

report to
Board of Trustees

Three-Year System Student Accommodation Plan 2019-2022

Date	June 18, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Information
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging With the Public OE-9: Facilities
Resource Person(s)	Carrie Edwards, Director, Property Planning & Transportation Education Directors Anne Trombley, Manager, Planning Brenda Gibson, Manager, Transportation Karen Drummond, Manager Community Engagement

1 | Recommendation

It is recommended:

- THAT the Three-Year System Student Accommodation Plan 2019-2022, be received for information as presented in the attachments of this report.



2 | Issue

In accordance with the Board of Trustees' Operational Expectation OE-9: Facilities, a Three-Year System Student Accommodation Plan (3 Yr SSAP) is prepared annually to:

- summarize student accommodation initiatives that were completed prior to June 1, 2019;
- summarize decisions made to address student accommodation challenges that will be implemented in the 2019-20 school year; and
- highlight student accommodation issues that have been identified for the next three years.

The 3 Yr SSAP also helps to address requirements outlined in OE-8: Communicating With the Public to inform of any deletions of, additions to, or significant modifications of, any instructional programs.

3 | Analysis

This report identifies student accommodation challenges that are anticipated for the next three years. It also includes changes that will be implemented for the 2019-2020 school year resulting from initiatives and engagements completed in the 2018-2019 school year.

Student accommodation planning is an ongoing collaborative process that reflects the need for the system to adapt to evolving student needs. Engagement of community stakeholders is undertaken by Planning in collaboration with Communications and Community Engagement as well as with Area Directors.

Engagement issues may include:

- Attendance area changes
- Grade configuration changes
- Designation changes
- Consideration of closure
- Systemic alternative program changes
- Emergent issues

Accommodation planning decisions take into account feedback from community stakeholders. In the case where the recommendation involves a consideration of closure, sole responsibility and authority resides with the Board of Trustees and provincial legislation is followed. Most other student accommodation issues have been delegated by the Board to Administration.

The timely flow of information to the public and a commitment to two-way communication that builds understanding and support is essential in all planning work. Not all projects identified on the plan are initiated in the same year. For example, in situations where the need to monitor enrolment has been identified it could be the case that subsequent actions are not taken for several years.

Nonetheless, it is important for stakeholders to know if their school is identified on the plan and why. A communication strategy involving written notification and a presentation at school council meetings has been established to inform stakeholders, both internal and external, that their school has been identified on the plan and direct them to where they can access the 3 Yr SSAP on the Calgary Board of Education (CBE) website.

Often a project is added to the plan when enrolment and capacity issues arise. In these instances, the project summary is listed as 'monitor enrolment'. School enrolment is tracked twice a year: in the fall after the September 30th student count and in the spring in preparation for the next school year. Additionally, principals continually monitor enrolment throughout the year and advise the Area Director and the Planning department if actual enrolment deviates significantly from projections.

When a project is listed as 'monitor enrolment', it can remain at that level for several years to ascertain if this is indicative of a longer-term issue or a short-term enrolment anomaly. In these instances, communications with the school and the Area as well as the yearly review of pre-school City Census data helps inform future decisions.

In other instances, a school may have an unanticipated influx of students over the course of a year. In a case like this, the fact that the school has been identified to 'monitor enrolment' facilitates action to be taken in a timely manner. If there is more than one possible outcome to the 'monitor enrolment' situation, then engagement with stakeholders will occur; at all times decisions are communicated to impacted communities. Intermediate plans are sometimes required in the shorter term to accommodate students until such time as the broader scale engagement can occur.

When a project identified on the plan is initiated and work begins, a record of each project, including information presented to stakeholders such as growth patterns and assumptions on which accommodation plans are based, is posted on the CBE website and attached to the website of relevant schools.

The *Three-Year System Student Accommodation Plan – Active Projects 2019-2022* (Attachment I) outlines ongoing accommodation issues. Also included are projects where work has not yet started and any newly identified projects. This attachment is organized and grouped based on the seven CBE administrative areas.

The *Three-Year System Student Accommodation Plan - Completed Projects 2018-2019* (Attachment II), details the projects that were completed prior to June 1, 2019. This attachment is also organized by the seven CBE administrative areas

All attachments are updated annually and posted on the CBE website under "[Managing Space for Students](#)".

4 | Financial Impact

The financial impact of any student accommodation changes is dependent upon decisions made for that school community.

Attachment II provides information on the human and financial impacts of accommodation decisions, where such impacts are possible to determine. Reported impacts may include: number of students affected by the change; increase or decrease of transportation costs; and anticipated costs of programming moves and/or expansions.

5 | Conclusion

Student accommodation planning incorporates CBE values to best advance the Three-Year Education Plan. Communication plans are developed for each undertaking as required to ensure that changes are communicated to internal and external stakeholders in a clear and timely manner.

CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: Three-Year System Student Accommodation Plan Active 2019-2022
- Attachment II: Three-Year System Student Accommodation Plan Completed 2018-2019

GLOSSARY – Developed by the Board of Trustees

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

Multiple Areas

<p>Project M1 Ongoing Originally Identified 2013-2014 Area 1</p>	Program	Regular
	Communities Impacted	All Areas
	Schools Involved	National Sport School (NSS) and others TBD
	Issue	Construction of a new facility for the National Sport School at Canada Olympic Park is on hold.
	Summary	Monitor enrolment. Current lease term ends June 2020.
<p>Project M2 Ongoing Originally Identified 2013-2014 All Areas</p>	Program	Regular
	Communities Impacted	All Areas
	Schools Involved	CBE high schools as well as junior/middle schools
	Issue	The opening of new high schools has or will have an impact on enrolment at several high schools.
	Summary	<p>Engagement work with stakeholders regarding accommodation opportunities for high schools was initially planned for fall 2017. The work done on relocation of Chinook Learning Services for 2018-2019 was prioritized. As a result, work with internal stakeholders began in winter 2018-2019 and engagement with external stakeholders began in May 2019 with the goal of implementing changes for the 2022-2023 school year and beyond.</p> <p>There are current pressures at some high schools that may require action or decision prior to October 2021. In these cases, principals will work with their directors and others in the organization to develop interim strategies that address any pressures or challenges they are facing.</p>

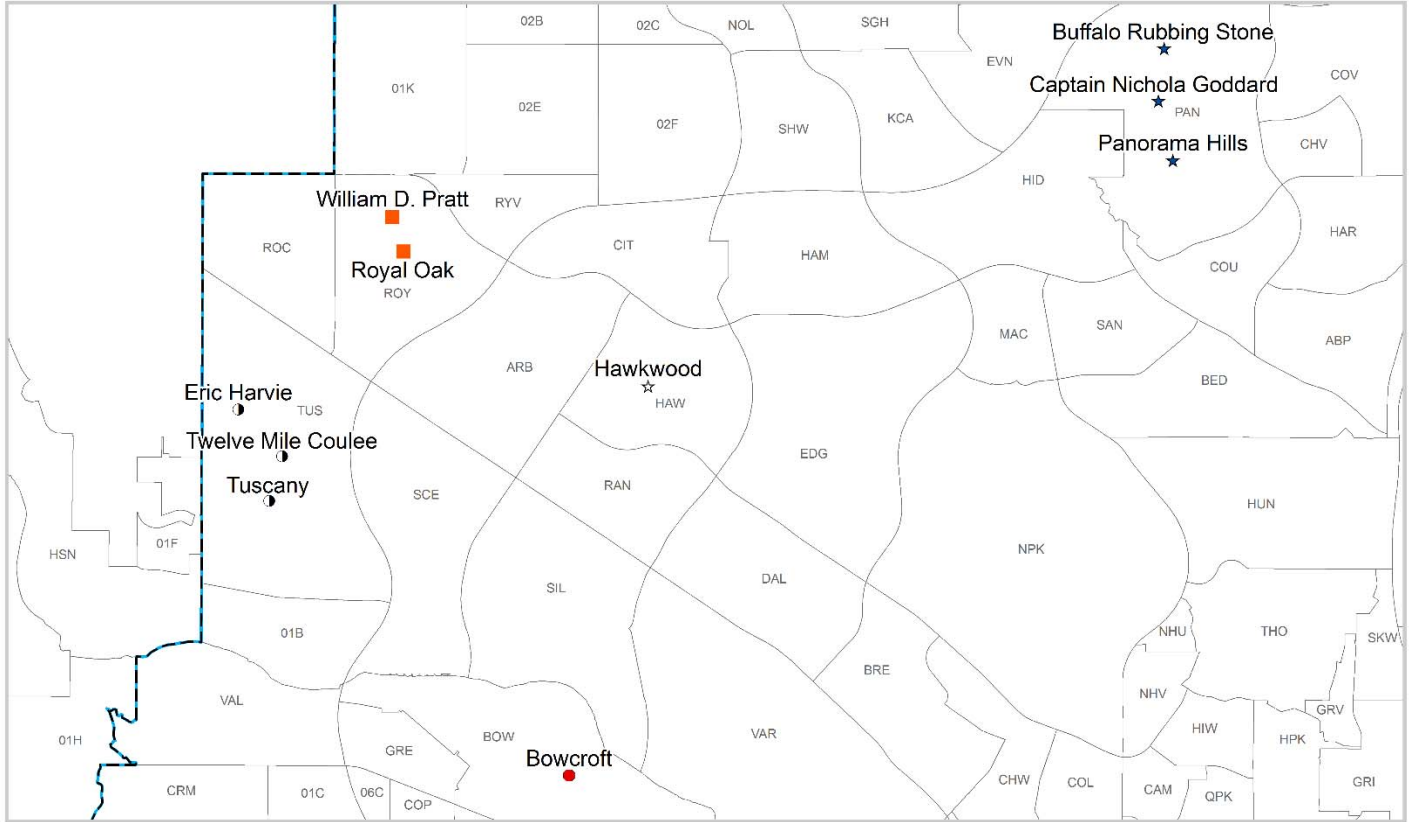
<p>Project M3</p> <p>New 2019-2020</p> <p>All Areas</p>	Program	Regular
	Communities Impacted	All Areas
	Schools Involved	Louise Dean Centre @ Kensington School
	Issue	Louise Dean Centre is currently located in Kensington School. The facility requires significant infrastructure investments and has one of the highest operating costs per student in the system.
	Summary	<p>In mid-January 2019, the CBE met with leaders of the partnership groups (AHS & CFS) to inform that the CBE was exploring options for the continued programming for students at Louise Dean Centre.</p> <p>In February and March 2019, the CBE held meetings with staff, students and the public. The purpose of the meetings was to discuss the Louise Dean Centre and its evolving program needs and inform key stakeholders about the possibility of relocating the program.</p> <p>An online survey was open Feb. 22 – March 24 and allowed stakeholders to provide feedback regarding opportunities and challenges of relocating the program or keeping it at its current location.</p> <p>Results of the survey and feedback from the meetings were communicated to stakeholders on April 1, 2019 and posted on the CBE website.</p>
<p>Project M4</p> <p>New 2019-2020</p> <p>All Areas</p>	Program	Regular and Alternative
	Communities Impacted	Livingston, Belmont, Pine Creek, Sirocco, Belvedere, Homestead, Hotchkiss, Rangeview, Haskayne and others to be determined
	Schools Involved	To be determined
	Issue	The City of Calgary continues to expand. In August 2018, Calgary City Council voted in favour of developing an additional 14 new Greenfield communities, some of which are part of approved Area Structure Plans (ASP) within currently active developments.
	Summary	<p>As development in these communities begins, students will need to be designated to existing CBE schools. Some of these new communities are outside current CBE boundaries.</p> <p>The pace and timing of development will be monitored to determine appropriate timing for establishing student school designations and boundary adjustment requests where applicable.</p>

