



Reference



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Frequently Asked Questions

What are utilization rates and why are they important?

A school's utilization rate is calculated by dividing the school's weighted enrolment by the school's capacity. When calculating weighted enrolment, kindergarten enrolment is divided by two because these students attend school for half the day, and enrolment of students with special needs is multiplied by three.

The CBE aims for an average system utilization rate of 80 per cent. As a system average, many schools will be below the average and many schools will be above the average.

80 per cent utilization allows for flexibility in how school space is used. Certain spaces can be used for specific learning initiatives such as music rooms, learning commons, staff rooms, or break out rooms.

What is the current utilization rate of CBE schools? How do the CBE utilization rates compare with figures from the provincial government?

This information can be found in the [2015-16 School Enrolment Report](#) posted on the CBE website. The updated report will be presented to the Board of Trustees at a public meeting on Dec. 6, 2016.

What do you consider when looking at expanding or moving alternative programs?

When expanding or moving language and non-language alternative programs, we must consider:

- The ability to find qualified teachers who are fluent in a second language or with specific program qualifications for some of the non-language alternative programs (e.g., Montessori).
- If an entire school changes to an alternative program with a pre-requisite, some students may no longer be able to attend the school.
- Student interest in a program must be high enough to keep it viable over the long-term.
- Access to and cost of high quality learning resources.
- There are both opportunities and challenges to running a regular and alternative program throughout a school. There have been situations in the past where the enrolment in the regular program continued to decrease because students are choosing to enroll in the alternative program instead.

What is a CBE Regular program and a CBE Alternative program?

A Regular program is an English language program taught according to Alberta Education's mandated curriculum. An Alternative program is one based on cultural emphasis, subject matter, teaching and learning approach or language of instruction, while following Alberta Education's mandated curriculum.

What alternative programs and/or special education/complex learning programs are considered in the scenarios for Area V schools impacted by new school openings? What are the program pre-requisites?

Spanish Bilingual

- Provides students with the opportunity to acquire the basic skills for speaking, reading, writing, listening and communicating in both English and Spanish at a young age.
- Begins in kindergarten or Grade 1 and continues to Grade 12. In elementary, a 50/50 split in instructional time between English and Spanish allows students to build fluency in both languages.
- Registration is open to students entering kindergarten or Grade 1.
- Find [more information](#) on the Spanish Bilingual program.

Early French Immersion

- Provides students with the opportunity to acquire fluency in speaking, reading, writing, listening and communicating in French by the end of Grade 12.
- French is the language of instruction, beginning in kindergarten or Grade 1 and continuing to Grade 3 when English is introduced.
- Registration is open to students entering kindergarten or Grade 1.
- Late French Immersion is available to students entering Grade 7.
- Find [more information](#) on Early French Immersion.

Science

- Kindergarten to Grade 9.
- Approach fosters critical thinking and problem-solving based on science and technology perspectives.
- Students develop scientific literacy.
- Opportunities for co-construction of knowledge and understanding through the perspective of science.
- No pre-requisite. Students can enter at any grade.
- Find [more information](#) on the Science program.
- Watch [this video clip of the Science program at Langevin School](#).

Montessori

- Kindergarten to Grade 6.
- Emphasizes intrinsic motivation and student choice with intentional learning environments designed to facilitate self-directed learning.
- Where possible, multi-aged classrooms are provided.
- Entry into the Montessori Program takes place in kindergarten and Grade 1 only, unless a child has continuous documented Montessori experience (space dependent).
- Find [more information](#) on the Montessori program.

Traditional Learning Centre (TLC)

- Kindergarten to Grade 9.
- The primary teaching approach is whole group direct instruction that is sequential and enriched.
- Students are provided with a structured, orderly setting appropriate to the learning activity. Students are grouped by skill ability for language arts and mathematics.
- No pre-requisite. Students can enter at any grade.
- Find [more information](#) on the TLC program.

