

DATE: November 29, 2022

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent

SUBJECT: Student Accommodation Plan 2022–2023

ORIGINATOR: Cliff Richard, Chief Infrastructure and Technology Officer

RESOURCE

STAFF: Jenifer Elliott, David Evans, Roland Labbe, Valerie Leclair, Allison Sylvester, Jennifer Thompson, Kyle Wagner, Christopher Wright

REFERENCE: [HC.AR Student Admission and Enrolment](#)

ISSUE

The Student Accommodation Plan is updated annually. The plan is informed by:

- residential growth and development
- changes to attendance areas
- new school openings
- current school enrolment and residency patterns

BACKGROUND

Planning for student accommodation is an ongoing process as we adapt to the evolving needs of our communities and students. Actions and decisions consider feedback obtained from community engagement to ensure accommodation challenges are addressed in a transparent manner. These challenges include:

- schools and programs being too full
- schools and programs with declining enrolment
- shifts in student demographics

The Student Accommodation Plan provides timely and transparent information to stakeholders to build an awareness of the intricacies of student accommodation. Stakeholders will gain a better understanding of student accommodation initiatives completed for the current school year as well as decisions made to address challenges in the following school year. Any additional measures and successes will also be shared.

Provincial Requirements for Capital Planning

The Ten-Year Facilities Plan provides a broad overview of the Division's facilities. The plan includes information about growth and development, demographic shifts, enrolment trends, building condition, building locations in relation to students, and the need to expand, reduce or modernize existing school buildings. The Ten-Year Facilities Plan 2023–2032 highlights challenges within the inventory of facilities for the coming decade. One key theme in the plan that represents the most pressing infrastructure challenge is the lack of available space to accommodate Division students. The lack of new construction funding results in capacity limitations, additional strain on the student transportation network, and more complex accommodation scenarios as per the Growth Control Model.

The Three-Year Capital Plan is prepared annually. It identifies and prioritizes Division-wide needs for new school construction, modernizations and replacement schools. The plan is presented and approved by the Board of Trustees, and submitted to Alberta Education each spring. The Division is in the process of completing one new school capital project approved from a previous Three-Year Capital Plan – a new high school in The Meadows. No additional new school projects are currently funded for design or construction.

Student Accommodation Plan

It typically takes three years minimum from the announcement of funding for a new school to design and build it. A series of measures from the Growth Control Model can be deployed to support accommodating student growth in the absence of new school construction. With the ongoing challenge in predictability and timing of new school funding from the Province, we will likely need to apply higher levels of the Growth Control Model in more situations.

Currently, the overall average utilization rate of the Division is at 80 per cent and estimated to increase this school year, with many individual schools already well past that rate. We do know that when schools hit the 85 per cent utilization rate, they feel full and retain little flexibility to organize students for instruction.

The amount of space available to accommodate students is declining, creating challenges for student accommodation including:

- Maintaining the ability to provide choice through open boundaries.
- Accommodating alternative and Division centre programs that require dedicated space.
- Limiting the ability to deliver quality learning environments for all students regardless of where they live and our ability to provide diverse learning environments.
- Increasing travel distance to designated schools and creating challenges for families and Student Transportation.

Fundamentally, choice for students and families will shrink due to these space and infrastructure limitations.

The annual Student Accommodation Plan will provide consistent and ongoing communication with Trustees, administration, parents and community stakeholders. Informed by the Growth Control Model (Attachment I) and Low Enrolment Model, the Plan highlights current issues and future student accommodation initiatives for Level Two and Three schools.

Funding for new school construction is controlled by the province. In the absence of new school announcements, initiatives in support of growing enrolment patterns over time may include:

- closing boundaries (Attachment II)
- reclaiming leased spaces
- adding of modular classrooms or facility modifications
- new neighbourhood designations
- suspending the sibling rule
- reconfiguring grades (including the removal of grades)
- school or program consolidations
- program establishments

The Student Accommodation Plan is organized into sectors and outlines:

- the school
- the Growth Control Model level assigned to the school for the 2022–2023 school year
- current and projected enrolment
- issue(s)
- action(s) taken for this current year and required for the upcoming school year

All Division schools are at one of three levels within the Growth Control Model; however, for the Student Accommodation Plan, only Level Two and Three schools are addressed. As enrolment fluctuations, demographic shifts, new school construction and programming changes may trigger a school to move between levels, Administration will update the Student Accommodation Plan annually to reflect the Division's current environment.

Residential Growth and Development

The City of Edmonton continues to grow. Several neighbourhoods across the city are in the early stages of development. In addition to the large undeveloped areas of Riverview (West), Horse Hill (Northeast) and Decoteau (Southeast), two areas of land annexed from Leduc County and the Town of Beaumont became part of the City of Edmonton in 2019. Edmonton Public Schools' boundaries have expanded to match the new City of Edmonton municipal boundaries. As Area Structure Plans come into effect, future students in these new neighbourhoods will require a designated school.