Area 1&2

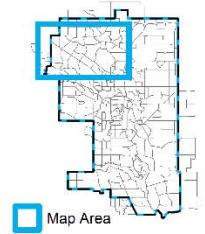
<p>Project 1 Ongoing Originally Identified 2015-2016 Area 1</p>	Program	Regular
	Communities Impacted	Hawkwood, Sage Hill
	Schools Involved	Hawkwood
	Issue	Enrolment at Hawkwood School is projected to increase with enrolment growth from the new community of Sage Hill.
	Summary	Monitor enrolment
<p>Project 2 Ongoing Originally Identified 2015-2016 Area 1</p>	Program	Regular, German Bilingual
	Communities Impacted	Bowness
	Schools Involved	Bowcroft
	Issue	There is excess capacity at Bowcroft School.
	Summary	Monitor enrolment
<p>Project 3 Ongoing Originally Identified 2018-2019 Area 1</p>	Program	Regular
	Communities Impacted	Tuscany
	Schools Involved	Eric Harvie, Tuscany, Twelve Mile Coulee
	Issue	Ensuring a balance in regular program enrolment in K-9 between the three schools in Tuscany that allows students to remain within the community.
	Summary	Monitor enrolment Effective September 2019, a new K-5 Early French Immersion program will open at Tuscany School for students from the communities of Rocky Ridge, Royal Oak and Tuscany. The opening of this program is projected to impact the Regular program enrolment for these communities.

<p>Project 4</p> <p>Ongoing</p> <p>Originally Identified 2018-2019</p> <p>Area 1</p>	Program	Regular
	Communities Impacted	Rocky Ridge/Royal Oak
	Schools Involved	Royal Oak, William D. Pratt
	Issue	Ensuring a balance in regular program enrolment in K-9 between the two schools in Rocky Ridge/Royal Oak that allows students to remain within the community.
	Summary	<p>Monitor Enrolment</p> <p>Effective September 2019, a new K-5 Early French Immersion program will open at Tuscany School for students from the communities of Rocky Ridge, Royal Oak and Tuscany. The opening of this program is projected to impact the Regular program enrolment for these communities.</p>
<p>Project 5</p> <p>Ongoing</p> <p>Originally Identified 2017-2018</p> <p>Area 2</p>	Program	Regular
	Communities Impacted	Panorama Hills
	Schools Involved	Buffalo Rubbing Stone, Panorama Hills, Captain Nichola Goddard
	Issue	Ensuring a balance in regular program enrolment between K-9 in the three schools in Panorama that allows students to remain within the community.
	Summary	<p>In a notice dated January 14, 2019 families were informed of the following changes effective September 2019:</p> <p>School boundary changed between Buffalo Rubbing Stone and Panorama Hills schools.</p> <p>Buffalo Rubbing Stone and Panorama Hills schools will change grade configuration from K-4 to K-5.</p> <p>Captain Nichola Goddard School will change grade configuration from Grades 5-9 to Grades 6-9.</p> <p>An engagement meeting was held on November 21, 2018 to gather feedback. An online survey was also implemented during this time.</p> <p>Enrolment will continue to be monitored at the schools after implementing these changes.</p>

