

DATE: December 14, 2021

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Growth Control Model Update 2021–2022

ORIGINATOR: Kathy Muhlethaler, Assistant Superintendent, Operations and Learning Services

RESOURCE STAFF: Jenifer Elliott, Roland Labbe, Valerie Leclair, Christopher Wright

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

ISSUE

Division schools continue to experience enrolment pressures due to growth in new and developing neighbourhoods. This creates organizational challenges in schools.

BACKGROUND

In the 10-year period between 2011 and 2021, our Division enrolment increased from 80,569 students to 105,385 students, and our utilization rate increased from 68 per cent to approximately 79 per cent.

Residential Growth and Development

The City of Edmonton continues to grow with several neighbourhoods across the city 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. The boundaries of Edmonton Public Schools 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.

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. 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 Board of Trustees submits the Division's Three-Year Capital Plan to the Province annually. It identifies and prioritizes Division-wide needs for new school construction. The Division prioritizes its capital requests to ensure all current and projected students are accommodated in schools as close to home as possible. Pressure for new schools in developing areas will continue as the majority of current and projected new students reside in developing areas where schools are at or nearing capacity. If no new construction is funded, an increasing number of schools in developing areas may be subject to

lottery. In addition, students may face increasing travel times to their designated schools, adding to student transportation challenges for families and the Division.

Growth Control Model for Student Accommodation

Planning for student accommodation is an ongoing process as we adapt to the evolving needs of our communities and students. Many more Division schools are facing overcapacity issues and as schools continue to experience enrolment pressures, it becomes more and more challenging to organize and deliver programs. Given that the Province is not providing funding for new schools on pace with new growth, the implementation of an enrolment growth strategy is a critical element of the Division's ability to distribute programming and accommodate evolving enrolment demands within existing schools. In this regard, the Board of Trustees have been tireless in their advocacy for new school funding providing new schools to keep pace with new growth. The need for stable and predictable capital funding for new schools and modernizations has been routinely raised through motions, letters, advocacy through organizations including ASBA, as well as in meetings with the Minister of Education directly and with the four metro school boards. Priorities within the annual submission of the Division's Three-Year Capital Plan continually reflect and express the need for new school capacity for the Division.

As such, as with previous growth accommodation strategies, Administration continues to consider long-term sustainability, equitable access to high-quality learning environments and the potential level of disruption for students. Previous growth accommodation strategies (such as attendance area changes and reconfiguration of grades) have divided communities and families, a concern we continue to hear through community engagement. Over the years, communities have consistently expressed disappointment with decisions to remove grades or reduce attendance areas. To address growth challenges in a transparent manner, future actions and decisions must consider feedback from the community.

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 growth.
- Meet demand for student learning space.
- Be as transparent as possible with stakeholders.

The Growth Control Model for Student Accommodation (Attachment I), approved on February 20, 2020, is a dynamic, transparent strategy with a responsive approach to student accommodation Division-wide. This model, informed by feedback from families over the past few years, serves to create efficiencies, provide clarity and minimizes impact on students where possible.

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

Level 1 – Open Access

As a Division of choice, Level 1 schools have open boundaries and the capacity to accept new students from within the Division. These schools allow families to consider their options when determining which school and program they would prefer for their child(ren). Although a student's designated school

ensures they have access to a school, the student may choose to attend any Division school as long as the school has space in planned classes.

Level 1 schools are required to accommodate attendance area resident students and sibling of current students who are returning to the school the following year. Any remaining spaces are filled, including when a random selection process is conducted, in the following order up to the school's enrolment limit:

- Resident students who live in the secondary attendance area, where applicable.
- Resident students who live outside the attendance area.
- Non-resident students subject to any other requirements as outlined in regulation HC.AR – Student Admission and Enrolment.

When schools are full in planned classes at a grade after pre-enrolment, common messaging has been developed by administration for schools to use on their website to communicate this information to prospective families. As schools become full in planned classes at other grades, they can update this information at any time with central and adjust their school website message to reflect the change. By having a website message on the school's website, it allows families to see right away where there is space.

Setting an enrolment limit 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. Many schools nearing their enrolment limit will primarily accommodate resident students from within their attendance area. When nearing their enrolment limit, based on current or projected enrolment, the school will move to Level 2 on the Growth Control Model.

Level 2 – Limit Access

Division schools move from Level 1 to Level 2 when they near their enrolment limit. Most Level 2 schools, but not all, have closed boundaries. The following measures may also be taken to ensure that schools in high demand for space are able to accommodate their attendance area resident students:

- Close boundaries
- Reclaim tenant space
- Add capacity (through the addition of portables or facility modifications)

In Level 2, 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 3. The Division website and school-specific pages are updated annually to reflect any changes in levels. Each school page on epsb.ca indicates the Growth Control Model level for that particular school and directly links to additional information about the Growth Control Model as a whole. As part of the communication strategy for families, the Division has created a video overview of the Growth Control Model that schools can share with their communities online or directly through Parent Council meetings.