Riverview (West) is in the early stages of development and designated schools have been identified for the approved neighbourhoods in this area. Prior to pre-enrolment for 2023–2024, designated schools will be assigned to new neighbourhoods in the Decoteau (Southeast) area.

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 stakeholder engagement plan is developed to inform affected families about new designations. In some cases, Administration may explore other options in collaboration with communities. Other times, there may be only one possible solution, in which case there will not be an opportunity for input into the final decision.

In addition to new development in the suburban areas of Edmonton, there are several residential redevelopment projects scheduled to occur in mature neighbourhoods. These projects may impact student residency data as they come to fruition. Administration will continue to monitor development progress and impacts on enrolment. The annual Student Accommodation Plan also notes current projects and impacted schools.

New School Construction and Attendance Areas

Administration examines and reviews school attendance areas on an ongoing basis to reflect new information and/or developments. Factors that may influence change include developments related to new construction included within the Division's Three-Year Capital Plan, Space for Students in Mature Neighbourhoods, and demographic fluctuations. When new construction priorities receive funding, Administration establishes attendance areas for these schools, adjusting current attendance areas to accommodate the greatest sustainable number of students as close to where they reside as possible.

The Meadows high school, opening in September 2024, is the only approved new school project for the Division. The lack of new construction funding is contributing to a decreasing amount of space available to accommodate students as well as limiting choice for students and families.

New School Opened in September 2022

Joey Moss School opened in September 2022. Public engagement on attendance area boundaries occurred virtually in June 2021. Administration shared the final decision on the attendance area prior to pre-enrolment in February 2022.

The primary attendance area for Joey Moss School is Keswick. The secondary attendance area for this school includes Keswick Southwest, an area of the neighbourhood that is currently undeveloped. The goal with the attendance area is to allow as many students as possible to attend a school close to home and allow the school to grow at a comfortable pace. Joey Moss School is offering Kindergarten to Grade 7 for the 2022–2023 school year. Grades 8 and 9 will be phased in over subsequent years.

Growth Control Model for Student Accommodation

It typically takes a minimum of three years to design and build a school once funding is announced. A series of measures can be taken to support accommodating student growth in the absence of new school construction. To continue to respond to the growth in new and developing neighbourhoods, and in response to continued enrolment pressures, Administration developed a model to manage student enrolment growth, to meet demand for student learning space, and to be as transparent with stakeholders as possible. 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 for Student Accommodation, informed by feedback from families over the past few years, is a dynamic, transparent strategy with a responsive approach to student accommodation Division-wide. This model does not create additional space for students but rather serves to create efficiencies, provide clarity, and minimize impact on students where possible in the absence of capital funding for new construction.

Within the Growth Control Model, Administration monitors and manages enrolment on an ongoing basis. All Division schools are at one of three levels (Attachment II). Enrolment fluctuations that trigger a school to move between levels is specific to regular programming only. Enrolment limits and the random selection process can control capacity challenges within alternative programs.

1. Level One – Division schools have the capacity to accept new students. These schools have open boundaries and, in some cases, may also have a secondary attendance area. Resident students who live within the attendance area and siblings of current students who are returning to the school the following year are guaranteed a space.
2. Level Two – Division schools move from Level One to Level Two when they near capacity. Most Level Two schools, but not all, have closed boundaries (Appendix I).
3. Level Three – When Division schools have reached capacity and cannot accommodate all attendance area resident students, the school moves from Level Two to Level Three. In Level Three, further measures must be taken to restrict access to a school beyond those taken in Level Two. In response to researching best practices from other jurisdictions and in respecting feedback received from community members in previous Growth Accommodation engagements, the Division uses a lottery process. This process employs a standardized course of actions to manage enrolment and ensure equitable access to a school that is at or overcapacity with its own attendance area resident students.

Level One – Open Access

The majority of Division schools are at Level One on the Growth Control Model. The Division uses enrolment limits at Level 1 schools to manage enrolment of students who do not reside in a given school's attendance area. As per HC.AR Student Admission and Enrolment, Division schools are required to accommodate their resident attendance area students first and, if there is space in the school, may accommodate other students in the Division. Schools will accommodate as many students as possible up to their enrolment limit.

Following the close of pre-enrolment, a Level One school may become full in planned classes in certain grades for the following school year, meaning they can no longer accept students other than those resident students newly moved into the school's attendance area. These schools do not move to Level Two because they are not nearing the school's overall capacity, they are just full in certain planned classes.

Level Two – Limit Access

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.

While before and after school care programs are not operated by the Division, several licensed service providers work with Property Management to lease space in Division schools to provide this service to families and the community. As enrolment growth begins to outpace capacity in a school, the availability of space for leased groups becomes increasingly limited. As utilization rates increase overall, there will be a reduction of lease space available in schools and current leased space may be removed to accommodate enrolment growth. Seven classroom spaces (from five schools) were reclaimed due to enrolment growth in 2022. Aleda Patterson, Constable Daniel Woodall, Donald R. Getty, Jan Reimer and Michael Phair schools reclaimed classrooms spaces to accommodate additional students for the 2022–2023 school year.

