



# Community Stakeholder Meetings Schools Impacted by New School Openings

Area V  
October 19, 2016

learning | **as unique** | as every student



**Calgary Board  
of Education**

# Agenda

- Introductions & purpose
- Format & plans for discussion
- Engagement roadmap for phase two
- Phase one activities
- CBE values & planning principles
- Scenario discussion – talking circles
- Next steps & wrap up

# Rules of Engagement

- We minimize distractions.
- We balance air time fairly.
- We speak one at a time.
- We listen to understand before we speak.
- We can disagree respectfully.
- We can change our mind.

## Decision to be made

By March 2017 the Calgary Board of Education will communicate plans for the sustainable use of learning space across our system. Plans may be implemented for the 2017-18 school year or later.

Closing schools is **NOT** being discussed

# Decision Makers

The Director of Planning and Transportation and the three Area Directors.

If closure recommendation, it goes to chief superintendent who decides whether or not to recommend a regulatory school closure process to the Board of Trustees.

# Engagement Goals

- Use community input as part of the problem-solving process that involves all stakeholders
- Build understanding about the CBE school and program planning
- Facilitate inclusive conversations among stakeholders in order to document community concerns and aspirations

# Phase One

- Five principal meetings
- Five public open houses
- Online survey

# Phase One

- Consistent overarching themes emerged
- Specific concerns for some communities
- We have reviewed all the feedback provided and considered what we heard in developing options and scenarios



# What is out of the scope of Phase Two

- Adding space (example modular classrooms)
- Opening one of the new schools in Area V for an alternative program (French/Spanish)
- City Charter (use schools for other community needs, other than before/after school care)
- High schools

# CBE values guide decision-making

- Students come first
- Learning is our central purpose
- Public education serves the common good

# Other filters for decision-making

- Minimize disruptions for students
- Provide program continuity from kindergarten to Grade 12
- Keep cohort groups of students together
- Allow students to attend school as close to home as possible
- Provide long-term sustainability
- Use space and resources effectively
- Provide equitable access for all students to quality learning environments

# What we considered when developing the scenarios

- Opportunities for pairing regular programs with an alternative program
- Opportunities to consolidate regular programs and have stand-alone alternative programs
- Opportunities to relocate some alternative programs to allow room for growth

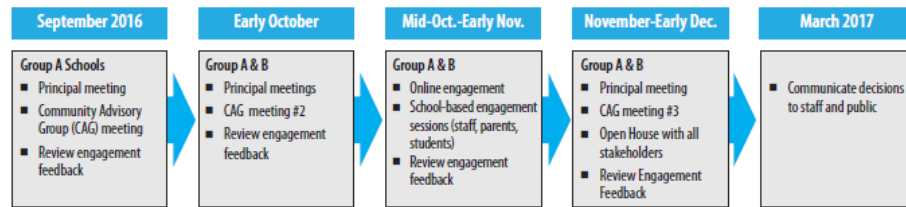
## Considering new learning possibilities for Area V

The opening of 15 new Calgary Board of Education schools in the 2016-17 school year means changes for many of our existing schools. As thousands of students can now attend school in their own communities, space has become available in the schools they previously attended. When we make changes to one school, other schools may be affected. The CBE needs to consider the "big picture" to ensure that the learning needs of all students continue to be met.

Last year, we connected with employees, parents and community members to gather feedback on possibilities for use of available school space. Feedback was gathered through meetings, open houses and an online survey. What we heard can be found on our website [www.cbe.ab.ca/dialogue](http://www.cbe.ab.ca/dialogue).

This fall, the CBE will enter the next phase of our engagement, which includes gathering feedback on possible scenarios, then making decisions that will be implemented in the 2017-18 school year or later. These scenarios consider our current system realities, as well as what we heard from you in the spring.

### Phase Two Engagement Timeline



### What are we deciding?

By March 2017 the Calgary Board of Education will communicate plans for the sustainable use of learning space across our system. Plans may be implemented for the 2017-18 school year or later.

### Who is the decision-maker?

The Director of Planning and Transportation and the Area Director for the impacted school have joint responsibility for recommendations and decisions with respect to program and grade configurations in CBE schools. Their focus in decision-making will be to make decisions that are best for the system as a whole.

If a recommendation is made to consider school closure, then the Chief Superintendent decides whether to recommend a regulatory school closure process to the Board of Trustees.

### Area V Impacted Schools

**Group A:**  
6 schools most directly and immediately impacted by new school openings

- Maple Ridge School
- R.T. Alderman School
- Andrew Sibbald
- Acadia School
- David Thompson School
- Woodman School

**Group B:**  
10 schools with previously identified system pressures (i.e. over capacity) will be actively engaged after initial discussion with Group A schools.

- Le Roi Daniels School
- Lake Bonavista School
- Louis Riel School
- Fairview School
- John Ware School
- Robert Warren School
- Harold Panabaker School
- Sam Livingston School
- Canyon Meadows School
- Eugene Coste School

### Group C:

These 6 schools are not directly impacted, but families with children at these schools could be impacted in the future as their children move to junior high or middle school.

- Haysboro
- Sundance
- Chinook Park
- Janet Johnstone
- Woodlands
- Woodbine

### Potential Area V Scenarios

Currently, a number of schools in Area V are over or nearing capacity, while others have capped their enrolment or are under capacity. Planning is underway to make changes in the best interests of all students. Recommendations for student spaces are informed by several key principles, including:

- Minimizing disruption for students
- Keeping cohort groups of students together from kindergarten through to Grade 9
- Ensuring students can attend schools as close to home as possible
- How full a school is, and the efficient use of financial and human resources

In addition, stakeholders told us they would like the CBE to consider factors such as the following when making recommendations about use of space:

- Offering alternative programs
- Keeping students in schools for more grade levels by changing grade configurations
- Changing student designations or school boundaries to minimize transitions
- Adding classes for students with exceptional needs
- Looking for leasing opportunities, once learning needs are met

The CBE has developed two potential scenarios for Area V schools that consider our planning principles, and the needs and desires of our communities. Our first priority is student learning needs. After ensuring these needs are met, before and after school care and other leasing opportunities may be considered.

