

Date	November 25, 2025
To	Board of Trustees
From	Ron Thompson, Superintendent of Schools
Subject	Student Accommodation Plan 2025–2026
Originator	Cliff Richard, Chief Infrastructure and Technology Officer
Resource Staff	Shauna Bland, Jenifer Elliott, David Evans, Geoff Holmes, Andrew Lowerre, Allison Sylvester, Rob Tarulli, Kris Uusikorpi, Kyle Wagner, Christopher Wright
References	Administrative Regulation HC.AR Student Admission and Enrolment Growth Control Model Low Enrolment Model Ten-Year Facilities Plan 2025–2034 Three-Year Capital Plan 2026–2029 Alberta Schools Now Program

ISSUE

The Student Accommodation Plan is updated annually to serve as a communication tool and a summary of the work undertaken in the past year to support schools experiencing changes in their student enrolment. This comprehensive plan is driven by data from four core areas: residential growth and development, changes to attendance areas, new school openings, and current school enrolment and residency patterns. The process ensures ongoing clarity for Trustees, Administration, parents and community members.

KEY POINTS

- The Division's overall average utilization rate for 2024–2025 is estimated at 89 per cent (up 15 per cent in 10 years), with 135 schools operating at or above 80 per cent utilization. This high utilization rate limits the ability to accommodate students closest to where they reside.
- The City of Edmonton has recently experienced a boom in residential development and population growth, particularly in new, suburban communities outside of Anthony Henday Drive. These are areas where the Division is facing some of the biggest challenges accommodating student enrolment growth. A range of growth accommodation measures have been taken at most schools in these neighborhoods.
- Over the course of the 2024–2025 school year, the number of school-aged children residing in the city centre area rapidly increased. Three schools in this area experienced capacity challenges as a result and were required to implement accommodation measures on an emergent basis.
- The number of students choosing a Division centre program has increased substantially over the past five years. In response to this increased demand, 162 new Division centre classes were established (an average of 32 classes/year, which is almost double the rate of establishment in the preceding five years).

Due to enrolment and space pressures, establishing Division centre classes near where students reside has become increasingly challenging.

- As of September 23, 2025, all Division attendance area high schools are full in planned classes for the duration of the 2025–2026 school year. The average utilization rate of attendance area high schools is 101.3 per cent.
- The Growth Control Model was developed from feedback received following community engagement, to help manage enrolment at schools as our Division continues to grow. Last spring, the Division prepared for the 2025–2026 school year by increasing the number of schools with closed boundaries to 56, and the number of schools using the lottery process increased from seven to 10.
- The Division has 529 portable/modular classrooms across the city, the largest proportion of which are in southwest Edmonton. The Division will be receiving an additional 17 newly funded modular classrooms prior to the 2026–2027 school year. Many of our newer schools have a greater number of modular classrooms compared to permanent construction classrooms; this poses challenges for general functionality such as access to water, washrooms and lockers.
- In response to enrolment growth and decreasing space in the Division, it is anticipated that an increasing number of schools may move to Levels 2 and 3 on the Growth Control Model.
- There are currently five new school construction projects underway, with the earliest opening date anticipated for fall of 2028. There are seven addition, replacement, or new school projects that are expected to receive approval for full construction funding as planning and design phases are completed.
- Ultimately, the Division requires the construction of new school facilities in new and developing communities, and capacity increases as part of school modernization and replacement projects in mature neighbourhoods, to accommodate growth.

BACKGROUND

Planning for student accommodation is an ongoing process adapted to the evolving needs of students and communities, and relies on transparent decision-making informed by community engagement. The challenges the Division addresses include an increasing number of schools and programs being too full while other schools and programs have declining enrolment, as well as shifts in student demographics.

To manage these systemic challenges, the Division uses the Growth Control Model. This model manages student enrolment growth within available capacity. The Growth Control Model classifies all schools into three levels for regular programming:

- Level 1: Schools have open boundaries and capacity to accept new students.
- Level 2: Schools near capacity, requiring measures such as 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.