The amount of space available to accommodate Division students is decreasing, making it difficult to offer choice for students, or to maintain open attendance area boundaries. The current overall utilization for the Division is at 80 per cent and estimated to increase. The number of Division schools with closed boundaries continues to increase each year. For 2022–2023, there are thirty-two closed boundary schools—double the number from the 2018–2019 school year only four years later. Pressure for new school construction in developing areas is expected to continue, as most projected new students reside in developing areas where schools are at or nearing capacity. Further increases in utilization rates reduce choice for families through greater travel distances for students, fewer seats for Division centre and alternative programming, elimination of open boundaries for schools and reclamation of spaces used for CTS, music, library and art programming.

In scenarios where continued enrolment growth is putting pressure on existing capacity, the Division can request modular classrooms from the Province. Since 2010–2011, the Division has installed (or relocated) 433 modular classrooms in lieu of receiving funding for new school construction. Annually, the Division submits a request to Alberta Education for new modular classrooms or funding to relocate existing units. Over the past few years, the Division has not received funding for all requested modular classrooms. The Division has been required to use Capital Reserve funds to acquire and install unfunded requests. The addition of modulars is an unsustainable practice moving forward. Where it is not possible

to add modular classrooms, facility modifications may be completed to create additional capacity in non-traditional learning spaces. Projects undertaken during the 2021–2022 school year included creating classrooms in pre-existing staff workrooms and Learning Commons space.

As long as enrolment growth continues to outpace Provincial funding for new construction projects, the amount of available space, and ultimately the amount of choice in our Division, will continue to decrease. In response to growth in enrolment and decreasing space in the Division, an increasing number of schools may move to Level Three on the Growth Control Model.

Level Three – Restrict Access (Lottery Process)

The lottery process allows schools at (or reaching) capacity to stabilize enrolment while maximizing the capacity of a school by limiting the intake of students. It determines which attendance area resident students can access their designated school when there are more resident students than spaces. The lottery process most directly impacts resident students who are new to a school. (Non-resident students are not able to attend a Level Three school.) For those resident students not selected to attend the school through the lottery process, Administration has provided an overflow designated school.

This process is transparent and provides a clear and consistent answer to both staff and families with respect to the order in which a school accepts resident students when the school does not have enough space for all resident students from the attendance area. A benefit to this process is that it can be applied to individual grade levels and be turned on and off on a yearly basis, as needed.

During pre-enrolment for 2022–2023, Svend Hansen, Dr. Lila Fahlman and Dr. Margaret-Ann Armour schools took part in the lottery process for the third year in a row. David Thomas King and Lillian Osborne schools also used the lottery process for the first time. These five schools are at Level Three on the Growth Control Model and are experiencing growth pressure within their own attendance areas. The lottery process did not impact students currently attending these schools but did impact resident students new to the school. Resident students not selected to attend these schools through the lottery process were provided an overflow designated school or could choose to attend another Division school with space.

Low Enrolment Schools

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 in 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.

Low Enrolment Model

To address programs experiencing low enrolment, Edmonton Public Schools created the Low Enrolment Model. This new process, shared across the Division in the spring of 2021, will help the Division identify programs with low enrolment at schools. Schools will work together with families in the program and the school community to develop a community-driven plan to increase enrolment before deciding next steps for the program. The model uses a two-phase approach over two years. This provides an appropriate amount of time to consult and walk alongside community, ensuring all programs in the Division are viable and sustainable. Each year, Administration will evaluate program enrolment across all Division schools after the September count date.

If a program is identified as a low enrolment program, it will move into Phase One of the model. Steps include:

- Administration will notify applicable schools and provide timelines for the program(s) experiencing low enrolment.
- The school will work with families to come up with a plan informed by stakeholders to increase numbers during pre-enrolment for the upcoming school year.
- If enrolment increases during pre-enrolment, the program may continue and the community will continue to work on increasing the enrolment.
- If enrolment decreases and the program is not viable, the program will move into Phase Two of the model.

If a program enters Phase Two of the Low Enrolment Model, next steps will be taken, including:

- Hosting additional conversations between the school, Edmonton Public Schools and families to ensure a smooth transition for students currently enrolled in the program.
- Exploring solutions, such as consolidating the program into one location, phasing out the program over a few years, and/or suspending/deactivating the program.
- Implementing the plan before the next pre-enrolment period.

McKernan and Holyrood Schools

For the 2020–2021 school year, McKernan and Holyrood schools did not offer Kindergarten in the regular program. Following the close of pre-enrolment in 2020, registrations were not high enough to offer a viable program at that level. The decision was made to suspend Kindergarten at both schools and redirect the students to schools close by. Both schools offered Grades 1 to 6.

For the 2021 pre-enrolment, the schools made another attempt to offer Kindergarten. Following the close of that pre-enrolment, again the numbers were insufficient to offer a viable program in Kindergarten and Grade 1. McKernan and Holyrood schools offered Grades 2 to 6 for the 2021–2022 school year.