Gifted and Talented Education (GATE)

- A special education/complex learning program for students identified as being moderately to profoundly gifted with complex learning needs.
- Gifted students require significantly different educational experiences and levels of challenges to thrive and achieve their individual potential.
- GATE placement decisions are based on meeting the GATE eligibility criteria and on a match between the student's learning needs and the GATE program.
- GATE is accessed through a referral and placement process.
- Find [more information](#) on the GATE program.

What alternative programs are considered in the scenarios for Area I and II schools impacted by new school openings? What are the pre-requisites for each program?

Early French Immersion

- Provides students with the opportunity to acquire fluency in speaking, reading, writing, listening and communicating in French by the end of Grade 12.
- French is the language of instruction, beginning in kindergarten or Grade 1 and continuing to Grade 3 when English is introduced.
- Registration is open to students entering kindergarten or Grade 1.
- Late French Immersion is available to students entering Grade 7.
- Find [more information](#) on Early French Immersion.

Montessori

- Kindergarten to Grade 6.
- Emphasizes intrinsic motivation and student choice with intentional learning environments designed to facilitate self-directed learning.
- Where possible, multi-aged classrooms are provided.
- Entry into the Montessori Program takes place in kindergarten and Grade 1 only, unless a child has continuous documented Montessori experience (space dependent).
- Find [more information](#) on the Montessori program.

Traditional Learning Centre (TLC)

- Kindergarten to Grade 9.
- The primary teaching approach is whole group direct instruction that is sequential and enriched.
- Students are provided with a structured, orderly setting appropriate to the learning activity. Students are grouped by skill ability for language arts and mathematics.
- No pre-requisite. Students can enter at any grade.
- Find [more information](#) on the TLC program.

Chinese (Mandarin) Bilingual

- Kindergarten to Grade 9.
- Provides students with the opportunity to acquire the basic skills for speaking, reading, writing, listening and communicating in both English and Mandarin at a young age.
- Students entering kindergarten or Grade 1 can register. Previous Chinese experience is not required and parents do not need to know the language.
- Students demonstrating grade level proficiency in Mandarin may also register at their grade level.
- Find [more information](#) on the Mandarin Bilingual program.

How is the French Immersion program different from Bilingual programs?

