346), increasing by 120,316 people over the previous year, with annual population growth easing to 2.5 per cent from 4.7 per cent in 2023–2024. The moderation is closely linked to changing migration dynamics, including a sharp decline in net international migration (73,198 in 2024–2025 compared with 154,542 the prior year) and federal direction to reduce the overall share of non-permanent residents nationally, alongside lower permanent resident admission targets for 2025 to 2027.

Interprovincial migration also moderated, although Alberta remained the leading destination for Canadians relocating between provinces, adding a net 28,138 interprovincial migrants in 2024–2025.

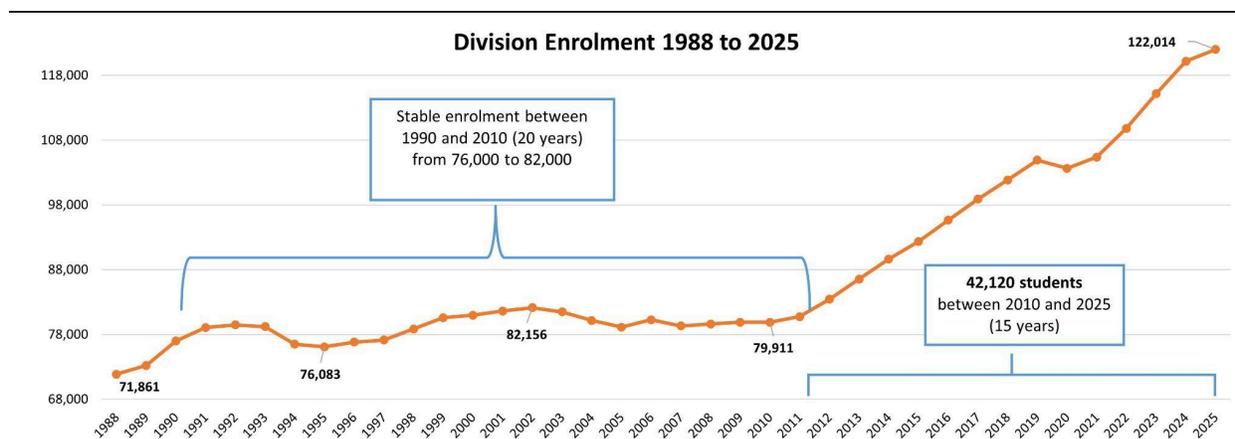
For the Division, the practical implication is that a slower provincial growth rate continues to translate into sustained enrolment pressure, supported by Alberta’s relatively young age structure and a higher share of children (0–14) than the national average (17.4 per cent versus 15 per cent in 2025), reinforcing

the need for proactive, staged planning and investment in educational infrastructure as growth continues across the province. [OBJ]

Division Enrolment Growth

Division enrolment has continued to increase since 2010, following a slight decrease in 2020 (first year of the pandemic), and has reached levels of growth not seen by the Division in almost 60 years.

The following graph shows the Division's yearly enrolment since 1988:



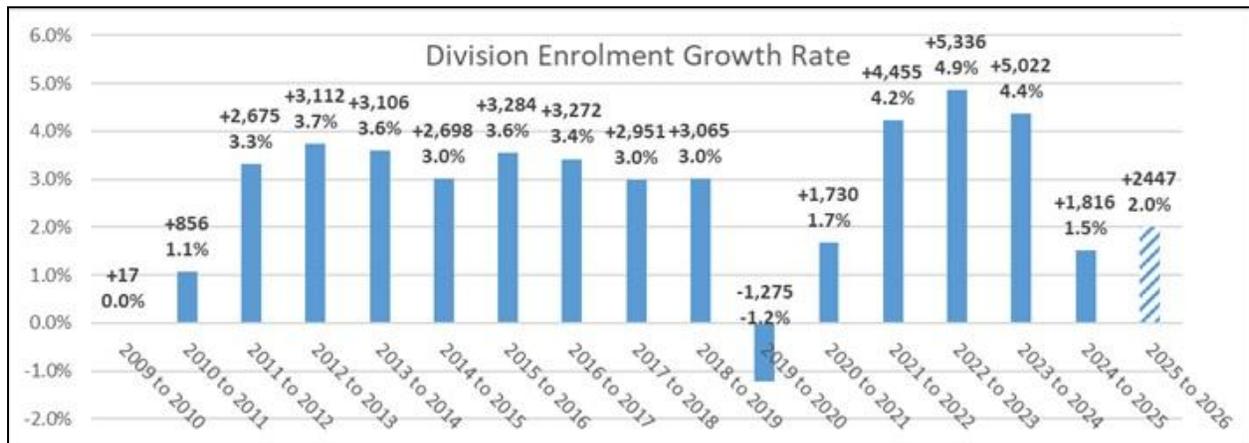
Between 1990 and 2010, the Division's enrolment experienced minor fluctuations, but was stable at approximately 80,000 students. From 2011 to 2021, the City of Edmonton grew by 24 per cent (based on federal census data), and the Division grew by 31 per cent over the same time period.

Beginning in 2010, there was a pronounced increase in the growth rate, as the Division grew by over 40,000 students between 2010 and 2024. Between 2011 and 2019, the Division's average growth rate was 3.3 per cent. While growth declined for a period during the pandemic, as shown in the *Division Enrolment Growth Rate* graph below, the average growth rate grew to 4.5 per cent for 2022 to 2025. This increased growth rate on a growing total student enrolment accelerates and compounds total enrolment growth and the associated capacity challenges.

The Division has witnessed a remarkable enrolment increase over the past few years, starting with a gain of 4,455 students or 4.2 per cent during the 2022–2023 school year. This was followed by the 2023–2024 school year when the Division marked the largest one-year enrolment increase since the 1964–1965 academic year (5,336 students or 4.9 per cent). The 2024–2025 school year was comparable with a growth of 5,022 students or 4.4 per cent. In the 2025–2026 school year, however, enrolment growth was noticeably lower compared to recent years, increasing by 1,816 students or 1.5 per cent.

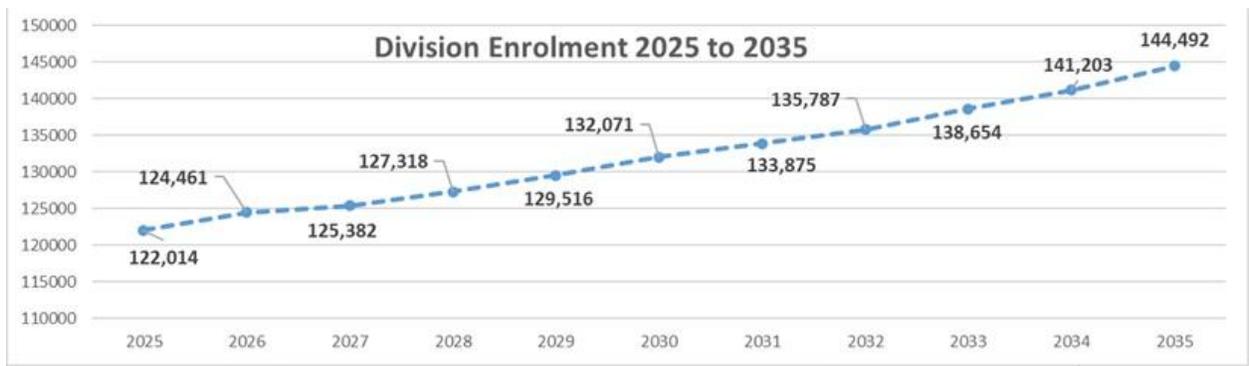
This sustained increase in student numbers reflects broader demographic changes and poses both opportunities and challenges for the Division in terms of resource allocation, student accommodation and infrastructure planning. Despite this overall increase in enrolment, the smallest cohort is Kindergarten. The smaller enrolment in Kindergarten suggests that the current surge in student enrolment is not being driven by an increase at the entry level (birth rate), but rather through growth in other grades from new resident students. This is not to suggest that Kindergarten growth is not without impact. As students in the Kindergarten cohort move up in grades, the Kindergarten cohort

demonstrates an average growth of 1,900 students (30 per cent) by the time they reach Grade 10. This is a further indication that the Division’s growth is being driven, in large part, by interprovincial and international migration.



The projection for September 2026 is 124,461 students, which represents an increase of 2,447 students (2.0 per cent) from September 2025. Between September 2023 and September 2026, the Division will have registered approximately 14,000 additional students, an increase of 8.1 per cent.

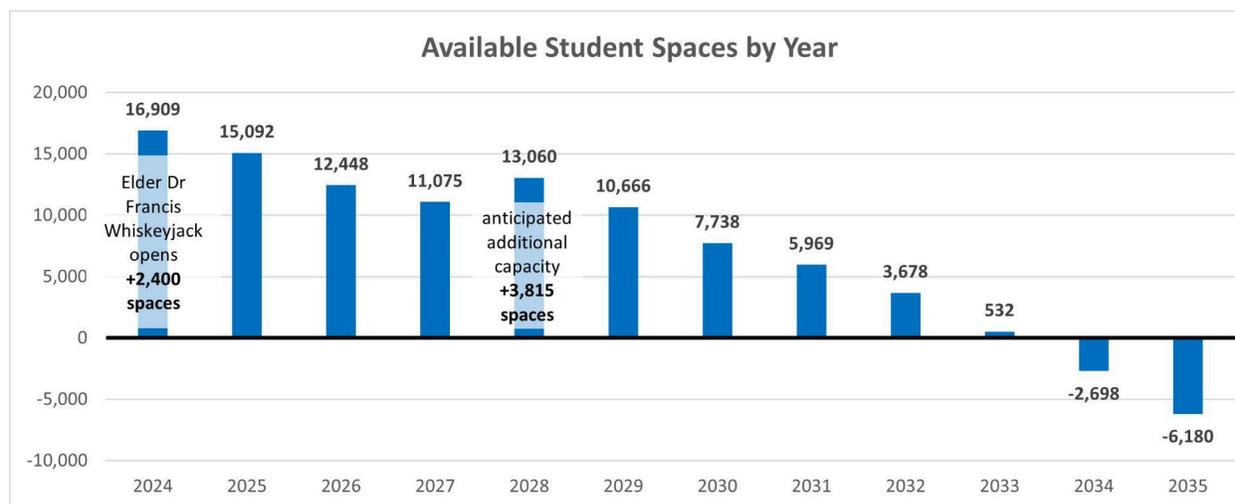
While there has been a trend of escalating annual percentage enrolment growth from 2021 through 2024, enrolment growth is projected to return to more typical growth percentages of 1 to 2.3 per cent (averaging 1.7 per cent) from 2026 to 2035, subject to further shifts in federal immigration policy. Even with these lower annual growth rates, however, the number of new students added each year is still expected to increase because those percentages apply to a larger overall student population. As a result, total enrolment is projected to reach 144,492 students by 2035.



The *Available Student Spaces by Year* graph below depicts the difference between adjusted enrolment and net capacity, which is the current and projected space surplus/deficit from 2024–2025 to 2035–2036. The graph includes projects funded for construction and projected to open over the next 10 years.

Generally, it takes three to five years from a funding announcement to opening a new schools or addition. While new capacity provides important relief as projects come online, enrolment growth

continues throughout the delivery period. As a result, current projections show the Division may remain more than 6,000 student spaces short by 2035 without additional approvals advancing in the near term.



Infrastructure Planning works with the City of Edmonton and the development community to sequence projects and advance site readiness where possible. Programs and Student Accommodation implements accommodation strategies that make effective use of existing space and support student access to programs. Student Transportation aligns service planning with accommodation decisions to support safe and reliable access to designated schools. While these coordinated measures help manage enrolment growth year over year, Division-wide utilization is most effectively moderated when new permanent student spaces have been approved early enough to move through design and construction within the required timelines. When the number of new student spaces available within Division infrastructure does not keep pace with the enrolment growth, flexibility and choice in accommodation is limited and the Division will need to be ever more creative in order to accommodate students.

Since 2010, the Division received construction funding to open 32 new schools in new growth areas as a result of previously identified capital priorities. The most recent school opened was Elder Dr. Francis Whiskeyjack High School in September 2024 with 2,400 student spaces.

Currently, seven new school projects that have been funded for full construction are underway:

- Glenriding Heights 7–12 is projected to open in fall 2028
- Glenriding Heights K–6 is projected to open in fall 2028
- McConachie 7–9 is projected to open in fall 2028
- Delton School K–6 Replacement is projected to open in fall 2029
- Spruce Avenue School 7–9 Replacement is projected to open in fall 2029
- Rosenthal K–6; projected opening date is to be determined
- Edgemont K–9; projected opening date is to be determined

In addition to these construction projects, one project is currently funded for design, an addition to Dr. Anne Anderson High School. Five further projects have received planning funding, including Castle Downs (10–12), The Grange (10–12), Silver Berry (K–6), Hawks Ridge (K–6) and an Autism Centre of Excellence.

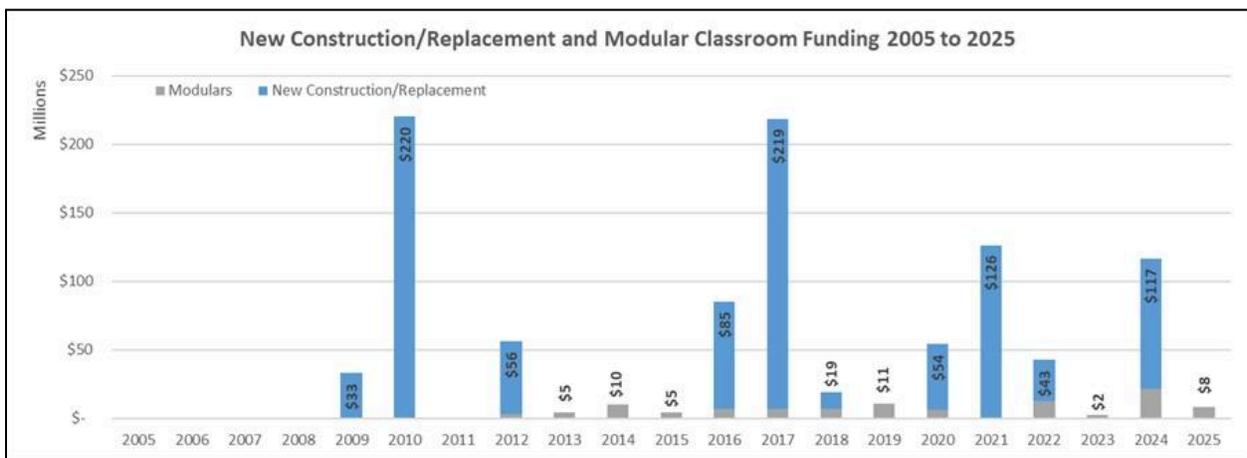
The *New Construction Projects* graph shows how many schools will have opened by year since 2010, including the previously mentioned five new schools.



The above chart illustrates the intermittent funding for school construction over the years, at the time of school opening. On average, the Division will have been funded for 1.4 new schools per year since 2010, excluding modernizations and replacement schools.

Enrolment growth for September 2026 is projected to be 2,447 students. This is equivalent to two and a half Kindergarten to Grade 9 (K–9) schools at 950 students each.

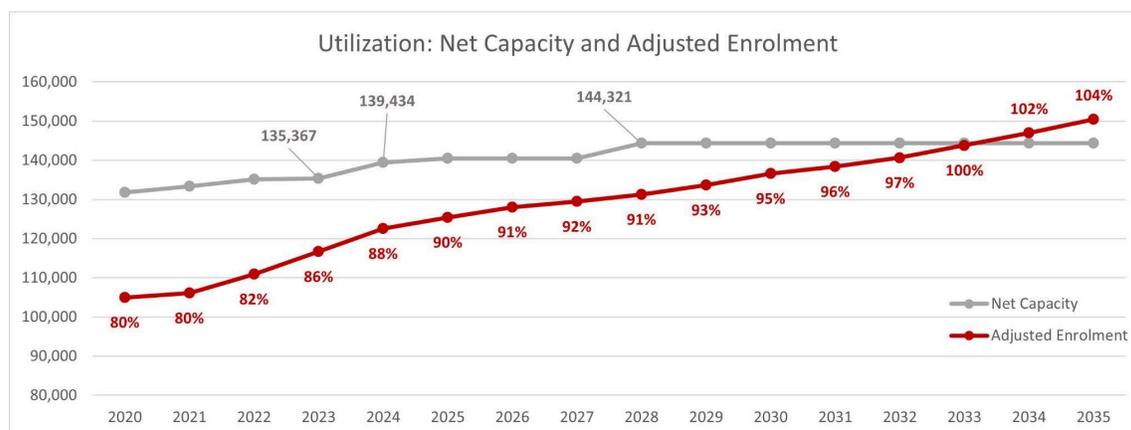
The *New Construction/Replacement/Modular Classroom Funding* graph depicts the capital funding investment provided to accommodate enrolment growth in recent years, at the time of school opening.



UTILIZATION AND STUDENT ACCOMMODATION

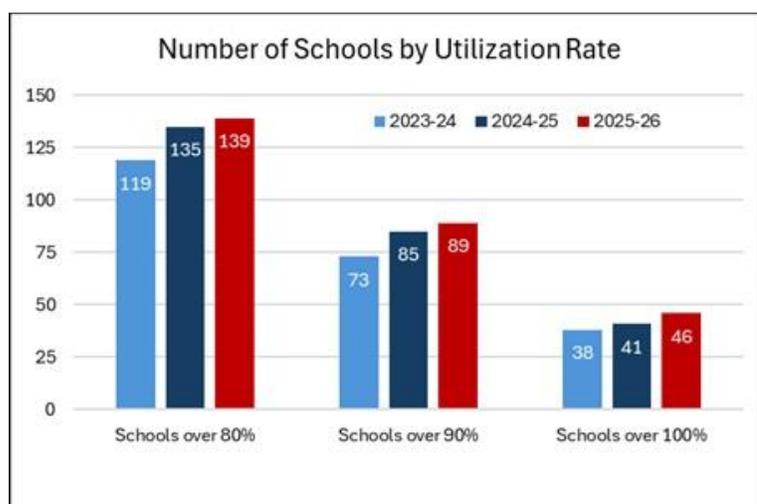
The *Utilization: Net Capacity and Adjusted Enrolment* graph is another way to contextualize the amount of available space projected into the future. This illustration is based on the school projects currently

funded for construction and is subject to change if and as additional new school projects are approved for full construction by the Province.



The Division reached 90 per cent utilization in 2025 and is projected to hit 100 per cent utilization in 2033, reaching 104 per cent by 2035. While the pace of enrolment growth both by percentage and by total net new students is currently expected to level off, many of the challenges for new schools and modular classrooms remain.

In 2023–2024, there were 119 schools at or above 80 per cent utilization, 73 schools at or above 90 per cent, and 38 schools at or above 100 per cent utilization. In 2025–2026, these numbers have grown to 139 schools at or above 80 per cent utilization, 89 schools at or above 90 per cent, and 46 schools at or above 100 per cent utilization.



In 2015–2016, the Division’s utilization rate was 77 per cent; it reached 90 per cent for the official September count for 2025–2026, a rise of 13 per cent in overall utilization during the last 10 years despite opening 22 new schools. In that same period, the Division has had to make many changes to accommodate resident students. As Division schools continue to experience a decrease in available capacity, there remains increasing demand for student accommodation for all types of programming, support and transportation.

A helpful way to understand capacity pressure is to think of the Division as one very large school serving more than 122,000 students across many neighbourhoods and programs. In a single building, the utilization rate is rarely experienced as a smooth, linear scale. Instead, schools cross thresholds where flex space and ancillary classrooms start being used as instructional areas. Furthermore, as more schools and sectors move into higher utilization ranges, the Division’s ability to accommodate resident students close to home, maintain well-distributed alternative programs and Division centre specialized supports, and preserve family choice becomes increasingly constrained.

In general, schools begin to feel full around 80 per cent utilization. Between 80 and 89 per cent, there may still be a small number of open classrooms, but expansion of alternative programming becomes challenging and the space that supports day-to-day operations and enriched learning is more likely to be repurposed for instruction.

Between 90 and 99 per cent, there is very little buffer left. Program growth becomes challenging to accommodate in the areas where demand is highest, and more students are required to travel outside their community for regular, alternative or specialized programming.

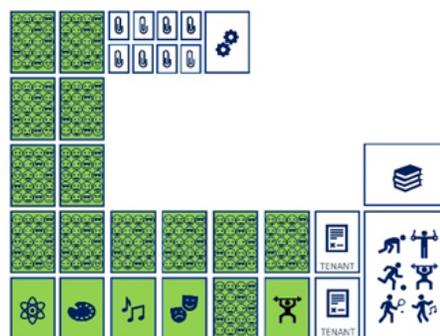
At 100 per cent utilization and above, creativity must be used to accommodate growth. Schools must create additional instructional areas within existing buildings, or add additional modular units. Under these circumstances, a lottery process may come into effect, and transportation pressures increase as designated receiving schools and overflow locations move farther from where students live.

The following section describes how these utilization thresholds are experienced at the school, sector and Division levels, and why the Division's current utilization context matters for student accommodation, program distribution, transportation and family choice over the 10-year planning horizon.

80 per cent to 89 per cent Utilization Rate

As a school:

- Three to four open classrooms available.
- Alternative programs can be maintained but likely not expanded.
- Some additional rooms allow for dedicated, purpose-built uses such as music, art and CTS.
- Leases are possibly reduced in the available space.



As a sector (North, Northeast, Northwest, South Central, Southeast 1 and West sectors):

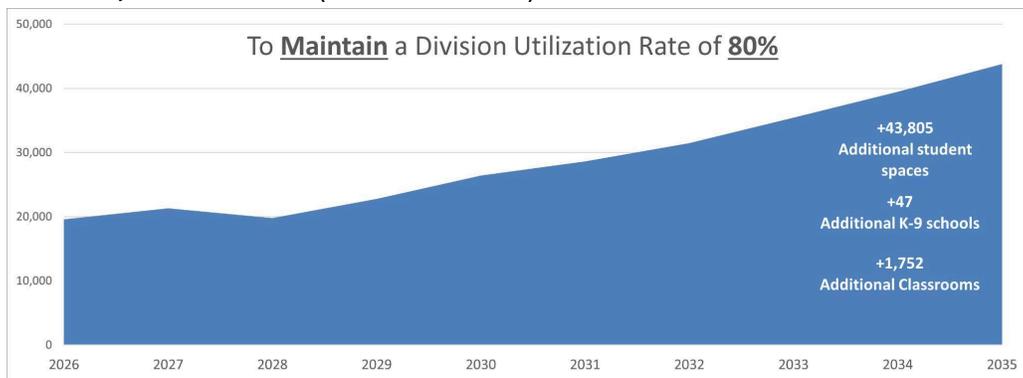
- Some attendance area students will be designated into other sectors for accommodation as space is not available where they reside.
- Many alternative program students will need to leave the sector for programming.
- Some Division students who choose specialized programming will need to leave the sector for accommodation, as some zones have no more room for expansion.
- More students travelling outside the sector increases pressure on transportation resources.
- Some sectors will have schools that cannot accommodate all their neighbourhood resident students and will need to implement a lottery process.

As a Division:

- The Division can maintain alternative programming using its traditional approach; however, expansion is more difficult as space is reduced for all programming.
- Division centre specialized programming expansion can continue to accommodate demand; however, location availability may not match demand.
- Increased pressure on transportation resources can mean longer ride times and/or higher costs.
- Fewer schools will have dedicated lease space available, and some will be reclaimed to accommodate enrolment growth.
- 15 to 20 per cent of schools will have closed boundaries or will have a lottery process in place.

How would the Division achieve an 80% utilization rate by 2035?

- The Division would need to **add 43,805 student spaces** by 2035, equivalent to opening:
 - **47 additional Kindergarten to Grade 9 schools** (950 students each)
 - **1,752 classrooms** (25 students each)

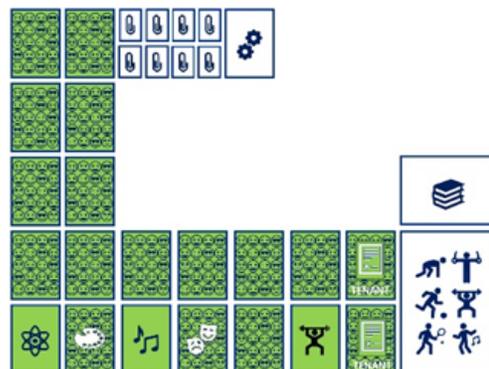


Note: Projected capacity for the Edgemont and Rosenthal projects is excluded from this total, as opening dates and final capacities are TBD.

90 per cent to 99 per cent Utilization Rate

As a school:

- One to two open classrooms available.
- No alternative or Division centre specialized programming can be expanded.
- Only a dedicated music and/or CTS room may remain. All other purpose-built rooms may need to have regular classes in them full-time.
- There likely will not be a leased space in the school.



As a sector (Southeast 2 and Southwest 2 sectors):

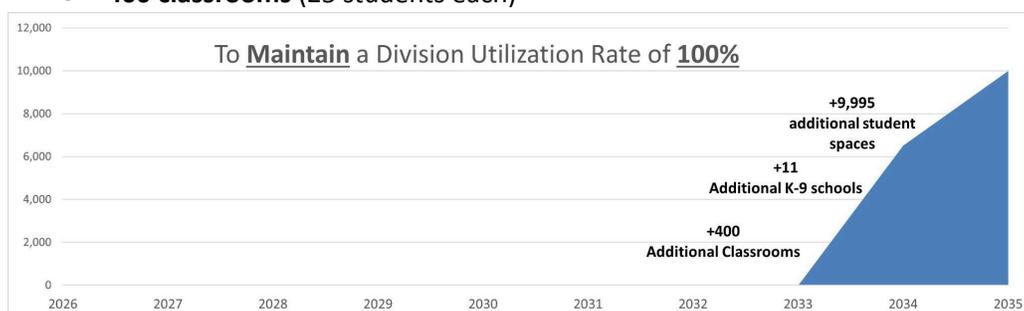
- Any new growth will not be designated to schools within the sector.
- Most schools will use a lottery process with overflow designations to other sectors.
- The average ride time will increase as designations and program locations continue to move further from where students reside.
- The variety of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

As a Division:

- Most schools will have closed boundaries or a lottery process in place. There will only be a handful of schools that still have open boundaries.
- There is no space for expansion of alternative programs or Division centre programs.
- Most schools will not have purpose-built or CTS spaces, as all spaces will be needed for regular programming.
- Most libraries are subdivided; gathering areas hold classes full-time. In some cases, fitness areas are reclaimed as well.
- Transportation resources will need to be prioritized which may reduce service levels.

How would the Division maintain a 100% utilization rate by 2035?

- The Division is currently projected to be at **100 per cent utilization** in 2033.
- The Division would need to **add 9,995 student spaces** by 2035, equivalent to opening:
 - **11 additional Kindergarten to Grade 9 schools** (950 students each)
 - **400 classrooms** (25 students each)



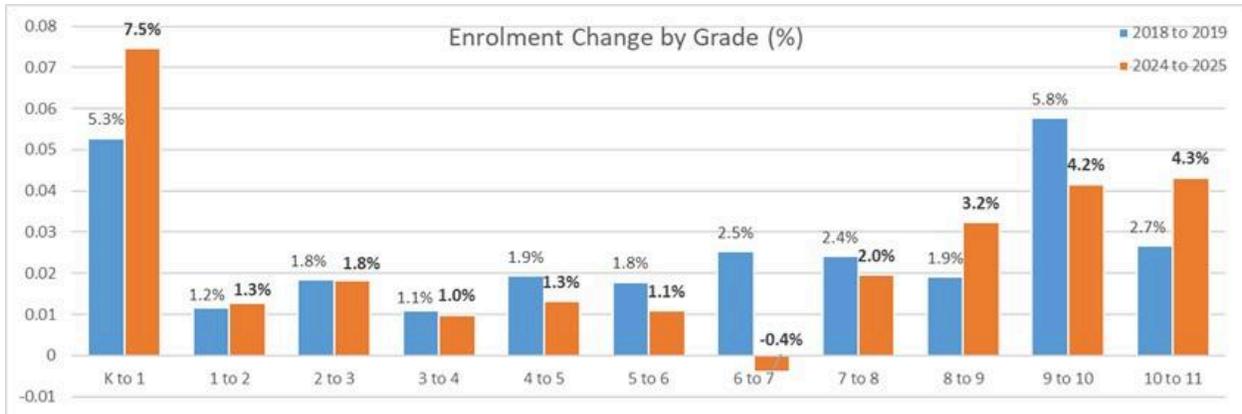
Note: Projected capacity for the Edgemont and Rosenthal projects is excluded from this total, as opening dates and final capacities are TBD.

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

- The ability to accommodate resident students where they reside or within their home sector becomes increasingly difficult.
- Well-distributed alternative programming becomes challenging and Division centre programming cannot expand.
- The selection of designated receiving schools to serve new growth areas will require students to be transported further.
- The strain on the transportation system increases as designated schools are further away from students' homes and neighbourhoods are designated to attend multiple different schools; lottery processes and associated overflow designated schools require more transportation resources.
- Ultimately, the Division's ability to provide choice erodes as utilization increases.

The growth in enrolment is occurring in all grade levels as shown in the *Enrolment Change by Grade* graph below, with the most notable increases in Kindergarten and Grades 9, 10, and 11. This pattern is

indicative of families moving to the city to access programming in the Division, as opposed to a higher birth rate from families already residing within the city. Immigration also results in more students entering the Division during the school year.

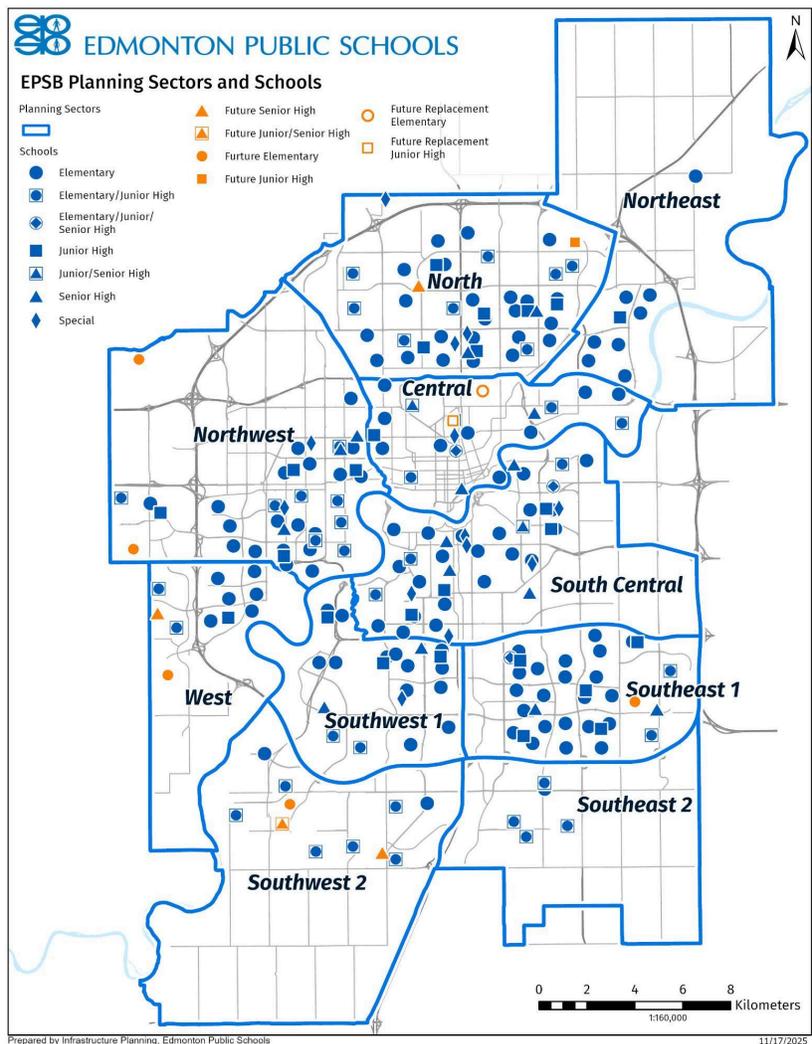


*Grade 11 to Grade 12 is not listed due to the complexity created by returning Grade 12 students

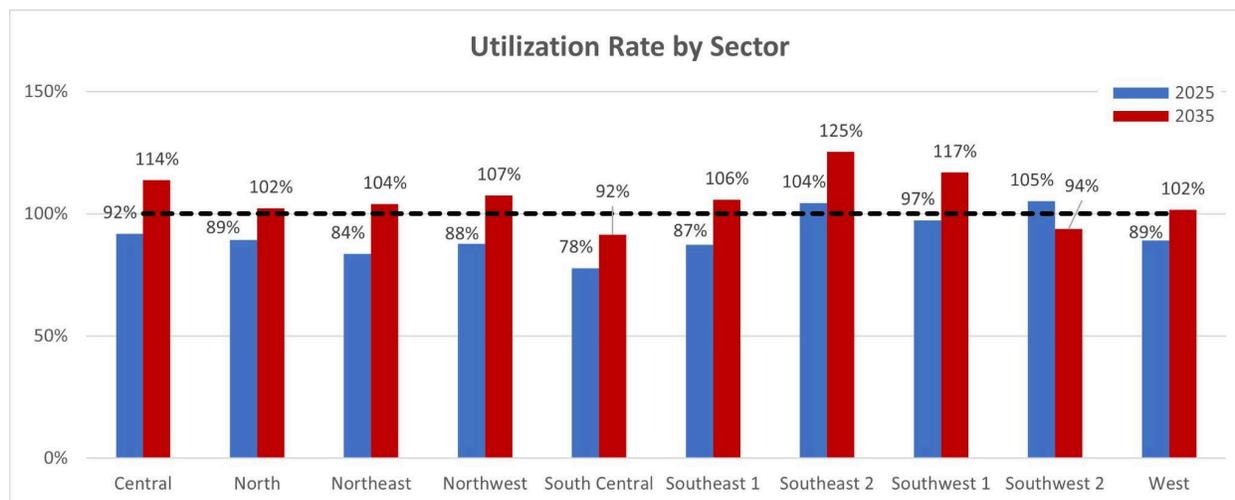
Current enrolment trends show more robust growth than our pre-pandemic benchmarks (2018–2019), with significant gains in early childhood and some secondary levels. While the Grade 6 to 7 transition saw a slight decrease this year, the overall pattern confirms a steady influx of new families moving to the city with school-age children, rather than growth driven by local birth rates.

Planning Sectors

The Division utilizes 10 planning sectors to analyze geographic data, which directly informs capital recommendations and student accommodation strategies. These sectors are designed to distribute current enrolment, projected growth and school facilities as equitably as possible, ensuring students have access to high-quality education near their homes.



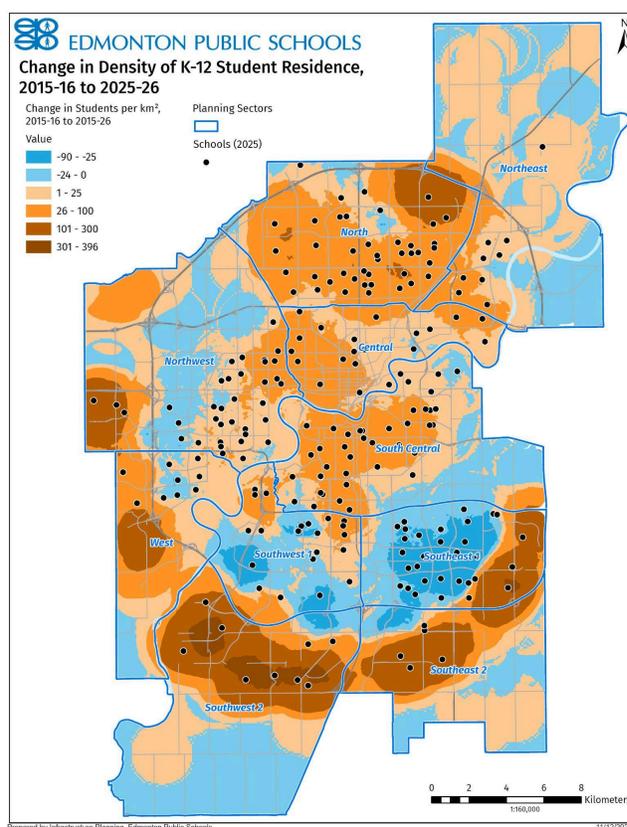
Utilization Trends and Sector Pressures: While enrolment is rising across the Division, the distribution of this growth remains varied. Currently, the South Central sector is the only area utilized below 80 per cent, at 78 per cent. As growth areas reach capacity, pressure is increasingly shifted to older facilities in other sectors. For instance, the Central sector, which currently resides at 92 per cent utilization, is projected to reach 114 per cent by 2035 if additional capital investment to create new spaces is not realized.