After a final attempt during pre-enrolment to offer a viable Kindergarten and/or Grade 1 class, due to low enrolment numbers, a recommendation report was approved by the Superintendent in June 2022 to phase out the regular elementary program at both schools. Avonmore School will accommodate students living in the Holyrood School attendance area and Garneau School will accommodate students living in the McKernan School attendance area.

High School Accommodation Framework

The High School Accommodation Framework, approved in January 2017, was created to balance student distribution and increase Division infrastructure capacity as it relates to high school programming.

As Edmonton continues to grow, the Division continues to face challenges in accommodating high school students. Typically, high school accommodation is managed through enrolment limits and program choices students make. Enrolment limits are designed to support under-utilized 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 over-utilized schools manage and accommodate students. Specific to high school, students choose to pre-enrol at schools outside of their attendance area because of choice of courses/programs. This has traditionally helped shift students to schools with space. High school accommodation is also managed through facility modifications to

transform under-utilized spaces into flexible classroom environments. These initiatives are focused on improved programming and increased student capacity.

Despite enrolment limits, student choice and the completion of a major addition to increase capacity, Lillian Osborne School has seen an increase in enrolment due to a greater number of attendance area students. As the number of resident high school students living in the attendance area continues to grow, Lillian Osborne School moved to Level Three on the Growth Control Model. To ensure enrolment does not exceed capacity, Lillian Osborne School used the lottery process during pre-enrolment for 2022–2023. Eighty-five per cent of all students entered into the lottery were accepted - the highest percentage of all lottery schools in the Division. As with all lottery schools, Lillian Osborne School kept a callback list for all grades for spaces becoming available until September 29, 2022. Lillian Osborne School was able to call the majority of the students on their callback list, and was ultimately able to accommodate over ninety per cent of the students that participated in pre-enrolment.

CURRENT SITUATION

Donald R. Getty School for 2023–2024

Donald R. Getty School has been at a Level Two on the Growth Control Model for two years. As we continue to monitor growing enrolment at the school, Administration is exploring options to accommodate additional enrolment growth while sustaining a high-quality learning environment. Options include facility modifications, class configurations, and requesting modular classrooms from the Province. As the school is not yet at Level Three, the support of a Lottery Process is not being recommended at this time.

Lottery Process: Updates/Changes for 2023–2024

As enrolment continues to grow, especially in developing communities where new construction funding cannot keep up with demand, accommodating students as close to home as possible will remain the focus. For the 2023–2024 school year, David Thomas King, Dr. Lila Fahlman, Dr. Margaret-Ann Armour, Lillian Osborne and Svend Hansen schools will remain at Level Three and will once again be supported by the lottery process. Administration will be adding two new schools to Level Three for the 2023–2024 school year. Jan Reimer and Shauna May Seneca schools will become Level Three schools and will use the lottery process to manage incoming enrolment at grade levels where needed. These schools are all reaching or exceeding capacity; the lottery process will allow enrolment to stabilize while maximizing the capacity of these schools by limiting intake at Kindergarten. Overflow designated schools have been identified as close to these schools as possible to accommodate any attendance area resident students not selected in the lottery process:

Proposed Lottery School	Proposed Overflow Designated School	
Jan Reimer	Satoo	kisêwâtisiwin
Shauna May Seneca	Grace Martin	Edith Rogers

Feedback from stakeholders continues to inform best practices within the lottery process.



KEY POINTS

- The Student Accommodation Plan is updated annually to summarize student accommodation issues that have been addressed as well as highlight upcoming issues. It provides consistent and ongoing communication with Trustees, Administration, parents and community stakeholders.
- The Province determines new school funding. The Board of Trustees have been tireless in their advocacy for new school funding.
- The Growth Control Model was developed, as per feedback received following stakeholder engagement, to help manage enrolment at schools as our Division continues to grow.
- The Growth Control Model toolkit was developed to support school administration when having conversations with their school community about the levels within the model and the level for their school.
- A Communication Plan with updated information will be developed to keep communities and families informed and ensure transparency is reflected through ongoing student accommodation work. Updated information will be added online to school profiles to allow parents easy access to this information.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Growth Control Model for Student Accommodation Recommendation Report
ATTACHMENT II	Levels of Student Accommodation (2022–2023) and Closed Boundary List (2022–2023)
APPENDIX I	Definitions

JE:ks

DATE: February 4, 2020
TO: Darrel Robertson, Superintendent of Schools  February 20, 2020
FROM: Dr. Lorne Parker, Assistant Superintendent 
SUBJECT: Growth Control Model for Student Accommodation
ORIGINATOR: Christopher Wright, Managing Director, Infrastructure
RESOURCE STAFF: Kevin Carson, Jenifer Elliott, Gail Haydey, Jeremy Higginbotham, Geoff Holmes, Kim Holowatuk, Veronica Jubinville, Roland Labbe, Valerie Leclair, Erin McFarlane, Bob Morter, Carrie Rosa, David Sloan, Carla Stolte, Jennifer Thompson
REFERENCE: N/A

ISSUE

Division schools continue to experience enrolment pressures due to growth in new and developing neighbourhoods. This challenges organization and program delivery in schools. Consequently, Administration has developed a comprehensive plan to manage student growth and to meet the demand for student learning space as a result of a projected increase in enrolment.