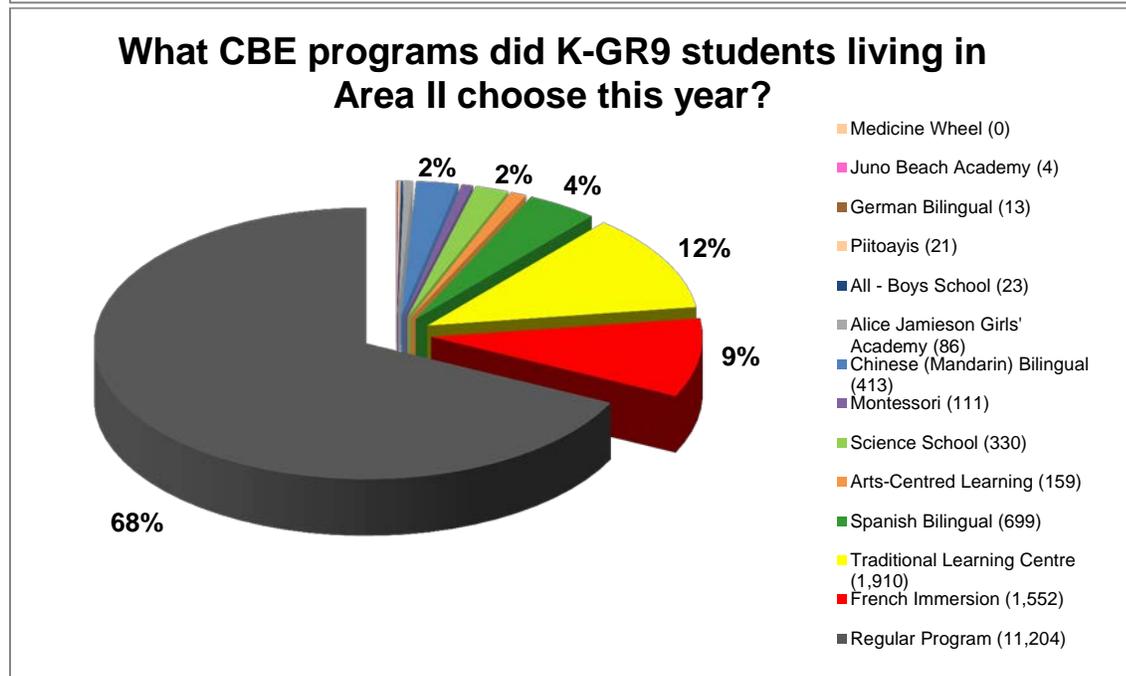
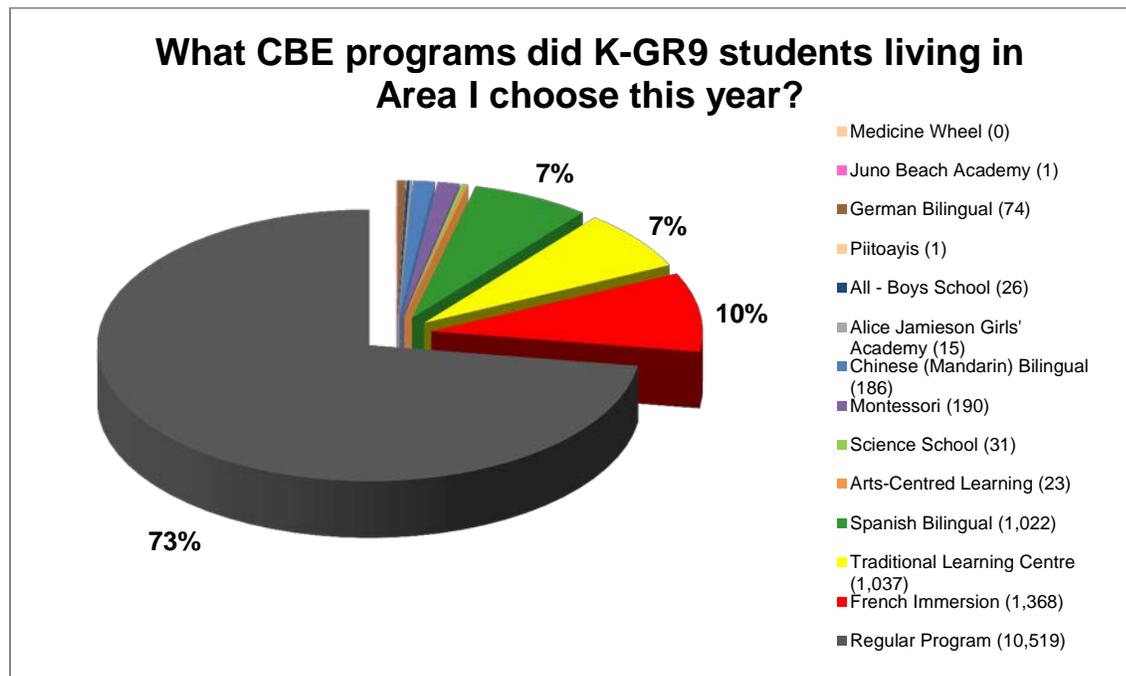
Both programs are language alternative programs. French Immersion requires a greater percentage of subjects to be taught in that language than is required in a bilingual program.