A significant portion of Central sector enrolment originates from outside the area due to city-wide programs and designations for growth areas. On average, only 55 per cent of Central sector students actually reside within that sector. As utilization in the core nears or exceeds capacity, its ability to act as an overflow for growth areas will diminish, compounding pressure on the entire Division.

Student Density and Growth Patterns: The Change in Density of K–12 Student Residence (2015 to 2025) map illustrates significant shifting demographics over the last decade:

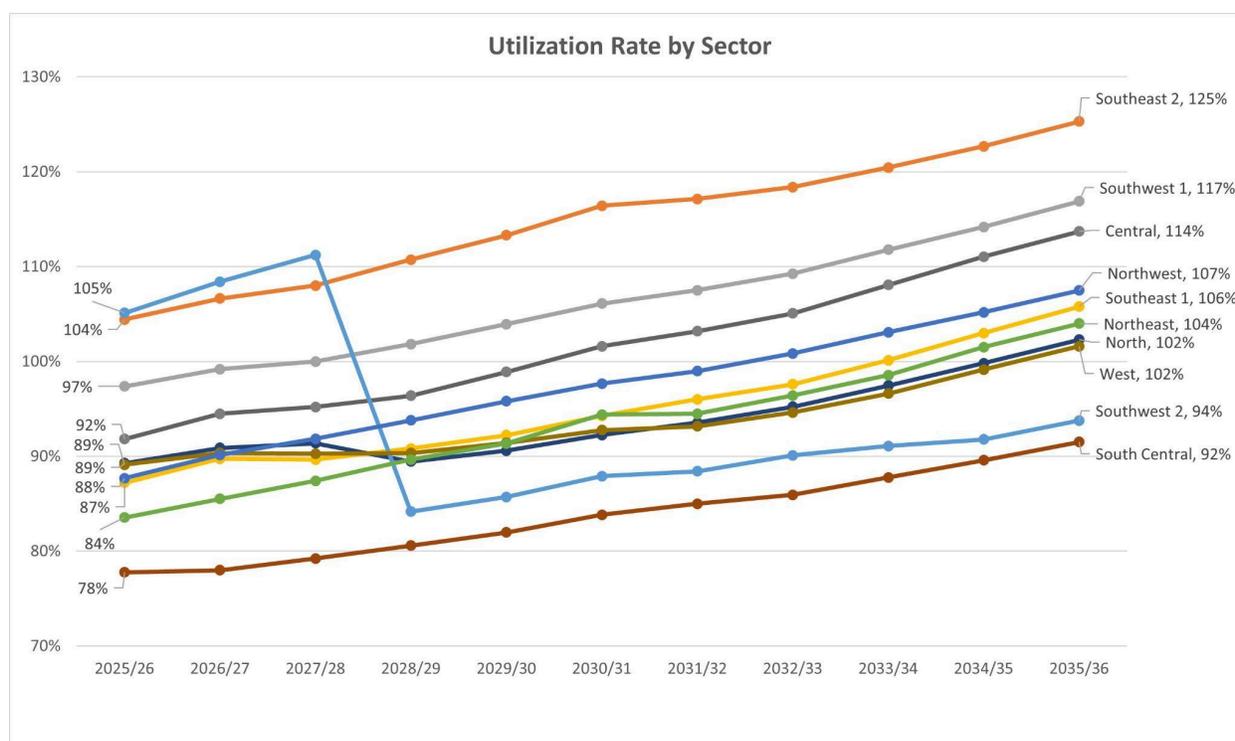
- **High-Growth Perimeters:** The most substantial increases are concentrated in neighbourhoods surrounding Anthony Henday Drive, particularly in the Southeast 1, Southeast 2, Southwest 2, Northwest and West sectors.
- **Established Neighborhood Growth:** Sectors such as Southwest 1 and North have seen steady expansion.
- **Core Stability:** The Central and South Central sectors have experienced modest density changes, typically net gains of fewer than 100 students per square kilometer over 10 years.



Administration continues to monitor the impact of the City of Edmonton’s [City Plan](#) and [Zoning Bylaw 20001](#), which aim to drive densification in the core. Given the current pattern of designating students from new growth areas to schools in established neighbourhoods due to the high utilization of local growth-area schools, additional densification within the city core may create additional space challenges for the Division.

Ten-Year Sector Outlook: Over the next decade, all 10 planning sectors are on an upward utilization trajectory. By 2035, projections indicate that nearly every sector will exceed 100 per cent utilization if additional capital investment to create new spaces is not realized. Of particular note are the following:

- Southeast 2: Forecast to reach 125 per cent utilization.
- Southwest 1: Forecast to reach 117 per cent.
- Southwest 2: Forecast to climb from its current 105 per cent to over 110 percent, before dropping to 94 per cent as planned new capacity is introduced and students are redesignated.



This city-wide reduction in available space in schools is the result of sustained residency growth and the historical reality that public infrastructure often lags behind residential development. Captured another way in the following maps, there is a reduction of available space in all sectors due to the sustained high growth in student residency.

Growth Control Model

A series of measures can be taken to respond to increasing enrolment pressures and to support student growth within available space. The Division has a model to manage student enrolment growth, to meet demand for student learning space and to be transparent with communities. The [Growth Control Model](#)

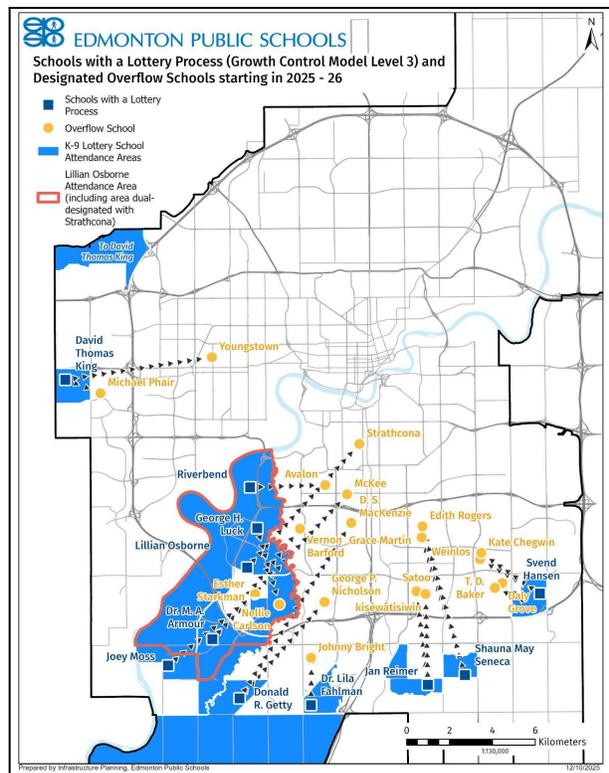
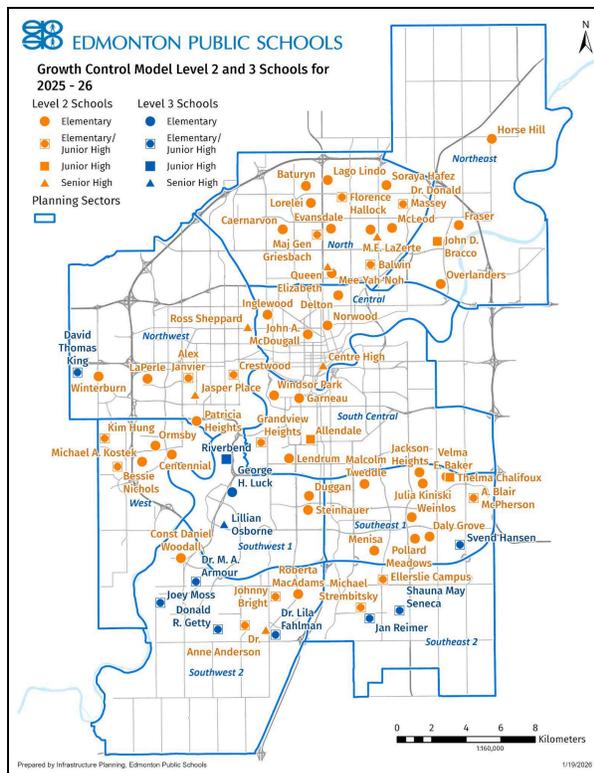
does not create additional space for students but rather serves to create efficiencies, provide clarity and minimize the impact on students as they are accommodated in existing space.

The Growth Control Model manages student enrolment growth within existing capacity. Enrolment fluctuations can trigger a school to move between levels on the model. All schools are at one of three levels:

- Level 1: Schools have open boundaries and capacity to accept new students.
- Level 2: Schools near capacity, requiring measures like closing attendance area boundaries, reclaiming leased space and adding modular classrooms to accommodate resident students.
- Level 3: Schools at capacity where further measures, including the lottery process, must be taken to restrict access for new resident students.

The lottery process implemented by Edmonton Public Schools was developed from feedback based on previous growth accommodation strategies such as attendance area or grade configuration changes. The process aims to manage enrolment while ensuring equitable access within a school’s attendance area to avoid dividing communities and families to the greatest extent possible.

The following maps show the location of all schools at Level 2 or 3 on the Growth Control Model. One school has moved from Level 2 to Level 3 for the 2025–2026 school year.



Level 1 schools have the capacity to accept new students. Resident students living in the attendance area and siblings of current students returning to the school the following year are guaranteed a space. Additionally, there may be available space to accommodate out-of-attendance area students up to the school’s enrolment limit. The following schools moved down from Level 2 to Level 1 in concert with lower numbers of students residing in the associated attendance areas:

- Glenora School
- Meyokumin School
- Nellie Carlson School (NEW for 2026–2027)
- Hillwie Hamdon School (NEW for 2026–2027)

Schools move from Level 1 to Level 2 when they near capacity. Schools at Level 2 are experiencing such high demand for space that measures must be taken to limit enrolment to resident attendance area students only. Adding modular classrooms, reclaiming leased space, facility modifications and closing attendance area boundaries are measures the Division can take to ensure schools are able to accommodate resident attendance area students. Four schools have moved from Level 1 to Level 2 for the 2026–2027 school year.

- | | |
|---|---|
| ● Centre High School | ● Johnny Bright School |
| ● Daly Grove School | ● Lendrum School |
| ● Delton School | ● Mee-Yah-Noh School |
| ● Duggan School | ● Menisa School (NEW for 2026–2027) |
| ● Evansdale School | ● Michael A. Kostek School |
| ● Fraser School | ● Northmount School |
| ● Garneau School | ● Norwood School |
| ● Horse Hill School (NEW for 2026–2027) | ● Ormsby School (NEW for 2026–2027) |
| ● Inglewood School | ● Steinhauer School (NEW for 2026–2027) |
| ● John A. McDougall School | ● Windsor Park School |

When Division schools have reached capacity and can no longer accommodate additional resident attendance area students, they will move to Level 3. At Level 3, further measures must be taken to restrict access to a school beyond those taken in Level 2. Level 3 schools use a lottery process to determine which attendance area resident students can access their designated school when there are too many resident students compared to spaces. During pre-enrolment for 2026–2027, the number of Level 3 schools using the lottery process increased from 10 to 11. Supported by 19 overflow designated schools, there are now 11 Division schools at Level 3 on the Growth Control Model:

- | | |
|--|--|
| ● David Thomas King School | ● Joey Moss School (NEW for 2026–2027) |
| ● Donald R. Getty School (NEW for 2025–2026) | ● Lillian Osborne School |
| ● Dr. Lila Fahlman School | ● Riverbend School |
| ● Dr. Margaret-Ann Armour School | ● Shauna May Seneca School |
| ● George H. Luck School (NEW for 2025–2026) | ● Svend Hansen School |
| ● Jan Reimer School | |

In response to enrolment growth and decreasing space in the Division, an increasing number of schools may move to Level 2 and Level 3 on the Growth Control Model. Ultimately, the Division requires additional capital funding and the construction of more new school facilities, additions and expansions (via modernization or replacement) to continue to accommodate growth.

Low Enrolment

It is challenging to organize and deliver viable programming in schools with low enrolment, affecting both regular and alternative programs. Some Division schools may have low enrolment in their regular program despite a healthy overall student population supported by other programs. Conversely, some alternative programs do not have enough students enrolled to be viable at their current sites.

To address programs experiencing low enrolment, The Division created the [Low Enrolment Model](#) in 2021. This process helps the Division identify programs with low enrolment at schools. This model focuses on schools, families in the program and the school community collaboratively developing a plan to increase enrolment and ensure viability and sustainability in the program moving forward. A program may demonstrate any of the following indicators to be eligible for the process:

- An elementary program with less than 100 students.
- A junior high program with less than 50 students.
- The program has consistently low Kindergarten or Grade 7 enrolment numbers.
- The program demonstrates a historical decline in enrolment and grades will have been combined for several years.

For the 2025–26 school year, the Division identified seven programs for the Low Enrolment Model. This proactive identification allows the Division and school communities to collaboratively build the student populations and programming structures necessary for long-term stability and success.

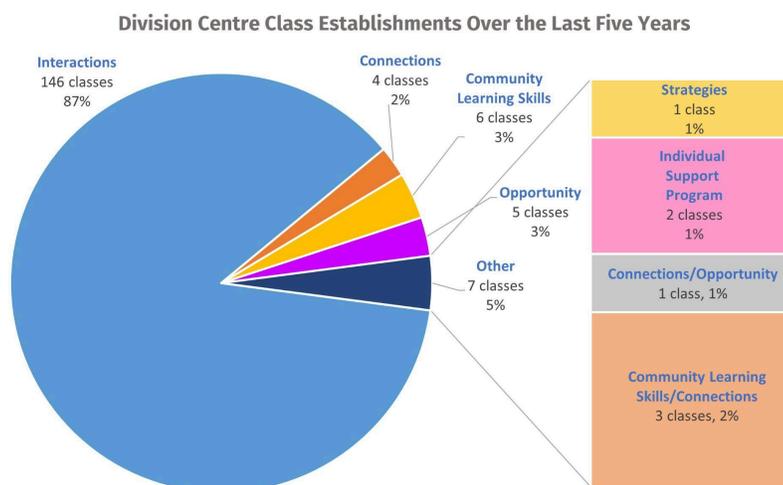
Division Centre Programs

In the Division, students who require specialized supports are accommodated in various ways depending on student need and family choice. A family may choose to have their child included in a regular or alternative program setting or they may choose to request placement in a Division centre classroom. Currently, 55 per cent of students with severe coding in Grades 1 to 12 choose to enrol in Division centre programming, while 45 per cent are supported in a regular or alternative program setting.

For students requiring a high level of support, relevant programs (Connections, Interactions and Individual Support) have class sizes typically ranging from 7 to 12 students. For students requiring a moderate level of support, programs (Community Learning Skills, Opportunity, Literacy and Strategies) have an optimal class size of 12 to 17 students in a classroom.

There have been 168 new Division centre classes established over the past five years. The pie chart shows how many classes were established by program.

The choice to access the type of programming that best meets the needs of



students in the Division draws families from across and outside of Alberta. This has resulted in a continued high level of growth in the number of Division centre classes established year over year. This is demonstrated through the consistent number of students who are new to the Division who access specialized programming. The 2025–2026 school year marks the second highest number of “new to Division” students accessing these programs, with 302 students as shown in the *Division Centre Students* graph. The previous school year marked the highest number of “new to Division” students at 377.



This growth has been especially high in the Interactions program, which supports students with autism. As these students age, they will require placement in junior high and high school program locations. An additional layer of consideration is that students are able to access the Interactions program until they are 20 years old, creating additional space requirements at the high school level. As noted earlier in the high school accommodation section, high school space is at a premium and this challenge extends into all types of programming, including Division centre specialized programs.

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

Alternative Programs

At 90 per cent utilization in the Division, as the Division works to accommodate students within existing space, there are increasing complexities and competing demands to expand programs while bringing students closer to home. Space is available in small amounts throughout many schools and is rarely located in any large quantity at one site. This adds to the complexity when looking for space to accommodate any programming expansion, whether it is needed for regular, alternative or specialized learning needs. The current method of distribution for alternative program expansion in new sites, or adding classes to grades to an existing program site, requires 6.5 classrooms for an elementary program or three additional classrooms for a junior high/senior high program. Since most of the demand stems from the elementary level, it is challenging to establish new programs when schools are nearly full.

As the Division utilization rate continues to increase, the distribution of alternative programs will shift from accommodating new demand to attempting to sustain existing programs within existing space.

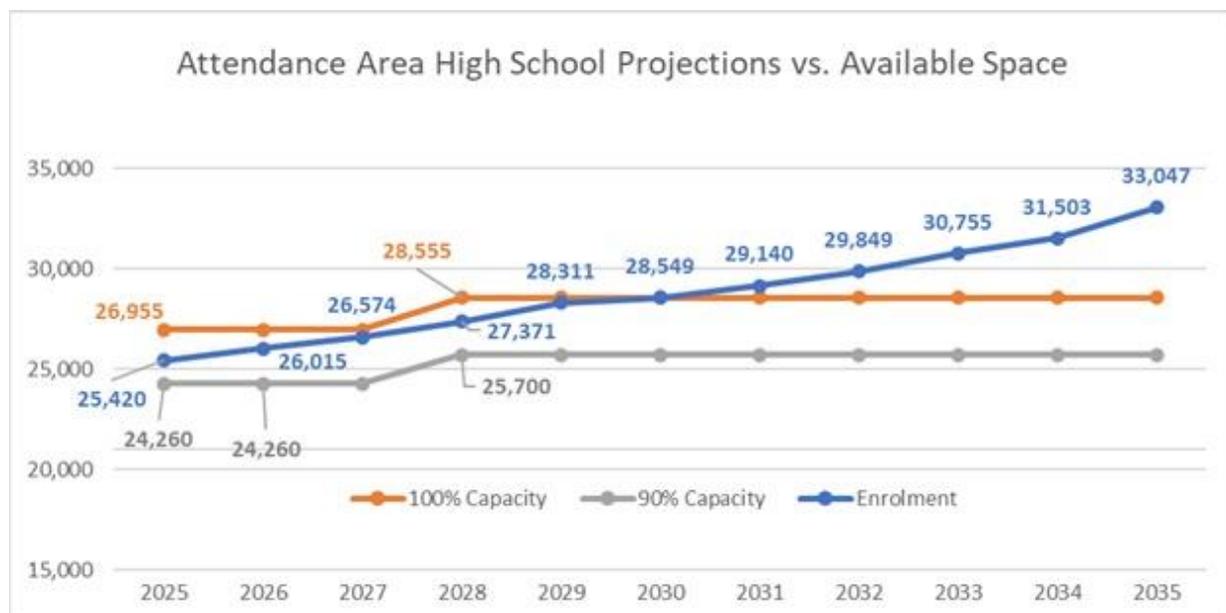
Distribution methods being explored consider:

- alternative ways of offering alternative programming, such as magnet schools (locating alternative programs in schools with lower utilization, drawing students from across a broader area)
- offering programs which would only be available to students already enrolled in a school (attendance area approach)
- transportation efficiencies
- maximizing access to alternative programming, such as the use of waitlists or program enrolment boundaries

High School Accommodation

Despite enrolment limits and student choice, several Division high schools have seen an increase in enrolment due to a greater number of resident students enrolling in their designated attendance area school. For the 2025–2026 school year, five high schools remain at Level 2 on the Growth Control Model. Additionally, Lillian Osborne School remains at Level 3 and used the lottery process to manage Grade 10 enrolment. It will become increasingly more challenging for attendance area high schools to continue to accommodate resident students in the future as larger, younger cohorts in the Division move into high school.

Consideration must also be given to the anticipated demand to establish Division centre programming at the high school level. For example, there are currently 42 Interactions classes at the high school level. It is predicted that the Division will require an additional 18 classes (60 classes total) by 2028–2029, based on the current number of junior high and elementary Interactions classes. While choosing inclusive settings is the first option for families and students, an additional 18 classes are anticipated to be needed to keep up with the demand for Interactions programming in Division centre classrooms.



Following the opening of Dr. Anne Anderson School in September 2021 and Elder Dr. Francis Whiskeyjack School in September 2024, as well as the anticipated opening of Glenridding Heights 7–12 in September 2028, high schools will remain close to 100 per cent utilized for the next few years. The Division is projected to surpass 100 per cent utilization of attendance area high school space in the 2030–2031 school year. Specialty high school programming, such as Vimy Ridge Academy or Old Scona schools, have similarly high utilization rates. New attendance area high schools in Edmonton’s growth areas are the ideal, long-term solution to ease enrolment pressure that is expected to increase as the larger, younger cohorts in the Division move into high school.

A proposed 600-seat addition to Dr. Anne Anderson School is currently in the design phase. Other high school priorities include two additional high schools in the west (The Grange 10–12 and Riverview 10–12) that would provide approximately 3,000 high school spaces collectively, a new high school in the north sector and a northeast 7–12 school for the Horse Hill plan area. In addition to new high school space, the Three-Year Capital Plan 2026–2029 includes modernization requests for Queen Elizabeth School, McNally School, W.P. Wagner School and Jasper Place School. Consideration may also be given to expanding capacity as part of these modernization projects.

Student Transportation

The demand for yellow bus transportation services has grown over the past 10 years by over 60 per cent. This has exceeded the historic growth in overall Division enrolment of approximately 28 per cent. Much of the growth in yellow bus transportation has occurred since the COVID-19 pandemic and is expected to continue increasing. This increase in ridership is caused by a number of factors related to enrolment growth that is geographically distant from available school space, including:

- school designations and programming locations being further from where students reside
- the need for receiving schools, as resident students become eligible for transportation to an overflow designated school when students are unsuccessful in a lottery process
- increased demand for Division centre programming locations that are distant from students who require door-to-door service

The industry-wide driver shortage began to resolve for the 2024–2025 school year, but the projected growth in service levels will continue to pressure the student transportation industry to hire more drivers and procure additional buses.

CITY PLAN – DISTRICT PLANNING

The Edmonton [City Plan](#) is a statutory document combining Edmonton’s Municipal Development Plan and Transportation Master Plan to develop a strategic direction for growth and development in Edmonton, including environmental and social planning and economic development.

The City Plan outlines how Edmonton will work to accommodate an anticipated additional 1 million residents, for a population of 2 million residents, through the use of population target milestones. The four milestones are resident populations of 1.25 million, 1.5 million, 1.75 million and 2 million. Each milestone outlines detailed growth plans,



strategies and projections for the city at specific population targets, rather than at a specific timeline. These population milestones serve to prioritize policies and services such as amenities, nodes and corridors, and transportation infrastructure. School division plans are based less on overall population thresholds, focusing on planning for actual and projected student residency and enrolment based on three and ten year cycles.

The City Plan led to the creation of 15 geographic districts, similar to the Division planning sectors utilized since 2002, to guide residential and non-residential growth, connectivity, accessibility and quality of life. This district-based approach allows for a more organized and targeted development strategy by providing insight into future growth within individual municipal neighbourhoods. Targeting development across geographic districts aims to distribute development more efficiently across the city to better support all Edmontonians as the population grows.

Each district plan contains information on where the City anticipates growth, as well as the nodes and corridors where the City is strategically orienting redevelopment and development. District plans provide more detailed information when envisioning a population milestone of 1.25 million residents and will be updated with additional information as each population target is reached. Each of the 15 districts are comprised of several neighbourhoods that help support the ability of residents to meet their immediate needs within a 15 minute commute.

Between 1 and 1.25 million residents, the City anticipates 50 per cent of new housing units to be infill in communities within Anthony Henday Drive (redeveloping areas).

Between 1.25 and 1.75 million residents, growth is anticipated to be concentrated in the communities primarily outside Anthony Henday Drive (developing areas).

Between 1.75 and 2 million, new residents are anticipated to be concentrated along nodes and corridors in mature neighbourhoods. At this population horizon, existing infrastructure will need to be maintained and potentially replaced to address infill redevelopment and large scale development projects (Blatchford, Exhibition Grounds) in the redeveloping areas.

Using population milestones rather than fixed-year targets aligns with how the City Plan is framed and supports flexibility when growth accelerates or moderates. The City identifies the 1.25 million population horizon as a key planning benchmark. ^(OBJ)

Recent population trends indicate that Edmonton is moving through these milestones faster than earlier assumptions. Edmonton's population exceeded one million in [Edmonton's 2021 Census Profile](#) (1,010,899). The City also reports that the city grew by over 100,000 people (more than 10 per cent) from 2022 to 2024, representing the strongest two-year growth rate since at least 2003. Provincial reporting similarly places Edmonton's population at approximately 1.2 million in 2024. ^(OBJ)

Looking forward, forecasts continue to anticipate growth, with a moderating trajectory informed in part by recent federal policy direction affecting temporary immigration. The City's economic outlook notes that growth in temporary immigration is expected to slow in response to federal measures affecting study permits and temporary worker programs. ^(OBJ)

Tracking where growth is occurring at each population milestone supports organizations such as Edmonton Public Schools in assessing the Division's ability to accommodate enrolment within existing

buildings and in identifying long-range needs for future school sites. Capacity and enrolment tables by district are provided in the appendix of this plan. Additional information on the City Plan and district planning can be found on the [City of Edmonton](http://www.edmonton.ca) website.

Edmonton Public Schools Planning Sectors	City Plan Districts
Northeast	Horse Hill and ½ Northeast
North	Northwest and ½ Northeast
Northwest	Jasper Place, ½ West Henday and ½ West Edmonton
Central	Central and North Central
South Central	Southeast and Scona
West	½ West Henday and ½ West Edmonton
Southwest 1	Whitemud
Southwest 2	Southwest and Rabbit Hill
Southeast 1	Mill Woods and Meadows
Southeast 2	Ellerslie

Community Planning Process

Residential development is not static; it can deviate from the original plan causing unforeseen patterns in student residency. These unforeseen patterns in student residency are consistently monitored in order to ensure that schools are built to be best suited for the evolving student residency. However, neighbourhood construction typically develops faster than school construction. Construction timelines cause a surge and lag relationship between student population and construction of new schools. These unpredictable patterns create a surge in enrolment that schools may not be able to accommodate. This creates challenges in establishing sustainable attendance areas for a school that does not trigger the accommodation mechanisms as laid out in the



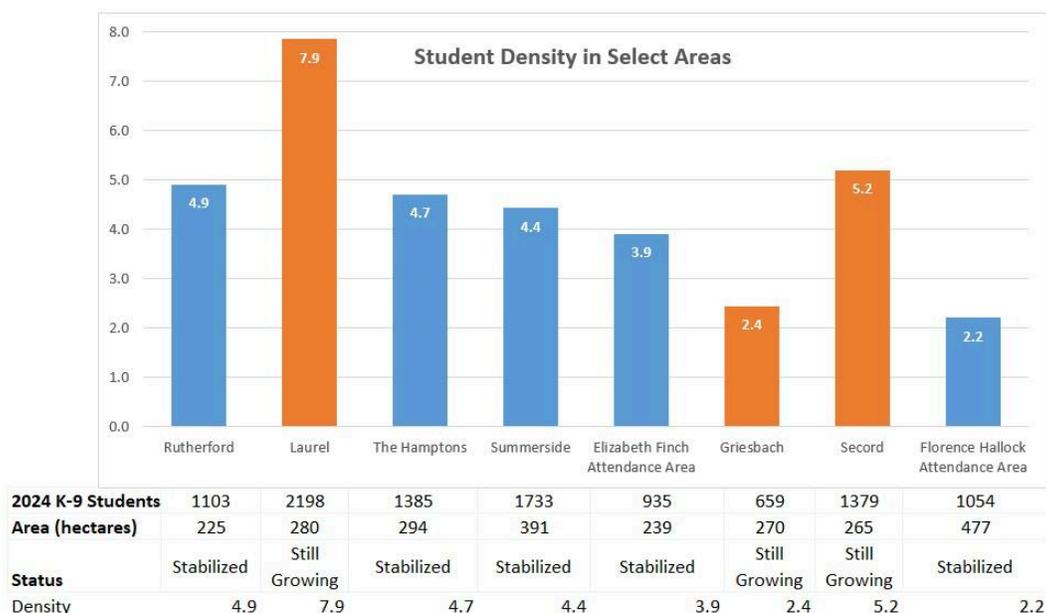
Growth Control Model. The Division collaborates with all partners in the [Joint Use Agreement: Land](#) to develop a student generation formula. Based on demographic information and enrolment trends, the student generation formula works to predict future enrolment at each school jurisdiction, in both established and new neighbourhoods.

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

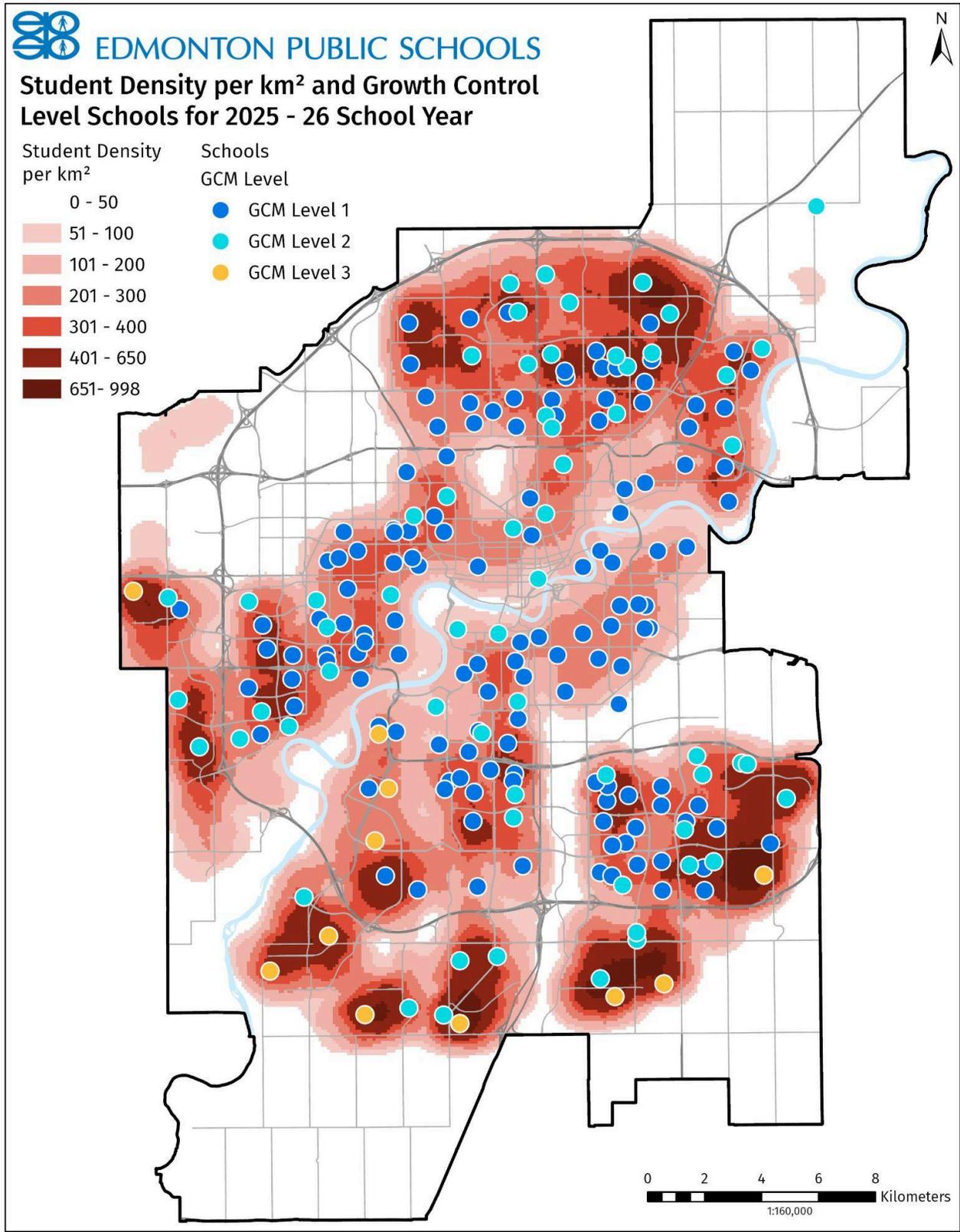
- Changes during the zoning, subdivision and building of residential areas.
- Student density – many factors contribute to student density, including the pace of development, the demographic makeup of the residents, the type of residential unit and the presence of a school or school site.
- Neighbourhood size – the size of neighbourhoods has generally been increasing in both the amount of land occupied and the number of homes occupying that area.
- Labour and supply chain challenges can result in housing development that cannot keep pace with demand.

These factors can dramatically impact the density of students in a residential area and can magnify the peak enrolment in a neighbourhood. In some of these areas, the peak is much higher when construction proceeds rapidly.

The number of Kindergarten to Grade 9 students in neighbourhoods of *similar sizes* can vary widely as shown in the *Student Density in Select Areas* graph.



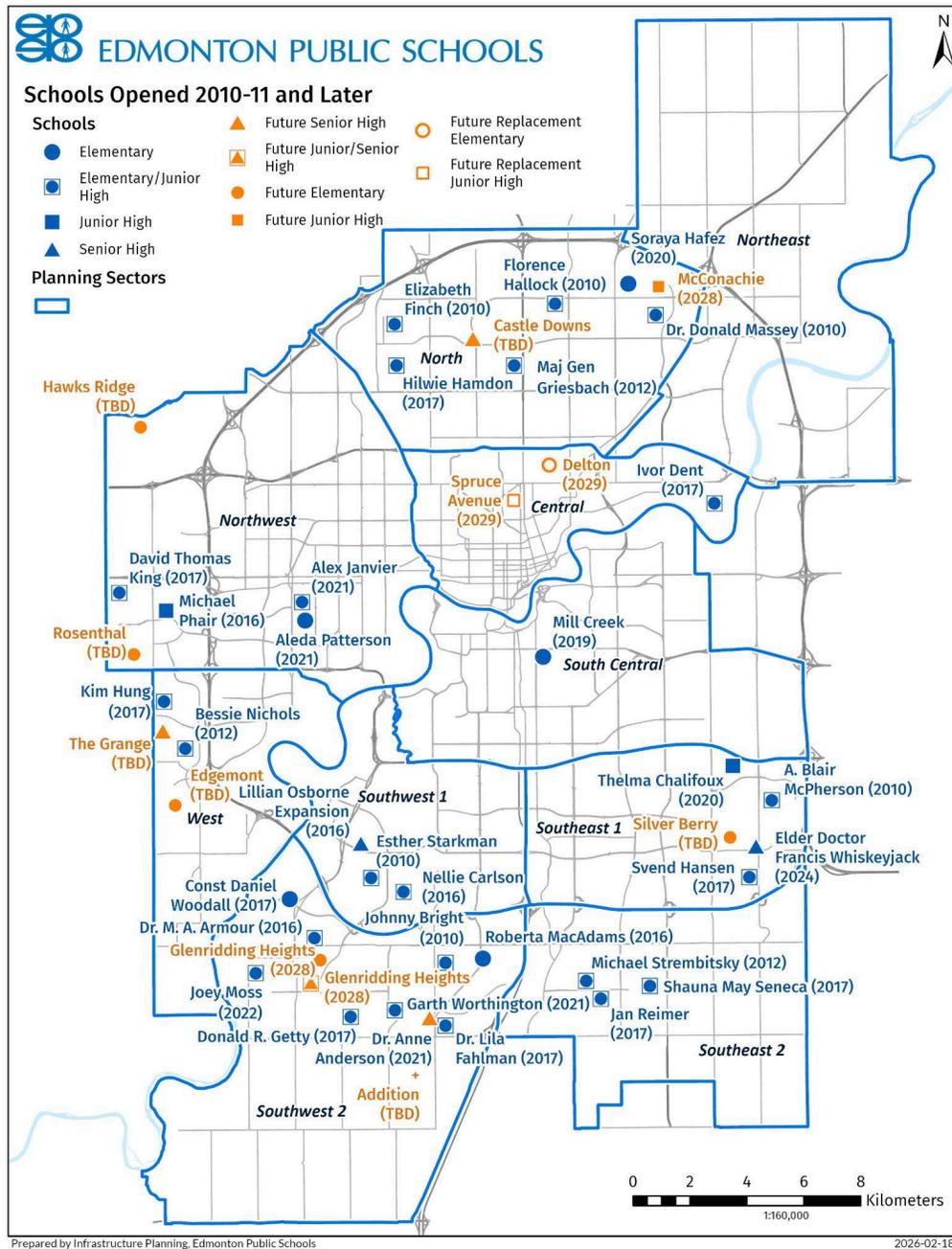
Consider the Laurel neighbourhood, which has over a 50 per cent higher student density than a comparable neighbourhood and there is still growth remaining. The pace of growth has a big impact on student density when comparing the Laurel neighbourhood to another neighbourhood, such as Griesbach, which has developed at a much slower and predictable rate, and yet also still has growth remaining.