BACKGROUND

Planning for City Growth

In recent years, the City of Edmonton has experienced strong residential growth that affects the Division's ability to provide local accommodation to students within the growth areas.

When looking at growth in Edmonton, City Council approves residential development which is then implemented through applications to City Administration. As stakeholders in this process, school divisions have opportunities for input at various stages of the development process.

The planning process for a new suburban area begins with the City of Edmonton developing an Area Structure Plan (ASP). This plan, which covers a large portion of land, identifies a long-term development plan for the new area. The next step in the planning process is the development of a Neighbourhood Structure Plan (NSP). The NSP goes into greater detail in the type of housing that will be built (low, medium or high density). At this point, Division staff work with the City to determine the number of children who may wind up living in the area. This projected student population, in turn, determines school sites.

These plans provide the Division with an estimate of how many children are expected to live in any given neighbourhood, as well as the location of future school sites. However, it may be a long time between the completion of an NSP and the beginning of construction. In that time, there may be many changes made to the NSP that affect the number of people who may live in the area and subsequently, the student generation figures. For example, if lots are set aside for large estate homes and the developer decides that they would have more success selling smaller homes or row housing, this decision can have a significant effect on the number of school-aged children in the area. Throughout this process, the City

informs Division staff of any changes. Even with this information, the size and location of the school site is very difficult to change. For example, in the Laurel neighbourhood, the predicted number of K–9 students in the NSP (2007) was 767, yet there are currently 1,539 K–9 students living in Laurel attending a Division school. Since the approval of this plan in 2007, there have been seven changes to the NSP—with four of these amendments resulting in a significant increase in the number of single-family homes being built. Regardless of the amendments, the number of school sites set aside in the final statutory plan and the maximum size of schools funded by the Province does not change.

This complex mix of factors predicts the outcome of a neighbourhood build out and many of these factors also influence each other. The rate of city development varies greatly by neighbourhood. The various timelines for development can create challenges when projecting future student populations in a specific area of the City. Rapid development causes rapid increases in student residency, often accompanied by high peak numbers. In addition to rate of development, several other factors influence the number of school-aged children living in a neighbourhood. For example, the presence of a school, housing type, housing market, and the community culture.

Continual Refinement of our Accommodation Process

The process for developing recommendations to accommodate the current growth is complex. In 2010 and 2012, the Division opened nine schools. By the third year of operation, Administration had made changes to attendance areas and/or grade configurations at seven of the nine schools:

- A. Blair McPherson (attendance area)
- Bessie Nichols (attendance area)
- Dr. Donald Massey (attendance area)
- Elizabeth Finch (attendance area)
- Esther Starkman (attendance area and grades)
- Johnny Bright (attendance area and grades)
- Michael Strembitsky (attendance area and grades)

Challenges with overcapacity are not limited to new schools. As new school construction has not kept up to the pace of residential development, several growing neighbourhoods are designated to schools outside of the community. Since 2014, Administration has restricted access to the following schools by reducing the size of the attendance areas:

- Bisset
- Brander Gardens
- Daly Grove
- Ellerslie
- Michael A. Kostek
- Winterburn

In 2016 and 2017, the Division opened 14 more schools. As we continue to improve our student accommodation process, only one of the 14 schools, Dr. Lila Fahlman, has had an attendance area/grade reconfiguration in the second year of operation.

In the 10-year period between 2009 and 2019, our Division enrolment increased from 79,780 students to 104,930 students, and our utilization rate increased from 67 per cent to approximately 79 per cent.

RELATED FACTS

A growing number of Division schools are facing overcapacity issues. Planning for student accommodation is an ongoing process as we adapt to the evolving needs of our communities and students. Previous growth accommodation measures (such as attendance area changes and reconfiguration of grades) have divided communities and families, something we continue to hear is a concern through community engagement. Actions and decisions must consider feedback from the community to ensure growth challenges are addressed in a transparent manner.

The Growth Control Model (Attachment I) is a newly developed strategy that manages growth and is a dynamic responsive approach to student accommodation Division-wide. 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. This model, informed by feedback from families over the past few years, serves to create efficiencies, provide clarity, and minimizes impact on students as much as possible.

Regarding this proposed approach to student accommodation, Administration consulted with staff from Budget Services, Communications, District Support Services, Human Resources, Student Information and Student Transportation.

RECOMMENDATION

Approve the Growth Control Model approach to student accommodation (Attachment I), effective immediately.

CONSIDERATIONS and ANALYSIS

With the Growth Control Model, Administration will monitor and manage enrolment on an ongoing basis. All Division schools offering K-9 programming will be at one of the three levels (Appendix I).

1. Level One – Division schools will begin at Level One with open access.
2. Level Two – Division schools will move from Level One to Level Two when they near their enrolment limit. The school will have a closed boundary and only accept new students from the school's attendance area.
3. Level Three – When Division schools near their enrolment limit with attendance area students only, they will then move from Level Two to Level Three.