Active Projects - Areas 1 & 2



- ☆ Project 1 ● Project 3 ★ Project 5
- Project 2 ■ Project 4



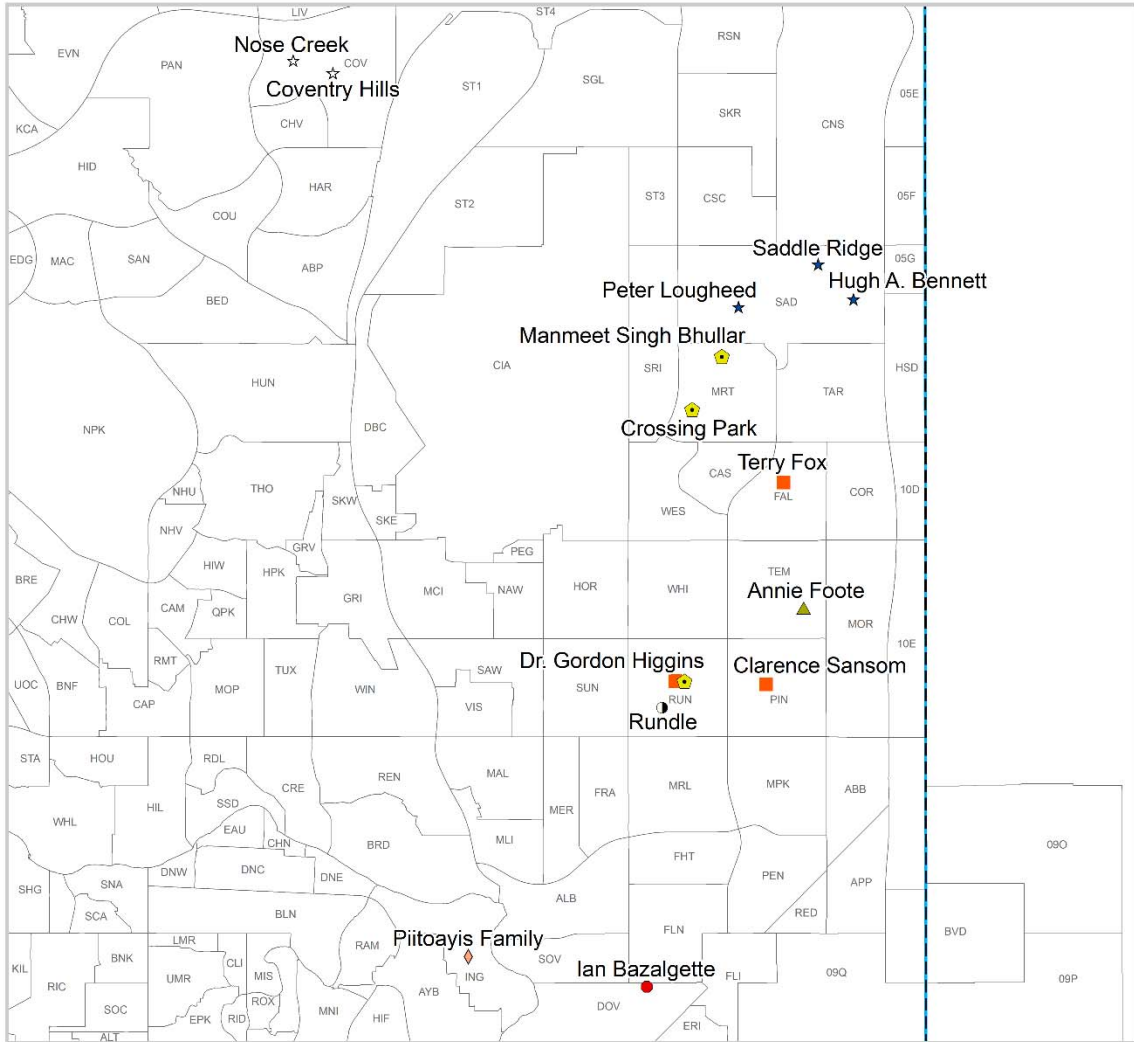
Area 3&4

<p>Project 6 Ongoing Originally Identified 2017-2018 Area 3</p>	Program	Regular
	Communities Impacted	Coventry Hills, Country Hills Village
	Schools Involved	Coventry Hills, Nose Creek
	Issue	The approval of a new elementary school in Coventry Hills/Country Hills Village will have an impact on Coventry Hills and Nose Creek schools.
	Summary	Anticipated impacts could include: <ul style="list-style-type: none"> ▪ A change to one or more of the school's attendance areas ▪ Grade configuration changes between existing schools in the community
<p>Project 7 Ongoing Originally Identified 2017-2018 Area 3</p>	Program	Regular, Science
	Communities Impacted	Multiple
	Schools Involved	Ian Bazalgette
	Issue	Ian Bazalgette School is projected to be at or near capacity.
	Summary	Monitor enrolment
<p>Project 8 Ongoing Originally Identified 2014-2015 Area 4</p>	Program	Regular
	Communities Impacted	Rundle, Redstone, Cityscape
	Schools Involved	Rundle and others to be determined
	Issue	Rundle School is a bus receiver for two new and developing communities and is nearing capacity.
	Summary	In a notice dated March 19, 2019 families were informed that Grade 6 students living in Cityscape were designated to Bob Edwards School effective August 2019. Enrolment will continue to be monitored after implementing these changes. Regular program designation for Kindergarten to Grade 5 students residing in Cityscape will be revisited on a yearly basis.