CAPITAL PROJECTS

New School Construction Projects

Since the 2010–2011 school year, the Division has opened 28 schools and five replacement schools, and will open a number of future schools, for a total of 35,992 newly constructed student spaces that are either planned, in design, or in the construction phase:



Sector Capacity Growth: Completed and Active Projects (since 2010)

Planning Sector	New/Replacement Schools and Project Status	Total Student Spaces
Southwest 2	9 schools opened 2 in construction (Glenridding Heights 7–12 and K–6) 1 addition in design (Dr. Anne Anderson 10–12)	12,812
North	5 schools and 1 replacement opened 1 in construction (McConachie 7–9) 1 in planning (Castle Downs 10–12)	7,981
Southeast 1	4 schools opened 1 in planning (Silver Berry K–6)	5,335
Northwest	2 schools and 2 replacements opened 1 in construction (Rosenthal K–6) 1 in planning (Hawks Ridge K–6)	3,769
West	2 schools opened 1 in construction (Edgemont K–9) 1 in planning (The Grange 10–12)	4,282
Southeast 2	3 schools opened	2,916
Southwest 1	2 schools opened	2,364
Central	2 replacement schools opened 2 replacement schools in construction (Delton K–6 and Spruce Avenue 7–9)	624
South Central	1 replacement school opened	409
Northeast	No new construction	0

This distribution of new schools is an indication of where the Division has seen the most growth in the last 15 years. For example, the majority of new or planned student spaces (58 per cent) are located in southwest and southeast sectors.

Schools Now Program

In late 2024, the Government of Alberta launched the \$8.6 billion [Schools Now Program](#), a multi-year initiative designed to create 150,000 new student spaces by 2031. For the Division, this program will help to accelerate the delivery of capacity in high-growth neighbourhoods. As of 2026, several key projects initiated under this framework have transitioned into active construction phases: McConachie 7–9, Glenridding K–6, Rosenthal K–6, Delton School K–6 replacement and Spruce Avenue School 7–9 replacement.

Additionally, the Province announced design funding for one addition: Dr. Anne Anderson High School addition (600 capacity increase).

Finally, several school projects are in the planning stage:

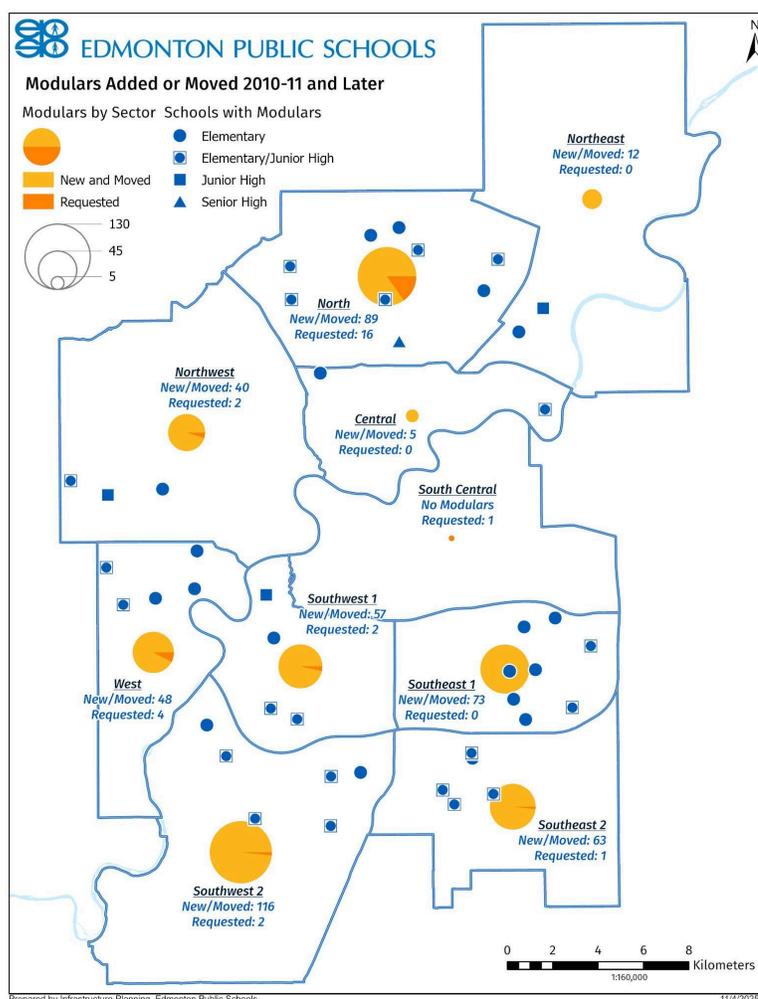
Castle Downs (10–12), The Grange (10–12), Silver Berry (K–6), Hawks Ridge (K–6) and an Autism Centre of Excellence.

The Division received full construction funding in the spring of 2023 for 950 student spaces in a Kindergarten to Grade 9 school in Edgemont. The opening date is to be determined. In the following year, spring 2024, the Division received construction funding for 2,400 student spaces in a Grade 7 to 12 school in Glenridding Heights, projected to open in September 2028.

Modular Classrooms

Since 2010, the Division has installed and/or relocated 503 modular classrooms across the Division and has requested an additional 32 for the 2026–2027 school year:

- 116 modular classrooms in Southwest 2
 - six additional requested
- 89 modular classrooms in North
 - 16 additional requested
- 73 modular classrooms in Southeast 1
- 63 modular classrooms in Southeast 2
 - one additional requested
- 57 modular classrooms in Southwest 1
 - two additional requested
- 48 modular classrooms in West
 - four additional requested
- 40 modular classrooms in Northwest
 - two additional requested
- 12 modular classrooms in Northeast
- five modular classrooms in Central
- no modular classrooms in South Central
 - one requested



Similar to new construction projects, approximately 60 per cent of all new/relocated modular classrooms were in the southeast and southwest sectors. As growth continues, the construction of new schools and modular classrooms is critical to providing student accommodation as close to home as possible.

Over the past several years, the Division has consistently increased its inventory of modular classrooms to manage enrolment pressures, utilizing both provincial funding and Division capital reserves. Most recently, 17 additional units were secured for the 2025–2026 school year through the Provincial Modular Classroom and In-Year Request programs. These units remain a component of the Division's accommodation strategy.

Modular classrooms are requested for schools with growing enrolments and an anticipation that the enrolment will continue to grow over the short and medium-term. Primarily, the modular classrooms are being requested to accommodate the student growth in the new and developing areas of the city, typically at schools that receive students from the new areas. The City of Edmonton approves the location of the modular classrooms through the development permit approval process. Administration works closely with the City of Edmonton to ensure that the location of the modular classrooms will benefit the school and community and that the approval process is expedited. The number of modular classrooms that can be accommodated at any school site is subject to limiting factors, including washroom capacity, fire code, building code and land available to physically accommodate new units and associated drop-off and parking requirements. While they serve to support some schools experiencing enrolment pressure, modular classroom units alone cannot address the growing demand for additional student space caused by rapid enrolment growth.

Efficiency Initiatives

The Division pursues an integrated approach to resource stewardship, where financial discipline and environmental sustainability are mutually reinforcing. By strategically leveraging capital and maintenance and renewal funding, we prioritize energy-efficiency projects that reduce our carbon footprint while generating long-term operational savings. Examples include:



- Working with the City of Edmonton to efficiently deliver school-related infrastructure projects such as sidewalks, traffic upgrades, parking spaces and drop-offs.
- There are presently 26 schools with Division-led solar installations, which provide alternative energy to the school and serve as teaching and learning tools for students.
- The Infrastructure department conducted a feasibility study and developed a comprehensive Division Solar Strategy to expand solar installations on existing schools resulting in 12 new and existing schools having modules installed by the end of 2022.
- The second phase of work on the Solar Strategy, which included another 12 schools, was completed in 2023 in partnership with the Municipal Climate Change Action Centre Solar for Schools Program.

- In 2024–2025, solar was installed on two additional sites, Londonderry and W. P. Wagner schools.
- The combined Division-led solar initiatives (2018–2025) are expected to generate approximately 5,800 megawatt-hours of electricity in 2026 and save an estimated \$730,000 per year.
- These solar installations are expected to generate about 7.3 per cent of the Division’s electricity consumption, or that of about 830 Alberta homes per year.
- As a result of the Division Solar Strategy, Edmonton Public Schools has the second largest solar array installed on a secondary school in western Canada (Lillian Osborne High School) at 450 kilowatts, or the equivalent of about 75 home solar installations.
- Strategic spending of capital funding, to achieve both greenhouse gas emissions reductions and cost savings, is part of the Division’s strategy to reach emissions reduction targets of five per cent by 2025 and 45 per cent by 2035.
- LED (Light Emitting Diode) retrofits, consisting of new LED tubes for some existing fixtures and new LED fixtures for others, continue as a standard efficiency measure. In 2024–2025, a new project tracked lighting retrofits in four schools (John D. Bracco, Riverbend, Hazeldean and Parkview) which quantified energy and financial savings from the latest LED technology.
- Intentional efforts have been made, and will continue to be made, to identify grant/funding sources to improve school facilities through matching grants to stretch funding further.

Edmonton Public Schools has been a leader in innovative practices related to new school construction for a number of years. By bringing together the use of modern, high-quality learning environment design principles with an Integrated Project Delivery (IPD) process, our recent school construction projects have been very successful. Using the Division's experience with IPD projects, Edmonton Public Schools' Infrastructure team expanded our IMR and CMR project delivery model to include the use of IPD across multiple school sites and project types. The Division continues to use CMR funding to reduce deferred maintenance at school facilities. These projects included a variety of upgrades to the buildings, including items such as electrical and mechanical components, exterior building envelope upgrades, structural repairs and functional program upgrades related to instruction.

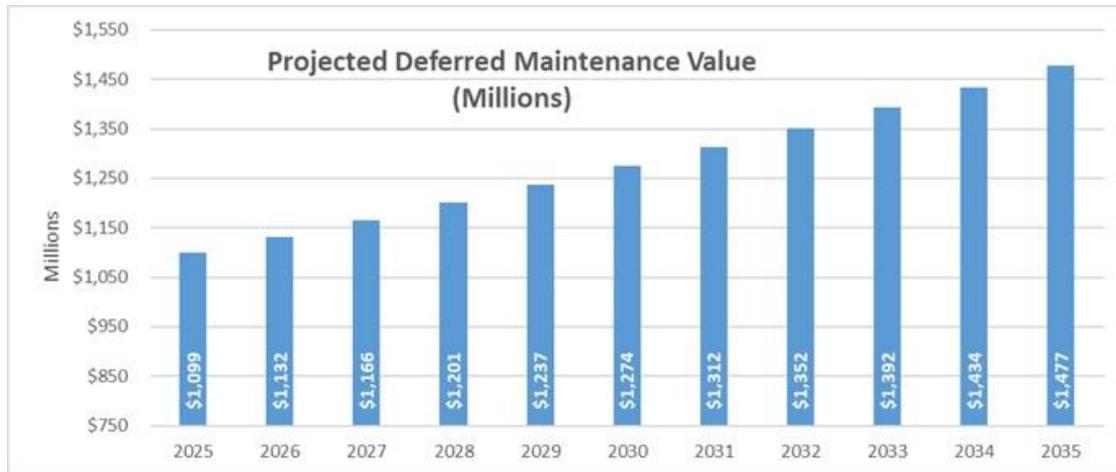
The Division has completed seven IPD new school construction projects since 2020, and they have been very successful. The Dr. Anne Anderson School project team was presented with a *Lean in Design* award by the Lean Construction Institute in the fall of 2021 for creating a lean design process for a high school. A lean design process focuses on continuous customer value maximization, while minimizing all activities and tasks that are not adding value.

Over the past 10 years, the Division has worked to reduce deferred maintenance, increase efficiency and support instruction in a variety of ways. This included projects that provided new ceiling tiles and lighting in learning spaces, painting corridors in schools to make more welcoming and inviting spaces, providing water bottle fillers and replacing tarmacs for outdoor play and learning. A number of schools also received new classroom furniture.

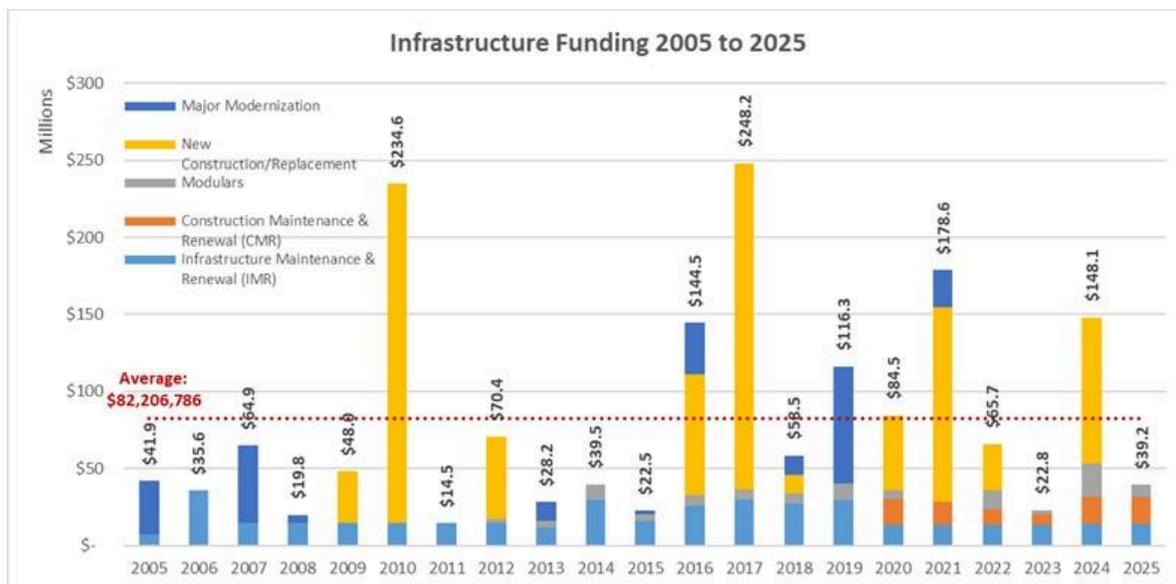
As always, the Division works closely with the City of Edmonton to minimize development costs for new schools or school modernizations in mature areas, where development permits may require significant upgrades to off-site infrastructure. To reduce overall site development costs, the Division and the City work to align neighbourhood renewal initiatives such as [Building Great Neighbourhoods](#) with school site upgrades, such as new school construction and shared-drop-off construction.

BUILDING CONDITION AND DEFERRED MAINTENANCE

The Division supports an aging infrastructure portfolio with increasing total deferred maintenance surpassing \$1 billion in the 2024–2025 school year and forecast to approach \$1.477 billion in 10 years unless a significant increase in annual provincial maintenance and renewal funding is realized. Deferred maintenance estimates are derived from the Province’s facility condition database, which tracks the five-year deferred maintenance requirements for all Division schools. Projections for future deferred maintenance factor in estimated depreciation derived from a historical analysis of component life cycles.



As the Division brings on additional infrastructure in the form of new schools and modular classrooms, efficiency becomes paramount as the Division continues to support its aging infrastructure while assuming additional maintenance liabilities for new infrastructure.

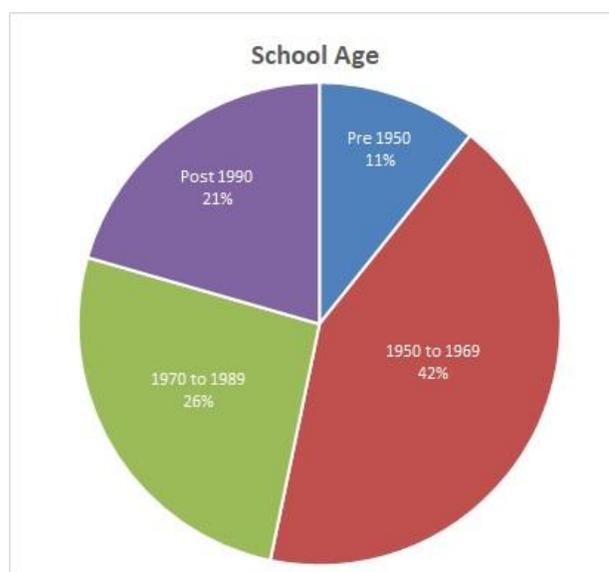


The *Infrastructure Funding 2005 to 2025* chart illustrates the historical variability of capital allocations. Over this 20-year period, the average annual investment has been approximately \$82.2 million, though

actual yearly funding has fluctuated significantly based on specific project approvals. Funding represents a combination of major modernizations, new construction and essential maintenance grants (IMR and CMR). For instance, peaks in 2010 and 2017 reflect concentrated investments in new capacity, while more recent years show a stabilization of funding levels. This fluctuating environment requires the Division to remain adaptable in its long-term planning for both growth and preventative maintenance. Funding for schools that have been approved for construction but that are not yet open is not reflected in the graph.

The Division's operational portfolio is characterized by a significant aging profile, with an average school age of 53 years. A critical concentration of the inventory, 147 buildings, or 69 per cent, was constructed during a high-growth 40-year window between 1950 and 1989. These facilities are now, on average, 58 years old. When combined with the 23 buildings constructed prior to 1950, nearly 80 per cent of the Division's schools were built prior to 1990, and many are now operating beyond the era of modern building standards and systems.

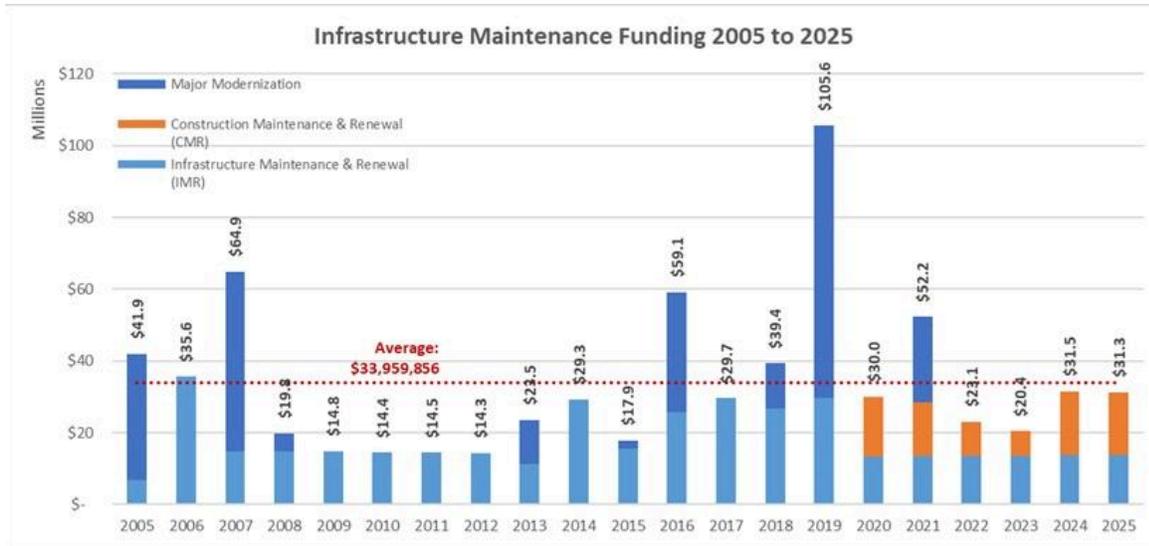
This demographic profile of the building inventory has created a challenging "lifecycle logjam." Because such a large volume of schools was built in the same era, their primary structural and mechanical components, including roofs, windows and HVAC systems, are reaching their end-of-life concurrently. Although schools remain safe and healthy spaces for students, funding for planned and preventative maintenance to avoid larger repairs is becoming less available as emergent repairs become more common.



The Shift to Reactive Maintenance: This aging infrastructure directly impacts the utility of Infrastructure Maintenance and Renewal (IMR) and Capital Maintenance and Renewal (CMR) funding. While these grants are intended for proactive lifecycle replacements and preventative care, the mounting volume of deferred maintenance has forced a strategic shift toward reactive spending:

- **Erosion of Preventative Funding:** As building systems age, the Division is increasingly required to divert maintenance capital toward emergent (emergency) repairs to keep facilities operational.
- **Budgetary Impact:** The fiscal impact of this trend is stark. Ten years ago, emergent repairs accounted for approximately 15 per cent of the IMR budget. In recent years, that requirement has approximately doubled, now consuming between 20 and 30 per cent of annual maintenance funding.

The escalation in emergency spending is driven by a combination of rising construction and material costs, fluctuating provincial funding levels and the increasing frequency of component failures across the aging 1950–1989 inventory. This cycle reduces the funds available for preventative maintenance that could extend the life of these buildings, leading to a compounding deferred maintenance deficit.



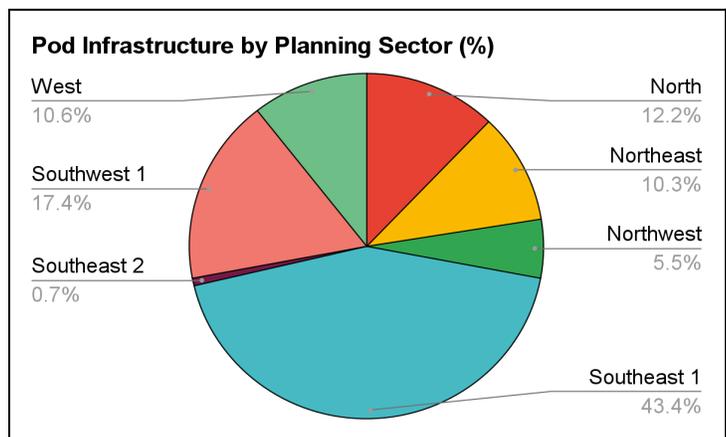
The variability of infrastructure maintenance and renewal funding presents a challenge as a high percentage of Division facilities enter a phase of concurrent lifecycle convergence. Much like a large elementary cohort eventually creates a peak in high school demand, the concentrated construction of schools between 1950 and 1989 has led to a synchronized requirement for major systemic replacements. This alignment of aging components, paired with fluctuating capital grants, has accelerated the accumulation of the Division’s deferred maintenance deficit.

Legacy Temporary Infrastructure: Pods and Modulars

The Division’s deferred maintenance deficit is significantly influenced by a heavy reliance on aging temporary infrastructure. Between 1959 and 1994, approximately 37,000 square metres of wood-framed “pods” were added to schools to manage capacity pressures. While designed for a 25-year lifespan, this infrastructure now averages 40 years of service.

Geographic Concentration of Pods: As illustrated in the *Pod Infrastructure by Planning Sector* chart, these structures are not distributed evenly across the Division:

- Southeast 1 (Mill Woods): Contains the highest concentration at 43.4 per cent of total pod infrastructure.
- Southwest 1: Contains 17.4 per cent.
- Regional Disparity: Sectors such as Central, South Central, and Southwest 2 contain no pods.

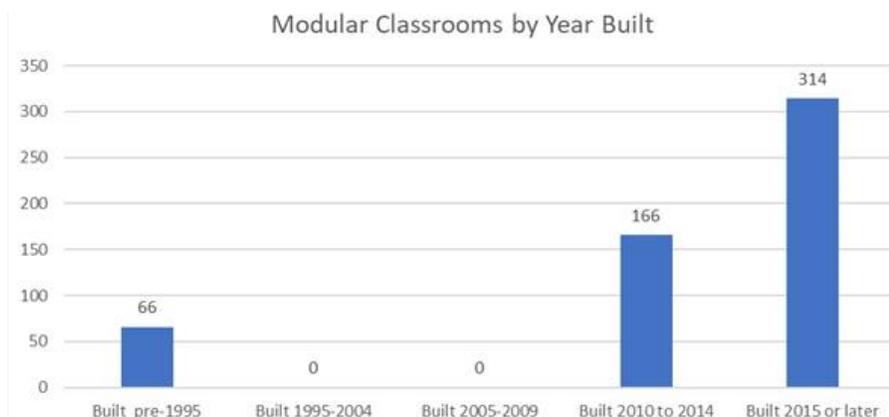


Because pods utilize wood-frame construction rather than masonry, they require escalating maintenance as they exceed their design life. Replacing this significant portion of total capacity will require dedicated modernization funding to transition from legacy temporary units to permanent structures.

Modular Classroom Inventory: Excluding pods, the Division currently utilizes 546 modular classrooms.

While modulators offer more flexibility for phased replacement, they face similar lifecycle challenges:

- **Ageing Units:** The *Modular Classrooms by Year Built* chart indicates that 66 units remain in service that were constructed prior to 1995.
- **Extended Service:** Many of these units have been in use for up to 37 years, far exceeding the 25-year design life typical of older models.



Although newer provincial standards have increased the expected lifespan of modulators to 40 years, the Division's older inventory continues to contribute to mounting maintenance requirements as they continue to be needed due to sustained enrolment pressures.

Similar to accommodation challenges, there are geographic differences in building construction type, age and deferred maintenance.

The Province's Schools Now program has the potential to unlock new capacity within the Division through the modernization of existing school facilities. The program aims to update or replace up to 24 existing schools throughout the province. Currently, the Division has 147 school buildings constructed prior to 1990. This will be an important step in reducing deferred maintenance which is expected to reach \$1.477 billion by 2035 without increased provincial maintenance and renewal funding.

Deferred Maintenance Reduction

There are different approaches to managing deferred maintenance as Division enrolment grows:

- replacing components utilizing available maintenance renewal grants or through capital modernization projects
- improving overall condition by consolidating older schools into fewer sites with updated or replacement buildings
- replacing schools where addressing modernization needs exceeds 75 per cent of replacement costs for a building

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

When modernizing/improving the existing space, the Division preserves space in existing buildings in areas of the city with lower student density. Reasons to pursue this option include:

- utilizing the existing capacity to accommodate students from other areas of the city until new infrastructure can be built where they reside

- maintaining options to accommodate students who require specialized supports or alternative programming
- maintaining capacity to accommodate resident students in mature areas with plans for intensification and redevelopment (e.g., Blatchford, Exhibition Lands, Michener Park)

Replacing older space with new space through school consolidations is considered where infill/new development planned within the attendance area is not anticipated to increase student residency significantly. In this case, it would benefit the Division to right-size the infrastructure that serves an area while still planning for some community resurgence. Another reason to pursue this option would be if existing buildings reach a point where replacement is more fiscally responsible than a modernization or repair to the facility. The Province considers this threshold when the cost to modernize a school facility exceeds 75 per cent of the replacement cost. There are community benefits to this model as the Division would provide new infrastructure to a community that may have seen little public infrastructure renewal over the past 50 to 75 years. Bringing the number of schools and capacity more in-line with current student residency realities in mature areas of the city would improve operational efficiencies, reduce carbon emissions from our buildings and help the Division secure and deliver more space closer to where new students will come to live. This would reduce travel times for families and reduce strain on the transportation system.

Leveraging surplus properties to support capital priorities has two financial effects: it reduces ongoing operating and deferred maintenance pressures, and it can generate proceeds through sale or transfer. Under the *Real Property Governance Act*, surplus properties may be transferred to Alberta Infrastructure at net book value. As a result, the proceeds available for reinvestment can vary depending on whether a property is transferred at net book value or sold through another disposition pathway.

SUMMARY AND CONCLUSIONS

Student Accommodation:

Based on current demographic trajectories and urban development patterns, the Division is expected to experience accommodation pressure over the next decade. As utilization increases across more schools and sectors, the lessening alignment between where students live and where space is available means that the Division will need to be creative in the following areas:

- **Flexibility for Program Placement and Growth:** Available space to expand Division centres and alternative programs is expected to tighten. This may limit the Division's ability to locate specialized programming in the same sectors where demand is strongest, resulting in more instances where students travel farther to access preferred programming choices.
- **Transportation Capacity:** As local schools in growth areas approach or reach capacity, more students will need to be accommodated in receiving schools farther from their home communities. This increases transportation demand, can lengthen ride times and adds pressure for industry to provide capacity.
- **Growth Management Measures:** A growing number of schools are expected to move into the higher stages of the Growth Control Model. This can require expanded use of tools such as boundary adjustments, closed boundaries and lottery processes.
- **Purpose-Built Instructional Spaces:** As utilization increases, purpose-built and non-instructional spaces such as libraries, staff collaboration areas, science labs, music rooms, CTS suites and other specialty areas may be repurposed to support regular instructional needs.

Enrolment and Utilization Outlook:

- **Projected Growth:** While the Kindergarten cohort remains stable, significant interprovincial and international migration continues to drive enrolment increases. If current trends persist, continued investment to create additional student spaces will be required to avoid a projected space deficit within the next 10 years.
- **Utilization Rates:** The Division's system-wide utilization rate is projected to increase and will mean that continued investment in additional student spaces will be needed.

Facility Condition and Modernization Needs:

The Division currently manages approximately \$1 billion of deferred maintenance, which is forecast to reach \$1.477 billion by 2035 without increased provincial maintenance and renewal funding.

- **Approximately 69 per cent of the Division's building inventory was constructed between 1950 and 1989.** As these schools age in a similar cohort, major building systems are reaching end-of-life in overlapping timeframes, increasing the frequency of concurrent renewal requirements across multiple sites.
- **Maintenance Strategy:** To address these needs, the Division pursues a dual approach of comprehensive modernizations for viable buildings and replacement schools where the cost of modernization exceeds 75 per cent of replacement value. Replacement facilities offer the added benefits of enhanced energy efficiency, lower operating costs and contemporary learning standards.

Conclusion:

This Ten-Year Facilities Plan serves as the foundation for the Division's Three-Year Capital Plan, which prioritizes specific new construction and modernization projects for provincial approval. By aligning infrastructure investment priorities with evolving demographic realities and considerations related to the state of the Division's existing facility inventory, the Division remains committed to maintaining accessible, high-quality learning environments for every student over the next 10 years and beyond.

APPENDICES

Appendix 1: Sector Profiles

Some important notes to consider are:

- Immediate challenges related to capacity and enrolment pressures (such as the need for new construction and major modernization projects) are addressed through the Division's Three-Year Capital Plan, which is a document separate and distinct from this Ten-Year Facility Plan document.
- Expansion of existing alternative programs and the establishment of new alternative programs are considered in the context of demand and available space.
- The location and need for Division centre program spaces are reviewed on an ongoing basis.

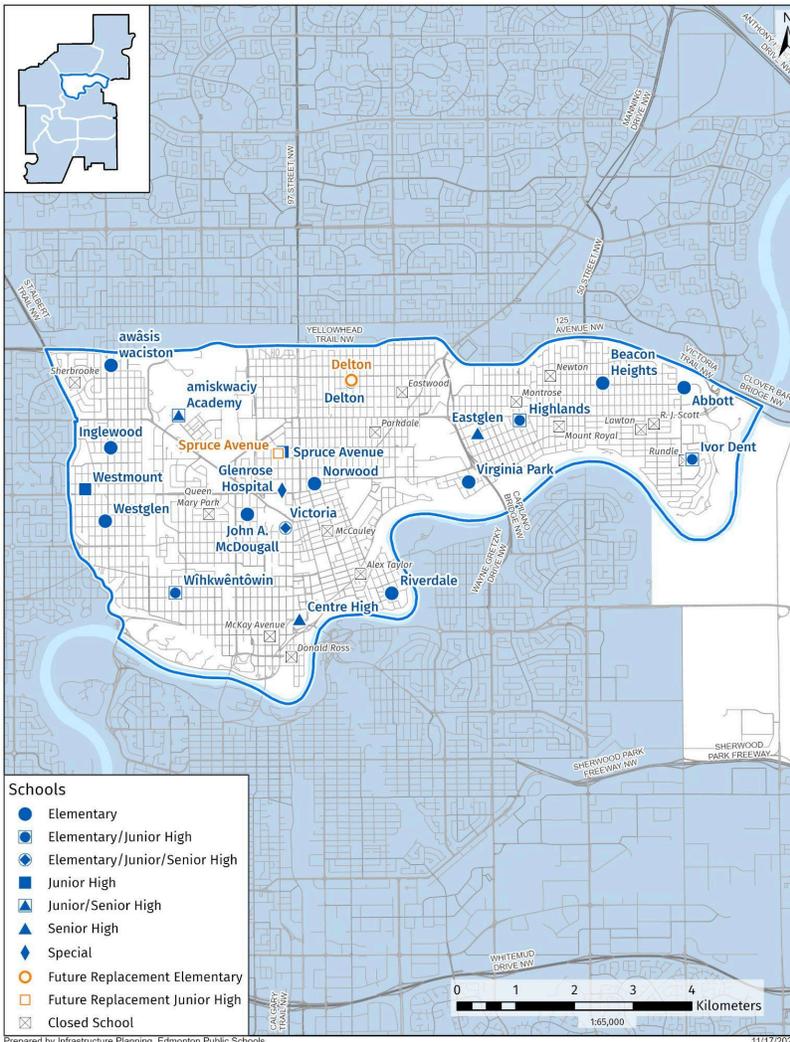
Appendix 2: Buildings: Construction and Condition By Sector

Appendix 3: City Planning District Summaries

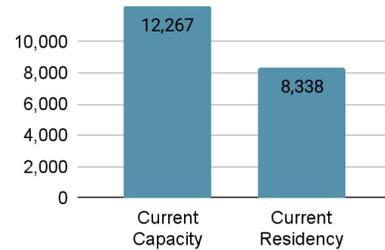
An important note to consider is that enrolment and capacity charts are created with Division data and projections, while utilizing city geographic areas. As such, the projections include only Division students and will not match total population projections found in the City Plan or other City of Edmonton documents, which do not include age or timeline specific data.

Appendix 1: Sector Profiles

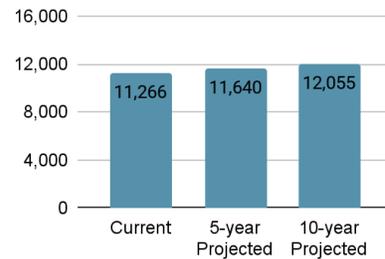
Central Sector



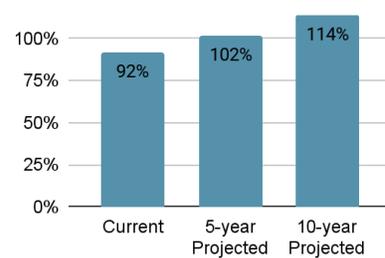
Sector Profile



Enrolment



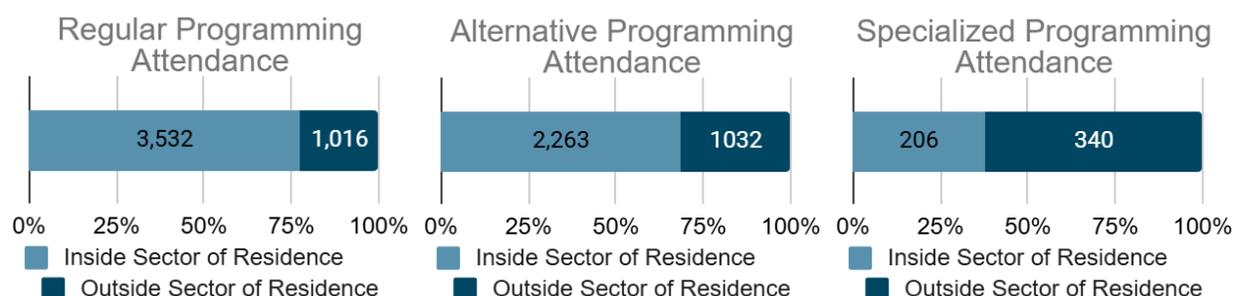
Utilization



Where are we?