Enrolment fluctuations that trigger a school to move between levels is specific to regular programming only. Enrolment limits and the random selection process can control capacity challenges within Alternative programs.

Level One—Low (Open Access)

As per the provincial *Education Act*, the Division establishes an attendance area for each Division school. When developing attendance areas, administration ensures that they:

- Allow as many students as possible to attend a school close to their home, and keep communities and families together.
- Remain stable as communities continue to grow, so that a school is not overcapacity soon after opening.
- Allow students from outside the attendance area to attend the new school if there is available space.

Open Boundaries

At Level One, schools have open boundaries. As a Division of choice, open boundaries allow families to consider their options to determine their preferred school. Although a student's designated school ensures they have access to that school, the student may choose to attend any Division school as long as the school has space in planned classes.

Enrolment Limit

Setting enrolment limits is a method the Division uses to manage enrolment of students who do not necessarily reside in a given school's attendance area. Enrolment limits are established and confirmed with school principals on an annual basis, and school administration are expected to adhere to the limits. Enrolment limits provide:

- Increased ability to manage enrolment issues/concerns
- Opportunity to balance enrolment
- Equity for admission

Schools are required to accommodate attendance area students first and if there is space in the school, may accommodate other students in the Division. Schools will accommodate as many Division 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 Two on the Growth Control Model.

Administration recommends that all Division schools have consistent enrolment limits, depending on grade configurations offered:

- K–6: number of classes per grade and total number of students
- K–9: number of classes per grade and total number of students
- 7–9: manage Grade 7 entry and total number of students
- 10–12: manage Grade 10 entry and total number of students

Level Two—Medium (Limit Access)

Some schools are experiencing such high demand for space that Administration must take measures to further limit enrolment to attendance area students only. Regulation HC.AR—Student Accommodation states that “each school shall be responsible for accommodating all students in its attendance area”. Schools are required to accommodate students residing within their attendance area prior to enrolling students who do not reside in their attendance area.

The following measures ensure that designated schools are able to accommodate attendance area students:

- Close Boundaries
 - Limit incoming enrolment to attendance area students only.
- Reclaim tenant space
 - Remove leased space to increase classroom space available to a school.
- Add capacity
 - Portables: Division staff review enrolment and utilization rates on an annual basis to develop a portable request list for Alberta Infrastructure in hopes of receiving government funding for additional portables. Challenges with this approach to student accommodation include:
 - Site constraints

- Funding uncertainty
- High costs
- These are not always approved
- Facility modifications: in some instances, a school is able to have space reconfigured to create additional classroom spaces.

In Level Two, families learn about the steps taken by the Division to limit access to the school, and information is shared about potential implications that could come into effect should the school reach Level Three.

In some cases, especially in developing areas of the City, enrolment from within a given attendance area exceeds (or is projected to exceed) the enrolment limit of a school despite measures taken in Level Two. At this point, access to the school needs to be restricted to ensure capacity is not exceeded. When enrolment from within the attendance area places a school close to their enrolment limit and/or capacity of a school is reached, the school will move to Level Three on the Growth Control Model.

Level Three—High (Restrict Access)

In previous growth accommodation conversations with communities, options to address overcapacity were limited to attendance area changes and grade reconfigurations. The challenge with changing attendance area boundaries and grade configurations within a school, is that neighbourhoods and learning communities may be divided. Keeping families together is a priority for both families and Administration as we seek to find equitable solutions to address growth challenges.

In Level Three, further measures must be taken to restrict access to a school beyond those taken in Level Two. In response to researching best practices from other jurisdictions and in respecting feedback received from community members in previous Growth Accommodation engagements, the Division will use a lottery process. This process employs a standardized course of actions to manage enrolment and ensure equitable access to a school that is at or overcapacity.

What is the Lottery Process?

A lottery process determines which attendance area students can access their designated school when there are too many students compared to spaces. An overflow designated school is provided to those who are not selected in the lottery.

A benefit to this process is that it provides a straightforward answer to both staff and families with respect to the order in which a school, that does not have enough space for all students from the attendance area, accepts students.

In circumstances where a school does not have space to accommodate all resident students living within the school's designated attendance area, a lottery process will be implemented as follows:

- Administration will determine the number of classes per grade that can be accommodated based on the capacity of the school.
- Kindergarten and new attendance area students can register at the school just as a student would normally do with their designated school.
- Following the close of pre-enrolment, siblings will be placed first in the open spaces. The remaining new students will then be placed. Should there be more students than spaces in planned classes, this will activate a lottery process.

- Student Information will conduct the lottery process and provide school administration with a list of names of students who were not selected. Students who were not selected will be placed on a callback list. Student Information will keep this list and provide names as is needed.
- As with random selection, students are not placed on a first come first serve basis.

The lottery process only impacts students who are new to a school. It allows for schools at (or reaching) capacity to stabilize enrolment while maximizing the capacity of a school by limiting the intake at Kindergarten. This process can be turned on and off on a yearly basis as needed.