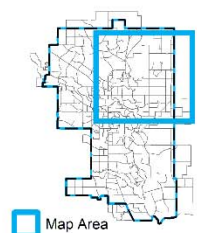
<p>Project 9 Ongoing Originally Identified 2017-2018 Area 4</p>	Program	Regular
	Communities Impacted	Multiple Communities
	Schools Involved	Terry Fox, Clarence Sansom, Dr. Gordon Higgins and others to be determined
	Issue	There is an opportunity to consider grade configuration changes to align with Area 4 middle school program delivery.
	Summary	Monitor enrolment
<p>Project 10 Ongoing Originally Identified 2017-2018 Area 4</p>	Program	Regular
	Communities Impacted	Saddle Ridge
	Schools Involved	Hugh A. Bennett, Saddle Ridge, Peter Loughheed
	Issue	Ensuring a balance in enrolment between K-9 in the three schools in Saddle Ridge that allows students to remain within the community.
	Summary	Monitor enrolment
<p>Project 11 Ongoing Originally Identified 2018-2019 Area 3</p>	Program	Alternative Program
	Communities Impacted	Multiple
	Schools Involved	Piitoayis and others to be determined
	Issue	Enrolment in the school is growing.
	Summary	Monitor enrolment

<p>Project 12 Ongoing Originally Identified 2018-2019 Area 4</p>	Program	Regular
	Communities Impacted	Skyview Ranch
	Schools Involved	Annie Foote, Dr. Gordon Higgins
	Issue	<p>Annie Foote School is a bus receiver of the Skyview Ranch community.</p> <p>School is at capacity and enrolment from Skyview Ranch is projected to increase in the following years.</p> <p>The approval of a new K-9 school in Skyview Ranch will have an impact on enrolment at Annie Foote and Dr. Gordon Higgins.</p>
	Summary	<p>Monitor enrolment at Annie Foote School until new school in Skyview Ranch opens.</p> <p>In a notice dated March 19, 2019 families were informed that:</p> <p>Annie Foote School has reached capacity and will not be able to accommodate all the students living in Skyview Ranch.</p> <p>New Kindergarten to Grade 6 students without siblings at Annie Foote School will be designated to Monterey Park School until the new school in Skyview Ranch opens.</p>
<p>Project 13 Ongoing Originally Identified 2018-2019 Area 4</p>	Program	Regular
	Communities Impacted	Martindale
	Schools Involved	Crossing Park, Manmeet Singh Bhullar
	Issue	Ensuring a balance in enrolment between K-9 in the two schools in Martindale that allows students to remain within the community.
	Summary	Monitor enrolment

Active Projects - Areas 3 & 4



- ☆ Project 6
- Project 7
- Project 8
- Project 9
- ★ Project 10
- ◇ Project 11
- ▲ Project 12
- 🏠 Project 13