In some cases, enrolment from within a given attendance area exceeds (or is projected to exceed) the enrolment limit of a school despite measures taken in Level 2. At this point, access to a school needs to be restricted to ensure capacity is not exceeded. When enrolment from within the attendance area exceeds the enrolment limit and/or capacity of a school, the school will move to Level 3 on the Growth Control Model. The Growth Control Model has been designed with support for instruction in mind. Past growth accommodation measures have resulted in the upfitting and use of unconventional learning

spaces for instruction such as gym storage rooms and staffrooms. With the application of the Growth Control Model, Division schools encountering enrolment pressures move to Level 3 to ensure enrolment does not exceed capacity rather than try to upfit unconventional learning spaces in the school to be modified for instruction. With the Growth Control Model, instructional space is based on the number of proper, functional classroom spaces that already exist in the school.

Level 3 – Restrict Access (Lottery Process)

When Division schools exceed their enrolment limit with only attendance area resident students and have difficulty accommodating attendance area resident students, the school moves from Level 2 to Level 3. In Level 3, further measures must be taken to restrict access to a school beyond those taken in Level 2. 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.

The lottery process allows schools that are exceeding their enrolment limit and/or 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 too many resident students compared to spaces. The lottery process only impacts students who are new to a school. For those resident students not selected to attend the school through the lottery process, administration has provided an overflow designated school for them or they may choose another Division school with space in planned classes.

This process is transparent and provides a straightforward 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 turned on and off on a yearly basis, as needed.

Lottery Process: Implementation

During pre-enrolment for the 2020–2021 and 2021–2022 school years, Dr. Lila Fahlman, Dr. Margaret-Ann Armour and Svend Hansen schools conducted a lottery. These three schools are at Level 3 on the Growth Control Model and are experiencing growth pressure within their own attendance areas. The lottery process does not impact students currently attending these schools but does impact resident students new to the school.

The lottery process is implemented as follows:

- Administration determines the number of classes per grade that can be accommodated based on the capacity of the school.
- Kindergarten and new attendance area resident students can register at the school just as a student would normally do at their designated school.
- Following the close of pre-enrolment, if there are more students than spaces in planned classes, new students will be placed, as follows, in this order:
 - resident students living in the attendance area who have a sibling currently attending the school and returning to the school the following year
 - resident students living in the attendance area

- resident students living outside the attendance area who have a sibling currently attending the school and returning to the school the following year.
- Student Information will conduct the randomized lottery process and provide school administration with a list of names of students who were selected. These students will have the opportunity to enrol in the lottery school.
- Resident students who were not selected will be placed on a callback list until September 29. Student Information will keep this list and provide names as needed.
- Those resident students who are not selected in the lottery process may attend the overflow designated school or another Division school with space in planned classes.
- New non-resident students are not able to attend a Level 3 school.

Callback List

The callback list is used for any spaces that become available on or before September 29. After September 29, no further spaces will be offered to resident students on the callback list. At this point, the lottery school is closed to further enrolment, in any grade subject to the lottery process, for the remainder of the school year. Resident students who newly move into the attendance area and are unable to attend a lottery school may attend the overflow designated school (or any Division school with space remaining in planned classes). Until September 29, a parent may request their child be added to the callback list. When debriefing with the schools and central staff, the lottery process was deemed successful overall. Families appreciate the callback list as it provides hope. Equally, all three schools have indicated they have used the callback list.

Overflow Designated Schools

Overflow designated schools accommodate resident students who are unable to access their designated school as a result of the lottery process. Each lottery school has an identified overflow designated school(s). Accommodating students as close to home as possible is a priority for the Division, though the lottery process means this is not always possible. Although administration works towards finding a school as close to home as possible for students, when considering the identification of an overflow designated school for a lottery school, the school must be able to accommodate all resident students who were not successful in the lottery for a long period of time. Administration completes the following steps when identifying potential overflow designated schools:

- Review the September count date enrolment data and future enrolment projections.
- Visit schools to identify available space (classroom counts) and have conversations with school administration.
- Gather input from Student Transportation.

The overflow designated school must be able to accommodate all resident students who are not selected in the lottery process.

CURRENT SITUATION

Lottery Process: Updates/Changes for 2022–2023

As enrolment continues to grow in the Division, especially in developing communities, Dr. Lila Fahlman, Dr. Margaret-Ann Armour and Svend Hansen schools will remain at Level 3 and will once again be subject to the lottery process for the 2022–2023 school year. Overflow designated schools for all three lottery schools will remain the same with the exception of Donald R. Getty School.