NEXT STEPS

Upon approval of this recommendation:

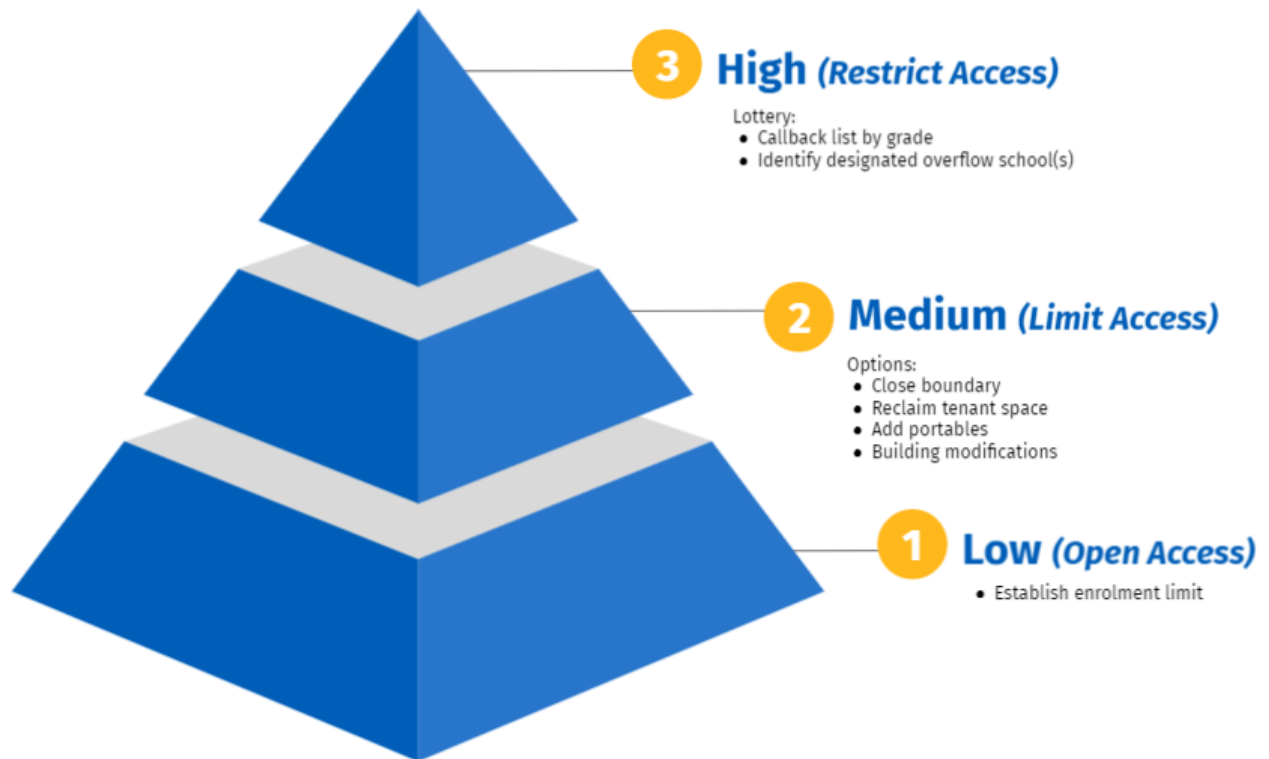
- The Growth Control Model approach to student accommodation will be used immediately for all Division schools.
- The lottery process will be outlined in greater detail in the HC.AR Student Accommodation regulation.
- Communications will develop a communication plan for schools to provide information about the Growth Control Model.
- Administration will develop an annual comprehensive Student Accommodation Plan summarizing current and future student accommodation challenges.
- In conjunction with the Student Accommodation Plan, a communication strategy will be developed to keep communities and families informed and ensure transparency is reflected through ongoing student accommodation work. This information will be added online to a schools' profile to allow parents access to this information.

ATTACHMENTS and APPENDICES

Attachment I: Growth Control Model
Appendix I: List of Schools

JE:ks

Levels of Student Accommodation



Level One (2022–2023)