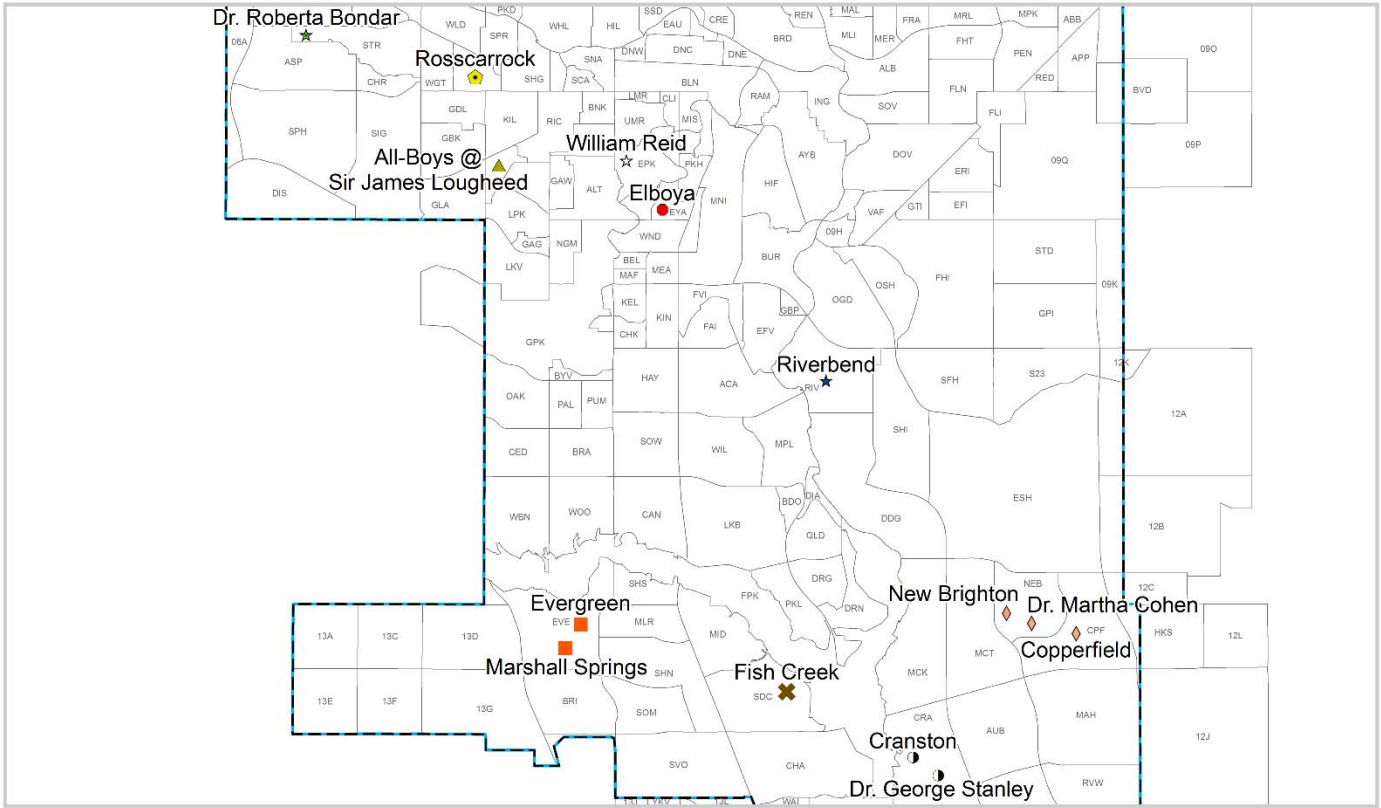
Area 5/6/7

<p>Project 14 Ongoing Originally Identified 2013-2014 Area 7</p>	Program	French Immersion
	Communities Impacted	Multiple Communities
	Schools Involved	William Reid
	Issue	William Reid School is at or near capacity.
	Summary	Monitor enrolment
<p>Project 15 Ongoing Originally Identified 2017-2018 Area 7</p>	Program	Regular & French Immersion
	Communities Impacted	Multiple Communities
	Schools Involved	Elboya
	Issue	Elboya School is at or near capacity.
	Summary	Monitor enrolment Three new modular classrooms were added to Elboya for the 2018-19 school year. An additional three modular classrooms were requested in the 2019-20 Modular Classroom Plan and were not approved by the Province.
<p>Project 16 Ongoing Originally Identified 2016-2017 Area 5</p>	Program	Regular
	Communities Impacted	Cranston
	Schools Involved	Cranston, Dr. George Stanley
	Issue	The approval of a new elementary school in Cranston will have an impact on Cranston and Dr. George Stanley schools.
	Summary	Anticipated impacts could include: <ul style="list-style-type: none"> ▪ A change to one or more of the school's attendance areas ▪ Grade configuration changes between existing schools in the community

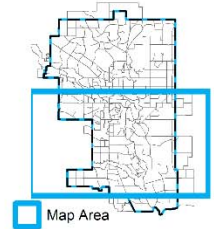
<p>Project 17 Ongoing Originally Identified 2016-2017 Area 6</p>	Program	Regular
	Communities Impacted	Evergreen
	Schools Involved	Evergreen, Marshall Springs
	Issue	The approval of a new elementary school in Evergreen will have an impact on Evergreen and Marshall Springs schools.
	Summary	<p>Anticipated impacts could include:</p> <ul style="list-style-type: none"> ▪ A change to one or more of the school's attendance areas ▪ Grade configuration changes between existing schools in the community
<p>Project 18 Ongoing Originally Identified 2018-2019 Area 5</p>	Program	Regular
	Communities Impacted	Mahogany
	Schools Involved	Riverbend
	Issue	The approval of a new elementary school in Mahogany will have an impact on Riverbend School.
	Summary	Students from the community where the new school is being built will be designated to the school when it opens.
<p>Project 19 Ongoing Originally Identified 2018-2019 Area 5</p>	Program	Regular
	Communities Impacted	Copperfield, New Brighton
	Schools Involved	Copperfield, New Brighton, Dr. Martha Cohen and others to be determined
	Issue	Enrolment is increasing and schools are at or near capacity.
	Summary	Monitor enrolment
<p>Project 20 Ongoing Originally Identified 2018-2019 Area 7</p>	Program	Alternative
	Communities Impacted	Multiple Communities
	Schools Involved	All Boys at Sir James Loughheed School
	Issue	Enrolment is low.
	Summary	Monitor enrolment

<p>Project 21 Ongoing Originally Identified 2018-2019 Area 7</p>	Program	Regular
	Communities Impacted	Rosscarrock
	Schools Involved	Rosscarrock
	Issue	Enrolment is declining.
	Summary	Monitor enrolment On April 9, 2019 the Board of Trustees voted to keep the Regular program at Rosscarrock School open. Enrolment is projected to remain low. For September 2019, an Early Development Centre class will open at Rosscarrock School.
<p>Project 22 New 2019-2020 Area 5</p>	Program	Regular
	Communities Impacted	Sundance
	Schools Involved	Fish Creek
	Issue	Enrolment at Fish Creek School is projected to increase with enrolment growth from the new community of Walden.
	Summary	Monitor enrolment
<p>Project 23 New 2019-2020 Area 7</p>	Program	Regular
	Communities Impacted	Aspen Woods
	Schools Involved	Dr. Roberta Bondar
	Issue	Enrolment at Dr. Roberta Bondar School is projected to increase.
	Summary	Monitor enrolment

Active Projects - Areas 5, 6 & 7



- | | | | | | |
|---|------------|---|------------|---|------------|
| ☆ | Project 14 | ■ | Project 17 | ▲ | Project 20 |
| ● | Project 15 | ★ | Project 18 | ◆ | Project 21 |
| ○ | Project 16 | ◇ | Project 19 | ✕ | Project 22 |
| | | ★ | | ★ | Project 23 |