The Central sector includes core and mature communities and the redeveloping neighbourhood of Blatchford. The sector includes a growing stock of row housing attractive to families, as well as a significant number of medium to high rise apartment complexes. To provide better quality learning environments, significant investments in some Division facilities have been made through maintenance and renewal, capital and operating surplus funding. The Division will need to monitor operations and maintenance of these school facilities to ensure fiscal responsibility. While there have been a number of closures, consolidations and replacement schools built, further considerations may be needed to ensure students have access to modern, high-quality learning environments across this sector.

There is a range of academic, arts, specialized programs and full-day Kindergarten programming options available to resident students in the sector. These programs are strategically located to serve the demographic range of residents in the sector as well as city-wide interest. Unique programming options include Awasis (Cree), amiskwacyi Academy and the Nellie McClung Girls' (junior high) program.



Where Are We Going and How Do We Get There?

The City has identified the sector, encompassing the city's 118 Avenue and Central districts, as an area of focus for infill development and intensification. The population is steadily increasing in neighbourhoods such as Boyle Street, Downtown and Wihkwêntôwin. The greatest increase in net row housing units has been in central areas of the city. Half of the top 12 neighbourhoods with the greatest increases are located in the Central sector (including Blatchford, Beacon Heights, Spruce Avenue, Eastwood, awâsis waciston and Rossdale). The Division will continue to monitor trends in the sector to determine if additional capital investment is required to accommodate enrolment growth. Development of Blatchford is ongoing, and the build-out is forecasted to take up to 50 years. Redevelopment of the Edmonton Exhibition Lands may soon be underway, and the build-out envisioned for this land is 30 years. The City's *Transit Oriented Development* land use plan will guide growth around the Stadium LRT station over the next 15 to 20 years, as well as considerations for improvements around Coliseum Station. Transit oriented development near the Stadium LRT station will help the city become more dense and sustainable, make better use of existing infrastructure and be more attractive to future residents.

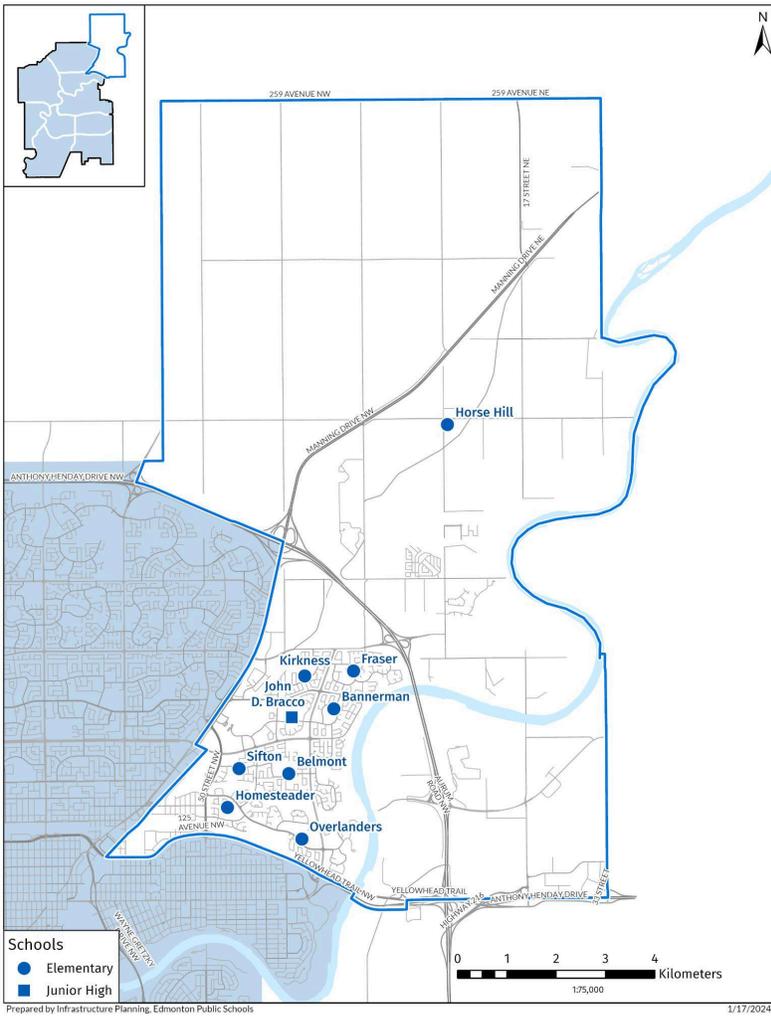
There are two replacement schools that are currently funded for construction (Delton K–6 and Spruce Avenue 7–9) in this sector. One new construction priority (Blatchford K–6) is listed in the Three-Year Capital Plan 2026–2029.

School Name	Grades	Net Capacity	Estimated Utilization	Facility Age (Years)
Abbott	K–6	385	56%	66
amiskwacyi Academy	7–12	775	47%	26
awâsis waciston	K–6	432	81%	77
Beacon Heights	K–6	240	105%	73
Delton	K–6	593	89%	80

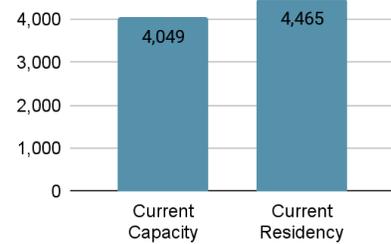
School Name	Grades	Net Capacity	Estimated Utilization	Facility Age (Years)
Eastglen	10–12	1235	99%	73
Highlands	K–9	830	87%	112 (original); 3 (new addition)
Inglewood	K–6	319	67%	76
Ivor Dent	K–9	624	82%	9
John A. McDougall	K–6	494	90%	96
Norwood	K–6	317	103%	118
Riverdale	K–6	163	69%	103
Spruce Avenue	7–9	460	76%	97
Victoria	K–12	2251	86%	78
Virginia Park	K–6	255	62%	79
Westglen	K–6	282	112%	85
Westmount	7–9	540	60%	113
Wihkwêntôwin	K–9	515	80%	116
Sector Utilization*			92%	Average Age 82

* Sector Utilization is calculated by dividing Adjusted Enrolment by Net Capacity as defined in the Alberta School Capital Manual

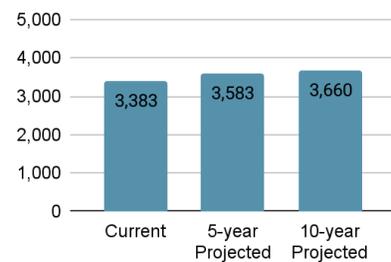
Northeast Sector



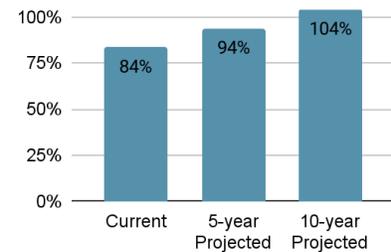
Sector Profile



Enrolment



Utilization

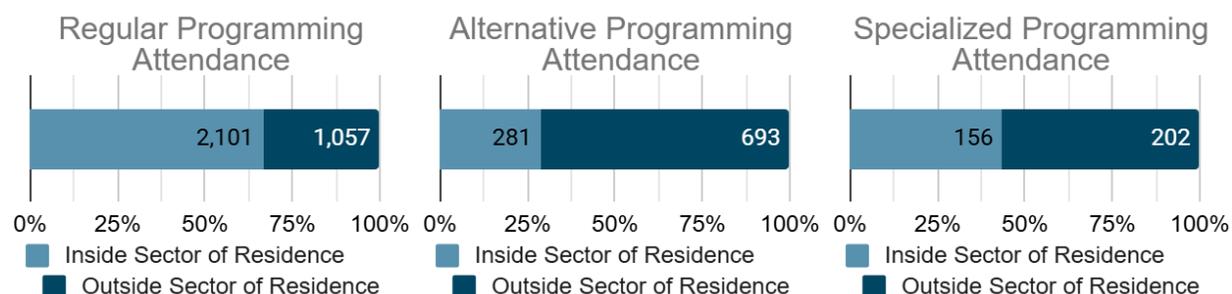


Where are we?

The Northeast sector comprises established, developing and Horse Hill Area Structure Plan (ASP) lands. This sector includes portions of the city’s Horse Hill and Northeast districts. Horse Hill neighbourhoods 1, 3, 4 and 5 are expected to have approved neighbourhood plans soon. Development is already underway in Marquis (neighbourhood 2). Development in Horse Hill and the Pilot Sound area could accelerate enrolment growth within the next five years. If this happens, existing facilities in the sector may need to be replaced or the capacity increased. The Division is requesting a new Kindergarten to Grade 6 school in the developing Marquis neighbourhood and funding for a planning study for a future Grade 7–12 school in the proposed Horse Hill District Campus Site, which includes the current Horse Hill School property.

Although several school facilities offer specialized programming and full-day Kindergarten programs, alternative programs in the sector are limited to Cogito and Logos Christian. Should demand increase, additional programming for K–6 could help increase utilization. However, because only one junior high school exists in the sector, additional K–6 enrolment will put pressure on the already highly utilized John D. Bracco School.

Significant investments in the sector's facilities have been made through maintenance and renewal, capital and operating surplus funding to provide better quality learning environments.



Where Are We Going and How Do We Get There?

Challenges exist in ensuring resident students have access to desired programming. Many students leave the sector due partly to the shortage of junior high space and availability of alternative programming. Continued capital investment to create space will create additional opportunities for alternative programs in the future.

Administration will continue to monitor demand for high school space in the growing suburban areas. The sector has a vacant high school site in Clareview Town Centre and a high school site in the Horse Hill area.

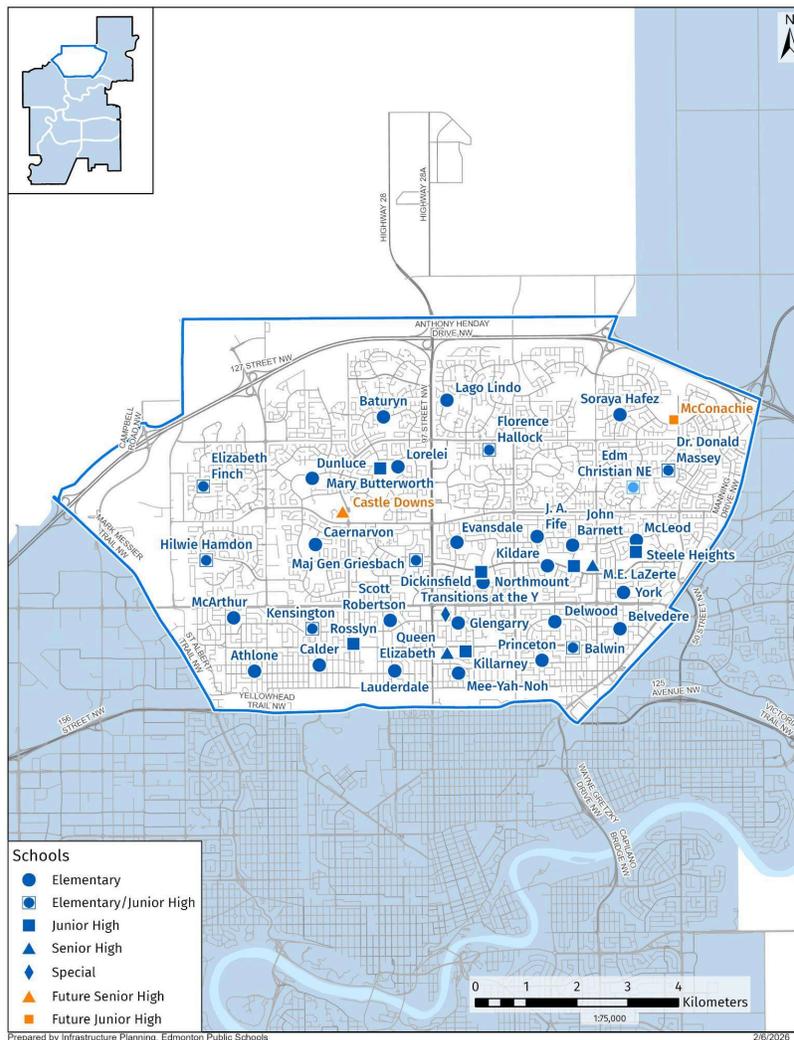
In addition to the existing Horse Hill School site, the Division has three new school sites planned in the Horse Hill area to provide additional student capacity. In the future, the existing Horse Hill School site will be part of a larger campus park site that is able to accommodate a recreation centre and two high schools. The existing Horse Hill School building, an older facility that was annexed, will be at the edge of the planned residential area within the new neighbourhood of Marquis. The Three-Year Capital Plan 2026–2029 requests a new K–6 school to be located within Marquis. As more residential development plans are approved in the Horse Hill area, excess space in Northeast sector schools may be required to accommodate resident students from these areas until new local schools can be opened.

School Name	Grades	Net Capacity	Estimated Utilization	Facility Age (Years)
Bannerman	K–6	516	54%	46
Belmont	K–6	368	80%	48
Fraser	K–6	388	106%	43
Homesteader	K–6	318	86%	50
Horse Hill	K–6	487	77%	73
John D. Bracco	7–9	776	98%	35

School Name	Grades	Net Capacity	Estimated Utilization	Facility Age (Years)
Kirkness	K-6	373	79%	44
Overlanders	K-6	423	76%	46
Sifton	K-6	400	95%	49
Sector Utilization*			84%	Average Age 48

* Sector Utilization is calculated by dividing Adjusted Enrolment by Net Capacity as defined in the Alberta School Capital Manual

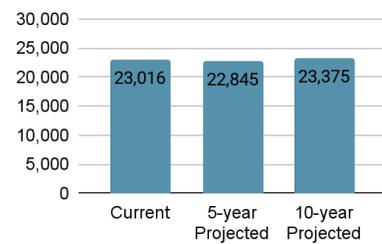
North Sector



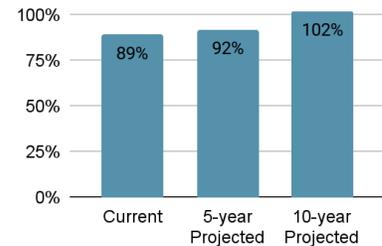
Sector Profile



Enrolment



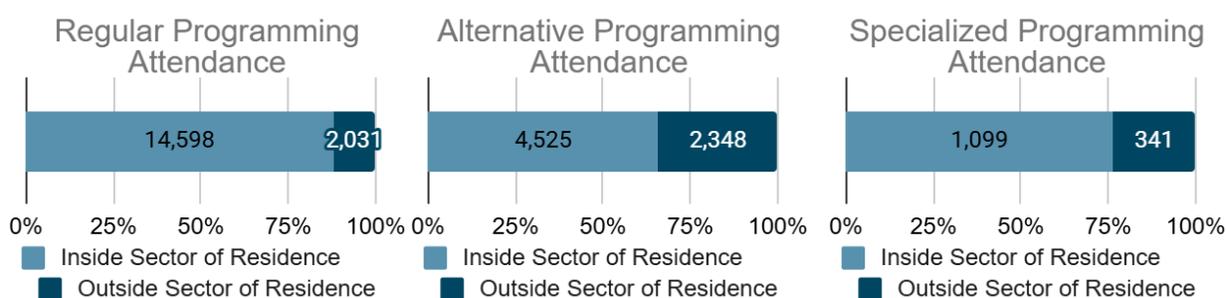
Utilization



Where are we?

The North sector includes mature, established and developing neighbourhoods. Significant growth is expected to come from new development in the Griesbach and Edmonton North (Lake District) Area Structure Plans. This sector includes portions of the city’s Northeast and Northwest districts.

Schools within the sector are able to accommodate resident students while also offering a range of academic, alternative and specialized programming options. The Division has made significant investments in the sector’s school facilities to provide improved learning environments.



Where Are We Going and How Do We Get There?

The Division will continue to monitor the demand for high school space in the established and mature communities; however, a new high school on the Castle Downs Campus has received planning funding.

One major modernization initiative from the North sector is listed in the Three-Year Capital Plan 2026–2029. The project is a modernization of Queen Elizabeth High School. This project seeks to modernize the learning environment for resident students, right-size space to increase utilization and reduce operational costs that result from maintaining aging infrastructure.

The McConachie junior high school was recently announced for construction funding and is anticipated to open in 2029. Soraya Hafez School (Grades K–6) opened in September 2020 and serves new and developing communities in northeast Edmonton. The sector has two new construction priorities outlined in the Three-Year Capital Plan 2026–2029, Crystallina Nera K–6 and Canossa K–6. Currently, there are three elementary schools surrounding the Lake District Area: Florence Hallock, Lago Lindo, and Soraya Hafez schools. These schools have a high utilization rate, over 95 per cent. Additional elementary programs in the North sector would help ease enrolment pressures experienced by existing elementary schools resulting from the ongoing development of Crystallina Nera and Schonsee neighbourhoods, as well as neighbourhoods in the Canossa area.

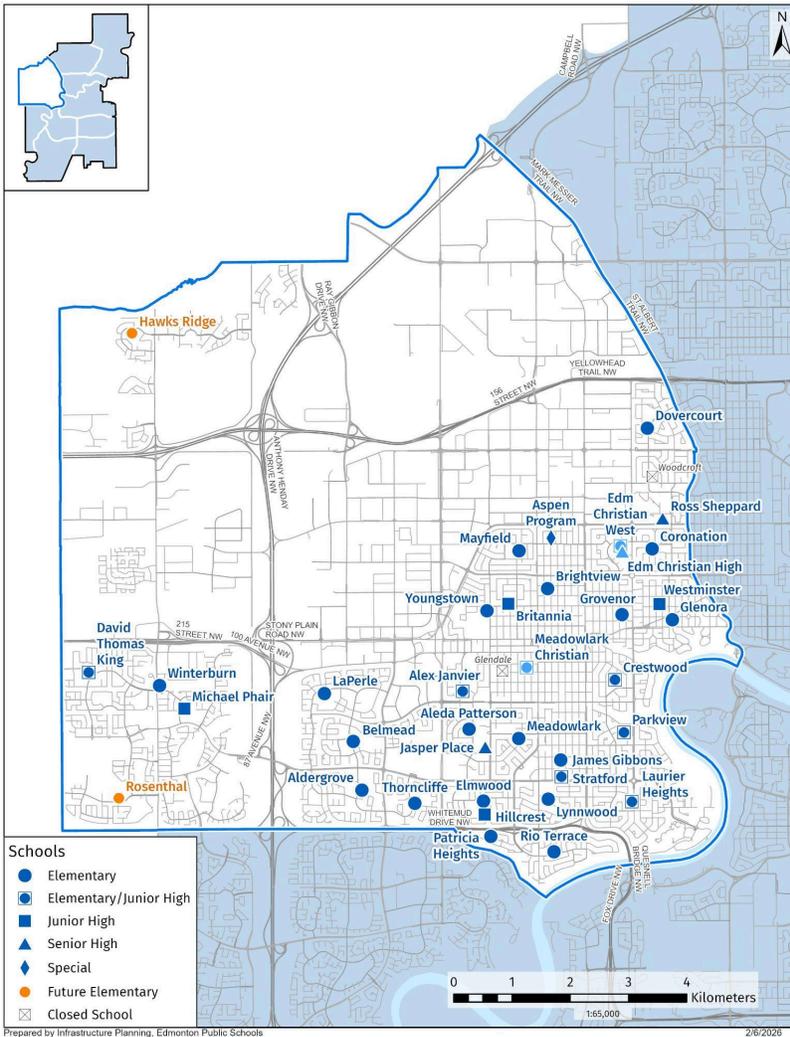
School Name	Grades	Net Capacity	Estimated Utilization	Facility Age (Years)
Athlone	K–6	332	87%	70
Balwin	K–9	739	89%	66
Baturyn	K–6	516	89%	47
Belvedere	K–6	374	100%	67
Caernarvon	K–6	522	83%	51
Calder	K–6	402	78%	100
Delwood	K–6	665	61%	60

School Name	Grades	Net Capacity	Estimated Utilization	Facility Age (Years)
Dickinsfield	7–9	483	82%	52
Dr. Donald Massey	K–9	905	100%	16
Dunluce	K–6	484	86%	48
Edmonton Christian Northeast*	K–9	719	100%	18
Elizabeth Finch	K–9	817	100%	16
Evansdale	K–6	508	89%	55
Florence Hallock	K–9	792	106%	16
Glengarry	K–6	714	94%	63
Hilwie Hamdon	K–9	854	95%	9
J. A. Fife	K–6	519	66%	58
John Barnett	K–6	271	87%	54
Kensington	K–9	648	75%	68
Kildare	K–6	625	71%	58
Killarney	7–9	785	78%	67
Lago Lindo	K–6	481	103%	37
Lauderdale	K–6	294	86%	73
Londonderry	7–9	787	95%	58
Lorelei	K–6	487	94%	49
M. E. LaZerte	10–12	2,408	109%	58
Major General Griesbach	K–9	612	78%	14
Mary Butterworth	7–9	675	98%	35

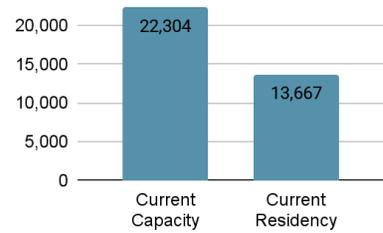
School Name	Grades	Net Capacity	Estimated Utilization	Facility Age (Years)
McArthur	K-6	460	66%	68
McLeod	K-6	411	92%	54
Mee-Yah-Noh	K-6	579	85%	66
Northmount	K-6	547	88%	56
Princeton	K-6	494	51%	62
Queen Elizabeth	10-12	1,794	100%	66
Rosslyn	7-9	713	72%	66
Scott Robertson	K-6	529	72%	66
Soraya Hafez	K-6	646	101%	6
Steele Heights	7-9	788	81%	58
York	K-6	400	78%	60
Sector Utilization*			89%	Average Age 52

* Sector Utilization is calculated by dividing Adjusted Enrolment by Net Capacity as defined in the Alberta School Capital Manual

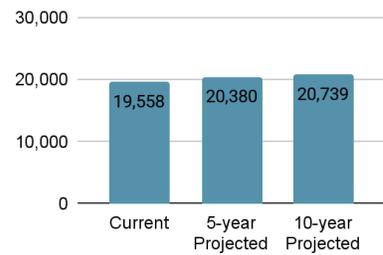
Northwest Sector



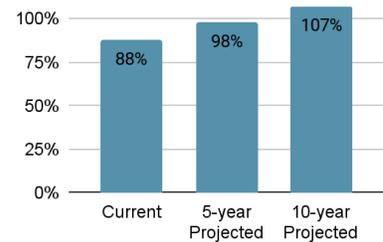
Sector Profile



Enrolment



Utilization



Where are we?

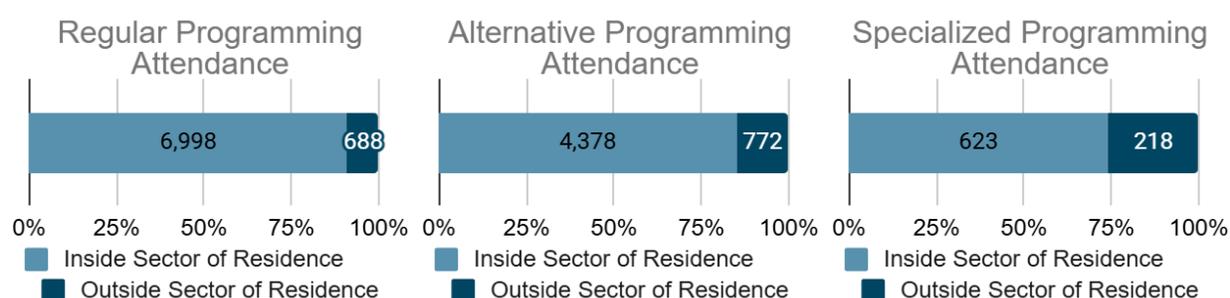
The Northwest sector consists of developing, established and mature neighbourhoods. The sector is expected to experience stable growth. New development is expected to focus on the Lewis Farms and Big Lake areas. Infill development is expected to continue in neighbourhoods closer to the river valley (such as Glenora, Crestwood, Parkview and Laurier Heights) and along the future Valley Line West LRT corridor. This sector includes portions of the city’s West Edmonton and West Henday districts and the Jasper Place district.

Due to the wide range of alternative programming opportunities available in the sector, students residing inside and outside the sector are choosing programming in the Northwest sector.

Due to their age, several facilities will likely soon require modernization. The Division has made significant investments in the sector’s school facilities to provide improved learning environments. In fall 2021, two new schools were opened in the sector. The newer schools were a result of discussions undertaken in the Westlawn cluster. The Division consolidated educational programming from four aging

buildings into two new replacement schools: Aleda Patterson School (Grades K–3) in West Meadowlark Park neighbourhood and Alex Janvier School (Grades 4–9) in Glenwood neighbourhood. These two replacement schools serve mature neighbourhoods in west Edmonton.

The Northwest sector has a wide range of alternative, Kindergarten and specialized programming options. Popular alternative programs that draw resident students from other sectors include Cogito at Stratford School; Chinese (Mandarin) Bilingual at Meadowlark, Dovercourt and Parkview schools; French Immersion at three schools; German Bilingual at Rio Terrace School; and Christian programming offered at three non-Division-owned facilities. It should be noted that utilization in this sector may decrease should competitive alternative programming options become available in surrounding sectors. Given the existing and projected enrolment pressures in those sectors, it is likely that resident students from those sectors who wish to seek out alternative programming options will continue to do so in the Northwest sector.



Where Are We Going and How Do We Get There?

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

A comprehensive review of Division schools in the Britannia area will inform future capital priorities. There are currently three modernization projects from this sector (Grovenor K–6, Winterburn K–6 and Jasper Place 10–12) identified in the Three-Year Capital Plan 2026–2029. Additionally, Pintail Landing 7–9, a new construction priority, is also listed in the plan.

The Rosenthal elementary school has been funded for construction; however, a projected opening date has yet to be determined. Another new construction priority from this sector, Hawks Ridge K–6, has received design funding. These K–6 schools will help alleviate growth pressures in the developing neighbourhoods of Rosenthal, Hawks Ridge and the surrounding Big Lake neighbourhoods.

School Name	Grades	Net Capacity	Estimated Utilization	Facility Age (Years)
Aldergrove	K–6	364	99%	50
Aleda Patterson	K–3	437	69%	5

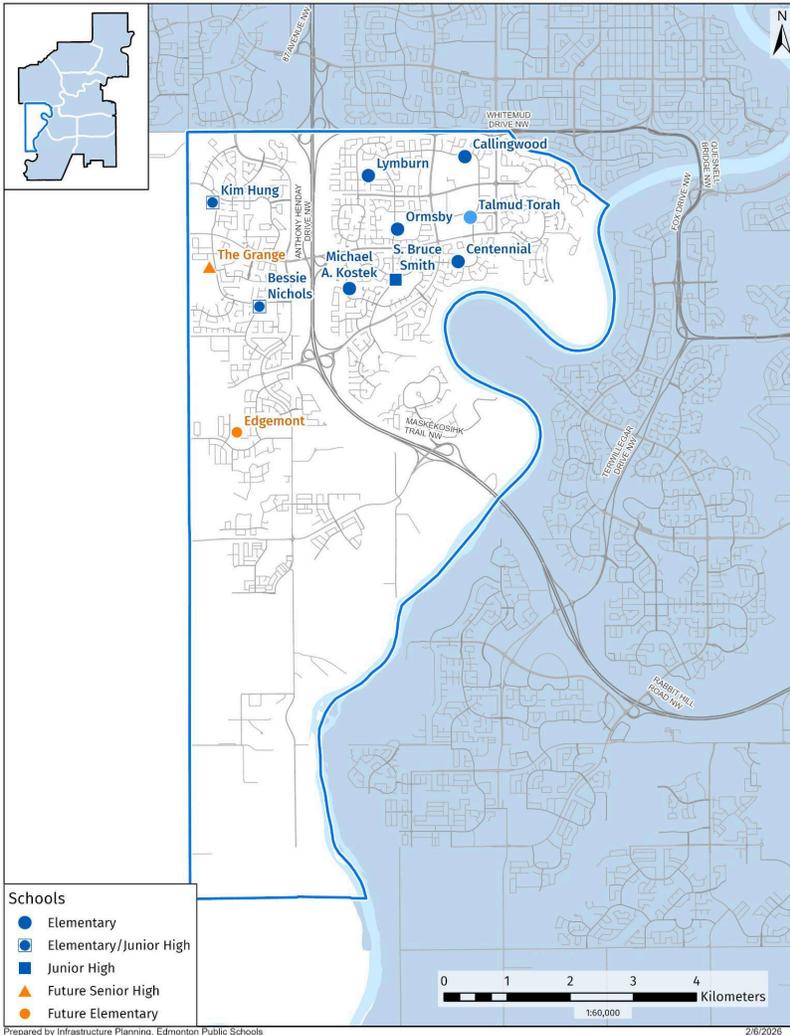
School Name	Grades	Net Capacity	Estimated Utilization	Facility Age (Years)
Alex Janvier	4–9	806	78%	5
Aspen Program (High Park School)	K–12	167	60%	71
Belmead	K–6	373	70%	48
Brightview	K–6	484	46%	59
Britannia	7–9	330	75%	70
Coronation	K–6	265	72%	73
Crestwood	K–9	400	112%	73
David Thomas King	K–9	990	114%	9
Dovercourt	K–6	445	81%	71
Edmonton Christian High*	10–12	521	55%	27
Edmonton Christian West*	K–9	645	86%	18
Elmwood	K–6	582	58%	66
Glenora	K–6	248	77%	86
Grovenor	K–6	307	67%	77
Hillcrest	7–9	643	75%	63
James Gibbons	K–6	182	90%	72
Jasper Place	10–12	3,248	100%	66
LaPerle	K–6	587	90%	44
Laurier Heights	K–9	667	91%	69
Lynnwood	K–6	421	83%	66
Mayfield	K–6	388	92%	68

School Name	Grades	Net Capacity	Estimated Utilization	Facility Age (Years)
Meadowlark	K-6	458	97%	73
Meadowlark Christian	K-9	306	143%	73
Michael Phair	7-9	957	72%	9
Parkview	K-9	809	85%	71
Patricia Heights	K-6	434	90%	58
Rio Terrace	K-6	537	70%	63
Ross Sheppard	10-12	2,171	115%	70
Stratford	K-9	708	101%	62
Thornccliffe	K-6	478	63%	54
Westminster	7-9	755	61%	76
Winterburn	K-6	630	100%	77
Youngstown	K-6	561	66%	67
		Sector Utilization**	88%	Average Age 57

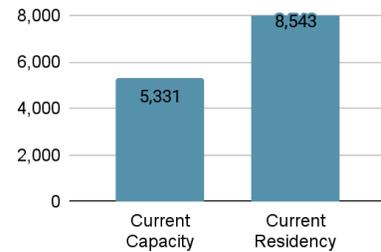
*Includes both Edmonton Christian West buildings; none of these buildings are owned by the Division.

** Sector Utilization is calculated by dividing Adjusted Enrolment by Net Capacity as defined in the Alberta School Capital Manual

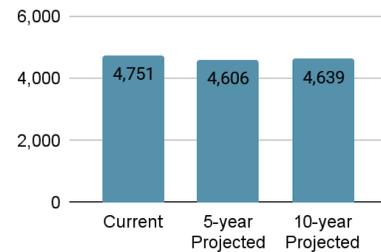
West Sector



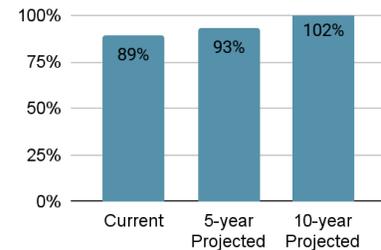
Sector Profile



Enrolment



Utilization



Where are we?

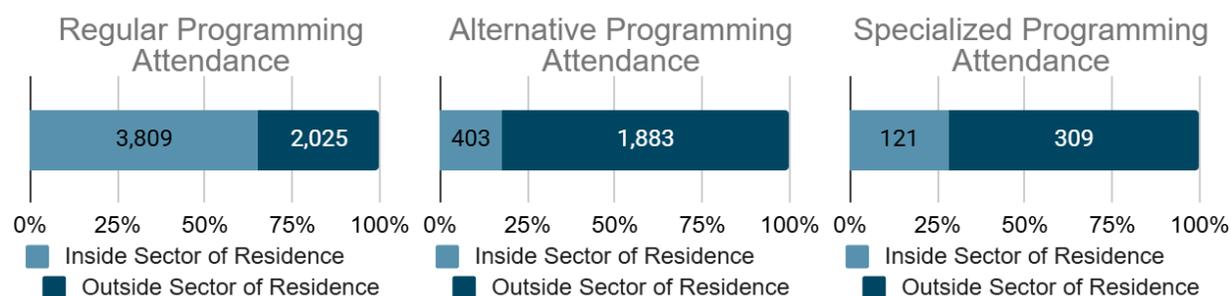
The West sector includes developing and mature communities as well as the urban growth areas of Edgemont, The Grange area and Riverview area. This sector includes portions of the city’s West Edmonton and West Henday districts.

Substantial growth is expected to come from the Edgemont neighbourhood and neighbourhoods in the Riverview area (The Uplands, Stillwater and River’s Edge), which are planned to accommodate a large amount of low-density, family-style housing.

The Division has made significant investments in the sector’s school facilities to provide improved learning environments.

As there are only limited alternative and full-day Kindergarten programming options available to the sector’s resident students, many students in the sector choose to attend regular and alternative

programming outside of the sector. A unique programming option in the sector is the Hebrew Bilingual program at Talmud Torah School.



Where Are We Going and How Do We Get There?

A new Edgemont K–9 school is funded for construction (projected opening date to be determined) and will provide short-term relief to enrolment pressures as Riverview continues to develop. Overall, there are now three new construction priorities from this sector outlined in the Three-Year Capital Plan 2026–2029.