A Growth Control Model toolkit is available to support school administration when having conversations with their school community about the levels and interventions within the model and the level for their school.

Updated growth control information is added to school profiles on epsb.ca to allow parents easy access to this information. This helps to keep communities and families informed and ensures transparency is reflected through ongoing student accommodation work.

As highlighted in the Ten-Year Facilities Plan 2025–2034, increased utilization necessitates these measures to mitigate impacts for students and families. These impacts include reduced choice for families, fewer options to access Division centre or alternative programming and the reclamation of specialized spaces (e.g., Career and Technology Studies (CTS), Music, Art, Library, leased space) for regular instruction. The Student Accommodation Plan highlights the actions taken to address these demands and implement the necessary growth accommodation measures.

CURRENT SITUATION

Utilization Rates

In 2024–2025, 135 schools were at or above 80 per cent utilized—an increase of 16 schools over the previous year. As the Division experiences increasingly higher utilization of available space, the ability to accommodate students closest to where they reside becomes increasingly difficult. Schools selected to become designated receiving schools for new and developing neighbourhoods place further strains on the transportation system, as designations are further away.

Currently, the overall average utilization rate of the Division is estimated to be at 89 per cent. The Division has experienced a 15 per cent increase in utilization over the last 10 years. Typically, 80 per cent utilization is when schools begin to feel full. When utilization is too high, the Division faces many challenges including:

- accommodating resident students in schools closest to where they reside
- expanding alternative and Division centre programming in response to demand and to maintain parent choice
- requiring students in new neighbourhoods to be transported to available space instead of having access to a designated receiving school close to home (this strains the transportation system as it causes ride times and the number of routes to increase).

Residential Growth and Development

The City of Edmonton continues to grow. The city experienced a boom in development in 2024, issuing the most residential building permits since 2005. Between 2023 and 2024, there was a 33 per cent increase in the number of permits issued. Edmonton's population growth is booming alongside this surge in residential development, with most of the low-density housing types being built in the new, suburban communities outside of Anthony Henday Drive.

The 10 neighbourhoods with the highest number of building permits issued in 2024 for single detached, semi-detached and row housing are located primarily in the developing areas in South East, South West and West Edmonton:

1. Keswick
2. The Orchards

3. Secord
4. Chappelle
5. The Uplands
6. Alces
7. Glenridding Ravine
8. Edgemont
9. Rosenthal
10. Kinglet Gardens

These are areas where the Division is facing some of the biggest challenges accommodating student enrolment growth. Student accommodation measures have been implemented at most Division schools serving these neighbourhoods including:

- addition of modular classrooms
- closed boundaries
- lease reclamation
- implementation of the lottery process (and identification of additional overflow designated schools)
- neighbourhood redesignations
- facility modifications

Four of these 10 neighbourhoods have a Division K–9 school (including two in Chappelle); three of the five schools are at Level 3 and use the lottery process to manage enrolment. Keswick had the greatest number of building permits issued in 2024 and continues to lead the way in 2025. Joey Moss School, which opened in Keswick in 2022, had the largest increase in enrolment across all Division schools between September 2024 and September 2025 (with the exception of Centre High and Elder Dr. Francis Whiskeyjack School). In The Orchards, the largest number of students entered the lottery process to enrol at Jan Reimer School since it moved to Level 3 in 2023. Growth in Chappelle and Glenridding Ravine neighbourhoods triggered three schools to move to Level 3 and use the lottery process to manage enrolment during pre-enrolment for 2025–2026.

The Division is currently anticipating the opening of four schools in Edgemont, Glenridding Heights and Rosenthal neighbourhoods. While awaiting new construction, the Division divided Edgemont into four separate areas to balance enrolment from this neighbourhood over a greater number of schools. Rosenthal neighbourhood was divided into two portions as recently as 2024. The designated school for this area, LaPerle School, was facing enrolment pressure despite closing the boundaries and adding four modular classrooms in 2023. Thirty-nine per cent of students enrolled at LaPerle School live in Rosenthal.