As with any growth accommodation process, the Division must adapt and evolve to make necessary changes that are best for students and families. The overflow designated school for Dr. Lila Fahlman School will change to Garth Worthington School beginning in the 2022–2023 school year. Students currently attending Donald R. Getty School, and their siblings, will not be impacted by this change. This change only impacts new resident students who are not selected in the lottery at Dr. Lila Fahlman School. In the past, as a Level 1 school, Donald R. Getty has had open boundaries, allowing all Division students to choose to enrol at the school. However, as the school is now nearing capacity, administration will be moving Donald R. Getty to a Level 2 and closing the school's boundaries. Garth Worthington School, located in closer proximity to Dr. Lila Fahlman School, is only one-third full and has space to accommodate additional students. With these changes, administration will balance enrolment in the Heritage Valley.

Administration will be adding two new schools to Level 3 for the 2022–2023 school year. David Thomas King and Lillian Osborne schools will become Level 3 schools and will use the lottery process to manage incoming enrolment. 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 or Grade 10. 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 (Attachment III).

Lottery School	Overflow Designated School(s)		
	2020–2021	2021–2022	2022–2023
David Thomas King	N/A	N/A	Youngstown (K-6) and Michael Phair (7-9)
Dr. Lila Fahlman	Donald R. Getty	Donald R. Getty	Garth Worthington
Dr. Margaret-Ann Armour	McKee (K–6) and Vernon Barford (7–9)	McKee (K–6) and Vernon Barford (7–9)	McKee (K–6) and Vernon Barford (7–9)
Lillian Osborne	N/A	N/A	Strathcona (10–12)
Svend Hansen	Weinlos (K–6) and Kate Chegwin (7–9)	Weinlos (K–6) and Kate Chegwin (7–9)	Weinlos (K–6) and Kate Chegwin (7–9)

The lottery has been a successful tool for the Division to limit enrolment in schools that are overcapacity. Consequently, Level 3 of the Growth Control Model has been updated from the original model to the use of the lottery process exclusively for schools at this level (Attachment IV). The option to change attendance areas and reconfigure grades have been removed as these measures are not supported by communities and families across the Division.



KEY POINTS

- The Province determines new school funding as per the annual submission of the Three-Year Capital Plan. 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.
- Schools can move through the three levels of the model as their enrolment changes.
- The goal of the Growth Control Model is to ensure schools do not exceed capacity and allow as many students as possible to attend a school close to home.
- The lottery has been implemented as a new process to address overcapacity after reflecting on challenges and issues identified with previous growth accommodation measures.
- With the use of the Growth Control Model, administration continues to respond to:
 - the growth in new and developing neighbourhoods
 - continued enrolment pressures.
- Communication strategies will keep communities and families informed and ensure transparency is reflected through ongoing student accommodation work.
- Information will be updated annually online to a school's profile to allow parents access to this information.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Growth Control Model for Student Accommodation Recommendation Report (Approved February 20, 2020)
ATTACHMENT II	Growth Control Model – School Levels 2021-2022
ATTACHMENT III	Maps of Lottery Schools and Overflow Designated Schools
ATTACHMENT IV	Updated Levels of Student Accommodation Framework

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:

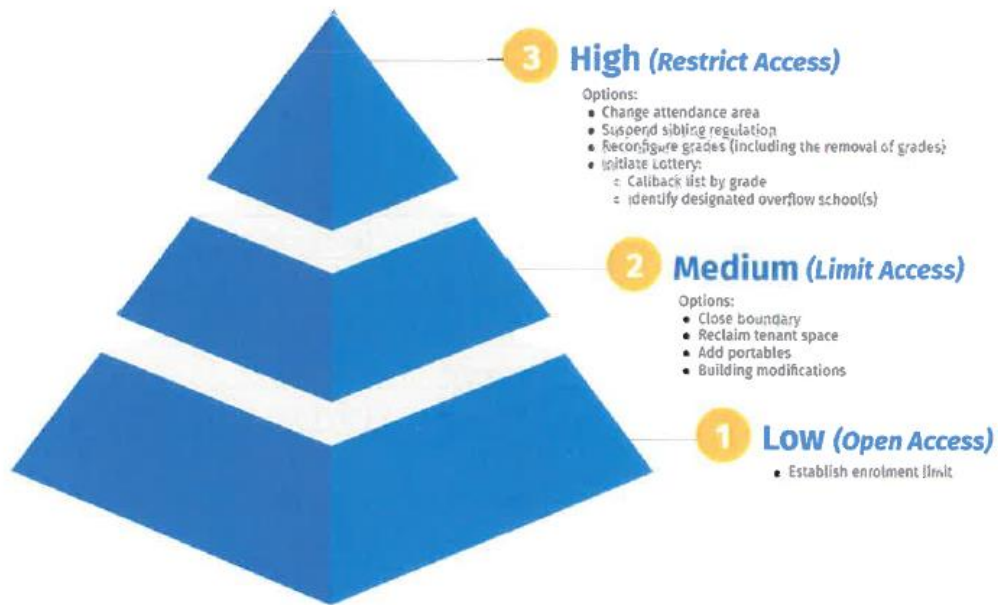
- The Growth Control Model approach to student accommodation will be used immediately for all Division schools.
- The lottery process will be outlined in greater detail in the HC.AR Student Accommodation regulation.
- Communications will develop a communication plan for schools to provide information 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