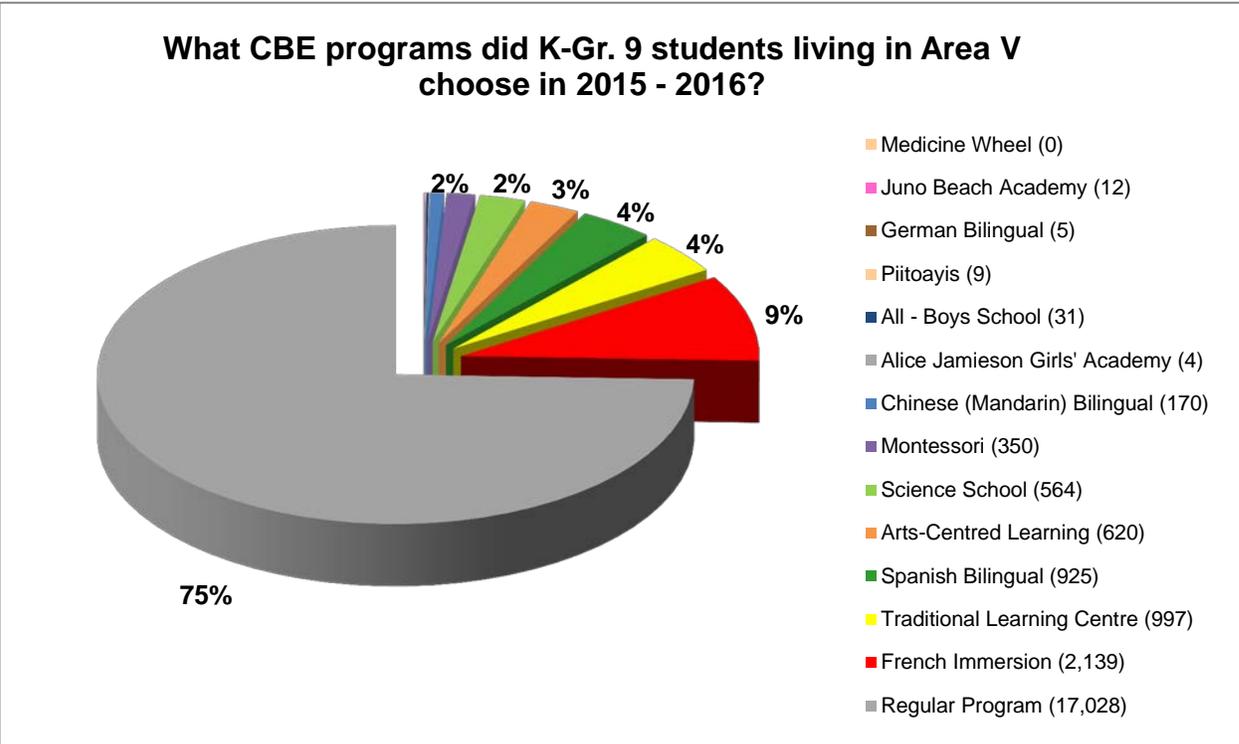
What is the split between regular and alternative programs in each affected Area?

In the 2015 - 2016 school year:

- Area I: 73 per cent of students attended a regular program, 27 per cent attended an alternative program
- Area II: 68 per cent of students attended a regular program, 32 per cent attended an alternative program.
- Area V: 75 per cent of students attended a regular program, 25 per cent attended an alternative program

Specific program attendance is shown in the charts below.





What are the catchment areas for the alternative programs?

Catchment areas for alternative programs can be found using Find a School, located under the Schools tab at cbe.ab.ca. Select the alternative program from View by Programs, select the school from the map, then select View more information about this school. A map will be displayed showing the catchment area. If the school has more than one program, select the program of interest from the options available just above the map.

Why not just cap some programs?

With high and increasing demand from some programs, it has been necessary to cap some programs. This means that some interested students are not able to attend those programs. If caps are removed, there is more opportunity for students to attend their preferred program.

Why does the CBE cap enrolment in alternative programs?

Programs are capped to ensure we continue to have room in a program as students advance through the grades.

What does Home Area mean?

A school's Home Area is the community or group of communities designated to a particular school for the regular program.

What is CAG?

CAG stands for Community Advisory Group and is a group of participants selected to be representatives of their school community during the engagement and scenario review process.

Where are the Areas?

The CBE is currently organized into five administration Areas. Area I includes most schools and communities in the northwest, Area II includes most schools and community in north central Calgary and Area V includes most schools and communities south of Glenmore Trail.

What is the difference between a single track school and a dual track school?