Neighbourhoods including Alces, The Uplands and Kinglet Gardens are designated to schools a significant distance away. Receiving schools have implemented growth accommodation measures where possible to accommodate a growing number of students. For example, Centennial School is the designated school for The Uplands. In addition to closed boundaries, the Division added six modular classrooms to accommodate a growing number of students. The first student from The Uplands enrolled at Centennial School in 2018. Six years later, 35 per cent of students enrolled at Centennial School reside in The Uplands. No new construction

projects are funded in (or near) these three neighbourhoods, though they are identified as capital priorities on the Division's Three-Year Capital Plan 2026–2029.

While the majority of proportionate growth occurs in suburban areas, several large residential redevelopment projects are also planned to occur in mature neighbourhoods. These projects, coupled with high immigration rates, may impact student residency data. Administration will continue to monitor development progress, immigration rates and impacts on enrolment.

Over the course of the 2024–2025 school year, the number of school-aged children residing in the city centre area rapidly increased. Enrolment trends followed a similar pattern, creating capacity challenges at Delton, John A. McDougall and Norwood schools. Typically, movement for schools between levels on the Growth Control Model happens in the Fall; however, due to sharp rises in enrolment, changes had to be made on an emergent basis.

Delton and John A. McDougall schools experienced particularly rapid enrolment growth in the eight month period between pre-enrolment for 2024–2025 and December 2024. Enrolment at each school increased by approximately 25 per cent over this time period. In January 2025, all three schools moved to Level 2, while being prepared to move to Level 3 on short notice if necessary. As a result of this change, all three schools implemented closed boundaries prior to pre-enrolment for the 2025–2026 school year.

School	Pre-Enrolment 2024–2025	September 2024	December 2024	Change
Delton	320	397	423	+103
John A. McDougall	342	411	461	+119
Norwood	248	270	274	+26

Pre-Enrolment APEX Frozen Data, September count date APEX Frozen Data, December 19, 2024, APEX Data

Neighbourhood Designations Approved for 2025–2026

For 2025–2026, Mattson South was designated to Donnan and Kenilworth schools for elementary and junior high programming. The Southeast 2 sector continues to have one of the highest growth rates in the Division. Previously, neighbouring communities of Alces and Meltwater were designated to Avonmore and Kenilworth schools in 2024. Remaining growth areas in this sector will continue to be designated to schools in the South Central sector as schools in Southeast 1 and Southeast 2 cannot accommodate students projected to reside in these neighbourhoods.

The neighbourhoods planned for the Horse Hill area will also require updated school designations as these areas develop. For 2025–2026, Horse Hill Neighbourhood 3, Horse Hill Southwest 2, Horse Hill Southwest 3 and Quarry Ridge South neighbourhoods were designated to Bannerman School. Additional redesignations

may be necessary as the area is still in the early stages of development. Similar to the southside, further neighbourhood designations may be outside the Northeast sector due to limited capacity in existing schools.

The growing distance between new and developing neighbourhoods and their designated schools will continue to put mounting pressure on the student transportation system, resulting in longer ride times for students.

To provide school designations in a timely fashion, Administration monitors the pace of residential development. When identifying designations for new neighbourhoods, Administration looks to provide access to schools located near each neighbourhood while balancing enrolment at existing schools. A communications plan is developed to inform affected families, and where possible, collect community feedback about new designations. For 2025–2026, existing neighbourhood redesignations were approved for three areas to better accommodate students residing in these areas.