Multiple Areas

<p>Project M3 Originally Identified 2017-2018 Area 1, 2 and 3</p>	Program	French Immersion
	Communities Impacted	Multiple
	Schools Involved	King George, Banff Trail, Hidden Valley, Varsity Acres, GP Vanier, Branton, Valley Creek and others to be determined
	Issue	Enrolment in French Immersion at King George School and Banff Trail School is increasing and the schools are nearing capacity.
	Summary	<p>Active engagement began in the spring of 2018. A proposed plan was presented in fall 2018 with decisions finalized in time for the January 2019 kindergarten registration process.</p> <p>In a notice dated December 6, 2018 families were informed of the following changes effective September 2019:</p> <p><u>Two new Early French Immersion Programs</u> Tuscany School will offer a new K-5 program for the communities of Rocky Ridge, Royal Oak and Tuscany.</p> <p>F.E. Osborne School will offer a new Grades 6-9 program for the communities of Evanston, Montgomery, Rocky Ridge, Royal Oak, Sage Hill, Silver Springs, Tuscany and Varsity.</p> <p><u>Grade Configuration Changes at Early French Immersion Schools</u> Banff Trail School: from K-6 to K-5 King George School: from K-6 to K-5 Varsity Acres School: from K-6 to K-5 Branton School: from GR7-9 to GR6-9 G.P. Vanier School: from GR7-9 to GR6-9</p>
	Impact	<p>For the 2019-2020 school year approximately 160 Kindergarten-Grade 4 students are projected to attend the new Early French Immersion Program at Tuscany School.</p> <p>Approximately 110 Grade 6-7 students are projected to attend the new Early French Immersion Program at F.E. Osborne School for the 2019-2020 school year.</p> <p>The anticipated cost of bussing for these new programs is \$112,000 as two buses will be required.</p> <p>The cost of this K-7 program expansion is approximately \$400,000.</p>

Area 1&2

<p>Project 1 Originally Identified 2014-2015 Area 1</p>	Program	Regular
	Communities Impacted	Varsity, Hawkwood, Silver Springs, Montgomery
	Schools Involved	F.E. Osborne and others to be determined
	Issue	There is excess capacity at F.E. Osborne School.
	Summary	As a result of the engagement of Northwest and North Central French Immersion programs a new Grade 6-9 French Immersion Program will open at F.E. Osborne School effective September 2019. This new program will be phased in over three years: Grades 6-7 in 2019-2020, Grades 6-8 in 2020-2021, Grades 6-9 in 2021-2022 and beyond.
	Impact	Approximately 110 Grade 6-7 students are projected to attend the new Early French Immersion Program at F.E. Osborne School for the 2019-2020 school year.
<p>Project 5 Originally Identified 2017-2018 Area 1</p>	Program	Regular
	Communities Impacted	Ranchlands, Sherwood, Nolan Hill
	Schools Involved	Ranchlands and others to be determined
	Issue	Ranchlands School is a bus receiver for two new and developing communities and is nearing capacity.
	Summary	In a notice dated December 17, 2018 families were informed that Kindergarten to Grade 6 students living in Nolan Hill are designated to Belvedere-Parkway School effective September 2019. Current Grade 5 students are able to remain at Ranchlands School to complete Grade 6 in the 2019-2020 school year. Siblings of current Grade 5 students are also able to remain for one year. A meeting was held on November 6, 2018 to inform and gather feedback about the decision and answer questions.
	Impact	For the 2019-2020 school year approximately 115 Kindergarten to Grade 5 students from Nolan Hill are projected to attend Belvedere-Parkway School. There are 20 students from Nolan Hill are projected to remain at Ranchlands School for the 2019-2020 school year. The cost of bussing is approximately \$112,000 as two new buses will be required to transport newly designated students.

<p>Project 6</p> <p>Originally Identified 2017-2018</p> <p>Area 1</p>	Program	Regular
	Communities Impacted	Bowness
	Schools Involved	Belvedere-Parkway
	Issue	There is excess capacity at Belvedere-Parkway School.
	Summary	<p>In a notice dated December 17, 2018 families were informed that Kindergarten to Grade 6 students living in Nolan Hill were designated to Belvedere-Parkway School effective September 2019.</p> <p>Current Grade 5 students are able to remain at Ranchlands School to complete Grade 6 in the 2019-2020 school year. Siblings of current Grade 5 students are also able to remain for one year.</p>
	Impact	<p>For the 2019-2020 school year approximately 115 Kindergarten to Grade 5 students from Nolan Hill are projected to attend Belvedere-Parkway School.</p> <p>The cost of bussing is approximately \$112,000 as two new buses will be required to transport newly designated students.</p>
<p>Project 4</p> <p>Originally Identified 2015-2016</p> <p>Area 1</p>	Program	Regular
	Communities Impacted	Edgemont
	Schools Involved	Tom Baines, Edgemont, Captain John Palliser
	Issue	Enrolment at both Tom Baines and Edgemont Schools is projected to remain near capacity in the next few years.
	Summary	In a notice dated June 1, 2018 families were informed that Tom Baines School was full and that an overflow location was necessary. Students who cannot be accommodated at Tom Baines School will be designated to Captain John Palliser for Grade 6 and F.E. Osborne for Grades 7-9.
	Impact	<p>As of September 30, 2018, 16 Grade 7-9 students from the Tom Baines School attendance area were overflowed to F.E. Osborne School.</p> <p>The cost of providing the Calgary Transit Rebate to overflowed students is \$12,000 for 21 students.</p> <p>There are no students projected to be overflowed to Captain John Palliser or F.E. Osborne schools for the 2019-2020 school year.</p>

Area 3&4

<p>Project 13</p> <p>Originally Identified 2015-2016</p> <p>Area 4</p>	Program	Regular
	Communities Impacted	Temple, Taradale
	Schools Involved	Guy Weadick
	Issue	Guy Weadick School is the overflow bus receiver for K-4 students that cannot be accommodated at Taradale School. Enrolment from Taradale is increasing.
	Summary	The five-year enrolment projection for the Taradale community indicates that the number of overflow students is projected to decline and will not impact the capacity at Guy Weadick School in the future. Monitoring enrolment is no longer required.
	Impact	Guy Weadick School has a provincial capacity of 430 students. Enrolment as of September 30, 2018 was 390 students and projected enrolment for September 2019 is 345 students (including overflow students from Taradale).