APPENDIX I

LEVEL ONE (OPEN)				
Abbott	Dovercourt	Hilwie Hamdon	McArthur	Riverdale
Afton	Duggan	Holyrood	McKee	Roberta MacAdams
Aldergrove	Earl Buxton	Homesteader	McKernan	Rosslyn
Allendale	Eastglen	Horse Hill	Meadowlark	S. Bruce Smith
Athlone	Edith Rogers	Inglewood	Meadowlark Christian	Sakaw
Avalon	Edmonton Christian High School	J.A. Fife	Mee-Yah-Noh	Scott Robertson
Avonmore	Edmonton Christian Northeast	James Gibbons	Menisa	Sherwood
Balwin	Edmonton Christian West	John A. McDougall	Meyonohk	Sifton
Bannerman	Ekota	Kameyosek	Michael Phair	Spruce Avenue
Beacon Heights	Elmwood	Kate Chegwin	Mill Creek	Steele Heights
Belgravia	Esther Starkman	Keheewin	Millwoods Christian	Steinhauer
Belmead	Evansdale	Kenilworth	Minchau	Stratford
Belmont	Forest Heights	Kensington	Montrose	Sweet Grass
Brander Gardens	Fraser	Kildare	Mount Pleasant	T.D. Baker
Brightview	Garneau	Killarney	Mount Royal	Talmud Torah
Britannia	George H. Luck	Kim Hung	Northmount	Thorncliffe
Brookside	George P. Nicholson	King Edward	Oliver	Tipaskan
Calder	Glendale	Kirkness	Ormsby	Vernon Barford
Centennial	Glengarry	LaPerle	Ottewell	Virginia Park
Clara Tyner	Glenora	Lauderdale	Overlanders	Waverley
Coronation	Gold Bar	Laurier Heights	Parkallen	Weinlos
Crawford Plains	Grace Martin	Lee Ridge	Parkview	Westbrook
Crestwood	Greenfield	Londonderry	Patricia Heights	Westlawn
D.S MacKenzie	Greenview	Lorelei	Pollard Meadows	Westminster
Daly Grove	Grovenor	Lymburn	Prince Charles	Westmount
Dan Knott	Hardisty	Lynnwood	Princeton	Windsor Park
Delwood	Hazeldean	Malcolm Tweddle	Queen Alexandra	Winterburn
Dickinsfield	Highlands	Malmo	Richard Secord	York
Donald R. Getty	Hillcrest	Mary Butterworth	Rio Terrace	Youngstown
Donnan	Hillview	Mayfield	Riverbend	



LEVEL TWO (LIMIT)	
A. Blair McPherson	John Barnett
Baturyn	John D. Bracco
Belvedere	Johnny Bright
Bessie Nichols	Julia Kiniski
Bisset	Lago Lindo
Caernarvon	Lansdowne
Callingwood	Lendrum
Constable Daniel Woodall	Major-General Griesbach
David Thomas King	McLeod
Delton	Meyokumin
Dr. Donald Massey	Michael A. Kostek
Dunluce	Nellie Carlson
Elizabeth Finch	Norwood
Ellerslie Campus	Rideau Park
Florence Hallock	Rutherford
Grandview Heights	Satoo
Ivor Dent	Shauna May Seneca
Jackson Heights	Velma E. Baker
Jan Reimer	Westglen

LEVEL THREE (RESTRICT)
Dr. Lila Fahlman
Dr. Margaret-Ann Armour
Michael Strembitsky
Svend Hansen