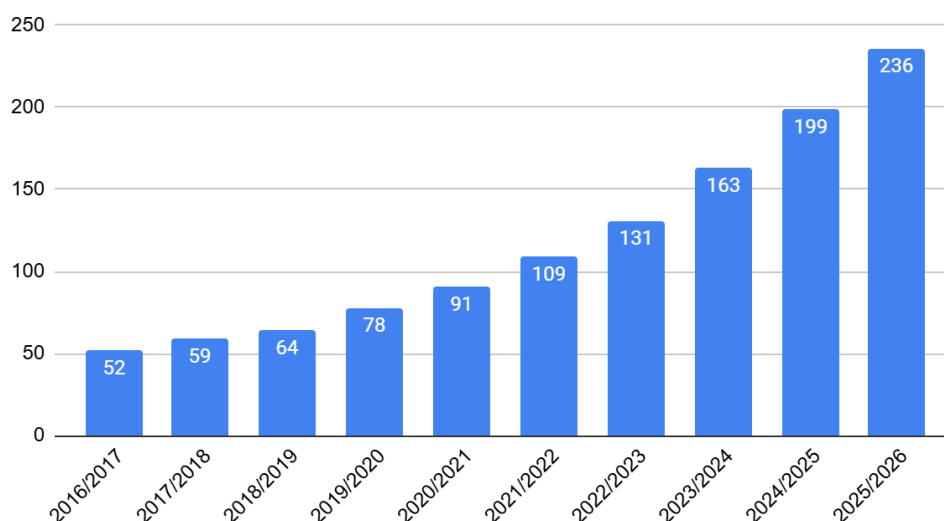
	Previous Designated School(s)	New Designated School
Mill Woods Town Centre	Weinlos and Kate Chegwin	Tipaskan and Edith Rogers
Riverdale	Spruce Avenue and Victoria	Ottewell and McNally
Jasper Park	James Gibbons	James Gibbons and Meadowlark

Division Centres

The Division offers a wide range of specialized programming for students with emotional, behavioural, cognitive, learning, speech, hearing, vision, physical or medical needs. The number of students choosing a Division centre program has increased substantially over the past five years. In response to this increased demand, 162 new Division centre classes were established (an average of 32 classes/year). This is a marked increase from the 93 new classes established in the preceding five-year period (an average of 18 classes/year).

The most acute increase in demand has been for Interactions Division centre programming, with 184 Interactions classes established over the past 10 years.

Number of Interactions Classes: 2016 - 2025



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.

New Construction

Flexibility and choice in school and program selection becomes increasingly limited when new capacity does not keep pace with enrolment growth. New schools take three to five years to build and open for students. Additional capital funding for new school construction projects will be required to ensure the Division continues to have capacity to accommodate increasing enrolment. There are currently a number of new construction projects underway, with the earliest opening date anticipated for fall 2028:

- Edgemont K–9 school: opening TBD (Capacity: 950)
- Glenridding Heights 7–12 school: tentatively opening September 2028 (Capacity: 2,400)
- Glenridding Heights K–6 school: tentatively opening in 2029 (Capacity: 650)
- McConachie 7–9 school: tentatively opening in 2029 (Capacity: 915)
- Rosenthal K–6 school: opening TBD (Capacity: 650)

In addition, several other projects identified in the Division's Three-Year Capital Plan have received design or planning funding. As per the Alberta Schools Now Program (formerly the School Construction Accelerator Program), these projects may receive approval for full construction funding as the preceding planning and design phases are completed:

- Dr. Anne Anderson High School addition (Design)
- Hawks Ridge K–6 school (Design)
- Delton School K–6 replacement (Design)
- Spruce Avenue School 7–9 replacement (Design)
- Castledowns 10–12 school (Planning)

- The Grange 10–12 school (Planning)
- Silver Berry K–6 school (Planning)
- Autism Centre of Excellence (Planning)

Pressure for new school construction in developing areas is expected to continue, as most new students reside in developing areas where schools are at or nearing capacity.

Growth Control Model

A series of measures can be taken to respond to increasing enrolment pressures and to support accommodating student growth while awaiting new school construction. Over the last several years, the Division has worked with communities to improve solutions aimed at managing enrolment pressures at schools. The Growth Control Model evolved from community and Trustee feedback, in particular, the need for transparency while avoiding the practice of splitting existing school communities. Like previous growth accommodation strategies, Administration considered long-term sustainability, equitable access to high-quality learning environments and the potential level of disruption for students. 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 model has three levels to address enrolment and as enrolment changes; schools can move up or down levels (Attachment I).