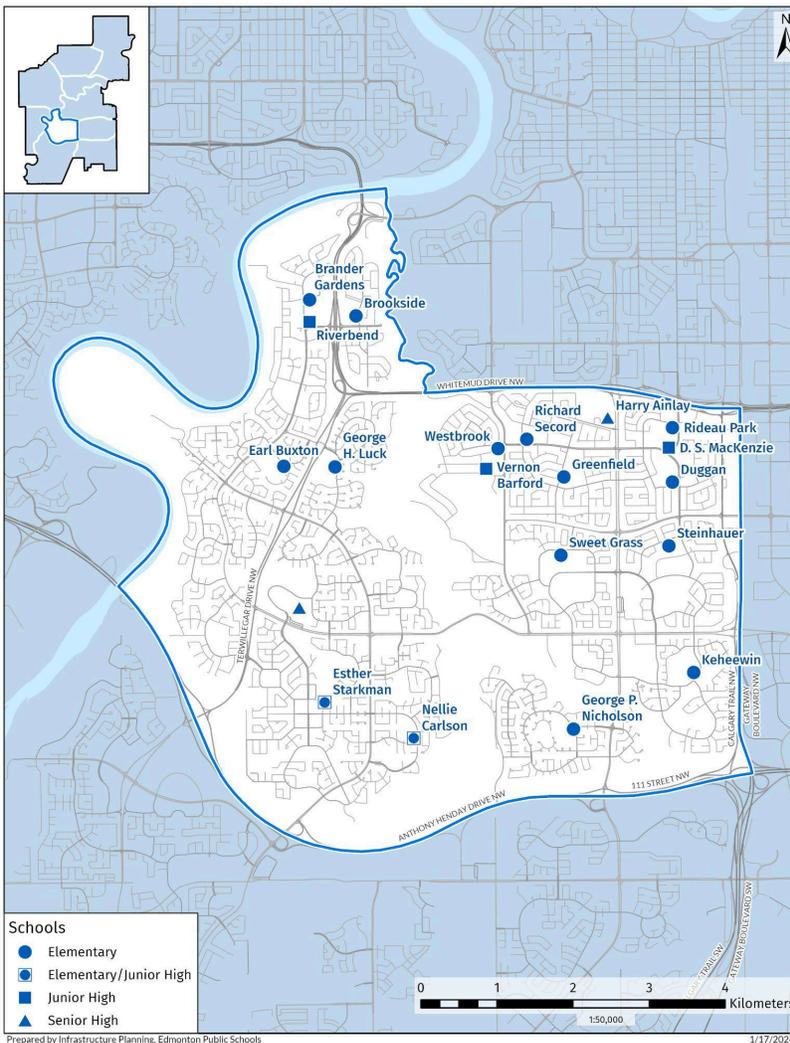
A west high school in the Riverview area remains as a priority in the Three-Year Capital Plan 2026–2029. The sector has a high school site available in The Hamptons that has already received planning funding. Both high schools would relieve enrolment pressures at Jasper Place School. With respect to the Riverview area, the closest K–6 school is Michael A. Kostek School and the closest K–9 school is Bessie Nichols School (both of which have high utilization rates). Due to projected development in Riverview area neighbourhoods, additional capacity will need to be provided within the sector. For these reasons, two K–9 schools (Stillwater K–9 and River’s Edge K–9) serving the Riverview plan area are included in the Three-Year Capital Plan 2026–2029. The modernization of Jasper Place 10–12 is also in the plan.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Bessie Nichols	K–9	900	102%	14
Callingwood	K–6	445	87%	49
Centennial	K–6	475	83%	45
Kim Hung	K–9	938	89%	9
Lymburn	K–6	498	90%	42
Michael A. Kostek	K–6	626	100%	47
Ormsby	K–6	457	75%	46
S. Bruce Smith	7–9	719	92%	36

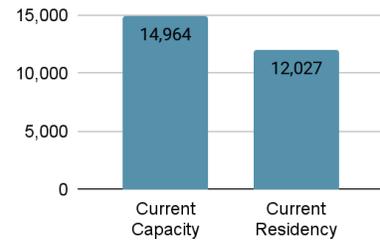
Talmud Torah*	K-6	273	53%	29
Sector Utilization**			89%	Average Age 35

*Building not owned by the Division. ** Sector Utilization is calculated by dividing Adjusted Enrolment by Net Capacity as defined in the Alberta School Capital Manual

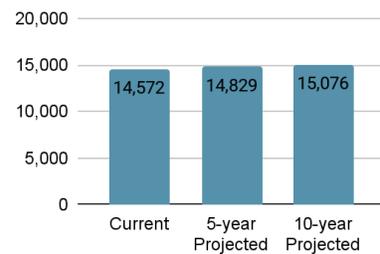
Southwest 1 Sector



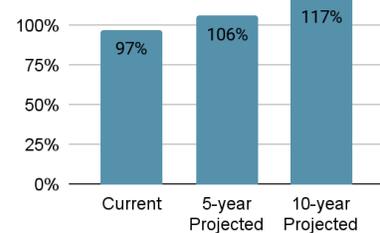
Sector Profile



Enrolment



Utilization

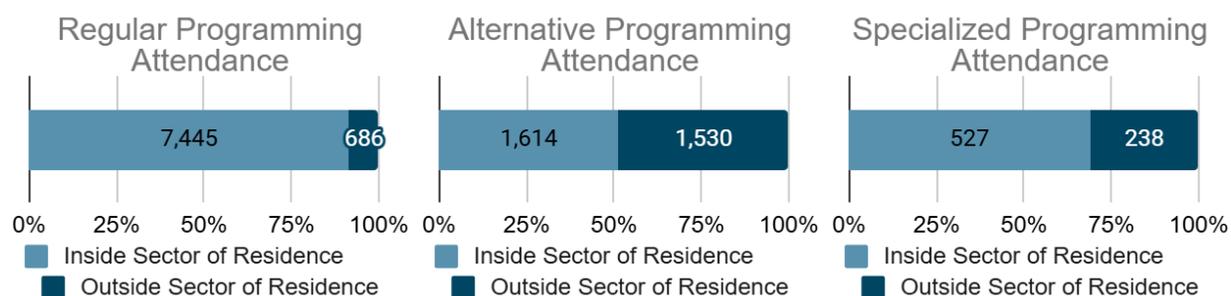


Where are we?

The Southwest 1 sector includes established and mature communities. This sector matches the city’s Whitemud district. Enrolment pressures continue to exist in the Terwillegar Heights plan area, with particular challenges being experienced in the south portion adjacent to Anthony Henday Drive. The sector is projected to experience a significant increase in student enrolment over the next decade. Currently, alternative program options within the Southwest 1 sector and in surrounding sectors such as the Southwest 2 sector, are limited. The unmet demand from these sectors is causing sector students to choose programming outside of the sector. Much of the sector’s excess capacity is located east of Whitemud Creek Ravine.

The Division has made significant investments in the sector’s school facilities to provide improved learning environments.

The sector can accommodate resident students while also offering a range of academic, specialized, language and other types of alternative programming options. These include Chinese (Mandarin) Bilingual, French Immersion, German Bilingual and Spanish Bilingual programs.



Where Are We Going and How Do We Get There?

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

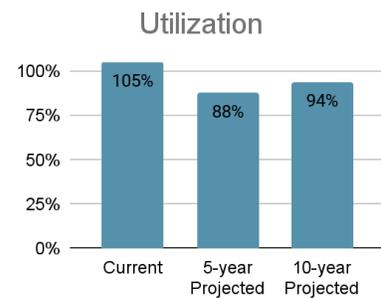
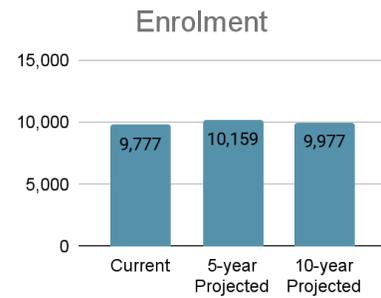
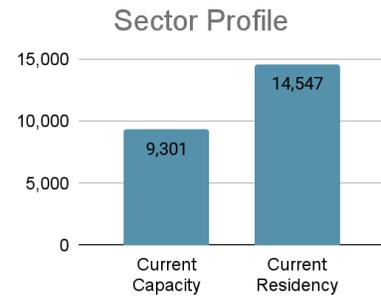
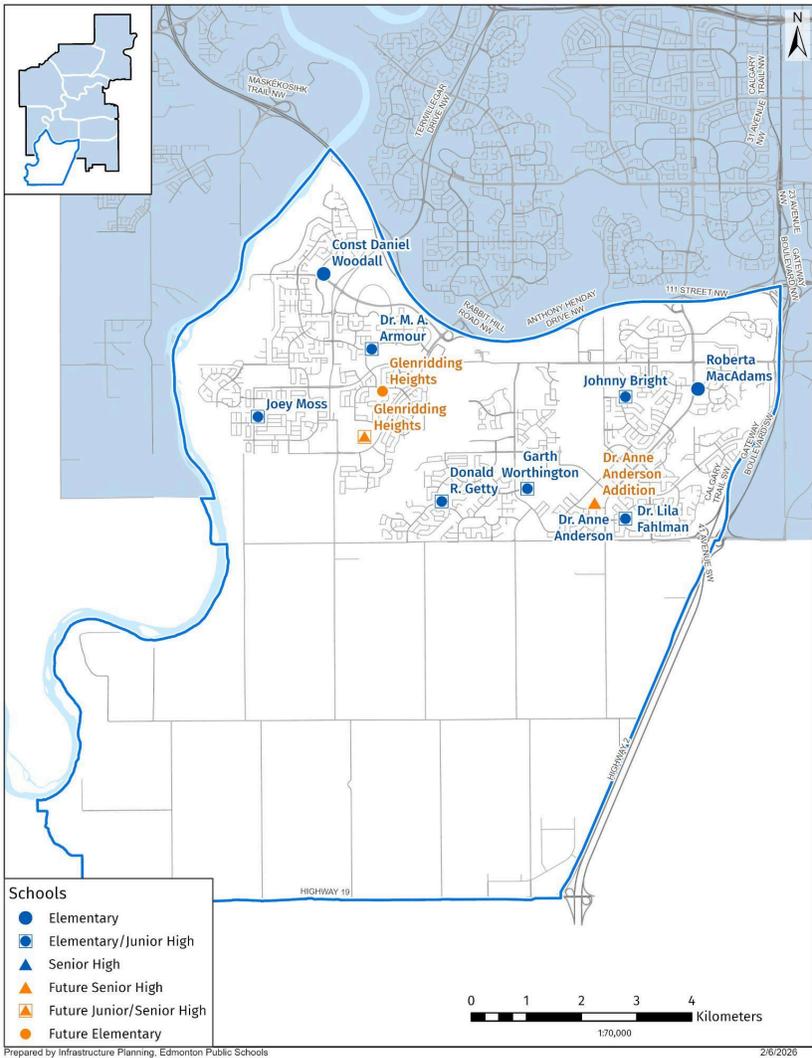
There are currently two modernization priorities in this sector (Brander Gardens K–6 and Keheewin K–6) outlined in the Three-Year Capital Plan 2026–2029.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Brander Gardens	K–6	426	106%	51
Brookside	K–6	398	68%	58
D. S. MacKenzie	7–9	757	89%	58
Duggan	K–6	463	91%	54
Earl Buxton	K–6	529	92%	36
Esther Starkman	K–9	871	101%	16
George H. Luck	K–6	491	114%	34
George P. Nicholson	K–6	495	83%	24
Greenfield	K–6	723	73%	58
Harry Ainlay	10–12	2,764	103%	61
Keheewin	K–6	434	79%	46
Lillian Osborne	10–12	1,669	120%	17

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Nellie Carlson	K–9	866	92%	10
Richard Secord	K–6	669	99%	59
Rideau Park	K–6	295	86%	49
Riverbend	7–9	823	104%	52
Steinhauer	K–6	461	90%	49
Sweet Grass	K–6	455	76%	49
Vernon Barford	7–9	820	103%	60
Westbrook	K–6	555	93%	60
Sector Utilization*			97%	Average Age 45

* Sector Utilization is calculated by dividing Adjusted Enrolment by Net Capacity as defined in the Alberta School Capital Manual

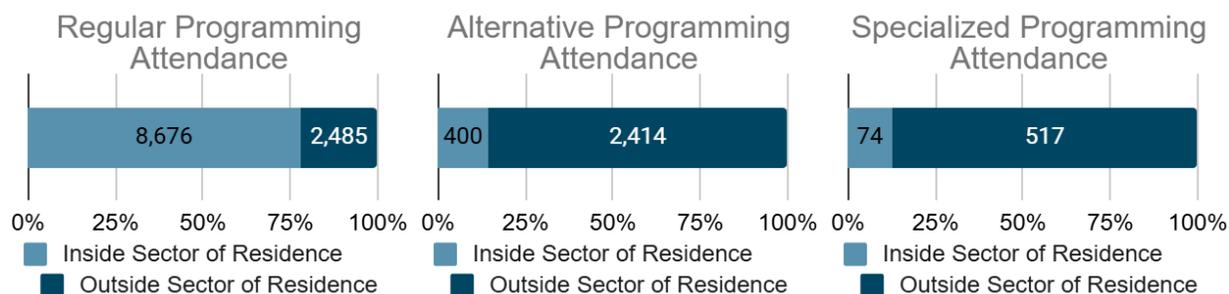
Southwest 2 Sector



Where are we?

The Southwest 2 sector includes developing and established communities, as well as the newly annexed urban growth areas of Edmonton South West and Edmonton South Central. The sector is projected to experience a significant increase in student enrolment over the next 10 years. A substantial amount of this growth is expected to come from new development in the Windermere and Heritage Valley plan areas. This sector includes the city’s Southwest and Rabbit Hill districts.

There are only limited alternative or specialized programming options available to students in this sector, as schools are already highly utilized. A significant number of students in the sector (almost half of all resident students) choose to attend regular and alternative programming outside of the sector.



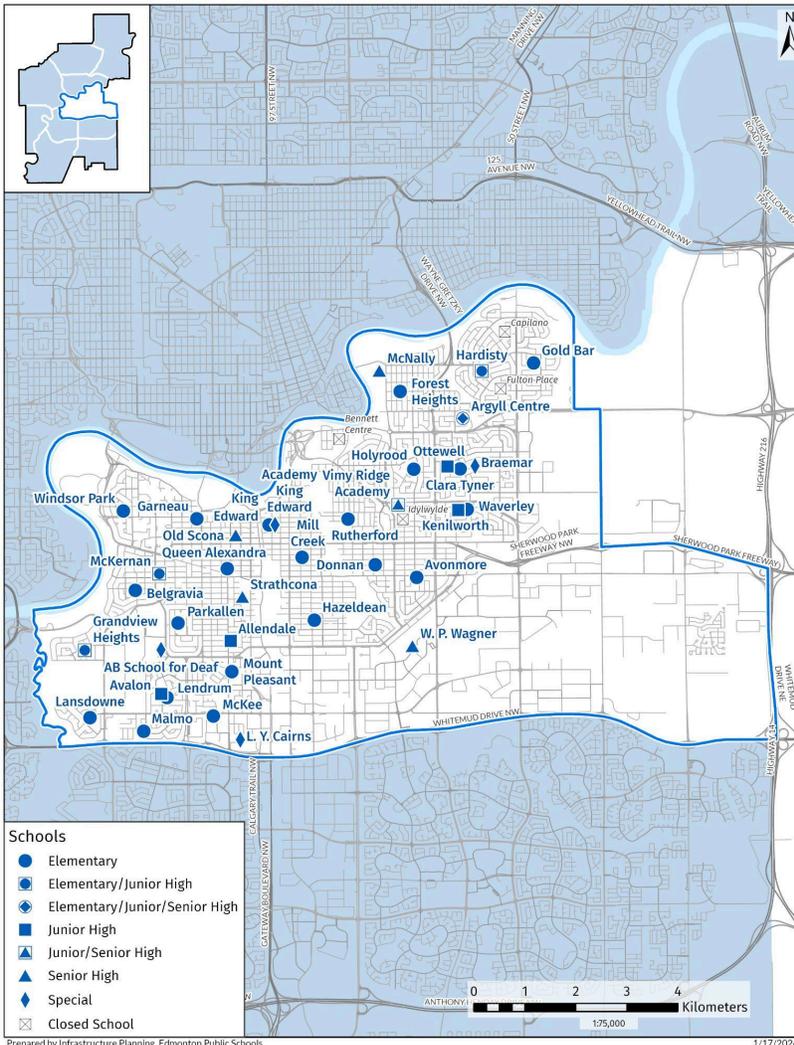
Where Are We Going and How Do We Get There?

A new Glenriding Heights 7–12 school is tentatively scheduled to open in fall 2028 and will provide relief to enrolment pressures as the Windermere area continues to develop. The Glenriding Heights K–6 is also funded for construction and is anticipated to open in 2028, and an addition to Dr. Anne Anderson High School has been funded for design work. Two new construction priorities are outlined in the Three-Year Capital Plan 2026–2029, Heritage Valley (neighbourhood 14) K–6 and Kendall K–6. Due to the development that is projected in neighbourhoods within the Heritage Valley and Windermere areas, additional capacity will continue to be needed to accommodate resident students.

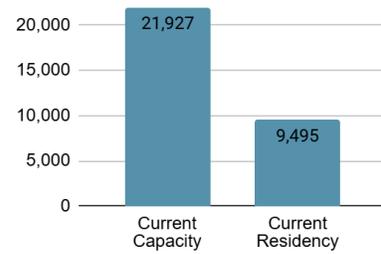
School Name	Grades	Net Capacity	Estimated Utilization	Facility Age (Years)
Constable Daniel Woodall	K–6	781	98%	9
Donald R. Getty	K–9	988	118%	9
Dr. Anne Anderson	10–12	1,995	103%	5
Dr. Lila Fahlman	K–9	1,022	114%	9
Dr. Margaret-Ann Armour	K–9	956	123%	10
Garth Worthington	K–9	923	90%	5
Joey Moss	K–9	1053	101%	4
Johnny Bright	K–9	946	97%	16
Roberta MacAdams	K–6	637	102%	10
Sector Utilization*			105%	Average Age 9

* Sector Utilization is calculated by dividing Adjusted Enrolment by Net Capacity as defined in the Alberta School Capital Manual

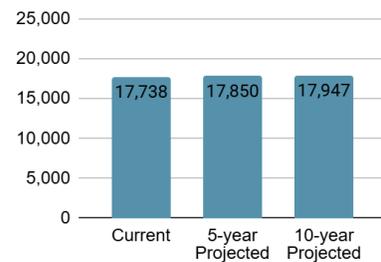
South Central Sector



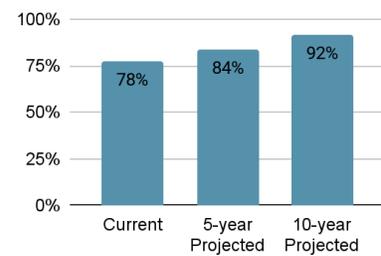
Sector Profile



Enrolment



Utilization

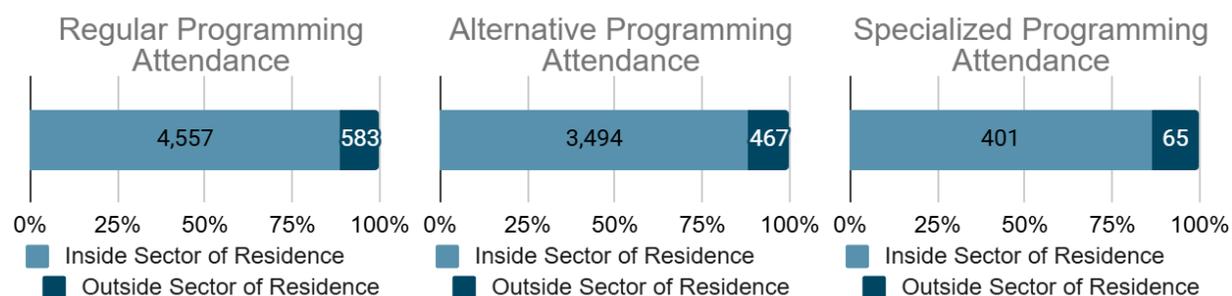


Where are we?

The South Central sector includes mature and established communities. This sector includes the city’s Scona and Southeast districts. The sector is projected to experience moderate growth over the next 10 years, with most of it expected to come from infill development. Infill development is expected to continue in neighbourhoods along the Valley Line Southeast LRT corridor from Mill Woods to downtown. Neighbourhoods such as Holyrood, Bonnie Doon and Strathearn are expected to see the development of larger scale housing projects; however, housing type and affordability will determine if infill will attract younger families with school-aged children.

Due to the age of buildings in this sector, the Division will continue exploring ways to address deferred maintenance to ensure that students have access to modern, high-quality learning environments and the Division is able to be fiscally responsible in its operation and maintenance of school facilities. The Division has made significant investments in the sector’s school facilities to provide improved learning environments.

There is a range of academic, sports, specialized and language programming available to students in the sector. Unique programming in this sector includes the Sports Alternative program at Donnan School and Vimy Ridge Academy.



Where Are We Going and How Do We Get There?

The Division will continue to monitor student enrolment trends in the sector to determine if additional capital investment is required to accommodate enrolment growth.

The need for modernization projects in the South Central sector will be reviewed on an ongoing basis as the school buildings continue to age. There are currently three projects from this sector listed in the Three-Year Capital Plan 2026–2029 as priorities for modernization: Lansdowne K–6, McNally 10–12, and W.P. Wagner 10–12.

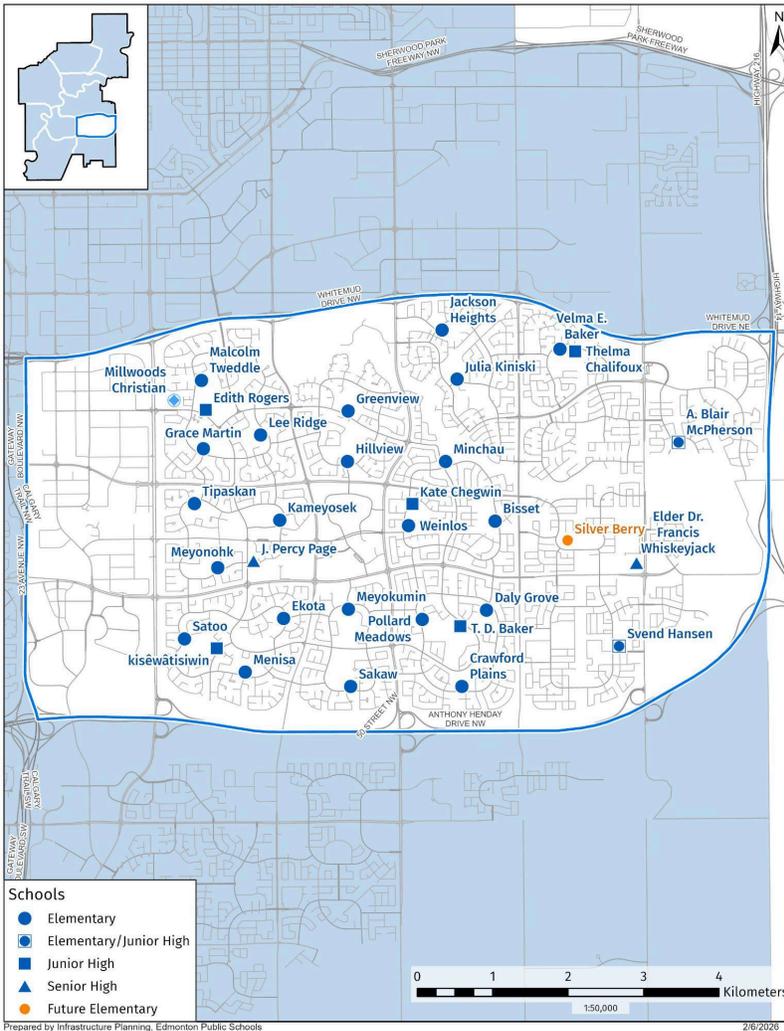
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Alberta School for the Deaf/Tevie Miller	K–12	877	54%	71
Allendale	7–9	706	83%	77
Avalon	7–9	676	83%	61
Avonmore	K–6	318	84%	71
Belgravia	K–6	153	98%	72
Braemar	7–12	304	28%	67
Clara Tyner	K–6	221	66%	60
Donnan	K–6	448	89%	77
Forest Heights	K–6	416	69%	78
Garneau	K–6	364	98%	103
Gold Bar	K–6	425	48%	68

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Grandview Heights	1–9	341	99%	67
Hardisty	K–9	944	58%	69
Hazeldean	K–6	498	66%	76
Holyrood	K–6	478	85%	71
Kenilworth	7–9	587	51%	64
King Edward	K–6	291	80%	67
L. Y. Cairns	7–12	935	56%	58
Lansdowne	K–6	303	62%	57
Lendrum	K–6	345	94%	63
Malmo	K–6	467	69%	63
McKee	K–6	618	74%	60
McKernan	K–9	737	97%	74
McNally	10–12	1,365	77%	63
Mill Creek	K–6	353	92%	7
Mount Pleasant	K–6	333	100%	73
Old Scona	10–12	381	98%	119
Ottewell	7–9	806	86%	66
Parkallen	K–6	472	80%	75
Queen Alexandra	K–6	292	54%	121
Rutherford	K–6	322	75%	126
Strathcona	10–12	1,516	118%	73
The Academy at King Edward	3–12	478	70%	113

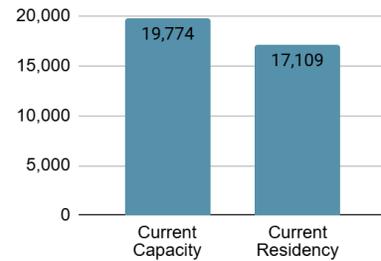
School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Vimy Ridge Academy	7–12	1,388	103%	68
W. P. Wagner	10–12	2,080	71%	57
Waverley	K–6	448	63%	61
Windsor Park	K–6	241	77%	73
Sector Utilization*			78%	Average Age 73

* Sector Utilization is calculated by dividing Adjusted Enrolment by Net Capacity as defined in the Alberta School Capital Manual

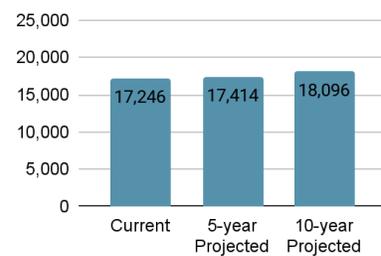
Southeast 1 Sector



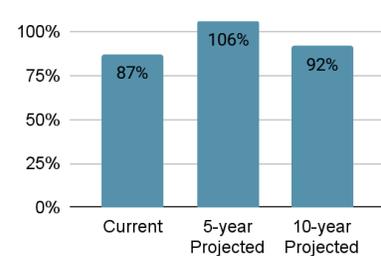
Sector Profile



Enrolment



Utilization



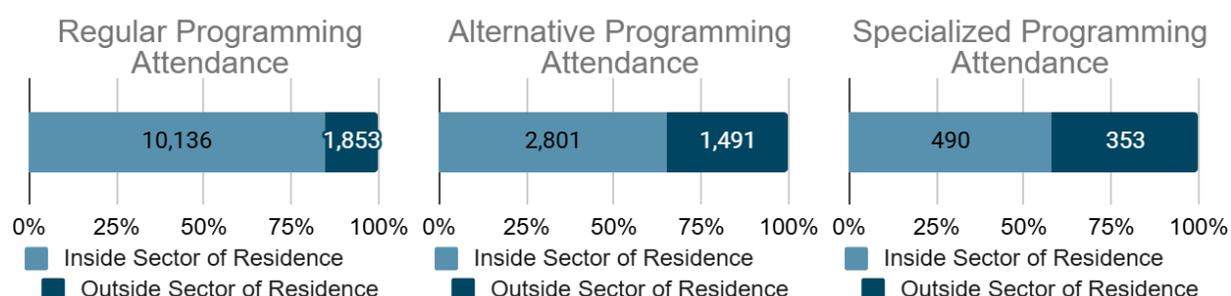
Where are we?

The Southeast 1 sector includes established and developing communities. A significant amount of growth is expected to come from new development in the neighbourhoods within The Meadows area plan, including the neighbourhoods of Aster, Laurel and Tamarack. This sector includes the city’s Mill Woods and Meadows districts. Growth and high student density in neighbourhoods in The Meadows area are expected to continue placing enrolment pressures on schools in Mill Woods.

The utilization rate in this sector is anticipated to decrease over five years with the recent addition of 2,351 spaces in Elder Dr. Francis Whiskeyjack School and then rebound to 2023 levels by 2026. In the rest of the sector, investments in modernizations and addressing deferred maintenance over the next decade will be necessary to ensure that the Division is prepared for the continued aging of facilities in this sector. A relatively high amount of capacity in this sector is modular student space—because this type of capacity is made of materials with a shorter lifespan, capacity will need to be replaced earlier than areas with fewer modular units.

The Division has made significant investments in the sector's school facilities to provide improved learning environments.

There are a range of academic, specialized, Pre-Kindergarten and alternative programming options available to resident students in this sector. These programs are strategically located to serve the range of demographics that reside in the sector. Unique programming options include the Sakinah Circle program at Grace Martin School, as well as French Immersion and Cogito.



Where Are We Going and How Do We Get There?

The Valley Line Southeast LRT has helped increase mobility for residents in the Southeast 1 sector, connecting Mill Woods Transit Centre to downtown Edmonton. This is expected to increase access to programming options available to resident students inside and outside of the sector.

One new construction project from this sector is prioritized in the Three-Year Capital Plan 2026–2029 (Aster K–9), along with one modernization project (Greenview K–6). Silver Berry K–6 has received planning funding from the Province. Additional projects may also be prioritized for modernization or replacement in the near future as aging facilities in the sector will need to be addressed in the form of maintenance and renewal investments, as the Division seeks to modernize learning environments for students and reduce operational costs that result from maintaining aging infrastructure.

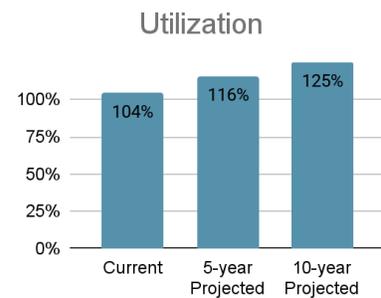
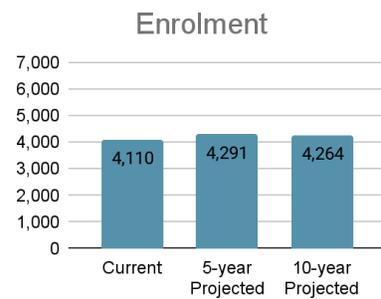
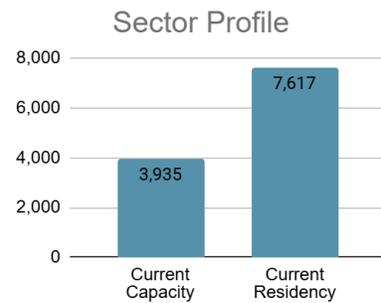
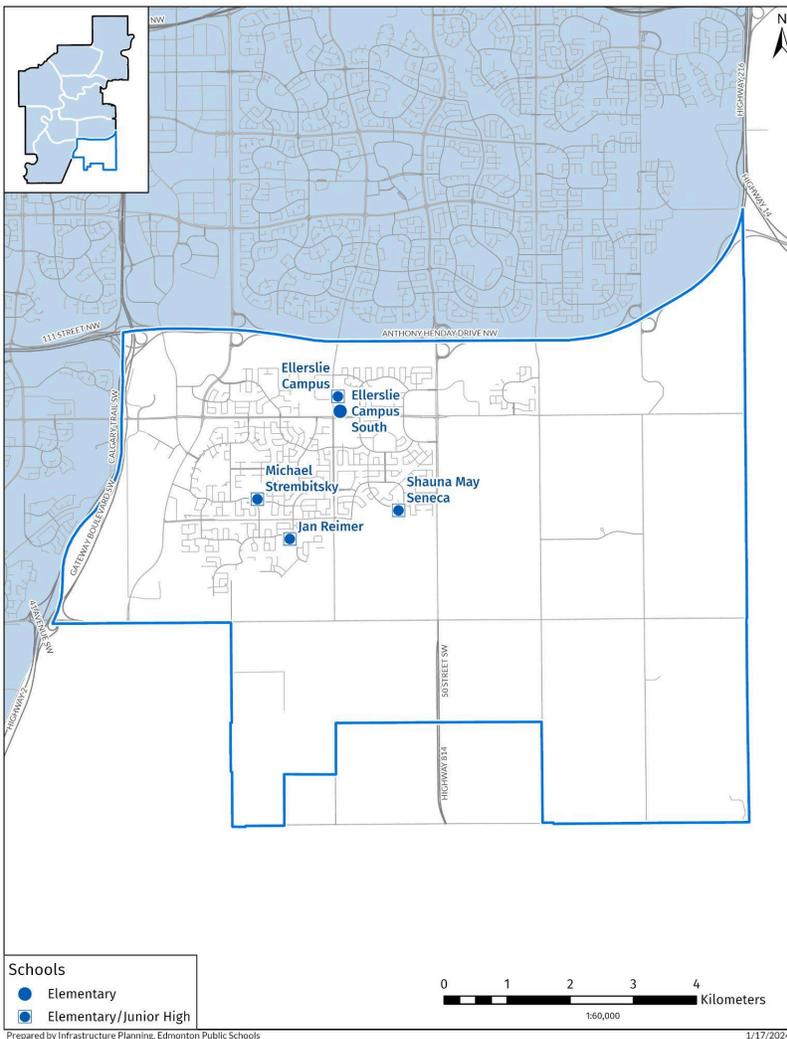
School Name	Grades	Net Capacity	Estimated Utilization	Facility Age (Years)
A. Blair McPherson	K–9	943	109%	16
Bisset	K–6	515	97%	37
Crawford Plains	K–6	508	87%	44
Daly Grove	K–6	504	81%	38
Edith Rogers	7–9	611	92%	51
Ekota	K–6	284	77%	50
Elder Dr. Francis Whiskey Jack	10–11	2351	61%	1

School Name	Grades	Net Capacity	Estimated Utilization	Facility Age (Years)
Grace Martin	K-6	495	59%	54
Greenview	K-6	459	72%	46
Hillview	K-6	330	97%	46
J. Percy Page	10-12	1,220	109%	44
Jackson Heights	K-6	398	89%	24
Julia Kiniski	K-6	548	79%	41
Kameyosek	K-6	290	71%	49
Kate Chegwin	7-9	658	95%	35
kisêwâtisiwin	7-9	668	75%	46
Lee Ridge	K-6	368	82%	50
Malcolm Tweddle	K-6	419	95%	51
Menisa	K-6	284	80%	45
Meyokumin	K-6	559	92%	46
Meyonohk	K-6	568	81%	46
Millwoods Christian*	K-12	667	143%	51
Minchau	K-6	407	83%	43
Pollard Meadows	K-6	500	89%	46
Sakaw	K-6	467	85%	46
Satoo	K-6	369	62%	50
Svend Hansen	K-9	1,060	115%	9
T. D. Baker	7-9	806	80%	37
Thelma Chalifoux	7-9	981	92%	6
Tipaskan	K-6	403	60%	44
Velma E. Baker	K-6	571	97%	34

School Name	Grades	Net Capacity	Estimated Utilization	Facility Age (Years)
Weinlos	K-6	563	77%	44
Sector Utilization**			87%	Average Age 40

*Building not owned by the Division. ** Sector Utilization is calculated by dividing Adjusted Enrolment by Net Capacity as defined in the Alberta School Capital Manual

Southeast 2 Sector



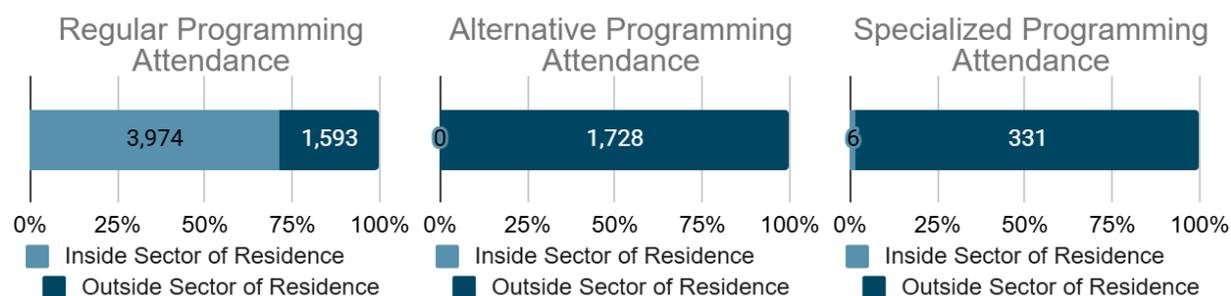
Where are we?

The Southeast 2 sector includes predominantly the Ellerslie, Southeast and Decoteau plan areas, which feature multiple developing neighbourhoods. The sector is contiguous with the city’s Ellerslie district, which also contains a future urban growth area recently annexed into the City of Edmonton.

Two newer schools in the Ellerslie area (Jan Reimer School) and Southeast area (Shauna May Seneca School) have high utilization rates that increased rapidly as the neighbourhoods around them developed and are both Level 3 schools utilizing a lottery process. Utilization in this sector is expected to continue to increase rapidly as the neighbourhoods reach completion. A significant amount of this growth is expected to come from new development from the urban growth areas of Ellerslie, Southeast and Decoteau plan areas.