Growth Control Model - School Levels 2021-2022

Level 1 - Accommodates all students where there is space - 168 schools

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

Growth Control Model - School Levels 2021-2022

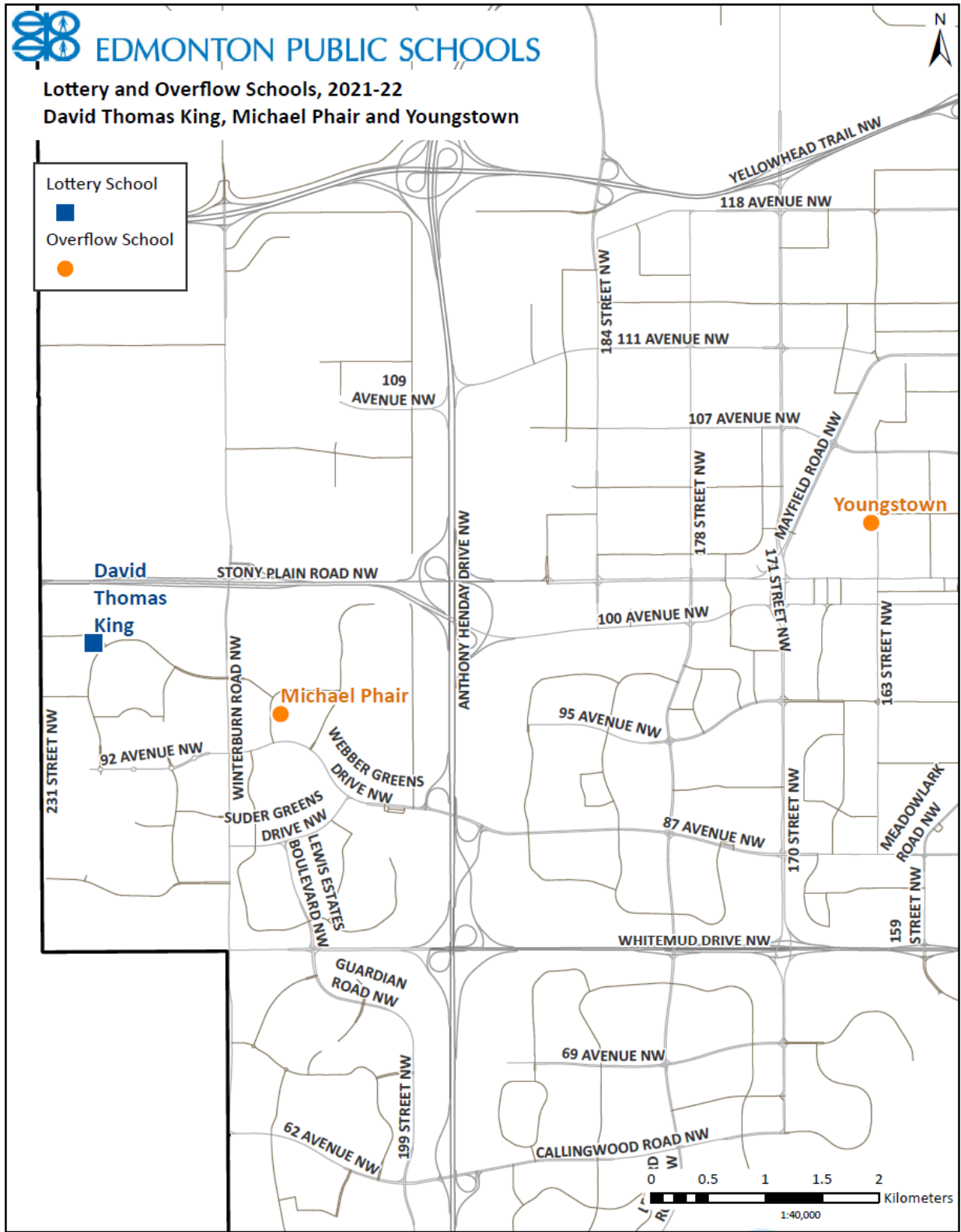
Evansdale Florence Hallock Forest Heights Fraser Garneau George H Luck George P Nicholson Glengarry Glenora	Meadowlark Meadowlark Christian Mee-yah-noh Menisa Michael Phair Mill Creek Millwoods Christian Minchau	Westglen Westminster Westmount Windsor Park Winterburn York Youngstown
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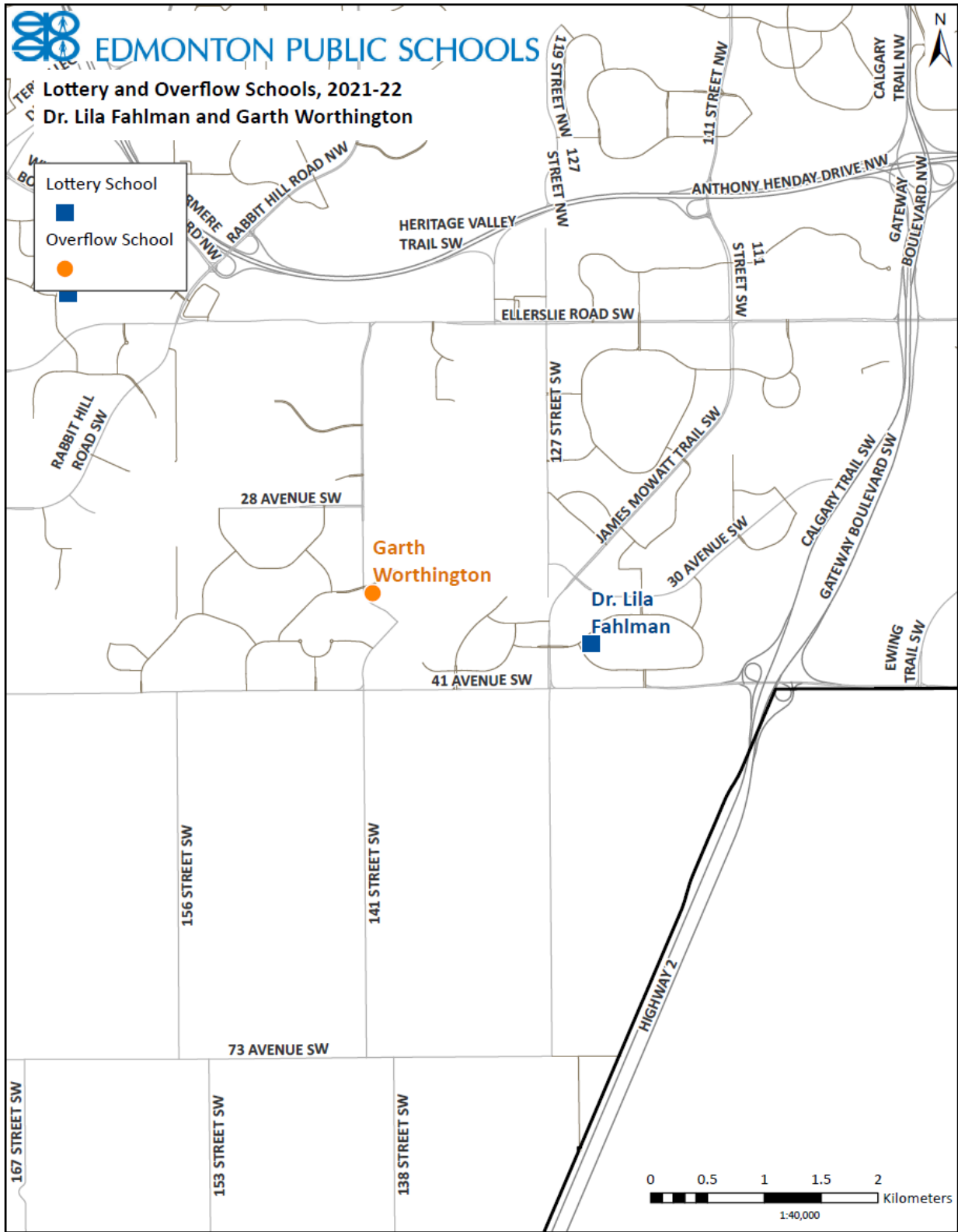
Level 2 - Is able to only accommodate attendance area resident students - 31 schools