A single track school runs one program. A dual track school runs two programs in the same school. Some examples of dual track schools include Harold Panabaker School, which runs a regular program and French Immersion program, and Fairview school, which runs a TLC program and a French Immersion program.

How does a dual-track school work? What about special events and assemblies?

Dual track schools have more than one program in their building. It could be a regular program with an alternative program or two different alternative programs. The two school communities share the building and participate in school-wide events that include all students. Dual-track schools share a principal and school resources.

All schools, regardless whether dual or single-track, work towards establishing a strong sense of community with all students who attend the school.

The amount of integration across programs varies depending on the age and grade of the students, the learning outcomes of each of the programs and the potential language requirements of the program. All other activities (i.e. assemblies) and school events are opportunities for all students to come together as one community.

Why does CBE have dual-track schools? Wouldn't having all schools single track work better?

Dual-track schools can allow regular programs with smaller student populations in a single program to remain vibrant. They can also provide opportunities for students to continue attending school in their community. They also provide opportunities for students in different programs to learn from one another and gain new experiences. Some programs may not be sustainable in the long-term if they remain single-track.

Do students have the option of participating in both regular program classes and alternative program classes offered at the school?

No, students are enrolled into one program or another.

When two programs operate alongside each other in the same school, are there certain programs that fit well together and some that don't fit well?

The CBE has a number of different schools that offer a variety of programming combinations. When we look at creating dual-track schools, we work towards offering programs that complement each other philosophically. For example, it would be unlikely that the CBE would provide a Montessori program and a Traditional Learning Centre program in the same school as the philosophies of each program are different in their approaches to teaching and learning.

How were the scenarios developed, and what was the rationale behind how programs were grouped together or separated in the scenarios?

There is no one single way in which schools and/or programs were grouped together in the scenarios. Factors that were taken into account were the amount of space a group of students would need based on projected enrolment and the amount of space that is available in schools in the area. In scenarios that involve the movement and consolidation of regular programs between two or more communities, consideration was given to how central the proposed location is to all the communities that would be combined.

The following CBE planning principles were also considered:

- Balance among equity, access, excellence and choice
- Minimize disruption for students
- Provide a learning continuum K-9
- Keep cohorts of students together when possible
- Attend school as close to a student's residence as possible
- Efficient use of space and resources
- Utilization factors at both the system and school level
- Long term sustainability

This list is not a checklist but rather factors CBE considers when planning for students. Some of these guiding principles are mutually exclusive and it is not possible to meet them all at the same time. When addressing student planning challenges, the CBE strives to meet as many of these principles as possible.

Some scenarios include opportunities for alternative programs to expand and grow. What is the current demand for these programs? How many students are on waiting lists for alternative programs?

Starting in the 2016/2017 school year, the CBE will no longer maintain ongoing waitlists for alternative programs. The new process will be to keep a call back list for the current school year only. Students wishing to register in alternative programs who are not accepted through the lottery process will need to re-register for consideration in the annual lottery process.

The demand for alternative programs vary throughout the city and not all programs are over-subscribed and conducting a lottery process. The two programs most highly subscribed programs that typically have to conduct a lottery are the TLC and Science programs.

What happens to the money raised by parent societies and associations when students move from one school to another?

The CBE's guiding principles regarding closure of a program (in this case for the purpose of relocation) states:

- All equipment and supplies specifically realized and identified through fundraising by students and parents will follow the students to their designated school(s). These decisions will be made by the school principal in consultation with the School Council.
- The school's financial resources will be dispensed equitably based on the movement of students to the new designated CBE school(s). In the event that students will be returning to multiple schools, decisions regarding disbursements of such equipment and supplies shall be made by the principal in consultation with the Area Director and School Council.
- The Area Director will develop guiding principles that will help in the decision-making process regarding disbursement of assets i.e. casino funds, resources purchased by the parent group, special collections etc.

How will the student registration process be affected for 2017-18, given that decisions will not be made regarding changes until March?

The registration process and timelines will not change. Kindergarten registration begins on January 9 and 10, 2017. Registrations will be collected at the current designated school for the community in which the student lives (whether regular or alternative program). Parents will be advised of the current situation and the scenarios under consideration when they register at their designated school. Registrations will be transferred to the new location once decisions have been made.