Level 1

The majority of Division schools are at Level 1 on the Growth Control Model. At this level, schools are required to accommodate resident attendance area students first and if there is space remaining, may accommodate other students. Schools will accommodate as many students as possible up to their enrolment limit. Many schools nearing (or beyond) their enrolment limit will primarily accommodate students from within their attendance area. When nearing or beyond their enrolment limit, based on either current or projected enrolment patterns, the school will then move to Level 2 on the Growth Control Model.

Low Enrolment Model

It is equally challenging to organize and deliver programming in schools or programs with low enrolment. This is evident with both regular and alternative programs. In some Division schools, although they may have a healthy overall enrolment due to other programs, the regular program has not been viable over several years. The opposite is also true; some alternative programs do not have enough students enrolled to make the program viable at a site.

To address programs experiencing low enrolment, Edmonton Public Schools 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. This model uses a phased approach which provides an appropriate amount of time to consult and support communities,

ensuring all programs in the Division are viable and sustainable. Each year, Administration evaluates program enrolment across all Division schools after the September count date.

Britannia, Holyrood and McKernan schools are currently phasing out low enrolment programs at each site. The regular elementary program will be phased out of Holyrood and McKernan schools by the end of the 2025–2026 school year. Resident students living in the Holyrood and McKernan school attendance areas are designated to Avonmore and Garneau schools for regular programming, respectively. The junior high Logos program at Britannia School will be phased out by the end of the 2027–2028 school year. Additionally, the Chinese (Mandarin) Bilingual program was phased out of Rosslyn School at the end of the 2024–2025 school year. Continuity of programming for students in elementary Chinese (Mandarin) Bilingual programs in North Edmonton is provided at one of the other junior high schools offering this program.

Level 2

Some schools 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. Sixteen schools have moved from Level 1 to Level 2 for the 2025–2026 school year.