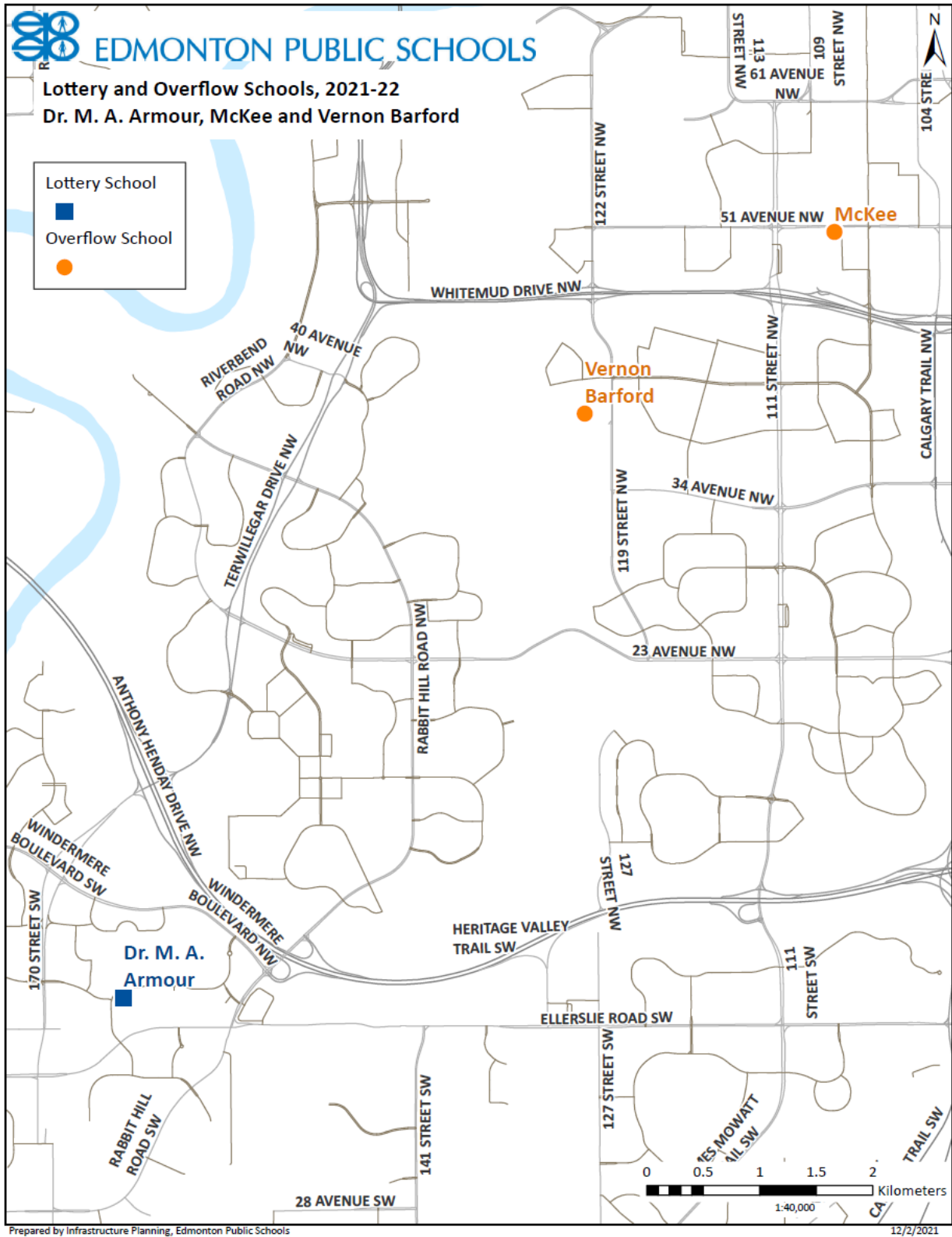
A Blair McPherson Allendale Baturyn Bessie Nichols Caernarvon Constable Daniel Woodall David Thomas King Donald R. Getty Dr. Donald Massey Dunluce Ellerslie Grandview Heights Hilwie Hamdon Ivor Dent Jackson Heights Jan Reimer John D Bracco John Barnett	Julia Kiniski