### Opportunities and challenges

#### Scenario 1\*

- Room to grow the TLC, Spanish Bilingual and French Immersion programs
- Maintains regular programs in certain communities
- Potential loss of regular programs at schools with multiple programs if students move to alternative programs.
- Many schools with both an alternative program and a regular community program operating alongside one another

#### Scenario 2\*

- Room to grow the TLC and French Immersion programs
- Consolidation of some regular programs
- Stronger programming at regular program schools
- Alternative programs and regular programs operate separately from one another in different schools

\*Detailed information about the proposed changes for each school can be found in the accompanying chart.

# Scenario 1 Highlights

- TLC and language programs get room to grow
- Maintains regular programs in certain communities
- More schools operating as “dual-track” – two different programs in one school
  - E.g. Regular program and French Immersion
- Could lead to loss of regular programs if new alternative programs are popular

## Scenario 2 Highlights

- Room for TLC and French Immersion to grow
- Some regular programs are grouped into one school
- Stronger programming at regular program schools due to higher student numbers
- More schools operate as “single-track” – only one program in the school

# Scenario(s) overview

Group 1	School	Issue	Current	Scenario 1	Scenario 2
	Maple Ridge	Under Capacity	Regular Program Home Area	Regular Program Home Area <b>Science K-4</b>	<b>Science K-4</b>
	R.T. Alderman	Under Capacity	Regular Program Home Area	Regular Program Home Area <b>Science 5-9</b>	<b>Science 5-9</b> <b>French Immersion 5-9</b>
	Louis Riel	Over-Subscribed	Science K-9/ GATE 4-9	Science K-9 New Boundaries / GATE 4-9	Science K-9 New Boundaries/ GATE 4-9
	Acadia	Under Capacity	Regular Program Home Area K-4	Regular Program Home Area <b>K-5</b>	Regular Program Home Area K-4 <b>Maple Ridge Home Area K-4</b>
	David Thompson	Under Capacity	Regular Program Home Area 5-9	Regular Program Home Area <b>6-9</b> <b>French Immersion 6-9</b>	Regular Program Home Area 5-9 <b>R.T. Alderman Home Area 5-9</b>
	Fairview	Over-Subscribed	TLC 5-9 French Immersion 5-9	<b>TLC 4-9</b>	<b>TLC 4-9</b>
	Le Roi Daniels	Over-Subscribed	TLC K-4	<b>TLC K-3</b>	<b>TLC K-3</b>
	Sam Livingston	Over-Subscribed	French Immersion K-4	French Immersion <b>K-5</b>	French Immersion K-4

Group 2	School	Issue	Current	Scenario 1	Scenario 2
	Woodman	Under Capacity	Regular Program Home Area 7-9 Woodbine 7-9 Woodlands 7-9	Regular Program Home Area 7-9	
	John Ware	Under Capacity	Regular Program Home Area 7-9	<b>Spanish Bilingual 5-9</b> Regular Program Home Area 7-9 <b>Woodbine 7-9</b> <b>Woodlands 7-9</b>	<b>French Immersion 5-9</b> Regular Program Home Area 7-9 <b>Woodbine 7-9</b> <b>Woodlands 7-9</b>
	Robert Warren	Nearing Capacity	Spanish Bilingual 5-9	<b>French Immersion 5-9</b>	Spanish Bilingual <b>7-9</b>
	Harold Panabaker	Nearing Capacity	Regular Program Home Area 7-9 Silverado 7-9 French Immersion 5-9	Regular Program Home Area 7-9 Silverado 7-9	Regular Program Home Area 7-9 Silverado 7-9 <b>Woodman Home Area 7-9</b>
	Canyon Meadows		Spanish Bilingual K-4	Spanish Bilingual K-4	Spanish Bilingual <b>K-6</b>
	Eugene Coste		Spanish Bilingual K-3	Spanish Bilingual <b>K-4</b>	Spanish Bilingual <b>K-6</b>

Group 3	School	Issue	Current	Scenario 1	Scenario 2
	Lake Bonavista	Over-Subscribed	Montessori K-6	<b>Andrew Sibbald Home Area K-6</b>	Montessori K-6
	Andrew Sibbald	Under Capacity	Regular Program Home Area K-4	<b>Montessori K-6</b>	Regular Program Home Area <b>K-6</b>

The scenarios above have communities colour coded.

- Black means no change
- Blue means the community is being added to the school
- Red means a grade change from the current grades offered for that community

## Impacted schools in Area V



Schools	Communities in Home Area
Maple Ridge	Willow Park, Maple Ridge
R. T. Alderman	Willow Park, Maple Ridge
Acadia	Acadia, Fairview
David Thompson	Acadia, Fairview
Woodman	Eagle Ridge, Kelvin Grove, Chinook Park, Kingsland, Haysboro, Southwood (Partial)
John Ware	Oakridge, Palliser, Bayview, Pump Hill, Cedarbrae, Braeside
Harold Panabaker	Southwood, Canyon Meadows
Andrew Sibbald	Lake Bonavista, Bonavista Downs



# Tell us what you think

- Discussion:
  1. What are the opportunities of each scenario?
  2. What are the challenges of each scenario?
  3. Do you have any questions or comments about specific aspects of the scenarios?

# Area V engagement opportunities

- School-based engagements: Oct. 18-20
- Online engagement: late October – early November
- Public Open House: Dec. 7



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