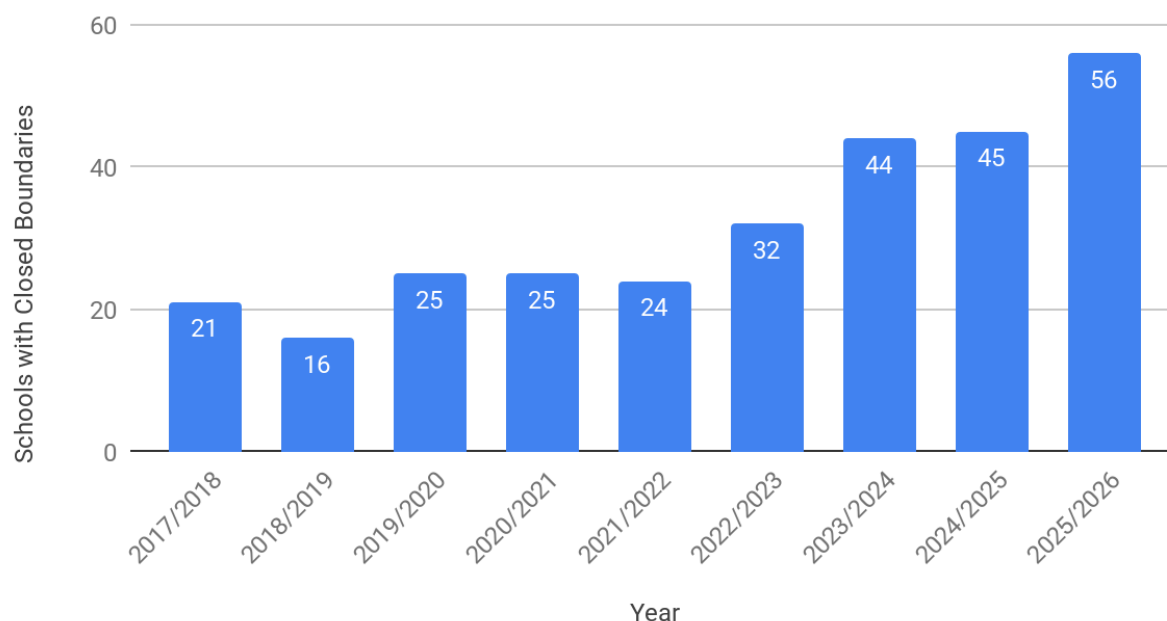
Implications for Lease Groups

While child care programs are not operated by the Division, several licensed service providers lease space in Division schools, providing service to families and the community. As enrolment growth begins to outpace capacity in a school, the availability of space for lease groups becomes increasingly limited, and existing leased space may have to be reclaimed to create additional instructional space. For the 2025–2026 school year, Brookside, Delwood, Dovercourt, Garneau, John A. McDougall, McKee, Meadowlark, Mee-Yah-Noh, Ormsby, Waverley, Wîhkwêntôwin, Windsor Park and Youngstown schools reclaimed leased classroom spaces to accommodate additional students.

Closed Boundaries

The amount of space available to accommodate Division students is declining across the City, making it challenging to maintain open attendance area boundaries. By closing boundaries, a school limits accommodation to only those families residing within their attendance area. The number of closed boundary schools continues to increase each year. Ten of the 15 schools implementing closed boundaries for the first time are located in mature communities that are not serving developing, suburban communities. There are 56 schools with closed boundaries for 2025–2026 (Attachment II).

Number of Closed Boundary Schools



Modular Classrooms

In scenarios where continued enrolment growth is putting pressure on existing capacity, the Division can request modular classrooms from the Province. The Division has 529 portable/modular classrooms across the city, the largest proportion of which are in southwest Edmonton, where student enrolment has increased substantially in recent years. Annually, the Division submits a request to Alberta Education and Childcare for new modular classrooms or funding to relocate existing units. Over the past few years, the Division has not received provincial funding for all requested modular classrooms, and has allocated capital reserve funds to purchase units for the schools with the most urgent need.

Under the Schools Now Program, additional provincial funding has been allocated for provincially-funded modular classrooms, which should reduce the need to self-fund the acquisition of unfunded modular units. In summer 2024, the Division received formal approval for 29 additional modular classrooms and four relocations. These units were installed prior to the 2025–2026 school year.

In November 2024, the Division submitted a request for another 39 modular classrooms. Of the 39 requested, six were approved initially, and in August 2025, the Division received approval for 11 more units. Ultimately, the Division will be receiving an additional 17 newly funded modular classrooms prior to the 2026–2027 school year.

While additional modular classrooms are a measure to relieve enrolment pressure in some cases, they also present challenges moving forward. Despite being designed as temporary infrastructure with a 25-year lifespan, the Division still utilizes 66 modular classrooms that were installed before 1995. Given the limitations to how many units can be accommodated at existing schools, the provision of modular classroom

units is not a practical approach to address rapid enrolment growth in many communities. The number of modular classrooms that can be added to a school site is subject to factors such as fire code, building code, parking requirements, washroom capacity and available land. Additionally, modular units are not a practical approach to providing specialized learning spaces, such as in the accommodation of students with specialized learning needs, or for purpose-built space for junior and senior high school students in the areas of career and technology studies.

It will become more challenging for schools to schedule spaces such as gymnasiums and music rooms, given that the school facility is operating beyond the original designed capacity. Many of our newer schools have a greater number of modular classrooms compared to permanent construction classrooms; this poses challenges for general functionality such as access to water, washrooms and lockers. Where it is not possible to add modular classrooms, facility modifications may be completed to create additional capacity in non-traditional learning spaces such as learning commons or even staff workrooms.

High School Accommodation

Typically, high school accommodation is managed through enrolment limits and the program choices students make. Enrolment limits are designed to support underutilized schools and keep highly utilized schools at optimal levels; however, in recent years, as student enrolment has grown and space has become limited, the focus has shifted towards helping overutilized schools manage and accommodate students. Specific to high school, students often choose to pre-enrol at schools outside of their attendance area based on course and program preferences. This has traditionally helped shift students to schools with space. High school accommodation is also managed through facility modifications to transform underutilized spaces into flexible classroom environments. These initiatives are focused on improved programming and increased student capacity.