Area 5/6/7

<p>Project 22 Originally Identified 2014-2015 Area 6</p>	Program	Regular
	Communities Impacted	Multiple Communities
	Schools Involved	Janet Johnstone
	Issue	Janet Johnstone School is projected to be at or near capacity.
	Summary	Janet Johnstone School has a provincial capacity for 507 students and enrolment has declined from a peak enrolment of 539 in 2015 and was 459 for the 2018 school year. Enrolment is projected to be 432 students for September 2019. Monitoring enrolment is no longer required.
	Impact	N/A
<p>Project 27 Originally Identified 2018-2019 Area 6</p>	Program	Regular
	Communities Impacted	Altadore and Garrison Woods
	Schools Involved	Altadore and others to be determined
	Issue	Altadore School is at or near capacity.
	Summary	Engagement meetings were held on January 16, 2019 and March 12, 2019 to discuss options and get feedback. Two online surveys were also implemented during this time. In a notice dated April 24, 2019 families were informed that there will be a boundary change for Altadore School. A portion of the current boundary is re-designated to Richmond School. New students will be directed to Richmond School and existing students in Altadore are able to remain until the end of Grade 6.
	Impact	For the 2019-2020 school year approximately 15 students from the re-designated area are projected to attend Richmond School. A cost savings of \$28,000 is anticipated for September 2020 as a bus will not be required to transport students to Altadore after June 30, 2020.

<p>Project 29 Originally Identified 2018-2019 Area 7</p>	Program	Regular
	Communities Impacted	Springbank Hill and Discovery Ridge
	Schools Involved	Griffith Woods and others to be determined
	Issue	Griffith Woods School is projected to be at or near capacity.
	Summary	In a notice dated December 5, 2018 families were informed that Griffith Woods School was full and that the CBE lottery process would be used for Kindergarten and Grade 1 registrations in January 2019. All students who cannot be accommodated at Griffith Woods School are designated to Battalion Park School for Kindergarten to Grade 6 and Bishop Pinkham School for Grades 7-9.
	Impact	<p>Approximately 65 K-GR6 students from Springbank Hill and Discovery Ridge are projected to be overflowed to Battalion Park School for September 2019.</p> <p>Approximately 40 Grade 7-9 students are projected to be overflowed to Bishop Pinkham School for September 2019.</p> <p>A cost increase of \$56,000 is anticipated for September 2019 as two new buses will be required to transport overflowed students.</p>

Three-Year System Student Accommodation Plan 2018-2021 *Attachment II - Completed Projects*

Program locations for students with complex learning needs are reviewed on an annual basis. Programming is placed in a school based on the needs of the students, the proximity to home and the impacts of transportation.

Area	Summary
Multiple	One EDC class to move from James Short Memorial School to Rosscarrock School Four Learning & Literacy (L&L) classes to move from Crossing Park School: two to Peter Lougheed School (DIV III) and two to Vista Heights School (DIV II) One PLP class to move from Ethel M. Johnson School to Roland Michener School SKILL I/II class to move from Alex Munro School to The Hamptons School TASC class to move from Buchanan School to Deer Run School
1	One new Bridges II class to open at Belvedere-Parkway School One new CSSI class to open at Bowness High School EDC class to move from Terrace Road School to Royal Oak School One new EDC class to open at Royal Oak School Two The Class to move from F.E. Osborne School to Arbour Lake School
2	One new ALP class to open at Sir John A. MacDonald School One new CSSI class to open at Cambrian Heights School Two Learning and Literacy (L&L) classes to move from Sir John A. MacDonald School to G.P. Vanier School One new TASC class to open at Sir John Franklin School One new The Class to open at Thorncliffe School One new The Class to open at James Fowler High School
3	One new Bridges II class to open at Radisson Park School One new Bridges IV class to open at Crescent Heights High School One new CSSI class to open at Keeler School
4	Two Bridges I classes to move from Rundle School to Grant MacEwan School
5	One Div III ASD Cluster at Dr. Martha Cohen School to move to Div IV at Centennial High School ASD Cluster to close at Copperfield School One new Bridges III class to open at Wilma Hansen School
6	One ACCESS IV class to close at Henry Wise Wood High School One new Bridges I class to open at Nellie McClung School One new CSSI class to open at Ron Southern School CSSI - Stabilization class to close at Chinook Park School SKILL I/II class to close at Nellie McClung School One new The Class to open at Henry Wise Wood High School One new The Class to open at Woodman School

Area	Summary
7	ASD Cluster to close at Sunalta School One new EDC class to open at Rosscarrock School One new The Class to open at Olympic Heights School One new The Class to open at Queen Elizabeth Jr/Sr School