The Division has made significant investments in the sector’s school facilities to provide improved learning environments.

There are no alternative or full-day Kindergarten programming options available to resident students in this sector, although Jan Reimer School currently offers Connections. Many resident students in the sector choose to attend regular, alternative and specialized programming outside of the sector.



Where Are We Going and How Do We Get There?

Four new construction projects are prioritized in the Three-Year Capital Plan 2026–2029: a K–6 school in Alces, a K–9 school in The Orchards South, a K–9 school in Meltwater, and a K–9 school in Mattson. An Ellerslie K–9 Replacement-Solution school is also proposed in the plan, which would involve consolidation of two existing buildings into a single new building. Neighbourhood development plan approvals and servicing are still pending around the future high school site in Decoteau and the site may be up to 10 years away from being available for school construction.

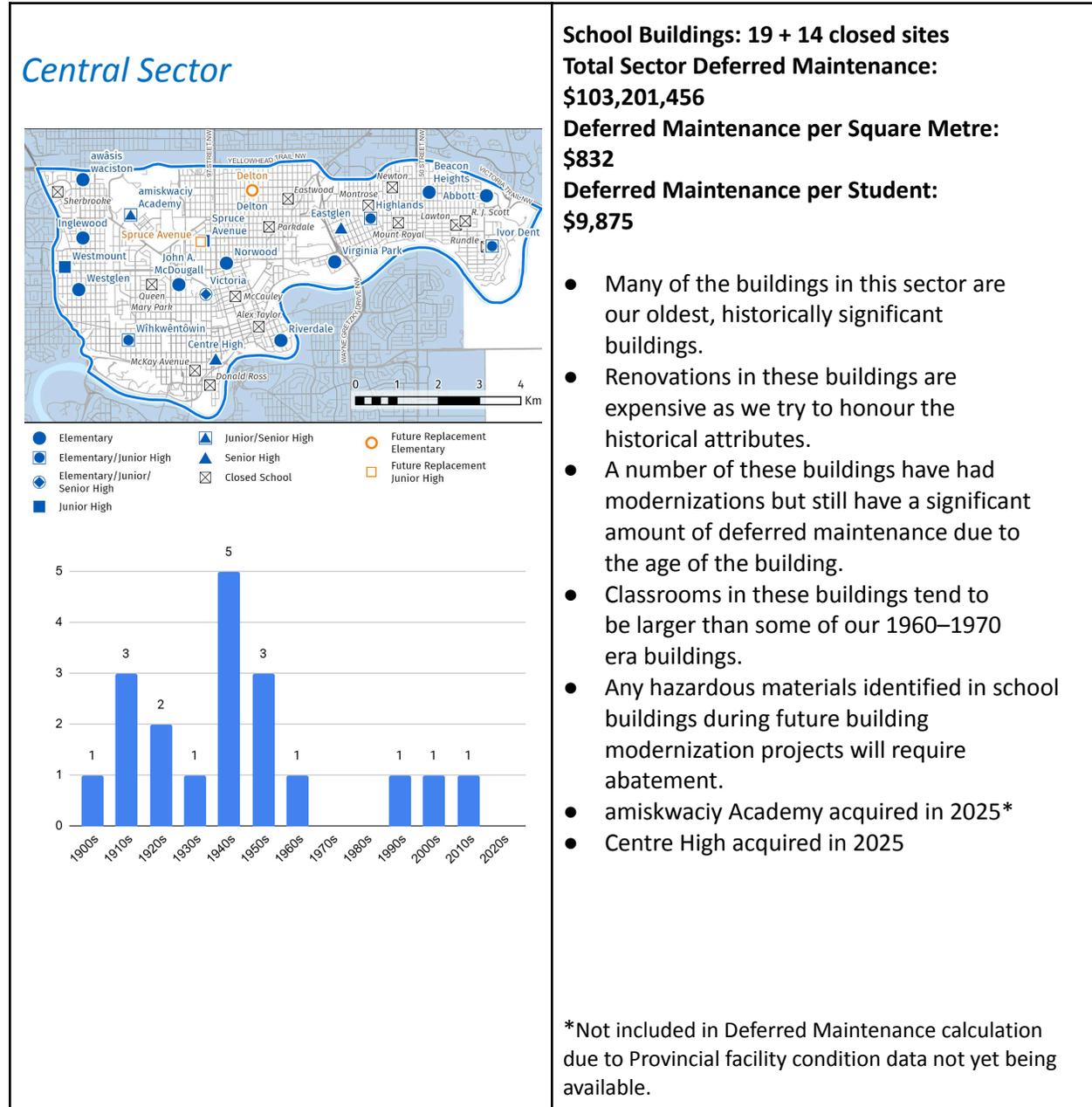
The Division will continue to advocate for school sites in future urban growth areas. As neighbourhoods in the Southeast and Decoteau plan areas and annexed areas in southeast Edmonton begin to develop, the Division will identify school sites in these regions within its Three-Year Capital Plan when required.

School Name	Grades	Net Capacity	Utilization	Facility Age (Years)
Ellerslie Campus*	K–9	1,019	101%	70
Jan Reimer	K–9	961	118%	9
Michael Strembitsky	K–9	982	87%	14
Shauna May Seneca	K–9	973	110%	9
Sector Utilization**			104%	Average Age 26

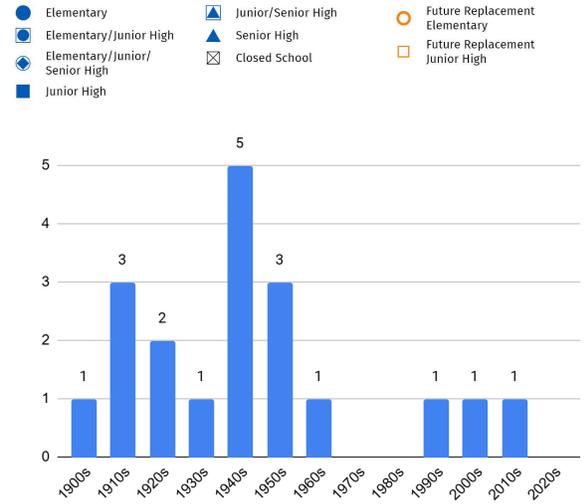
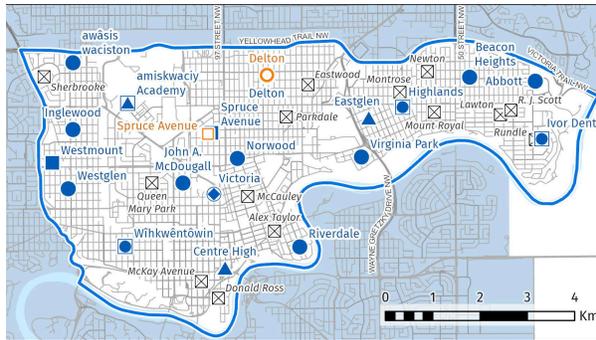
*Includes both Ellerslie Campus buildings. **Sector Utilization is calculated by dividing Adjusted Enrolment by Net Capacity as defined in the Alberta School Capital Manual

Appendix 2: Buildings: Construction and Condition By Sector

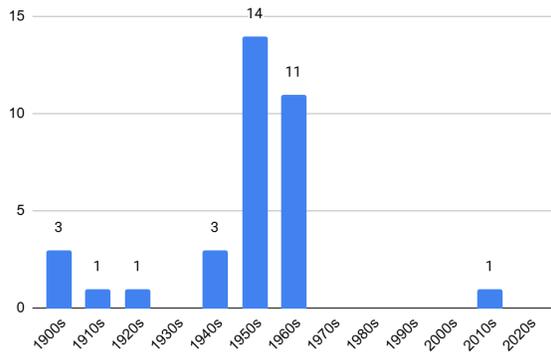
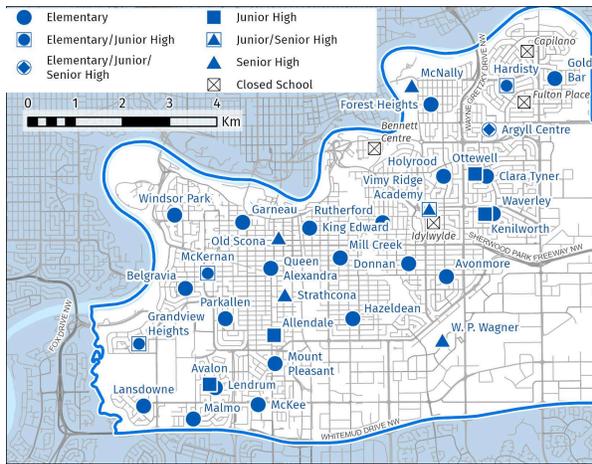
Summary Table: Deferred Maintenance by Sector



Central Sector



South Central Sector



School Buildings: 34 + 4 closed sites

Total Sector Deferred Maintenance: \$229,228,421

Deferred Maintenance per Square Metre: \$1,057

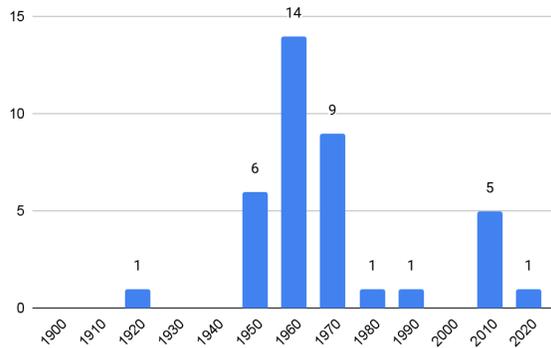
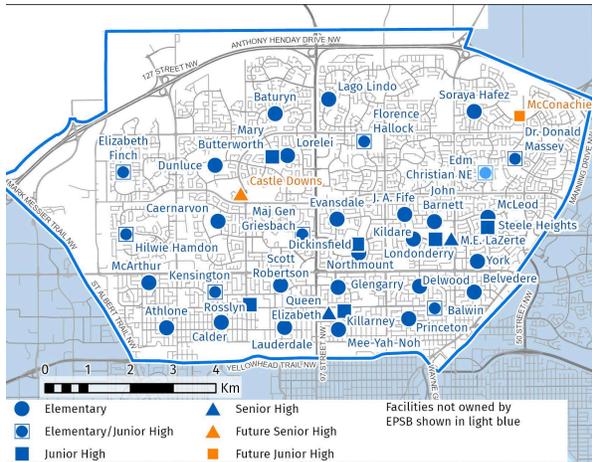
Deferred Maintenance per Student: \$12,816

Deferred Maintenance per Student: \$12,816

Deferred Maintenance per Student: \$12,816

- The schools in this sector represent a variety of building styles and eras.
- Many of the classrooms in these buildings do not have windows.
- Any hazardous materials identified in school buildings during future building modernization projects will require abatement.
- This sector also has some older, historically significant buildings.

North Sector



School Buildings: 38 + 1 partner site

Total Sector Deferred Maintenance:

\$212,024,326

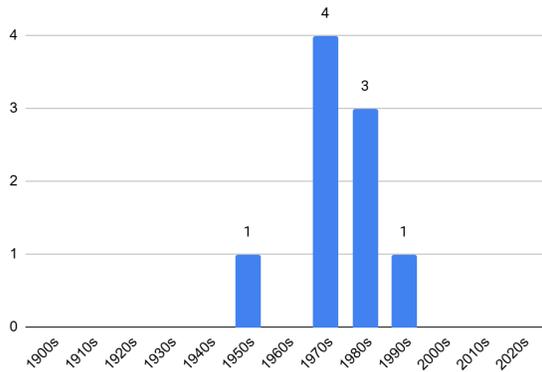
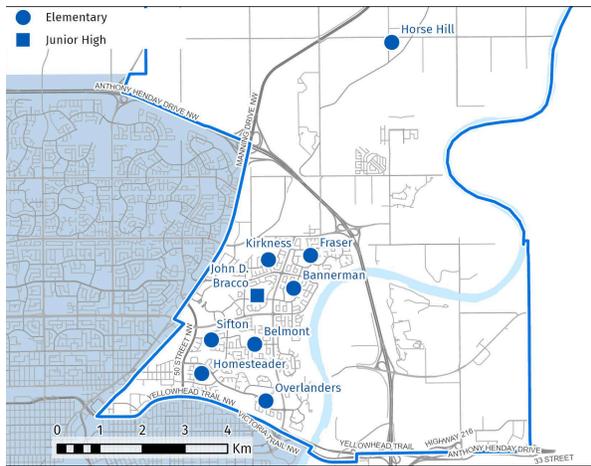
Deferred Maintenance per Square Metre: \$977

Deferred Maintenance per Student:

\$10,274

- The schools in this sector represent a variety of building styles and eras.
- Some of the buildings were designed using an “open concept” model. Walls were added to create classrooms over the years.
- Many of the classrooms in these buildings do not have windows.
- Any hazardous materials identified in school buildings during future building modernization projects may require abatement.
- This sector also has a few older, historically significant buildings.
- Many of the elementary schools have attached portable classrooms (pods) added in the 1970s or 1980s.

Northeast Sector



School Buildings: 9

Total Sector Deferred Maintenance:

\$43,400,090

Deferred Maintenance per Square Metre:

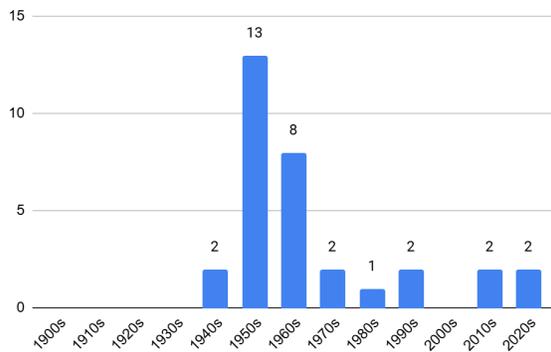
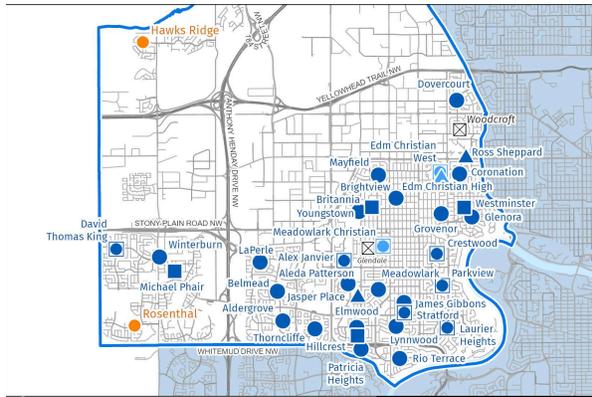
\$1,168

Deferred Maintenance per Student:

\$14,266

- This is a small sector with schools mostly built in the 1970s and 1980s.
- Some of the buildings were designed using an “open concept” model. Walls were added to create classroom spaces over the years.
- Many of the classrooms in these buildings do not have access to windows.
- Any hazardous materials identified in school buildings during future building modernization projects may require abatement.
- A number of the elementary schools have attached portable classrooms (pods) added in the 1970s or 1980s.
- The Horse Hill School is a rural school acquired through annexation.

Northwest Sector



School Buildings: 32 + 3 partner sites + 2 closed sites

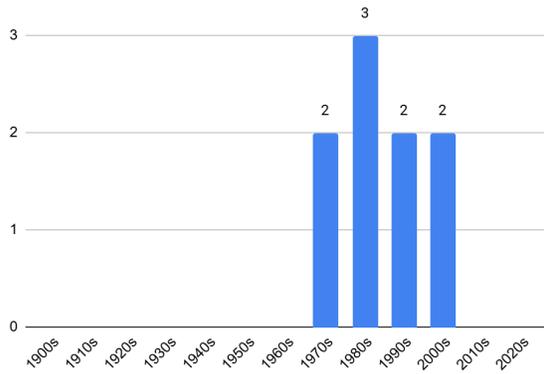
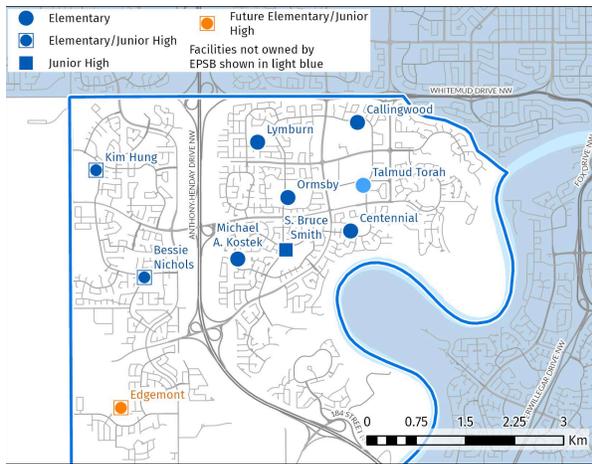
Total Sector Deferred Maintenance: \$195,130,057

Deferred Maintenance per Square Metre: \$1,028

Deferred Maintenance per Student: \$11,497

- The schools in this sector represent a variety of building styles and eras.
- Some of the buildings were designed using an “open concept” model. Walls were added to create classroom spaces over the years.
- Many of the classrooms in these buildings do not have windows.
- A few of the elementary schools have attached portable classrooms (pods) added in the 1970s or 1980s.
- Most of these schools are slab-on-grade construction with masonry.
- Any hazardous materials identified in school buildings during future building modernization projects may require abatement.
- There are some newer schools in this sector and some very recent consolidation school projects where four schools were closed and two new ones opened.
- This sector has the only K–3 school in the Division.

West Sector



School Buildings: 8 + 1 partner site

Total Sector Deferred Maintenance:

\$33,329,724

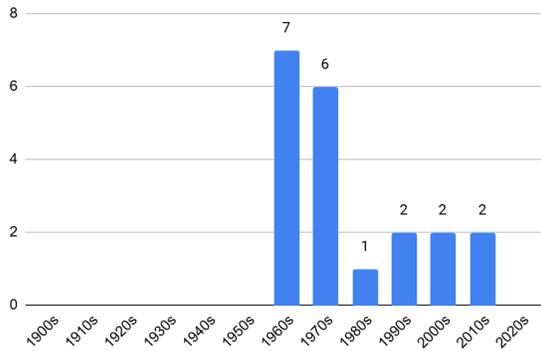
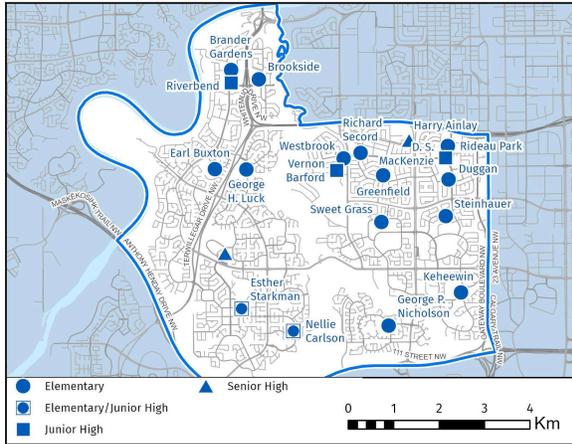
Deferred Maintenance per Square Metre: \$733

Deferred Maintenance per Student:

\$7,128

- This is a small sector with schools opened between 1977 and 2017.
- Some of these schools would likely have hazardous materials within their construction that would require abatement during any modifications.
- A few of these schools have attached portable classrooms (pods) added in the 1970s or 1980s.

Southwest 1 Sector



School Buildings: 20

Total Sector Deferred Maintenance:

\$111,495,619

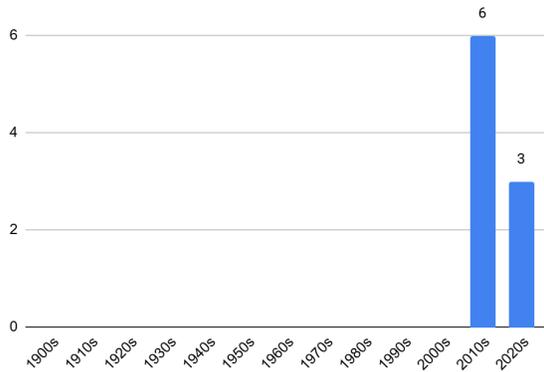
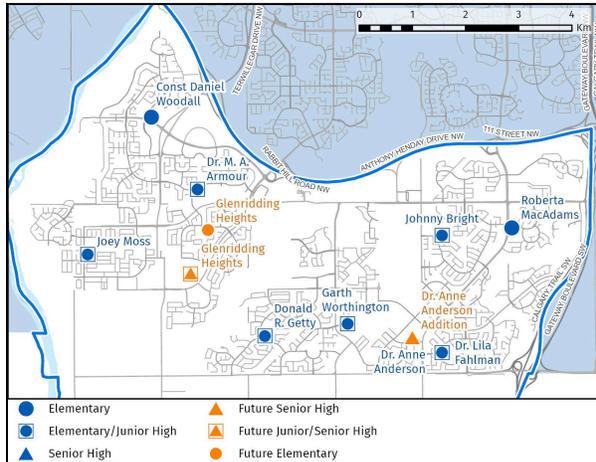
Deferred Maintenance per Square Metre: \$890

Deferred Maintenance per Student:

\$7,832

- The schools in this sector represent a variety of building styles and eras.
- Some of the buildings were designed using an “open concept” model. Walls were added to create classroom spaces over the years.
- Many of the classrooms in these buildings do not have windows.
- A number of the elementary schools have attached portable classrooms (pods) added in the 1970s or 1980s.
- Most of these schools are slab-on-grade construction with masonry.
- Any hazardous materials identified in school buildings during future building modernization projects may require abatement.

Southwest 2 Sector



School Buildings: 9

Total Sector Deferred Maintenance:

\$350,746

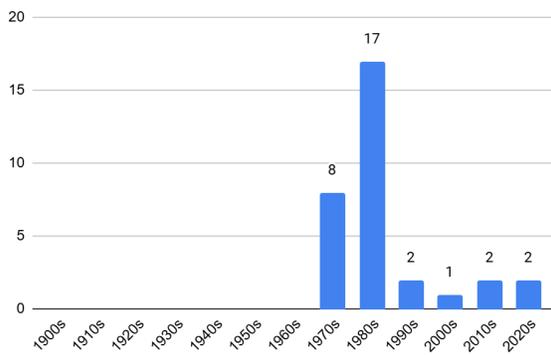
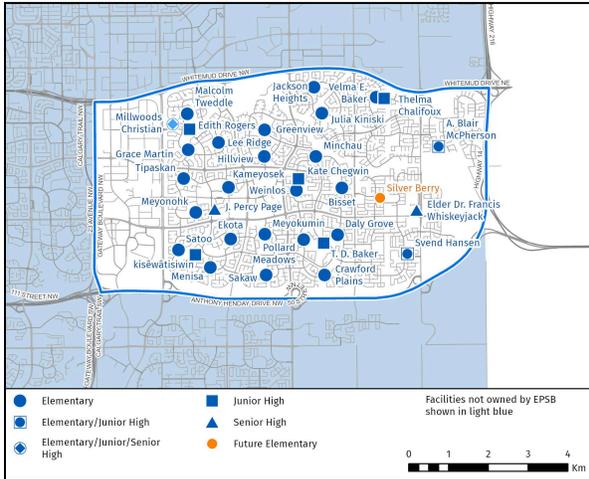
Deferred Maintenance per Square Metre: \$4

Deferred Maintenance per Student:

\$36

- The schools in this sector are newer construction and have less deferred maintenance.
- There are pressures on these buildings related to adding modular or portable classrooms and the resulting pressure on the building/site core infrastructure, like washrooms and parking lots.

Southeast 1 Sector



School Buildings: 31 + 1 partner site

Total Sector Deferred Maintenance:

\$162,505,923

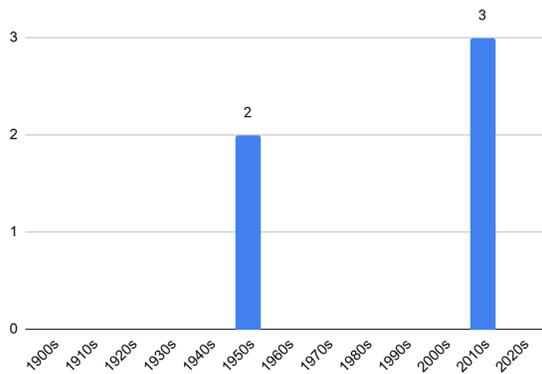
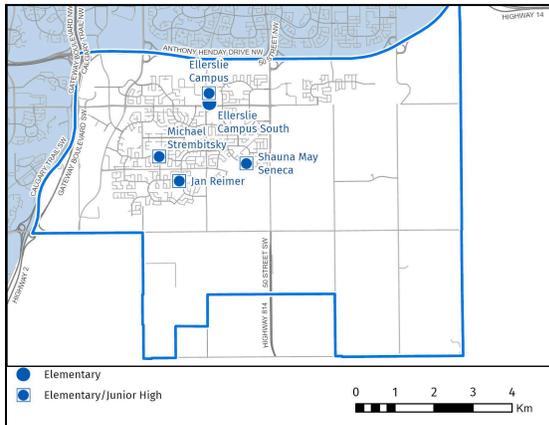
Deferred Maintenance per Square Metre: \$972

Deferred Maintenance per Student:

\$10,436

- The schools in this sector represent a variety of building styles and eras.
- Some of the buildings were designed using an “open concept” model. Walls were added to create classroom spaces over the years.
- Many of the classrooms in these buildings do not have access to windows.
- Many of the elementary schools have attached portable classrooms (pods) added in the 1970s or 1980s.
- Most of these schools are slab-on-grade construction with masonry.
- Any hazardous materials identified in school buildings during future building modernization projects may require abatement.

Southeast 2 Sector



School Buildings: 5

Total Sector Deferred Maintenance:

\$8,521,028

Deferred Maintenance per Square Metre:

\$262

Deferred Maintenance per Student:

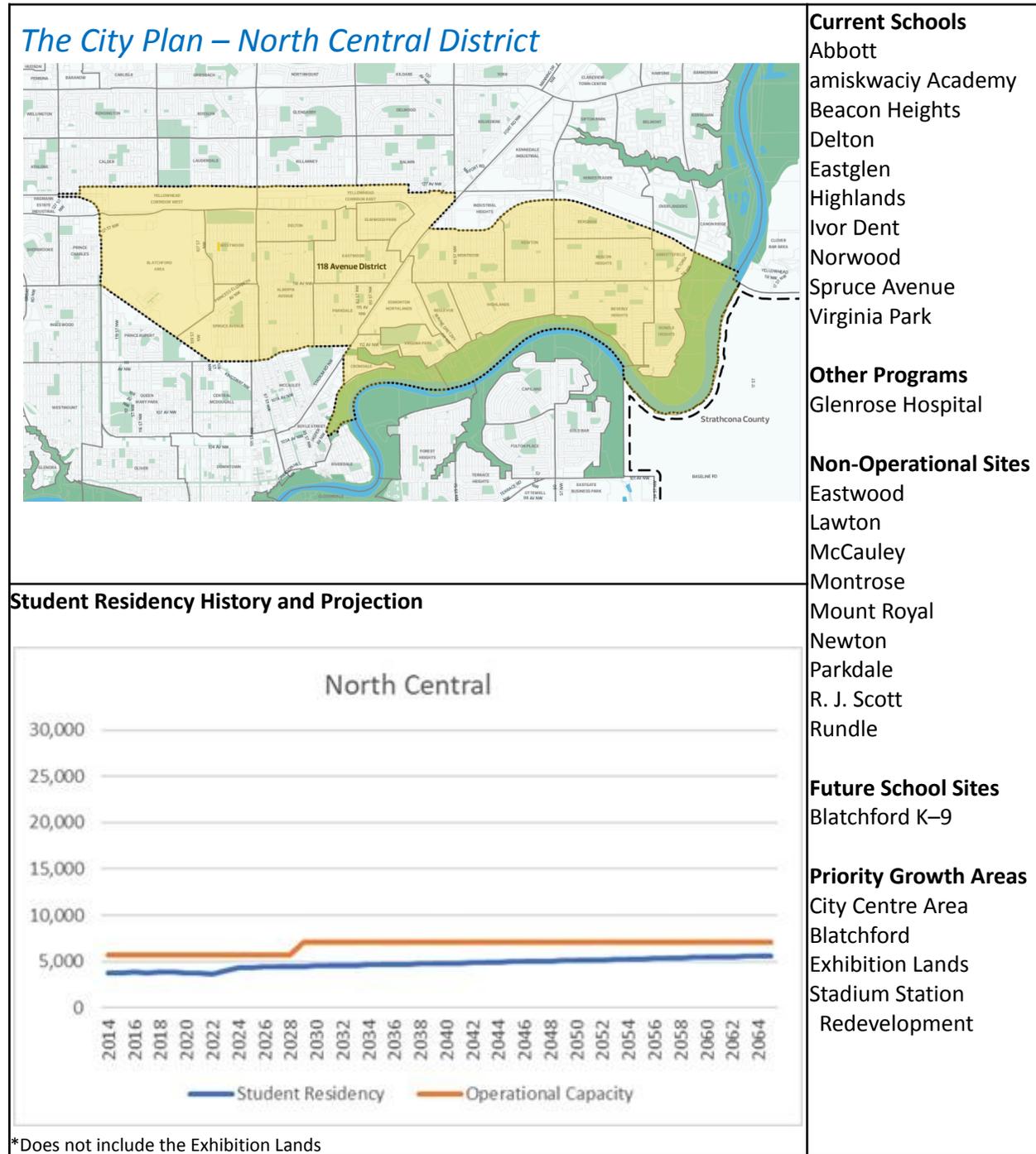
\$2,091

- This is a small sector with three schools built within the last 15 years.
- The Ellerslie School campus has two buildings which initially were rural schools acquired through annexation.
- These two buildings are likely to contain hazardous materials within their construction that would require abatement during any modifications.
- All the schools in this sector currently have modular classrooms due to enrolment pressures.

This is a summary table of the number of school buildings and deferred maintenance total, per square metre and per student for all the planning sectors.

Sector	Number of School Buildings	Deferred Maintenance Sector Total	Deferred Maintenance/ Square Metre	Deferred Maintenance/ Student
Central	19 + 14 closed	\$103,201,456	\$832	\$9,875
North	38 + 1 partner site	\$ 212,024,326	\$977	\$10,274
Northeast	9	\$ 43,400,090	\$1,168	\$14,266
Northwest	32 + 3 partner + 2 closed sites	\$ 195,130,057	\$1,028	\$11,497
South Central	34 + 4 closed sites	\$ 229,228,421	\$1,057	\$12,816
Southeast 1	31 + 1 partner site	\$ 162,505,923	\$972	\$10,436
Southeast 2	5	\$ 8,521,028	\$262	\$2,091
Southwest 1	20	\$ 111,495,619	\$890	\$7,832
Southwest 2	9	\$ 350,746	\$4	\$36
West	8 + 1 partner site	\$ 33,329,724	\$733	\$7,128

Appendix 3: City Planning District Summaries



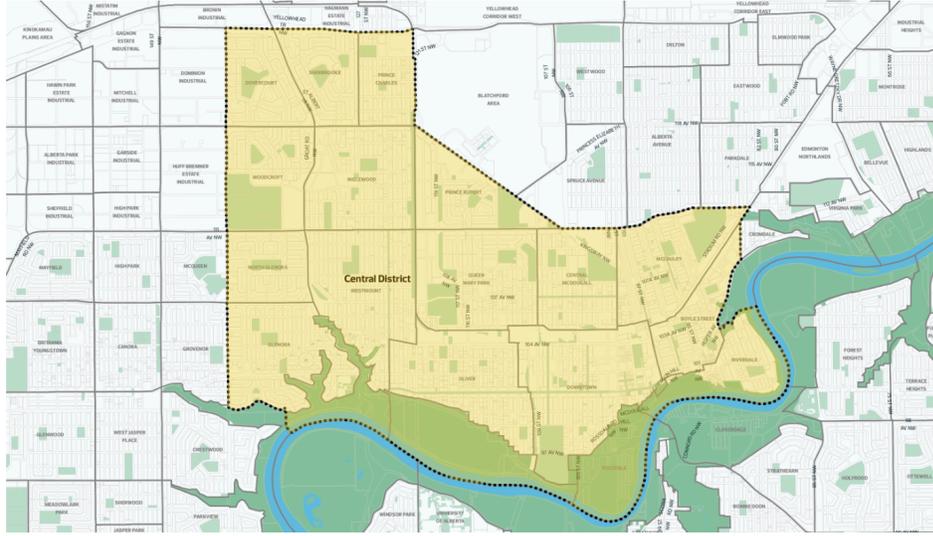
The City Plan – North Central District

Based on the current capacity of operational schools within the North Central District, the Division projects there will be sufficient capacity to accommodate local students beyond 2064. Long-range enrolment projections demonstrate stable student residency in the planning district despite new development being proposed in priority growth areas. Enrolment projections in the district do not include future Exhibition Lands as the scope and scale of the proposed redevelopment has yet to be determined.

There are currently 10 schools located within the district and nine non-operational schools/administration sites. As population milestones are reached, additional school sites will become available in future growth areas such as Blatchford and the Exhibition Lands. Delton and Spruce Avenue school replacement projects have been funded for construction and are expected to open in fall 2029.

- The 2021 federal census records **48,000 residents**. At a population horizon of 1.25 million, the North Central District is anticipated to accommodate **61,000 residents**. At two million, the district is anticipated to accommodate **125,000 residents**.
- Population and employment growth in the North Central District is anticipated at the Blatchford Major Node, Stadium and Exhibition District Nodes and along the 118 Avenue Primary Corridor.
- Major redevelopment projects contributing to this growth include the Blatchford mixed-use town centre (Blatchford Market) and Phase 1 of the Exhibition Lands.
- Residential development is expected within portions of Blatchford outside the Major Node and within the Stadium District Node.
- Incremental redevelopment for housing and commercial uses is planned along parts of 118 Avenue, around Riverview Crossing and in the Alberta Avenue and Beverly business areas, aimed at enhancing housing availability, pedestrian streetscapes and neighbourhood connections.
- Employment growth is expected from the NAIT expansion in Blatchford, the development of Blatchford Market and some growth in industrial areas along the Yellowhead Trail due to mobility investments.
- Large sites like Riverview Crossing shopping centre and Kingsway Mall offer potential for more housing and employment through comprehensive development.
- Mobility investments, including new mass transit routes (proposed for 97 Street NW) and stations (in Blatchford, a new Exhibition 115 Avenue NW station and a redeveloped Coliseum station), additional bike routes and the creation of new open spaces like Blatchford Park and improvements to Borden Park, will support this development.
- The primary area for population growth in the district is the new neighbourhood of Blatchford in the western part.