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 are 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.

As of September 23, 2025, all Division attendance area high schools are full in planned classes for the duration of the 2025–2026 school year. This means that only resident students who newly move into the attendance area for a given high school will be accepted. The average utilization rate of attendance area high schools is 101.3 per cent.

Enrolment limits are reviewed on an annual basis in collaboration with school principals. 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. In the short term, some high schools have identified spaces within their buildings where capacity could be increased through facility modifications.

Level 3

When there is a possibility that schools do not have enough capacity to accommodate all students in their attendance area, further measures, which may include the lottery process, must be taken to restrict access for new resident students. The lottery process can be activated (or deactivated) in response to ongoing changes in enrolment, and helps schools at or near capacity manage enrolment by limiting the number of new resident students. This process allows schools to stabilize their enrolment while making the most of their available space. It determines which attendance area resident students can access their designated school when there are too many resident students compared to spaces.

The lottery process only impacts resident students who are new to a school. Non-resident students are not able to attend a Level 3 school. Resident students not selected to attend the school through the lottery process will be able to attend an overflow designated school. A benefit to this process is that it can be applied to individual grade levels and be turned on and off yearly, as needed.

During pre-enrolment for 2025–2026, the number of Level 3 schools using the lottery process increased from seven to 10. Supporting the 10 Division schools currently at Level 3 on the Growth Control Model are 18 overflow designated schools. It is important to note that, in most Level 3 schools, the vast majority of students who pre-enrol are accepted each year.

Percentage of Students Accepted into Level 3 Schools during Pre-Enrolment					
	2021	2022	2023	2024	2025
David Thomas King	N/A	67%	92%	100%	71%
Donald R. Getty	N/A	N/A	N/A	N/A	98%
Dr. Lila Fahlman	87%	81%	92%	88%	82%
Dr. Margaret-Ann Armour	65%	81%	91%	94%	84%
George H. Luck	N/A	N/A	N/A	N/A	100%
Jan Reimer	N/A	N/A	84%	89%	75%
Lillian Osborne	N/A	85%	100%	100%	93%
Riverbend	N/A	N/A	N/A	N/A	100%
Shauna May Seneca	N/A	N/A	100%	94%	97%
Svend Hansen	46%	50%	62%	72%	72%

In response to enrolment growth and decreasing space in the Division, it is anticipated that an increasing number of schools may move to Levels 2 and 3 on the Growth Control Model. Ultimately, the Division requires the construction of new school facilities in new and developing communities, and capacity increases as part of school modernization and replacement projects in mature neighbourhoods, to accommodate growth.

ATTACHMENTS and APPENDICES

ATTACHMENT I Growth Control Model: List of Schools by Level (2025–2026)

ATTACHMENT II Closed Boundary List (2025–2026)

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Growth Control Model: List of Schools by Level and Closed Boundary List

Level 1 (2025–2026)

Abbott	Grovenor	Parkview
Academy at King Edward	Hardisty	Princeton
Alberta School for the Deaf	Harry Ainlay	Queen Alexandra
Aldergrove	Hazeldean	Richard Secord
Aleda Patterson	Highlands	Rideau Park
amiskwaciy Academy	Hillcrest	Rio Terrace
Argyll	Hillview	Riverdale
Athlone	Holyrood	Rosslyn
Avalon	Homesteader	Rutherford
Avonmore	Horse Hill	S. Bruce Smith
awâsis waciston	Ivor Dent	Sakaw
Bannerman	J. Percy Page	Satoo
Beacon Heights	J. A. Fife	Scott Robertson
Belgravia	James Gibbons	Sifton
Belmead	Kameyosek	Spruce Avenue
Belmont	Kate Chegwin	Steele Heights
Belvedere	Keheewin	Steinhauer
Bisset	Kenilworth	Stratford
Braemar	Kensington	Strathcona
Brander Gardens	Kildare	Sweet Grass
Brightview	Killarney	T. D. Baker
Britannia	King Edward	Talmud Torah
Brookside	Kirkness	Thorncliffe
Calder	kisêwâtisiwin	Tipaskan
Callingwood	L. Y. Cairns	Vernon Barford
Clara Tyner	Lansdowne	Victoria
Coronation	Lauderdale	Vimy Ridge
Crawford Plains	Laurier Heights	Virginia Park
D. S. Mackenzie	Lee Ridge	W. P. Wagner
Delwood	Londonderry	Waverley
Dickinsfield	Lymburn	Westbrook
Donnan	Lynnwood	Westglen
Dovercourt	Malmo	Westminster
Dunluce	Mary Butterworth	Westmount
Earl Buxton	Mayfield	Wîhkwêntôwin
Eastglen	McArthur	York
Edith Rogers	McKee	Youngstown
Edmonton Christian High	McKernan	
Edmonton Christian Northeast	McNally	
Edmonton Christian West	Meadowlark	