Abbott	Gold Bar	McNally
Academy at King Edward	Grace Martin	Michael A. Kostek
Alberta School for the Deaf	Greenfield	Millwoods Christian
Aldergrove	Greenview	Mount Pleasant
Aleda Patterson	Grovenor	Northmount
amiskwaciy Academy	Hardisty	Old Scona
Argyll	Harry Ainlay	Oliver
Athlone	Hazeldean	Ormsby
Avalon	Hillcrest	Ottewell
Avonmore	Hillview	Overlanders
Balwin	Holyrood	Parkallen
Bannerman	Homesteader	Parkview
Beacon Heights	Horse Hill	Patricia Heights
Belgravia	Inglewood	Pollard Meadows
Belmead	J. Percy Page	Prince Charles
Belmont	J.A. Fife	Princeton
Belvedere	James Gibbons	Queen Alexandra
Bisset	Jasper Place	Queen Elizabeth
Braemar	John A. McDougall	Richard Secord
Brander Gardens	Johnny Bright	Rideau Park
Brightview	Kameyosek	Rio Terrace
Britannia	Kate Chegwin	Riverdale
Brookside	Keheewin	Ross Sheppard
Calder	Kenilworth	Rosslyn
Callingwood	Kensington	Rutherford
Centennial	Kildare	S. Bruce Smith
Clara Tyner	Killarney	Sakaw
Coronation	King Edward	Satoo
Crawford Plains	Kirkness	Scott Robertson
D.S. Mackenzie	kisêwâtisiwin	Sifton
Daly Grove	L.Y. Cairns	Soraya Hafez
Delton	Lansdowne	Spruce Avenue
Delwood	LaPerle	Steele Heights
Dickinsfield	Lauderdale	Steinhauer
Donnan	Laurier Heights	Stratford
Dovercourt	Lee Ridge	Strathcona
Dr. Anne Anderson	Lendrum	Sweet Grass
Duggan	Londonderry	T.D. Baker
Earl Buxton	Lymburn	Talmud Torah
Eastglen	Lynnwood	Thelma Chalifoux
Edith Rogers	M.E. LaZerte	Thornccliffe
Edmonton Christian High	Malcolm Tweddle	Tipaskan
Edmonton Christian Northeast	Malmo	Vernon Barford
Edmonton Christian West	Mary Butterworth	Victoria
Ekota	Mayfield	Vimy Ridge
Elizabeth Finch	McArthur	Virginia Park
Elmwood	McKee	W.P. Wagner

Esther Starkman Evansdale Florence Hallock Forest Heights Fraser Garneau Garth Worthington George H Luck George P Nicholson Glengarry Glenora	McKernan Meadowlark Meadowlark Christian Mee-Yah-Noh Menisa Michael Phair Mill Creek Millwoods Christian Minchau	Waverley Westbrook Westglen Westminster Westmount Windsor Park York Youngstown
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Level Two (2022–2023)

A Blair McPherson Alex Janvier Allendale Baturyn Bessie Nichols Caernarvon Constable Daniel Woodall Crestwood Donald R. Getty Dr. Donald Massey Dunluce Ellerslie Grandview Heights Highlands Hilwie Hamdon Ivor Dent Jackson Heights Jan Reimer John D Bracco John Barnett	Julia Kiniski Kim Hung Lago Lindo Lorelei Major General Griesbach McLeod Meyokumin Michael Strembitsky Nellie Carlson Riverbend Roberta MacAdams Shauna May Seneca Velma E Baker Weinlos Winterburn
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Level Three (2022–2023)

David Thomas King Dr. Lila Fahlman Dr. Margaret Ann-Armour Lillian Osborne Svend Hansen

Schools with Closed Boundaries for the 2022–2023 School Year

Alex Janvier
Bessie Nichols
Caernarvon (Regular Program)
Constable Daniel Woodall
David Thomas King
Dr. Donald Massey
Dr. Lila Fahlman
Dr. Margaret-Ann Armour
Donald R. Getty
Dunluce (Regular Program)
Ellerslie
Highlands (Junior High only)
Hilwie Hamdon
Ivor Dent (Junior High only)
Jan Reimer
John Barnett
John D. Bracco
Julia Kiniski
Kim Hung
Lillian Osborne
Lorelei
Major General Griesbach
Meyokumin (Regular Program)
Michael Strembitsky
Nellie Carlson
Riverbend
Roberta MacAdams
Shauna May Seneca
Svend Hansen
Velma E. Baker
Weinlos
Winterburn

Definitions (as per HC.AR- Student Admission and Enrolment)

Attendance area is the geographical area designated to a specific Division school.

Callback list refers to the list of students not selected in the lottery process or who are unable to enrol at a school that has conducted a lottery process. The callback list is used for any spaces that become available on or before the provincial September count date.

Closed boundary exists when the Division determines that a school only accepts new resident students living within the attendance area.

Designated school is the school identified for resident students residing in an attendance area.

Division centre is a site where students enrolled in a specialized learning program receive instruction determined by Alberta Education, as well as specialized supports designed for their individual needs and abilities.

Enrolment limit refers to a limit on the number of students enrolled in a school or within a grade or program at a school.

Growth Control Model refers to Division processes to address enrolment growth.

Lottery process is used to determine which new students are enrolled in and able to attend a school that does not have space for all resident students in the attendance area.

Overflow designated school is the school identified for resident students who are unable to access their designated school as a result of a lottery process.

Random selection is used to determine which new students from outside the school's attendance area have access to the school when enrolment requests exceed available spaces. The random selection is conducted on the date specified in the annual pre-enrolment process. Following a random selection, no callback list is maintained.

Resident student refers to a student as defined in the *Education Act*, S.A. 2012, c.E-0.3, as amended from time to time.

September count date, as defined by the Alberta Funding Manual for School Authorities issued annually, is the last instructional day in September and refers to the day that student enrolment is counted to ensure a consistent enrolment count across all school authorities.

Space in planned classes refers to the maximum number of students in a specific grade or program at a school, based on available classrooms and the principal's instructional organization of the school.