The City Plan – Central District



Current Schools

- Centre High
- Coronation
- Dovercourt
- Glenora
- Inglewood
- John A. McDougall
- Oliver
- awâsis waciston
- Riverdale
- Ross Sheppard
- Victoria
- Westglen
- Westminster
- Westmount

Other Programs

None

Non-Operational Sites

- Alex Taylor
- Donald Ross
- McKay Avenue
- Queen Mary Park
- Sherbrooke
- Woodcroft
- McCauley
- Maintenance Building
- Centre for Education

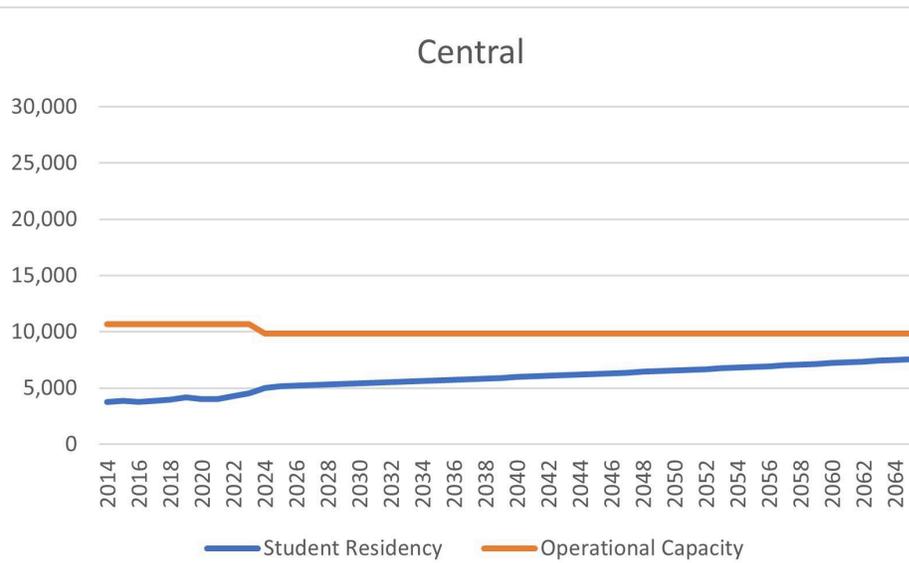
Future School Sites

N/A

Priority Growth Areas

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

Student Residency History and Projection



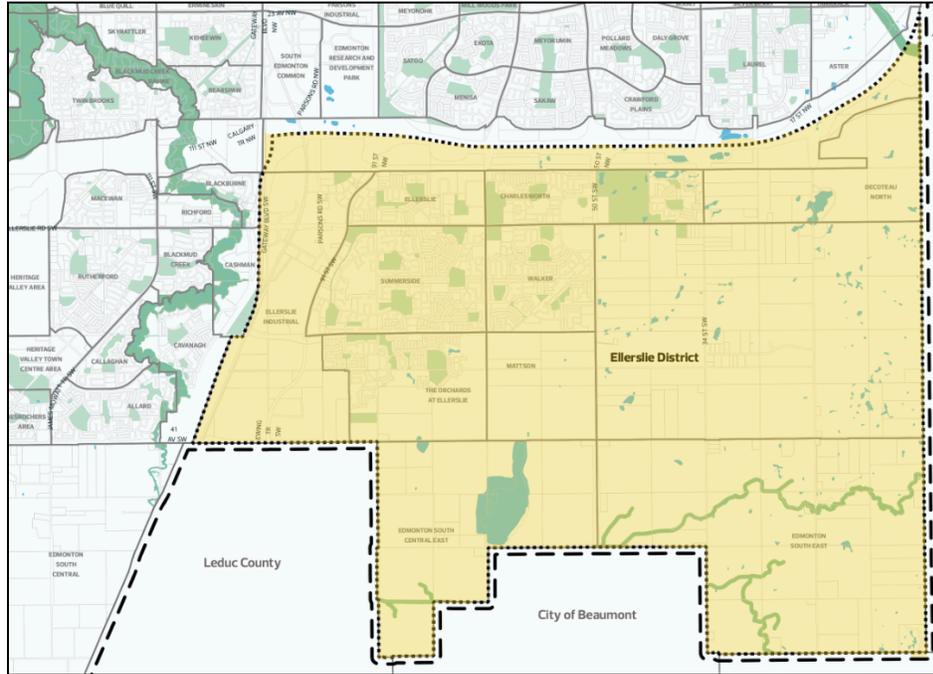
The City Plan – Central District

Based on the current capacity of operational schools within the Central District, the Division projects that there will be sufficient capacity to accommodate local students beyond 2064. Long-range enrolment projections demonstrate stable student residency despite the eventual growth projected as the city reaches two million residents.

There are currently 14 schools located within the District and nine non-operational schools. As population milestones are reached, existing infrastructure will need to be evaluated to ensure it continues to meet the needs of students, staff, parents and the broader community.

- The 2021 federal census records **84,000 residents**; at a population horizon of 1.25 million, the Central District is anticipated to accommodate **119,000 residents**; at two million, the district is anticipated to accommodate **232,000 residents**.
- Population growth in the Central District will primarily occur in Downtown, Jasper Avenue NW and 104 Avenue NW sections of Wîhkwêntôwin, The Quarters in Boyle Street, River Crossing in Rosedale and the North Edge area (southern Queen Mary Park and Central McDougall).
- The Stadium District Node redevelopment at the district's eastern extremity is also a key focus for growth.
- Employment growth is expected in the Innovation Corridor, an area geared towards innovative business and institutional growth, connected by mass transit.
- Downtown will continue to strengthen its role as a business, cultural, transportation and visitor hub, with potential expansion to support adjacent areas of the Centre City Node.
- Redevelopment opportunities are identified along Primary Corridors like 124 Street, 97 Street, 111 Avenue and Stony Plain Road, supported by mass transit investments like the Valley Line LRT and a proposed route along 101 Street NW/97 Street NW.

The City Plan – Ellerslie District



Current Schools

Ellerslie Campus
 Michael Strembitsky
 Jan Reimer
 Shauna May Seneca

Other Programs

None

Non-Operational Sites

None

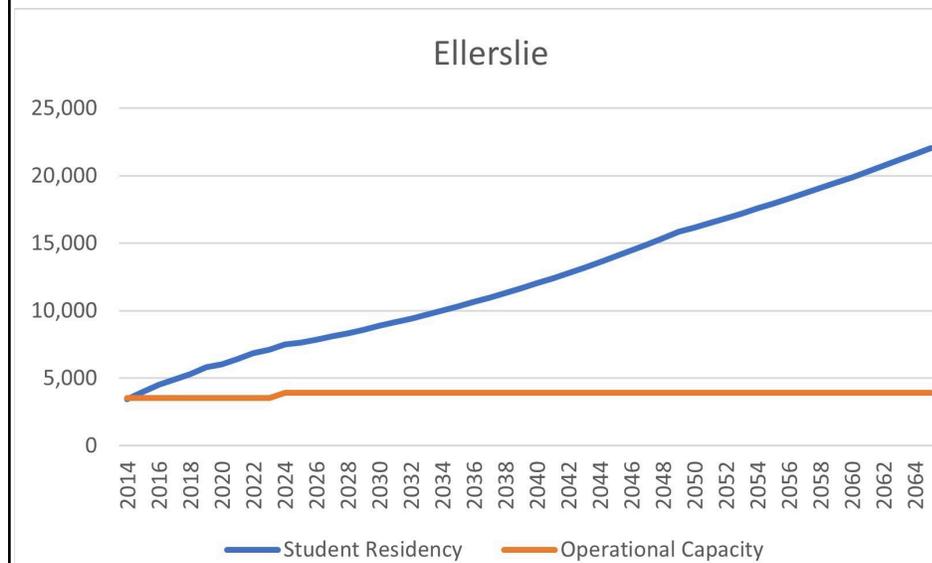
Vacant Sites

Ellerslie Crossing (K–9)
 Alces (K–6)
 Meltwater (K–9)
 Decoteau Southwest (K–9)
 Decoteau Southeast (K–9) [1]
 Decoteau Southeast (K–9) [2]
 Decoteau Central (10–12)
 The Orchards at Ellerslie (K–9)

Developing Plan Areas

Ellerslie Area
 Walker Area
 Decoteau Area
 Annexation Area East

Student Residency History and Projection



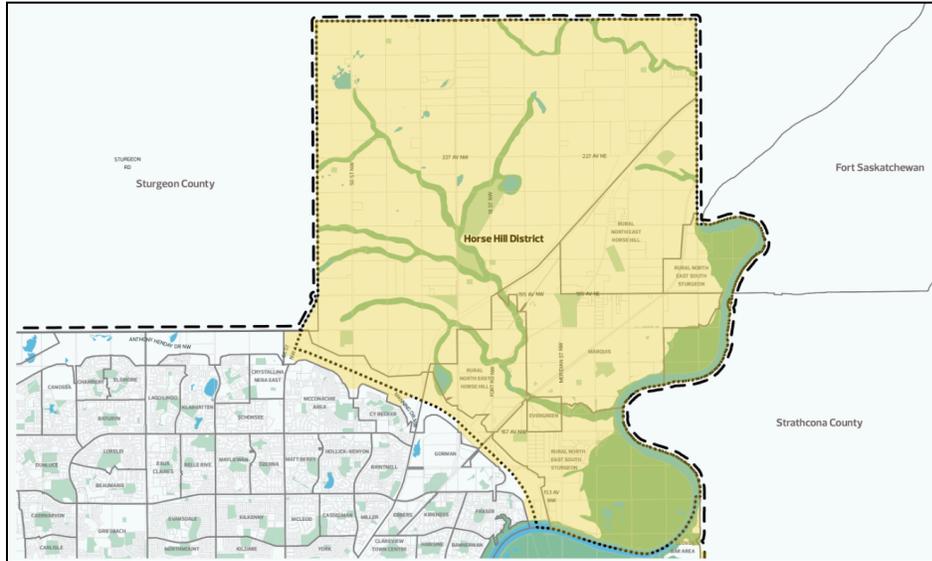
The City Plan – Ellerslie District

Based on the current capacity of operational schools within Ellerslie District, the Division is in a capacity deficit. Growth in southeast Edmonton has outpaced available student spaces within the schools that serve this district. Enrolment is projected to continue increasing beyond 2064.

As population milestones are reached, additional school sites will become available in future growth areas such as the East Annexation Area. Funding for new school construction will be an important part of ensuring new growth can be adequately accommodated. Currently, Ellerslie Campus Replacement, a new K–6 in Alces and K–9 schools in each of the Orchards and Meltwater are listed as capital priorities.

- The 2021 federal census records **51,000 residents**. At a population horizon of 1.25 million, the Ellerslie District is anticipated to accommodate **67,000 residents**. At two million, the district is anticipated to accommodate **186,000 residents**.
- Population growth is expected in new neighbourhoods like The Orchards at Ellerslie, Mattson, Charlesworth East, Meltwater and Alces, especially in the north portion of the Decoteau plan area east of 34 Street.
- Growth will align with approved and future plans consistent with the City Plan, market conditions and development trends.
- Employment growth is projected in the Charlesworth District Node and incrementally along Ellerslie Road.
- The Ellerslie Industrial area in the southwest part of the district will see continued industrial and commercial development.
- Large sites in Ellerslie-Parsons and Charlesworth District Nodes present opportunities for redevelopment and development, potentially driving both employment and population growth.
- Land south of 41 Avenue SW and along the west boundary is designated for non-residential development by the 1.25 million population horizon, pending City Council authorization for statutory planning.
- A portion of land is designated as a Future Growth Area, reserved for agricultural use until city population and development growth necessitate its development.

The City Plan – Horse Hill District



Current Schools
Horse Hill

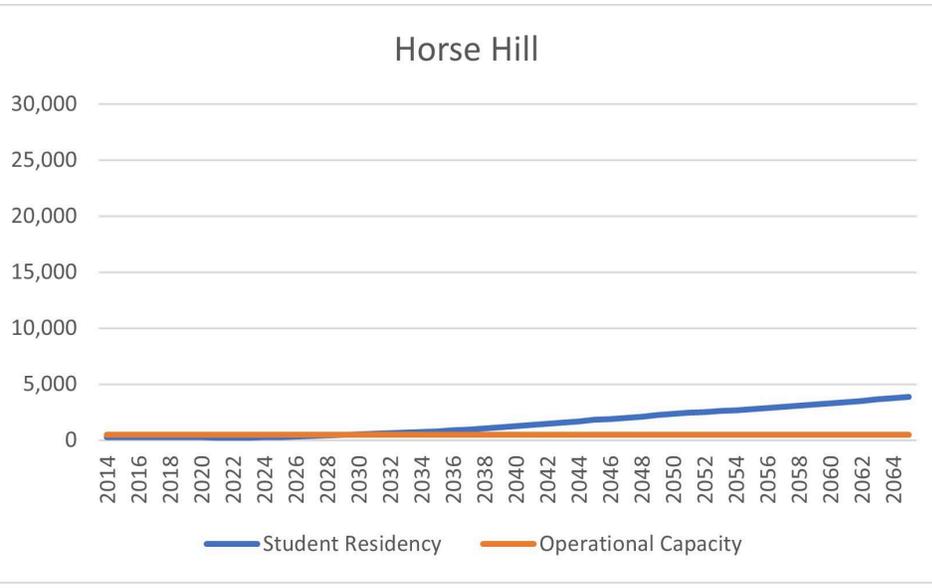
Other Programs
None

Non-Operational Sites
None

Future School Sites
Marquis (K–9)
Marquis (10–12)
Horse Hill
Neighbourhood 4 (K–9)
Horse Hill
Neighbourhood 5 (K–9)

Developing Plan Areas
Horse Hill Area
Edmonton Energy and Technology Park

Student Residency History and Projection



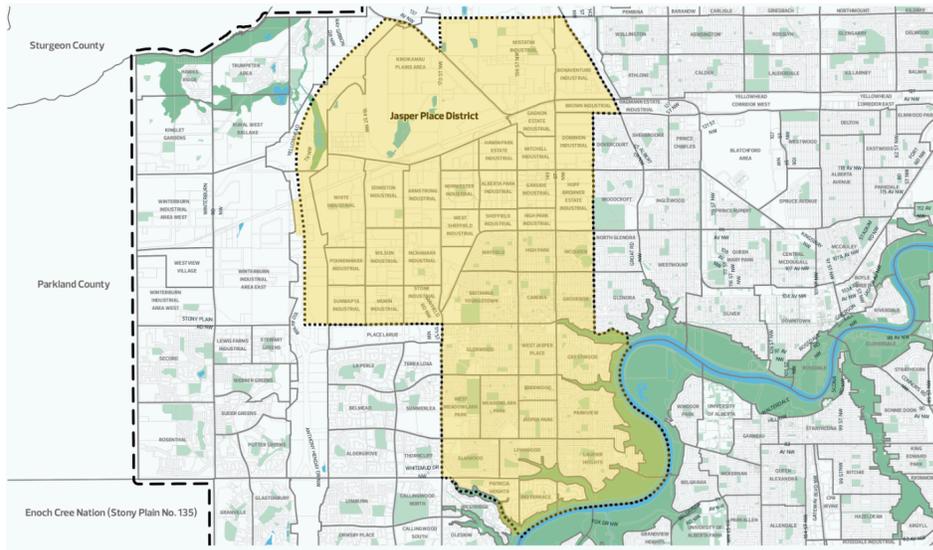
The City Plan – Horse Hill District

Based on the current capacity of operational schools within the Horse Hill District, the Division projects local student residency to surpass operational capacity by 2040 without additional school capital projects. As communities develop in the southeast part of the district, additional capacity will need to be constructed to adequately accommodate the projected growth. Currently, a new K–9 school and 10–12 school are listed as capital plan priorities.

Residential development is planned for the areas southeast of Manning Drive. The future Edmonton Energy and Technology Park is planned for the areas north and northwest of Manning Drive. Capital priorities include a new K–9 in Marquis and a 7–12 school in Marquis, on the site of the current Horse Hill School.

- The 2021 federal census records **3,000 residents**. At a population horizon of 1.25 million, the Horse Hill District is anticipated to accommodate **7,000 residents**. At two million, the district is anticipated to accommodate **78,000 residents**.
- Population growth will mainly occur in areas with active Neighbourhood Structure Plans like Marquis and Horse Hill Neighbourhood 1A, with the addition of parks, schools and services to support local amenities.
- The Edmonton Energy and Technology Park is expected to be the primary area for employment growth, representing a significant portion of the city's future industrial land supply.
- The district's appearance and atmosphere will evolve with completed development projects, focusing on growth and higher-density development in nodes, corridors and new neighbourhoods.
- Local demographic shifts and economic changes will influence the district's employment and population growth.

The City Plan – Jasper Place District



Current Schools

- Aleda Patterson
- Alex Janvier
- Jasper Place
- Grovenor
- Patricia Heights
- Elmwood
- James Gibbons
- Lynnwood
- Mayfield
- Meadowlark
- Rio Terrace
- Youngstown
- Crestwood
- Brightview
- Laurier Heights
- Parkview
- Britannia
- Hillcrest
- Stratford
- Aspen Program (High Park)
- Edmonton Christian West
- Edmonton Christian High
- Meadowlark Christian

Other Programs

- Learning Store West
- Edmonton

Non-Operational Sites

- Distribution Centre
- Glendale
- Sherwood

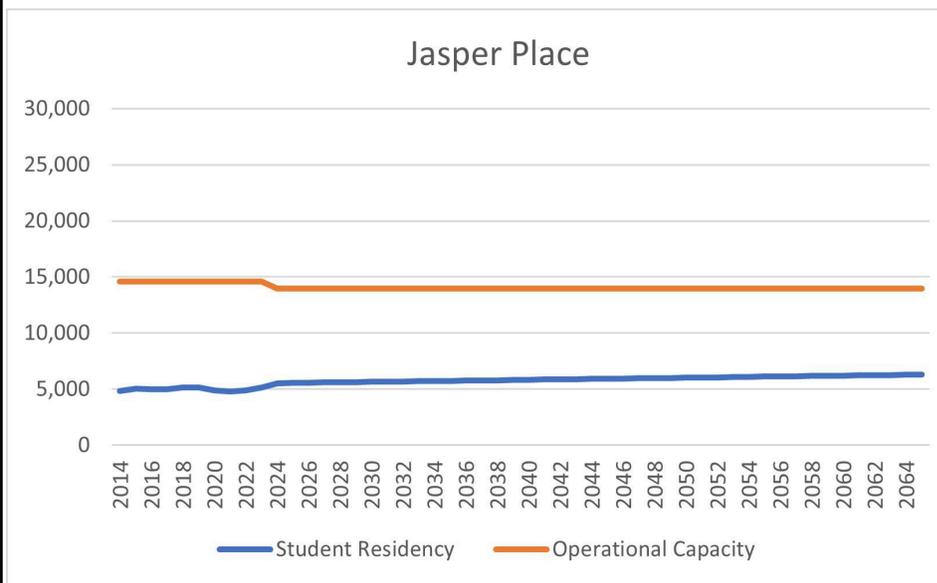
Future School Sites

None

Priority Growth Areas

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

Student Residency History and Projection

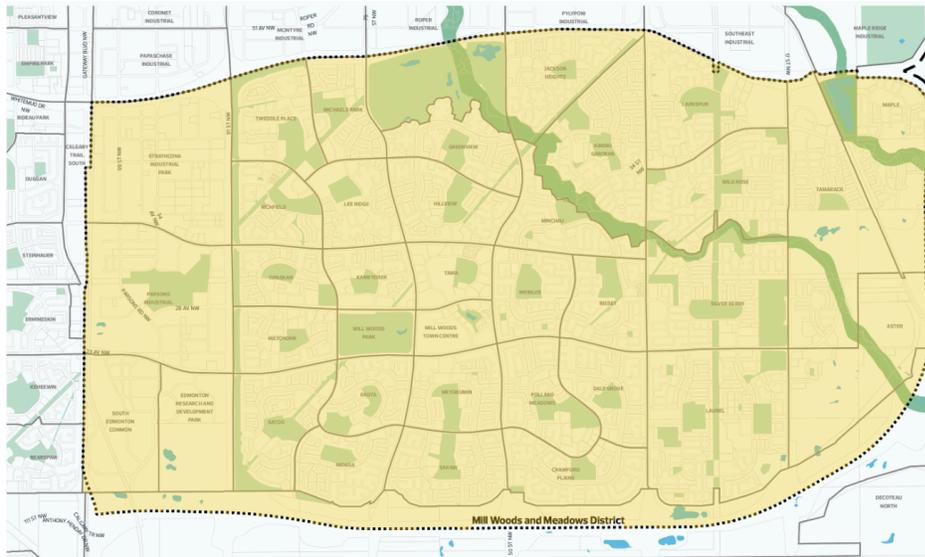


The City Plan – Jasper Place District

Based on the current capacity of operational schools within the Jasper Place District, the Division projects that there will be sufficient capacity to accommodate local students beyond 2064. Long-range enrolment projections demonstrate stable student residency as the city reaches a 1.25 million population horizon. There are currently 23 schools located within the district and two non-operational schools.

- The 2021 federal census records **51,000 residents**. At a population horizon of 1.25 million, the Jasper Place District is anticipated to accommodate **57,000 residents**. At two million, the district is anticipated to accommodate **81,000 residents**. Population growth in the Jasper Place District is expected through the redevelopment of existing sites, primarily along the Stony Plain Road Primary Corridor.
- Other significant redevelopment areas include the Meadowlark District Node and areas near the planned mass transit network.
- Employment growth in the district will occur throughout, with a focus on commercial and industrial employment lands in the west and north.
- The West Edmonton Mall (WEM)-Misericordia Major Node and the Meadowlark District Node are also anticipated to experience employment growth.

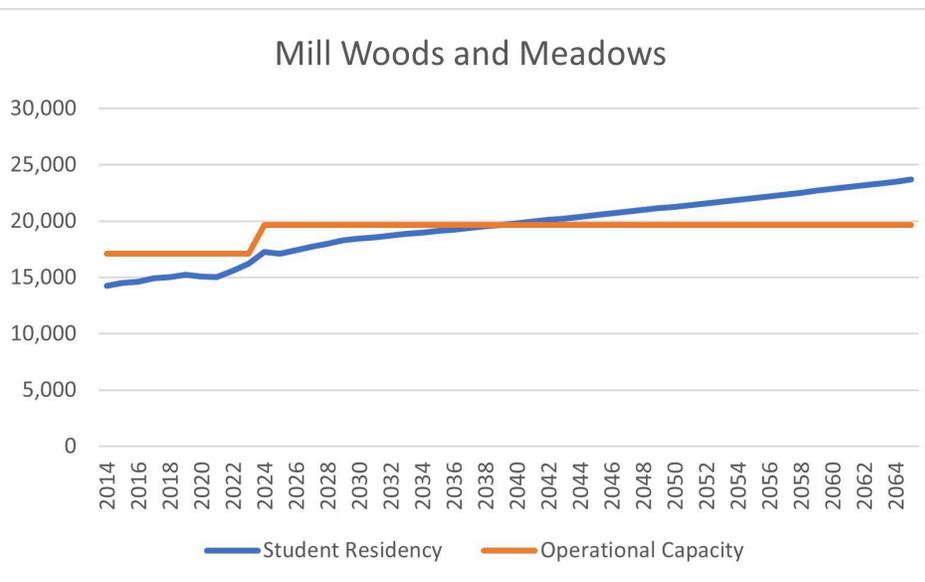
The City Plan – Mill Woods and Meadows District



Current Schools

- Jackson Heights
- J. Percy Page
- Grace Martin
- Malcolm Tweddle
- Lee Ridge
- Ekota
- Satoo
- Kameyosek
- Meyonohk
- Greenview
- Sakaw
- Hillview
- Meyokumin
- Pollard Meadows
- Menisa
- Crawford Plains
- Daly Grove
- Weinlos
- Tipaskan
- Minchau
- Julia Kiniski
- Bisset
- Velma E. Baker
- A. Blair McPherson
- Edith Rogers
- kisêwâtisiwin
- T. D. Baker
- Kate Chegwin
- Thelma Chalifoux
- Millwoods Christian
- Svend Hansen

Student Residency History and Projection



Other Programs

None

Non-Operational Sites

N/A

Future School Sites

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

Developing Plan Areas

The Meadows Area

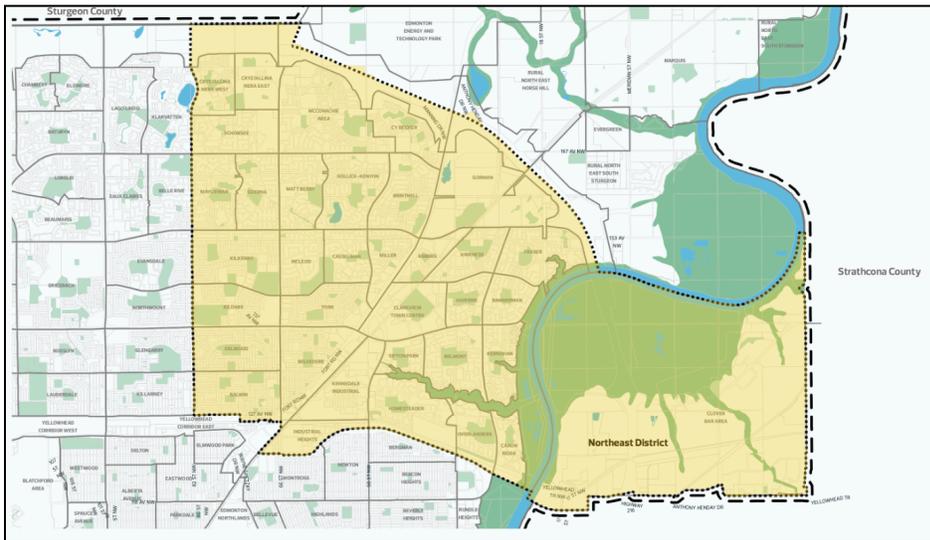
The City Plan – Mill Woods and Meadows District

Based on the current capacity of operational schools within the Mill Woods and Meadows District, the Division projects local student residency to surpass operational capacity by 2052 without additional school capital projects. As communities develop in the southeast part of the district, additional capacity will need to be constructed to adequately accommodate the projected growth. Currently, a new K–9 school in Aster and a K–6 school in Silver Berry are listed as capital priorities.

There are currently 31 schools located within the district. The Division will continue to monitor growth and may request additional capital funding for new schools as population milestones are reached.

- The 2021 federal census records **126,000 residents**. At a population horizon of 1.25 million, the Mill Woods and Meadows District is anticipated to accommodate **150,000 residents**. At two million, the district is anticipated to accommodate **173,000 residents**.
- Population growth will mainly occur in developing neighbourhoods such as Aster, Laurel, Maple and Tamarack and within the Mill Woods Major Node, spurred by proximity to Valley Line LRT stations.
- This growth will adhere to approved plans that align with the City Plan, market conditions and development trends.
- Employment growth is anticipated on the west side of the district and within the Mill Woods Major Node, fueled by intensified and completed industrial and commercial development.
- Large sites in the district's nodes and corridors present redevelopment opportunities, potentially boosting both population and employment.

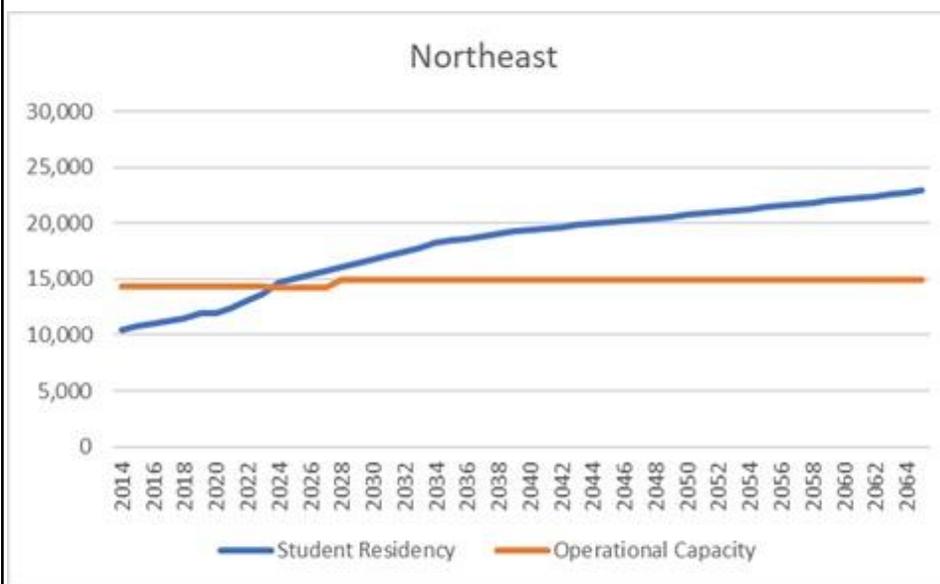
The City Plan – Northeast District



Current Schools

- M. E. LaZerte
- Belvedere
- Kildare
- Princeton
- J. A. Fife
- Delwood
- York
- McLeod
- Steele Heights
- John Barnett
- Belmont
- Overlanders
- Sifton
- Homesteader
- Bannerman
- Kirkness
- Fraser
- Dr. Donald Massey
- Balwin

Student Residency History and Projection



Other Programs

None

Non-Operational Sites

None

Future School Sites

- Maylewan (K–6)
- Pilot Sound Campus (McConachie 7–9)
- Clareview Town Centre (10–12)
- Crystallina Nera West (K–6)

Developing Plan Areas

- Lake District
- Pilot Sound

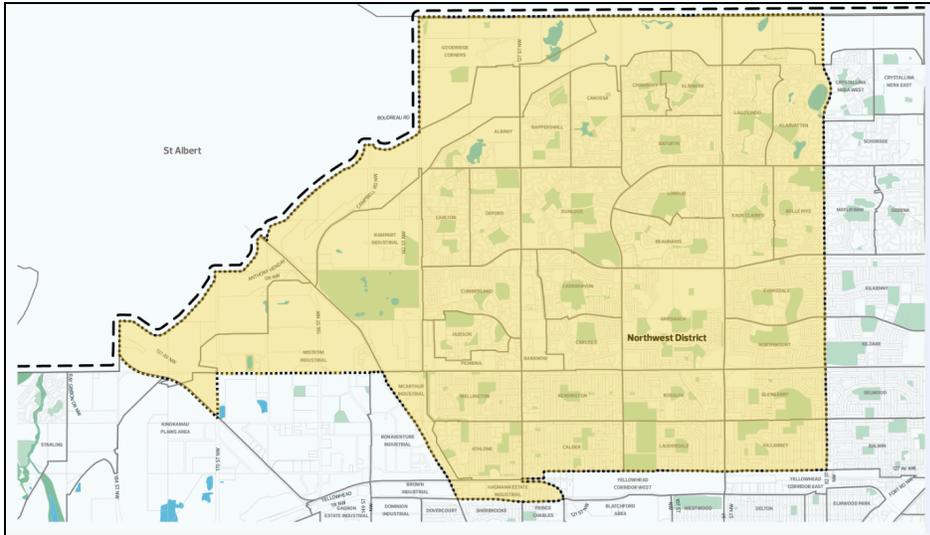
The City Plan – Northeast District

Based on the current capacity of operational schools within the Northeast District, the Division projects local student residency to surpass operational capacity by 2028. As communities build-out within the district, additional capacity will need to be constructed to adequately accommodate the projected growth. Currently, two new schools, Pilot Sound (McConachie 7–9) is funded for construction to open in 2029 and Crystallina Nera K–6 is listed as a capital priority.

There are currently 18 schools located within the district. The Division will continue to monitor growth and may request additional capital funding for new schools as population milestones are reached.

- The 2021 federal census records **120,000 residents**. At a population horizon of 1.25 million, the Northeast District is anticipated to accommodate **136,000 residents**. At two million, the district is anticipated to accommodate **155,000 residents**.
- Population growth in the Northeast District will primarily occur in the northern part, within neighbourhoods like Crystallina Nera East and West, Cy Becker, Gorman and McConachie, in line with approved and future plans aligned with the City Plan, market conditions and development trends.
- Employment growth is anticipated in the Kennedale Industrial neighbourhood.
- Initial redevelopment along the Fort Road Secondary Corridor may also contribute to population and employment growth.

The City Plan – Northwest District



Current Schools

- Queen Elizabeth
- Athlone
- Calder
- Kensington
- Lauderdale
- McArthur
- Mee-Yah-Noh
- Scott Robertson
- Glengarry
- Northmount
- Evansdale
- Caernarvon
- Lorelei
- Dunluce
- Baturyn
- Lago Lindo
- Florence Hallock
- Elizabeth Finch
- Killarney
- Rosslyn
- Dickinsfield
- Mary Butterworth
- Major General Griesbach
- Hilwie Hamdon

Other Programs

- Institutional Services
- Rosecrest
- Learning Store at Northgate

Non-Operational Sites

None

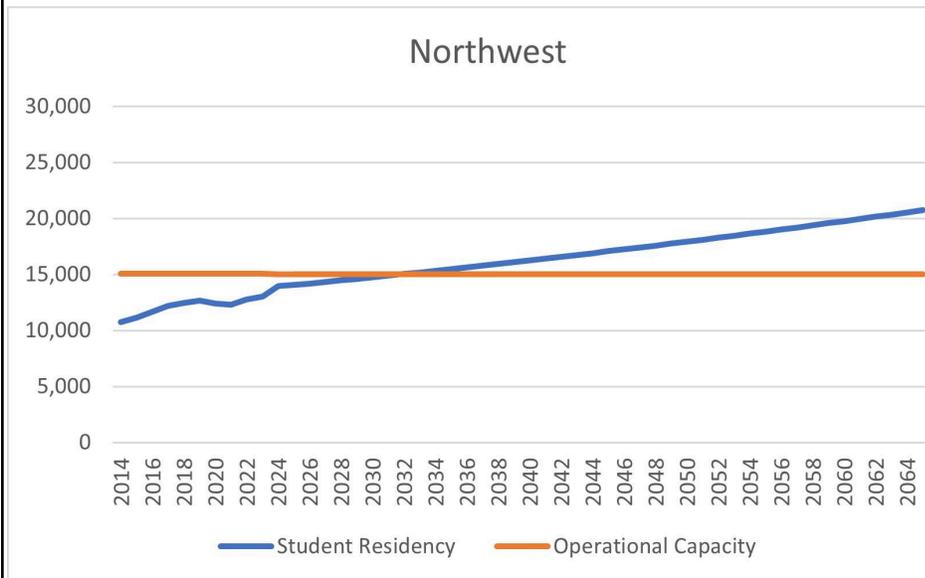
Future School Sites

- Oxford (7–9)
- Cumberland (K–6)
- Eaux Claires (K–6)
- Castle Downs Dunluce (10–12)
- Canossa (K–6)

Developing Plan Areas

- Castle Downs Extension
- The Palisades

Student Residency History and Projection



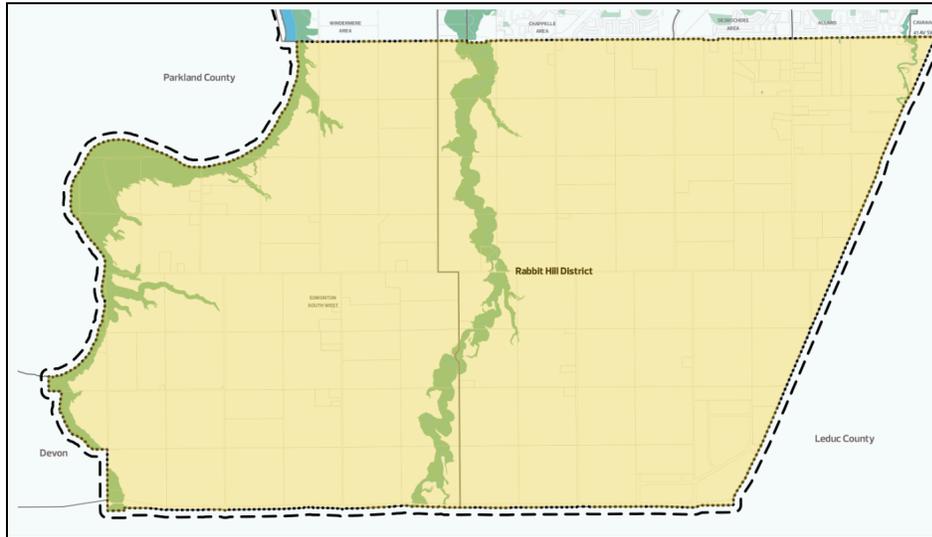
The City Plan – Northwest District

Based on the current capacity of operational schools within the Northwest District, the Division projects local student residency to surpass operational capacity by 2048 without additional school capital projects. As communities build-out within the district, additional capacity will need to be constructed to adequately accommodate the projected growth. Currently, three schools are listed as capital priorities: Queen Elizabeth (modernization), new Castle Downs 10–12 and new Canossa K–6.

There are currently 25 schools located within the district. The Division will continue to monitor growth and may request additional capital funding for new schools as population milestones are reached.

- The 2021 federal census records **126,000 residents**. At a population horizon of 1.25 million, the Northwest District is anticipated to accommodate **138,000 residents**. At two million, the district is anticipated to accommodate **157,000 residents**.
- Population growth in the Northwest District is expected in developing neighbourhoods like Canossa, Eaux Claires, Goodridge Corners, Griesbach and Rapperswill.
- This growth will be concentrated along the nodes and corridors network, including the 137 Avenue NW Primary Corridor and the Castle Downs District Node.
- Employment growth is anticipated in Rampart Industrial and Mistatim Industrial, located in the west of the district.
- Additional employment growth is expected in commercial areas near Highway 28 (Canadian Forces Trail) and 137 Avenue NW and at the Castle Downs District Node.