Level 1 (2025–2026) (continued)

Ekota Elder Dr. Francis Whiskeyjack Elizabeth Finch Elmwood Esther Starkman Forest Heights George P. Nicholson Glengarry Glenora Gold Bar Grace Martin Greenfield Greenview	Meadowlark Christian Menisa Meyokumin Meyonohk Michael Phair Mill Creek Millwoods Christian Minchau Mount Pleasant Old Scona Ormsby Ottewell Parkallen	
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Level 2 (2025–2026)

A. Blair McPherson Alex Janvier Allendale Balwin Baturyn Bessie Nichols Caernarvon Centennial Centre High* Constable Daniel Woodall Crestwood Daly Grove* Delton* Dr. Anne Anderson Dr. Donald Massey Duggan* Ellerslie Evansdale* Florence Hallock Fraser* Garneau* Garth Worthington Grandview Heights Hilwie Hamdon Inglewood* Jackson Heights Jasper Place Joey Moss John A. McDougall* John D. Bracco John Barnett Johnny Bright*	Julia Kiniski Kim Hung Lago Lindo LaPerle Lendrum* Lorelei M.E. LaZerte Major General Griesbach Malcolm Tweddle McLeod Mee-Yah-Noh* Michael A. Kostek* Michael Strembitsky Nellie Carlson Northmount* Norwood* Overlanders Patricia Heights Pollard Meadows Queen Elizabeth Roberta MacAdams Ross Sheppard Soraya Hafez Thelma Chalifoux Velma E. Baker Weinlos Windsor Park* Winterburn
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Level 3 (2025–2026)

David Thomas King Donald R. Getty* Dr. Lila Fahlman Dr. Margaret Ann-Armour George H. Luck*	Jan Reimer Lillian Osborne Riverbend* Shauna May Seneca Svend Hansen
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**indicates new for 2025–2026*

Schools with Closed Boundaries 2025–2026

Alex Janvier	Johnny Bright*
Balwin*	Julia Kiniski
Baturyn	Kim Hung
Bessie Nichols	Lago Lindo
Caernarvon (Regular Program)	LaPerle
Centennial	Lendrum*
Centre High*	Lillian Osborne
Constable Daniel Woodall	Lorelei
Daly Grove*	Malcolm Tweddle (Regular Program)
David Thomas King	Mee-Yah-Noh*
Delton*	Michael Strembitsky
Dr. Lila Fahlman	Nellie Carlson
Dr. Margaret-Ann Armour	Northmount (Regular Program)*
Donald R. Getty	Norwood*
Duggan*	Overlanders
Ellerslie	Patricia Heights
Evansdale*	Pollard Meadows (Regular Program)
Florence Hallock	Riverbend
Fraser*	Roberta MacAdams
Garneau*	Ross Sheppard
Garth Worthington	Shauna May Seneca
George H. Luck	Svend Hansen
Hilwie Hamdon	Velma E. Baker
Inglewood*	Weinlos
Jackson Heights	Winterburn
Jan Reimer	
Jasper Place	
Joey Moss	
John A McDougall*	
John Barnett	
John D. Bracco	

**indicates new for 2025–2026*