All alternative programs where the number of registrations is more than the available spaces will conduct a lottery on February 15, 2017. As is the case every year, parents will be notified if their child has been given a space in a program and will have a specified period of time to advise the school whether they will be accepting the space or not.

How would class sizes be affected by changes?

Class sizes are dependent upon the number of students in each grade level registered in a program or school. Classroom configurations, including class size, are decided by the school administration each year and reflect the funding available through their school budgets.

Are there any guarantees on how long lasting these changes will be and how long it will be for changes are made again?

The scenarios under consideration have been developed with the intention of accommodating programs and students for as long as possible. Pre-school census information was used to project future student populations and demand for programs. The projections were compared using historic enrolment trends and intake/retention/attrition patterns in schools and programs.

There are many outside influences over which the CBE has no control such as the timing of the announcement of new schools, population changes due to economic influences and unanticipated changes in student enrolment patterns. These can all influence future enrolment at particular schools.

What other new school construction is possible in the future?

The CBE prepares a [Three-Year School Capital Plan](#) annually that prioritizes our funding requests for new schools and modernizations. All new communities are reviewed annually and assessed through the CBE's point assessment criteria which take into account several sources of information that is updated annually. For this reason priorities for new school construction can change over time.

How are opportunities like leasing space to child-care providers considered in developing the scenarios?

CBE's first priority is to address the learning needs of our student population in kindergarten to Grade 12. Once final decisions are made regarding the location of programs and community populations, we will know which schools will continue to have some excess space that can be considered for lease to third-party providers.

How will bus routes and transportation be affected? Who pays if my child who currently walks to school is relocated to another school outside of my community and then requires transportation?

As programs move and shift, transportation options will be considered and yellow school bus routes will be created or adjusted where appropriate to accommodate students attending schools in new locations. Yellow school bus fees, which are set annually in the spring each year, will apply for all eligible bus riders.

Is a maximum travel time/distance for busing part of the consideration?

The CBE tries to keep ride times within one hour each way. Children who attend special setting schools or who choose an alternative program may experience longer ride times due to the distance they reside from the school.

Will there be grandfathering and phasing in with any of these moves?

Considerations regarding grandfathering and phasing in will vary depending on the schools and programs involved. For example, if a regular program is moved from one school to another, it may be possible for students entering their final year at the original school to remain in place. When moving an alternative program, however, staff and resources move with the program so it is necessary to move all students enrolled in that program, regardless of grade. Parents will have an opportunity to provide input into implementation considerations like grandfathering and phasing in later in the process.

What kind of data and information was used to develop the projections that were used to create these scenarios?

Enrolment projections guide the CBE decision-making process with respect to transportation, student accommodation, facility maintenance and capital planning. A wide range of factors impact enrolment projections and these factors are constantly monitored to ensure our data is accurate, current and relevant. Determining

trends and identifying areas of growth/decline ensures that we are well-equipped to serve the needs of our students, parents, and communities. Enrolment projections not only demonstrate how we use our current schools, but it helps us determine the need for a new school facility or the need for a school or program closure.

The CBE has a strong understanding of Calgary's population and the ways in which this data impacts our school communities. Our accommodation planners examine current trends of growth and attrition, and evaluate the composition of new and established communities on a yearly basis – who lives where; how many residents support public education; how quickly is the community growing/declining; and numerous other variables. We use a geographical information system to “geo-code” our students every year. This allows us to analyze the educational choices our students make in relation to where they are living both in the current school year as well as in the past.

To project future kindergarten and Grade 1 classes, accurate birth data is necessary. Census data is collected in April of each year and updated on an annual basis. This data is collected for each community and each elementary school attendance area allowing us to know how many students we can expect looking out over the next five years. Birth data is currently available for future kindergarten students eligible to attend school from September 2017 to September 2022. For communities that are growing quickly, birth data is analyzed and can be adjusted to reflect current growth trends as needed.