Kim Hung Lago Lindo Lillian Osborne Lorelei Major General Griesbach McLeod Meyokumin Michael Strembitsky Nellie Carlson Riverbend Roberta MacAdams Shauna May Seneca Velma E Baker Weinlos
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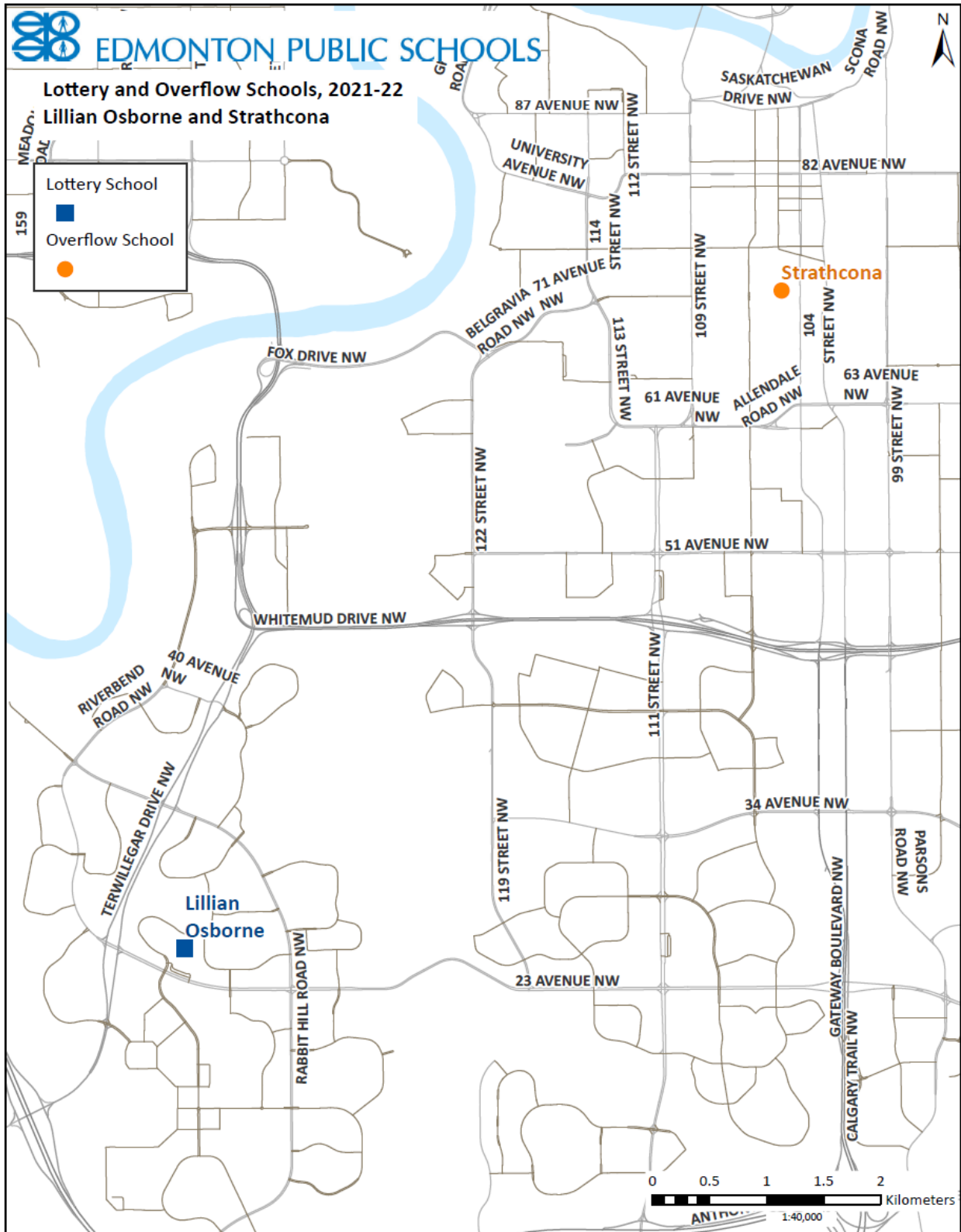
Level 3 - 5 schools