The City Plan – Rabbit Hill District



Current Schools
None

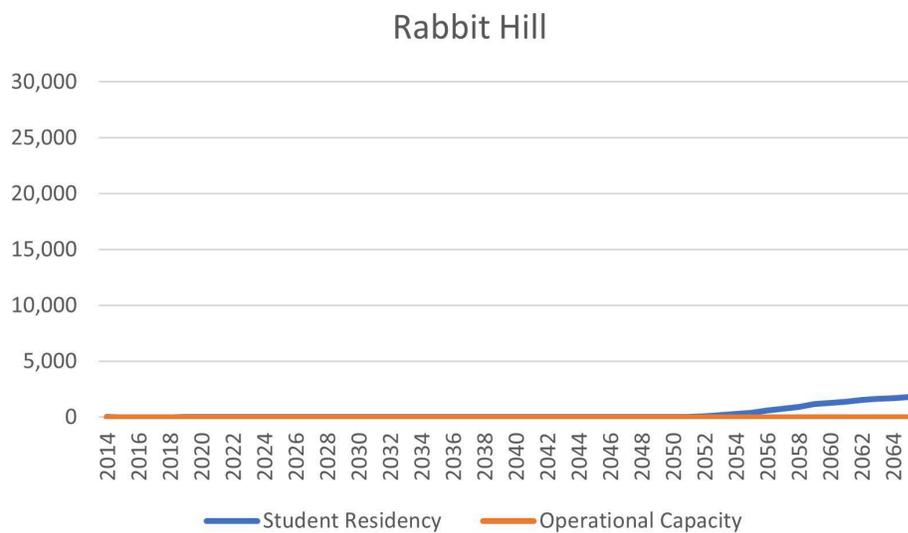
Other Programs
None

Non-Operational Sites
None

Future School Sites
None – will be planned when area plans are established

Developing Plan Areas
Annexation Area West

Student Residency History and Projection

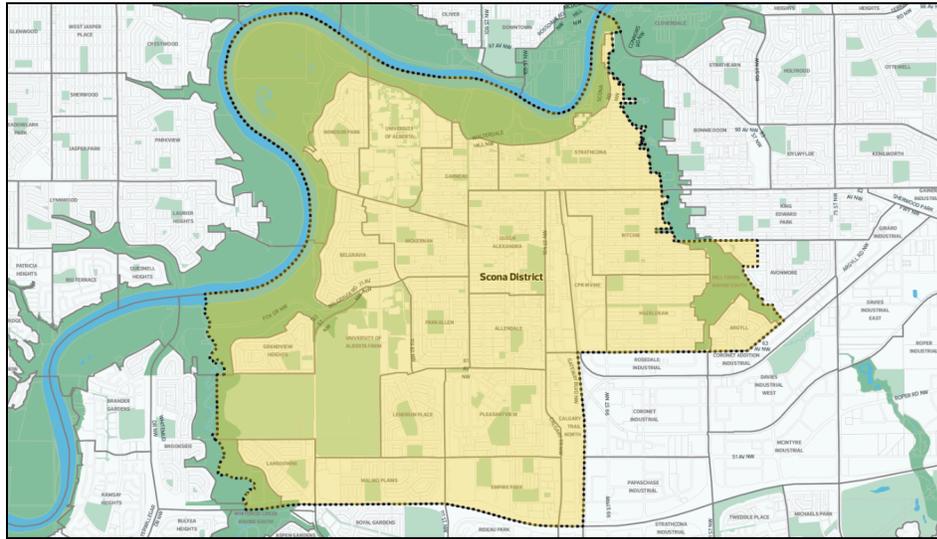


The City Plan – Rabbit Hill District

The Rabbit Hill District encompasses the West Annexation Area and is currently planned for a population horizon above 1.25 million. The Division will continue to monitor growth and operational capacity in adjacent districts and may request additional capital funding as population milestones are reached.

- The 2021 federal census records fewer than **1,000 residents** currently. At a population horizon of 1.25 million, the Rabbit Hill District is anticipated to remain under **1,000 residents**. At two million, the district is anticipated to accommodate **54,000 residents**.
- Population growth in the Rabbit Hill District is not expected until further planning of the undeveloped Future Growth Area is completed.
- Employment growth is anticipated in the southeast portion of the district, primarily in the Crossroads Area Structure Plan area.
- Significant population growth in this district is not foreseen for the 1.25 million population horizon.
- The southeast portion of the district is designated as a Non-Residential Area and will require City Council authorization and collaboration with servicing companies for development.
- Highway 19 and Highway 2 realignments are planned but are under provincial jurisdiction with no set completion date.

The City Plan – Scona District



- Current Schools**
- Academy King Edward
- Strathcona
- Old Scona
- Belgravia
- Grandview Heights
- Hazeldean
- Mill Creek
- Mount Pleasant
- Queen Alexandra
- Lansdowne
- Windsor Park
- Lendrum
- Malmo
- McKee
- Allendale
- Garneau
- King Edward
- McKernan
- Parkallen
- Avalon
- L. Y. Cairns
- Alberta School for Deaf
- Tevie Miller Heritage School

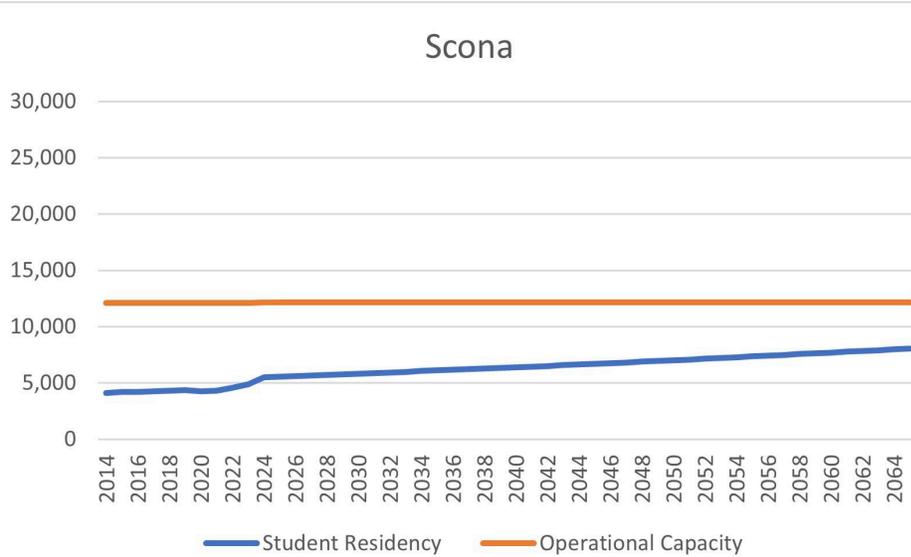
- Other Programs**
- Learning Store on Whyte

- Non-Operational Sites**
- None

- Future School Sites**
- None

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

Student Residency History and Projection



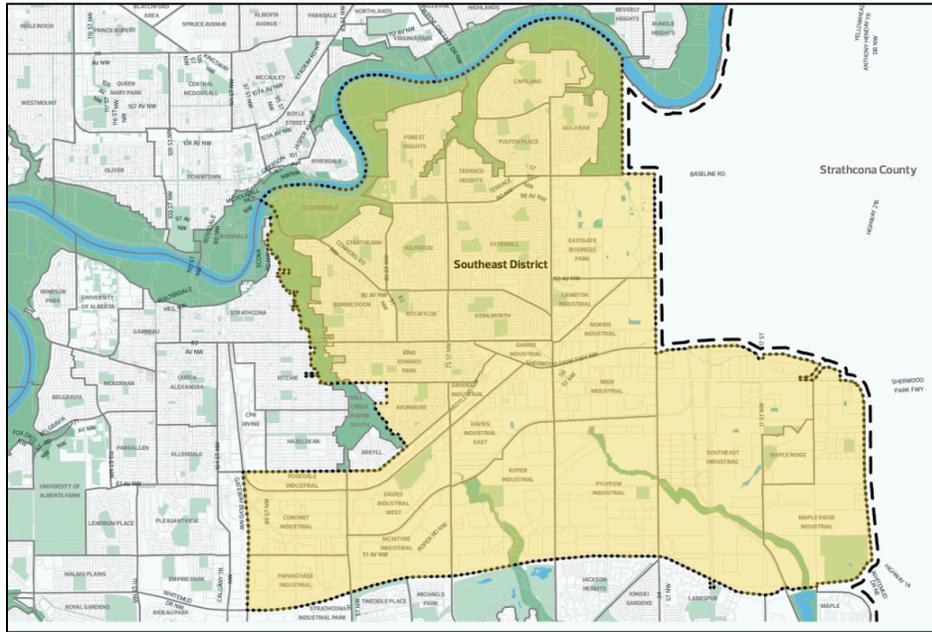
The City Plan – Scona District

Although long-range enrolment projections have demonstrated stable student residency, the Division is closely monitoring enrolment trends from the University West 240 and Michener Park developments to determine if future capacity adjustments are required. Capital requests in this area focus on adding new capacity within the Scona District.

There are currently 23 schools located within the district. As population milestones are reached, additional school sites will become available in future growth areas.

- The 2021 federal census records **56,000 residents**. At a population horizon of 1.25 million, the Scona District is anticipated to accommodate **89,000 residents**. At two million, the district is anticipated to accommodate **193,000 residents**.
- Population and employment growth will primarily occur along key corridors such as Whyte Avenue, 114 Street, 109 Street and 99 Street, enhancing pedestrian-friendly streetscapes and mass transit connectivity.
- Redevelopment along these corridors aims to increase housing availability near local businesses, improve pedestrian environments and strengthen connections with surrounding neighbourhoods.
- Urban design policies and guidelines will focus on enhancing the attractiveness of redevelopment along Gateway Boulevard, a major entry point into the city from the south.
- The University-Garneau Major Node, located in the northern part of the Scona District, is part of Edmonton's Innovation Corridor. It includes major academic, health and research institutions like the University of Alberta (three campuses) connected by mass transit (Norquest College, MacEwan University and NAIT) and supported by high-quality public places and spaces.
- Employment growth in advanced education, health and knowledge-based sectors is anticipated in the Innovation Corridor of the Scona District, along with the potential for more vertical mixed-use developments.

The City Plan – Southeast District



Current Schools

- Vimy Ridge Academy
- W. P. Wagner
- McNally
- Forest Heights
- Gold Bar
- Rutherford
- Waverley
- Clara Tyner
- Argyll Centre
- Avonmore
- Donnan
- Hardisty
- Holyrood
- Ottewell
- Kenilworth
- Braemar

Other Programs

- Metro Continuing Ed.

Non-Operational Sites

- Bennett Centre
- Idylwyld
- Capilano
- Fulton Place

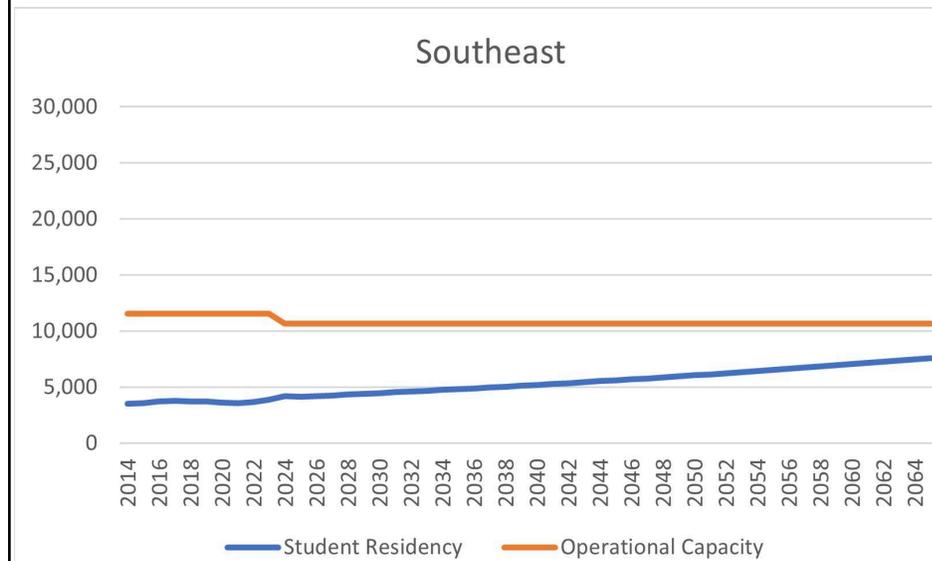
Vacant Sites

- None

Priority Growth Areas

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

Student Residency History and Projection

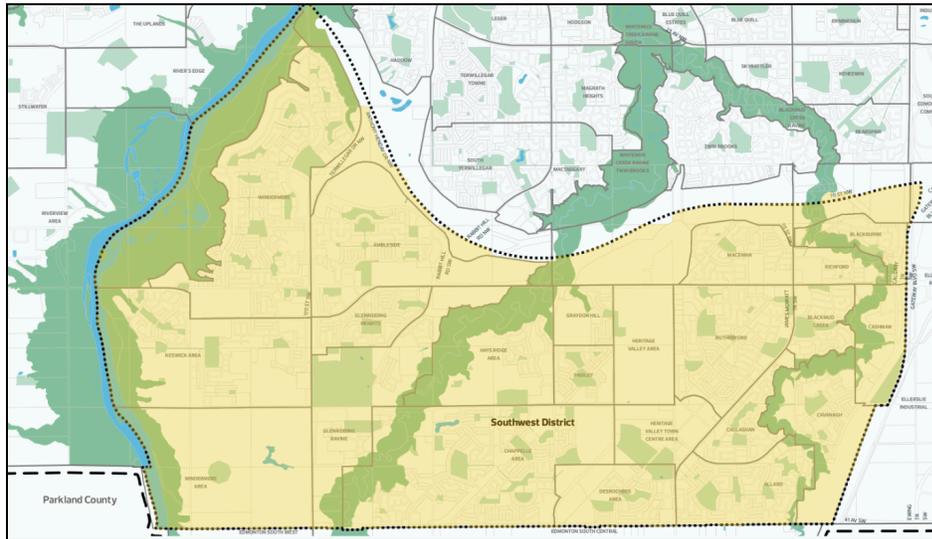


The City Plan – Southeast District

Based on the current capacity of operational schools within the Southeast District, the Division projects there will be sufficient capacity to accommodate local students beyond 2064. Long-range enrolment projections demonstrate stable student residency as the city reaches a 1.25 million population horizon. There are currently 16 schools located within the district and four non-operational schools. Since there will be sufficient capacity, capital requests will focus on modernizations and replacements such as the modernization of McNally High School.

- The 2021 federal census records **44,000 residents**. At a population horizon of 1.25 million, the Southeast District is anticipated to accommodate **52,000 residents**. At two million, the district is anticipated to accommodate **72,000 residents**.
- Population growth in the Southeast District is expected to primarily occur in the Bonnie Doon District Node, with mixed-use redevelopment of Bonnie Doon Shopping Centre and the development of Holyrood residential towers.
- The Valley Line LRT investment is likely to drive residential development near the Strathearn LRT stop within the 95 Avenue Secondary Corridor.
- Incremental residential and commercial redevelopment is anticipated along the Whyte Avenue corridor west from Bonnie Doon and in the eastern part of the district along the 101 Avenue Secondary Corridor.
- Employment growth is projected in mixed-use redevelopment areas in the north and through the continued build-out of employment lands in the south and east parts of the district, including Pylypow and Maple Ridge Industrial.
- Targeted non-residential intensification in the district's southern employment lands, particularly large sites along 99 Street NW and 51 Avenue NW, is expected to contribute to employment growth.

The City Plan – Southwest District



Current Schools

Johnny Bright
 Dr. Anne Anderson
 Garth Worthington
 Joey Moss
 Constable Daniel Woodall
 Dr. Lila Fahlman
 Dr. Margaret Ann Armour
 Roberta MacAdams
 Donald R. Getty

Other Programs

None

Non-Operational Sites

None

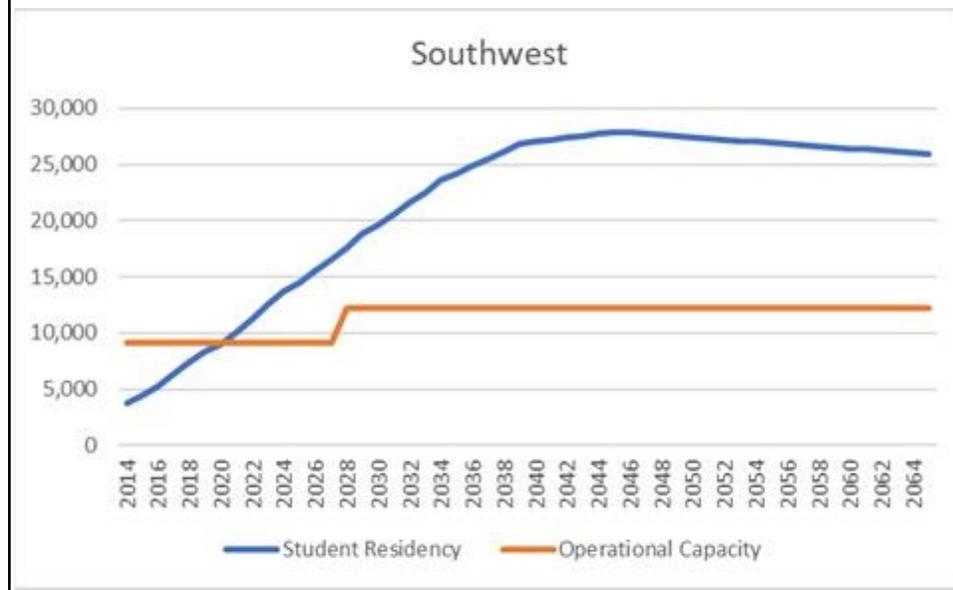
Future School Sites

Glenridding Heights (K–6)
 Glenridding Heights (7–12)
 Heritage Valley Neighbourhood 14 (K–6)

Developing Plan Areas

Windermere Area
 Heritage Valley Area

Student Residency History and Projection



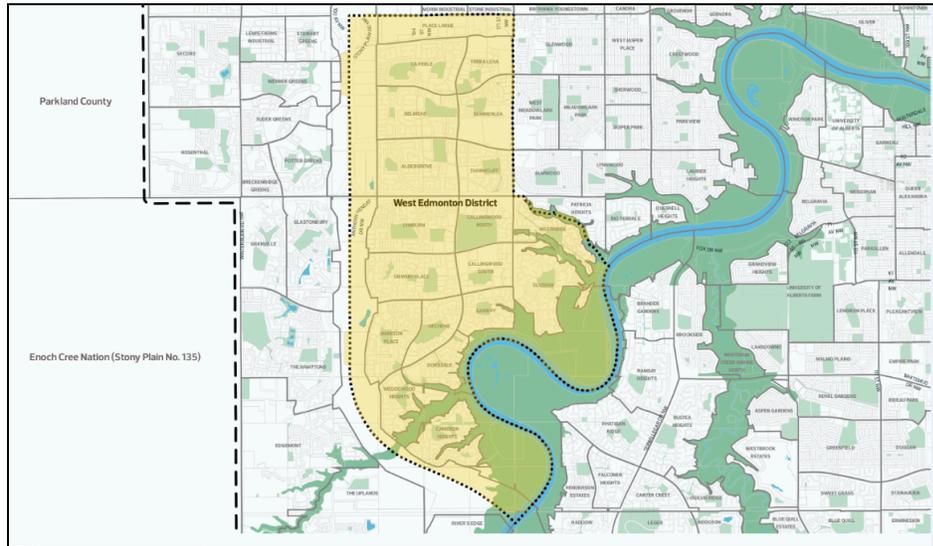
The City Plan – Southwest District

Based on the current capacity of operational schools within Southwest District, the Division has been in a capacity deficit since 2020. Growth in southwest Edmonton has outpaced available student spaces within the schools that serve this district. Enrolment is projected to continue increasing until 2040 before gradually levelling out.

As population milestones are reached, funding for new school construction will be an important part of ensuring new growth can be adequately accommodated. Currently, two new schools are funded for construction: Glenridding Heights K–6 and Glenridding Heights 7–12. In addition, capital priorities include Heritage Valley (neighbourhood 14) K–6 and an addition to Dr. Anne Anderson High School.

- The 2021 federal census records **84,000 residents**. At a population horizon of 1.25 million, the Southwest District is anticipated to accommodate **125,000 residents**. At two million, the District is anticipated to accommodate **162,000 residents**.
- Population growth will primarily occur in new neighbourhoods like Keswick, Glenridding Ravine, Hays Ridge, Desrochers, Chappelle and Heritage Valley Town Centre, following approved and future plans aligned with the City Plan, market conditions and development trends.
- Employment growth is expected mainly in the Windermere Centre District Node, Heritage Valley Major Node and along the Ellerslie Road and James Mowatt Trail corridors.
- The development around Heritage Valley Major Node will be catalyzed by the extension of the LRT Capital Line, including mass transit stations at Ellerslie Park and Ride, the new hospital site and within Heritage Valley Town Centre.

The City Plan – West Edmonton District



Current Schools

- Thorncliffe
- Talmud Torah
- Aldergrove
- Belmead
- Callingwood
- Ormsby
- Centennial
- LaPerle
- Lymburn
- Michael A. Kostek
- S. Bruce Smith

Other Programs

None

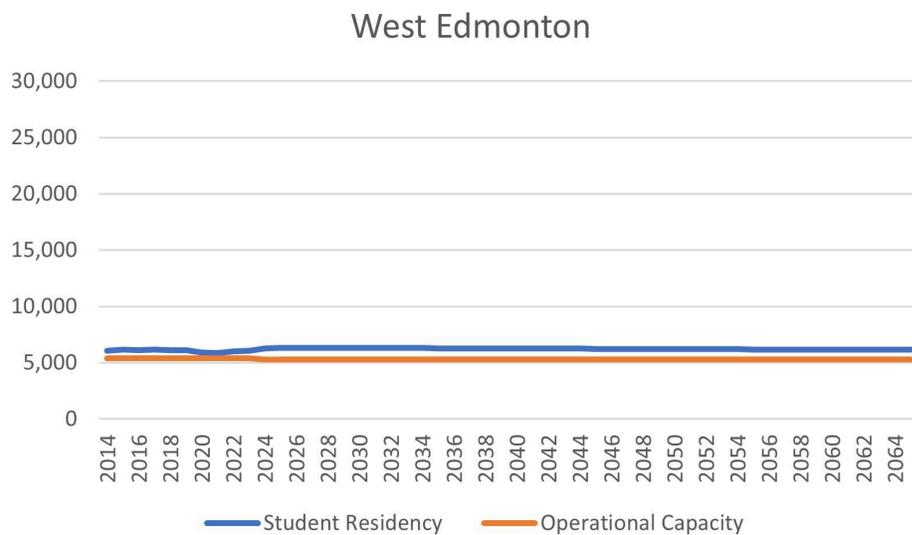
Non-Operational Sites

None

Future School Sites

Cameron Heights (K–6)

Student Residency History and Projection



Priority Growth Areas

- West Edmonton District
- Stony Plain (Corridor)
- WEM-Misericordia (Node)

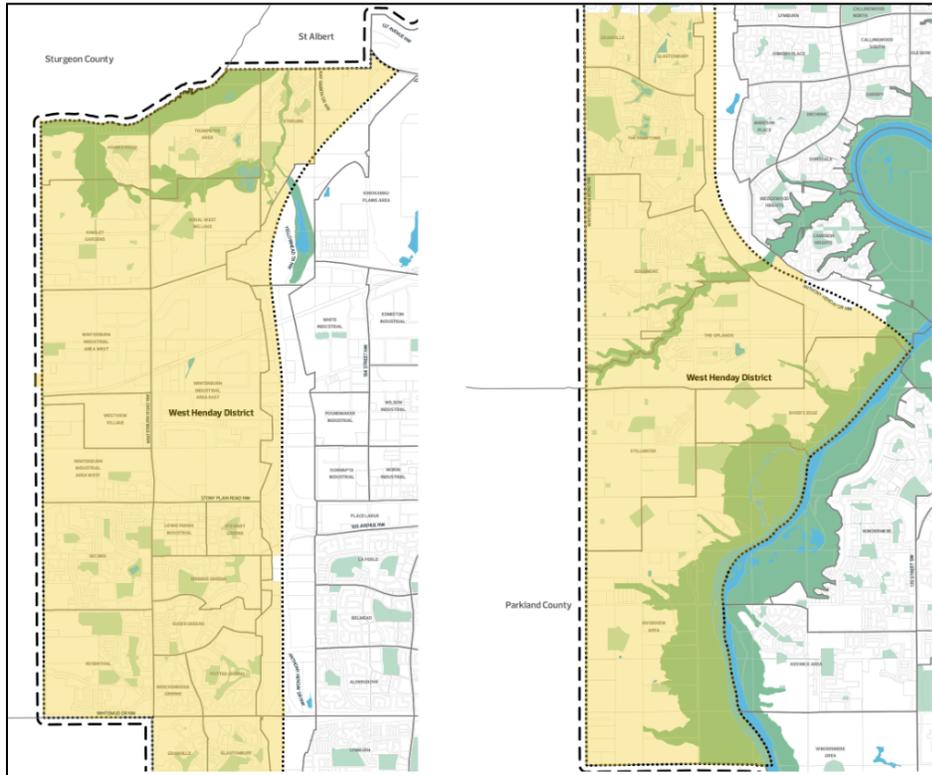
The City Plan – West Edmonton District

The operational capacity and local student residency within the West Edmonton District are currently evenly matched. A number of existing schools within the District are designated schools for areas outside the Anthony Henday experiencing significant growth pressures.

As population milestones are reached, additional capacity will need to be considered. The Division will continue to monitor growth and may request additional capital funding as population milestones are reached. There are currently 11 schools located within the district and one future school site.

- The 2021 federal census records **58,000 residents**. At a population horizon of 1.25 million, the West Edmonton District is anticipated to accommodate **61,000 residents**. At two million, the district is anticipated to accommodate **69,000 residents**.
- Population growth in the West Edmonton District will mainly occur in parts of the WEM-Misericordia Major Node and as the Cameron Heights neighbourhood completes building, following approved and future plans aligned with the City Plan, market conditions and development trends.
- Employment growth in the district is expected to be modest, primarily occurring in the Stony Plain Road Primary Corridor and the western portion of the Place LaRue neighbourhood.

The City Plan – West Henday District



Current Schools

- Winterburn
- Bessie Nichols
- Kim Hung
- David Thomas King
- Michael Phair
- Edgemont (under construction)

Other Programs

None

Non-Operational Sites

None

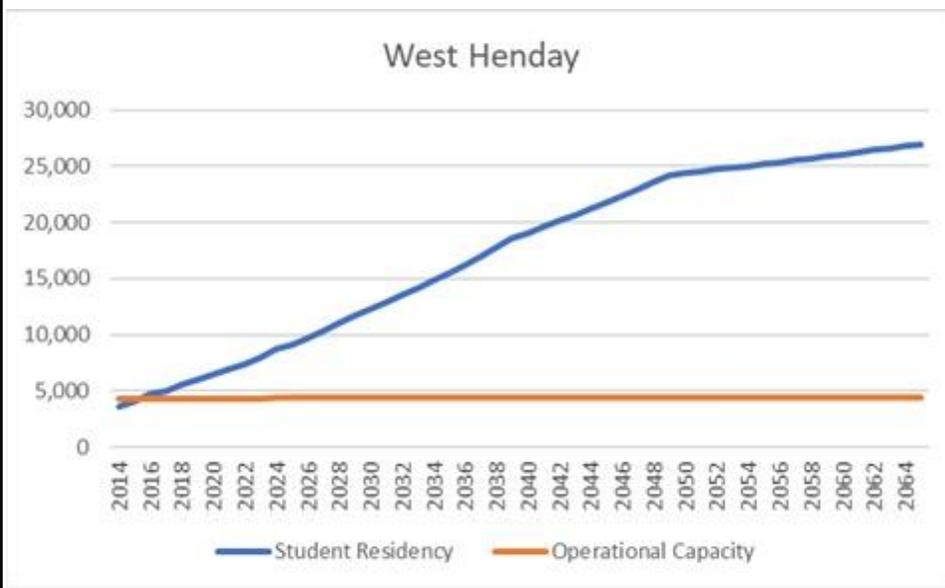
Future School Sites

- Glastonbury (K–9)
- Potter Greens (K–9)
- The Hamptons (10–12)
- Hawks Ridge (K–6)
- Rosenthal (K–6)
- Pintail Landing (K–9)
- Starling (K–9)
- River's Edge (K–9)
- Stillwater (K–9)
- River's Edge (10–12)
- Riverview
- Neighbourhood 5 (White Birch K–9)

Developing Plan Areas

- Riverview
- The Grange
- Lewis Farms
- Big Lake

Student Residency History and Projection



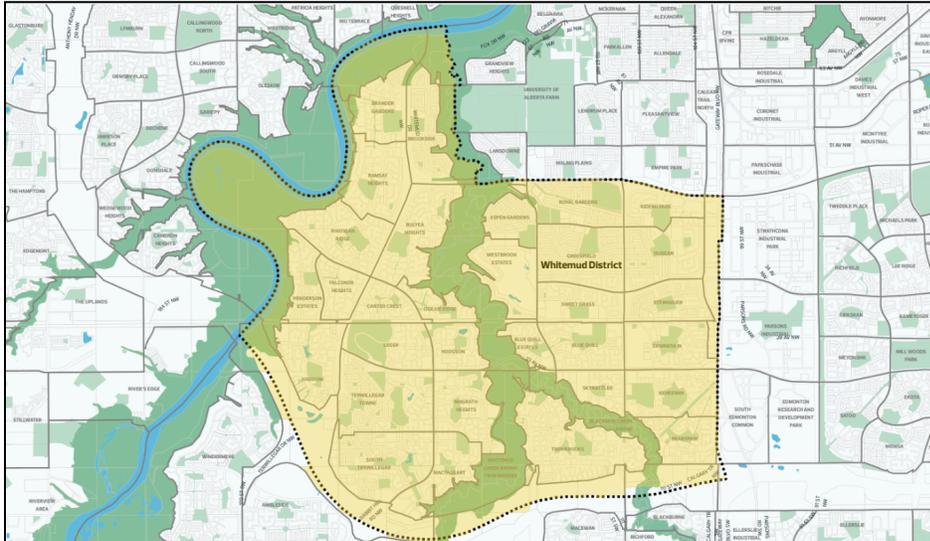
The City Plan – West Henday District

Based on the current capacity of operational schools within West Henday District, the Division is currently in a capacity deficit. Growth in the communities within the West Henday District have outpaced available student spaces within the schools that service this district. Enrolment is projected to continue increasing beyond 2064.

As population milestones are reached, funding for new school construction will be an important part of ensuring new growth can be adequately accommodated. Currently, Hawks Ridge K–6, River’s Edge K–9, Stillwater K–9, The Hamptons 10–12 and River’s Edge 10–12 are listed as capital priorities. There are five operational schools in the district and two schools are currently funded for construction: K–9 in Edgemont and a K–6 in Rosenthal.

- The 2021 federal census records **61,000 residents**. At a population horizon of 1.25 million, the West Henday District is anticipated to accommodate **105,000 residents**. At two million, the district is anticipated to accommodate **162,000 residents**.
- Population growth in the West Henday District will primarily occur in the Edgemont, Lewis Farms, The Grange and Riverview Area Structure Plan areas in the central and south portions of the district.
- The Big Lake area in the north requires additional transportation studies and arterial upgrades before full build-out.
- Growth will adhere to approved and future plans that support new development, aligned with the City Plan, market conditions and development trends.
- Employment growth is expected in the Riverview District Node and to a lesser extent in various local nodes.
- Increased industrial and commercial development will continue in the Winterburn Industrial area in the central part of the district.
- The extension of the Valley Line West will catalyze development in the Lewis Farms area, with the Lewis Farms mass transit station forming part of a mobility hub, including a transit centre and park and ride.

The City Plan – Whitemud District



Current Schools

- George P. Nicholson
- Harry Ainlay
- Brookside
- Greenfield
- Westbrook
- Richard Secord
- Duggan
- Brander Gardens
- Rideau Park
- Steinhauer
- Sweet Grass
- Keheewin
- Earl Buxton
- George H. Luck
- Lillian Osborne
- Esther Starkman
- D. S. MacKenzie
- Riverbend
- Vernon Barford
- Nellie Carlson

Other Programs

- Learning Store at Blue Quill

Future School Sites

- Terwillegar Towne (K–9)
- Keheewin (10–12)

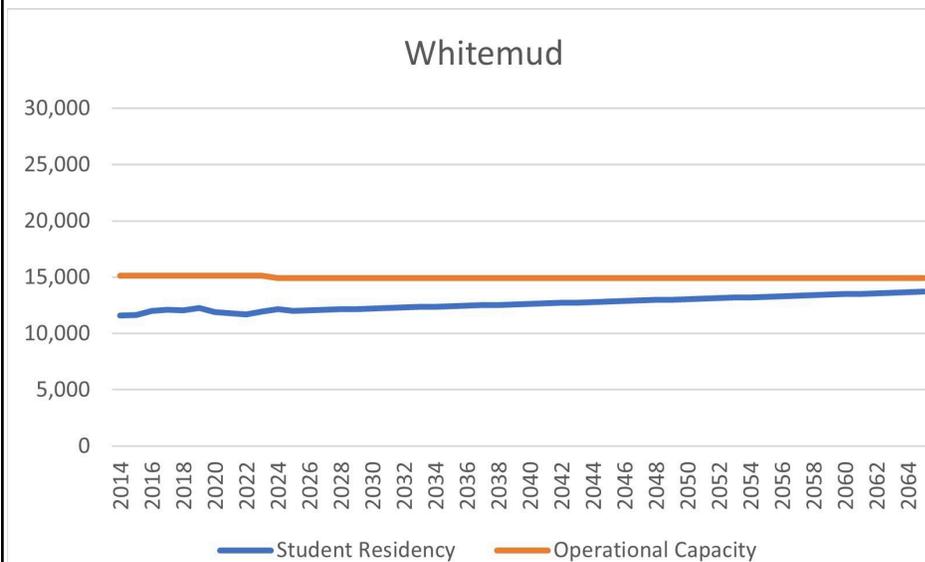
Non-Operational Sites

N/A

Priority Growth Areas

- Century Park

Student Residency History and Projection



The City Plan – Whitemud District

Based on the current capacity of operational schools within the Whitemud District, the Division projects there will be sufficient capacity to accommodate local students beyond 2064. Long-range enrolment projections demonstrate stable student residency as the city reaches a 1.25 million population horizon.

There are currently 20 schools located within the district and three vacant school sites that can accommodate construction should the need arise and provincial funds become available. Since there will be sufficient capacity, capital requests will focus on modernizations and replacements such as the modernization of Brander Gardens School.

- The 2021 federal census records **98,000 residents**. At a population horizon of 1.25 million, the Whitemud District is anticipated to accommodate **104,000 residents**. At two million, the district is anticipated to accommodate **117,000 residents**.
- Population growth in the Whitemud District will primarily occur in the Century Park District Node, featuring higher density, transit-oriented development.
- Limited population growth may also occur along the Calgary Trail Primary Corridor and the 23 Avenue and 111 Street Secondary Corridors.
- Employment growth is expected mainly in the Calgary Trail Primary Corridor and the 23 Avenue and 111 Street Secondary Corridors.

Date	March 3, 2026
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Bereavement
Originator	Angela Anderson, Chief Human Resources Officer
Resource Staff	Cindy Maksymuik
Reference	AEBC.AR Acknowledging Student, Staff and Trustee Deaths and Bereavements

Ms. Norma Jean Carbert passed away on January 11, 2026, at the age of 64 years. Norma started with the Division in September 2004. During her 21 years, she was an educational assistant and an administrative assistant at Waverley, M.E. LaZerte, Hardisty, Allendale, Ottewell and Victoria Schools. She is survived by her sons, Jared and Matthew; sisters, Lynn (Ralph), Sharon (Maurice), Cathy (Richard) and Donna; as well as other family members and numerous friends.

A memorial service was held on January 17, 2026.

AA:cm