There are numerous enrolment projection methods, for example, cohort survival ratio, modified regression technique, dwelling unit multiplier technique and population ratio technique. The CBE uses the Cohort-Survival methodology in preparing enrolment projections. This methodology uses historic birth data and historic student enrolment data to “age” a known population (cohort) through their school grades. The cohort survival ratio is calculated to see how a group of potential students first enter the system at kindergarten and Grade 1 (market share) and how this group of students grows or shrinks over time (retention rates). Enrolment patterns emerge that are used for projections.

There is also other City of Calgary information and census data about the city as a whole and individual communities which does not directly influence the projection model used by the CBE but is monitored by our planners and provides context for our work:

- annual changes in population by community
- population comparisons
- type of housing by community
- inventory of the residential land supply by sector in the suburban areas of Calgary
- current development activity around the city, sector and community
- forecast of housing and residential land supply
- age of a community and community lifecycle

Enrolment projections for our system are key to make sound economic decisions both now and as we plan for the future. Stewarding our resources in a respectful and responsible manner is a critical component in our work.

Can you share enrolment projections for affected schools?

This information is now posted on the CBE public website, as of Nov. 18.

How many students need to be enrolled in a school to ensure there are diverse extra-curricular programs and options available to students?

There isn't a specific minimum enrolment; however, there tend to be more opportunities available with more students and staff.

How many students need to be enrolled in a school for athletic teams to be possible? If there are not enough students, can schools join together to create a team with students from different schools?

There isn't a specific minimum enrolment; however, there tend to be more athletic opportunities with more students and staff. If a school does not have enough student interest to form an athletic team, it can work with other schools to create a team.

How does a Grade 5-9 setting work?

Middle years learning refers to education offered to students between the ages of 10-15. These years are critical in keeping our students on the path to high school completion and their career futures. All middle years teachers and principals understand the complex and unique learning needs of this age group.

Students in a middle school setting:

- will gradually make the transition from one teacher to multiple teachers
- may be mentored by student leaders in the higher grades (buddy programs)
- can make course selections in the areas of second languages and the fine and performing arts
- can participate in intramural, extra-curricular and co-curricular activities
- will be supported as they transition from elementary to middle school and then from middle school to high school

See the [Middle Years information](#) on our website for more information

Do community (home area) students have priority when registering for programs?

The CBE has system wide priorities for acceptance into programs if a school is full (at capacity). The priority levels for acceptance are described in the CBE lottery which can be found on the website at:

<http://www.cbe.ab.ca/registration/registration/Pages/Lottery-Information-for-Parents.aspx>

How are the needs of students with complex learning needs factored into the scenarios?

When a student with complex learning needs moves, the supports required to fulfill the IPP requirements move with them. Teachers and staff at the former and new school can also communicate and collaborate to ensure the student's needs are met.

Why aren't portables on the table?

The addition of modular classrooms to existing schools is determined through the annual CBE Three-Year School Capital Plan, and requests are submitted annually to the Province of Alberta. Approval and funding of portables is within the jurisdiction of the Province of Alberta.

How will CBE help students with the transitions? Will there be school tours to help student transition?

Helping students feel confident and comfortable with transitions is important. Decisions around supports for transitioning students will be made during implementation planning. Parents will have an opportunity to provide input into implementation later in the process.

Do school administration / leadership and teachers move with their students? How are other resources moved/split?

Within the CBE, staff members may move from school to school as opportunities arise. In some cases, language and non-language alternative programs may have specialized training prerequisites that staff require in order to work in that learning environment. This means that, in some cases, some leadership and teaching staff will move with a program.

The CBE's guiding principles regarding closure of a program (in this case for the purpose of relocation) states: *'The school's financial resources will be dispensed equitably based on the movement of students to the new designated CBE school(s). In the event that students will be returning to multiple schools, decisions regarding disbursements of such equipment and supplies shall be made by the principal in consultation with the Area Director and School Council.'*

Why are kids being moved out of Cambrian Heights School and North Haven Schools when the schools are already under capacity?