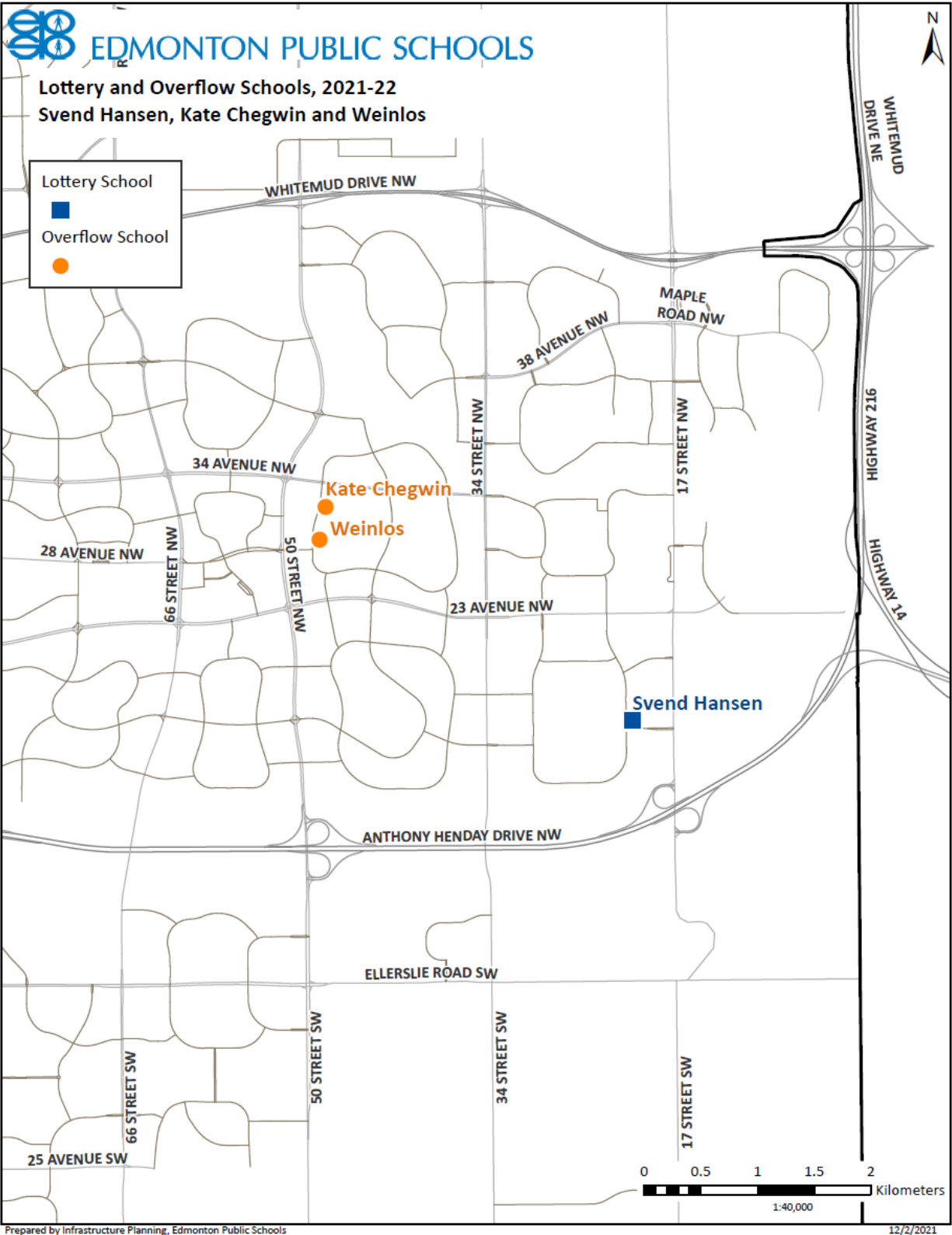
Dr. Lila Fahlman Dr. Margaret Ann-Armour Svend Hansen











Levels of Student Accommodation