Prior to the opening of Kenneth D. Taylor School in Evanston, both Cambrian Heights School and North Haven School were needed as bus receivers for K-6 students from Evanston. Kenneth D. Taylor School opened for kindergarten to Grade 3 this year and will expand to Grade 4 next year. There are no plans to expand the school beyond Grade 4 in the foreseeable future. The three scenarios currently being considered for Area I/II involve different options for Evanston students as they leave Kenneth D. Taylor at the end of Grade 4 in the future - to continue to attend Cambrian Heights for Grades 5-6 and then move to a junior high for Grades 7-9 or to attend Colonel Macleod for Grades 5-9. Only one school will be needed to accommodate Grade 5-6 students from Evanston for the foreseeable future and Cambrian Heights is identified as the potential location. While North Haven School will have some extra space in the next few years, the school accommodates students from Harvest Hills and has space to accommodate any growth in student population that may occur as a result of the golf course redevelopment in that community.

Has late immersion for Mandarin been looked at?

Parents have asked us to consider late entry for the Mandarin Bilingual Program. According to the program integrity documents on the CBE website (<http://www.cbe.ab.ca/programs/program-options/language-programs/Pages/default.aspx>), students wishing to enter into a language program other than at kindergarten to Grade 1 may do so at the principal's discretion. Students interested in attending the program beyond the entry points will need to complete and pass a proficiency test measuring their language literacy levels in speaking, reading and writing in both English and Mandarin.

Why is a K-9 Mandarin program not offered in the south part of the city?

Program sustainability is based on the location and availability of space into the future, as well as demand and available resources. When programs expand, we take into consideration a number of factors, including finding an appropriate location which supports the continuity of student learning. In addition to space, several other key elements are required for a language program to successfully expand. These include:

- Teaching staff, including administrators who are familiar with programming for second language learners as well as familiar with the language of instruction.
- Qualified teachers able to teach in a second language who also have the requisite knowledge of content area learning at the middle/junior high level (i.e. math, science).
- A large enough core group of students to sustain the program into the future; two classes of 20 are required in middle/junior high in order to have a sustainable, long-term program.

Currently, the CBE is facing a challenge in finding additional Chinese (Mandarin) Bilingual teachers who have both language background and content area expertise to teach at the middle/junior high school level. Additionally, there are fewer than 10 Grade 6 students currently registered in the Mandarin Bilingual Program in the South.

How does the lottery process work at the CBE?

Please see the CBE website:

<http://www.cbe.ab.ca/registration/registration/Pages/Lottery-Information-for-Parents.aspx>

How do CBE schools decide if and how many out of boundary students will be accepted at a school? How will out of boundary students be addressed in these scenarios?

This varies from school to school, and must be determined based on what is appropriate for each school community. It is something that Area Directors and principals evaluate on an ongoing basis. Decisions about out of boundary students at affected schools will be made later in this process.

What will the boundaries and catchment areas be for Science programs in the south part of the city?

No decisions have been made yet about what the new boundaries would be at Louis Riel School or any other schools in the south that may have a new Science program introduced. Once decisions have been made about where programs will be located, we will be able to begin working to develop new boundaries and catchment areas.

Will designation boundaries change, other than where it's noted for the scenarios?

CBE administration reviews school boundaries as needed and prepares an annual report called the Three Year System Student Accommodation plan that highlights issues that may need to be addressed within the next three years. The most recent Three Year System Student Accommodation can be found on the CBE website at:

<http://www.cbe.ab.ca/FormsManuals/Three-Year-System-Student-Accommodation-Plan.pdf>

The work we are doing this year is the work we do every year with schools identified on the plan. The main difference this year is the volume of potential changes that will occur as a result of opening over 30 schools over the next few years. Because of the high volume of schools where changes are being considered, we are working with a larger number of stakeholders in Areas I, II and V as we work to consider the impacts of the proposed changes on many schools. Outside of the Impacted School engagement there may be other issues in the Three Year System Student Accommodation plan that involve boundary changes at other CBE schools and/or programs. Within the Impacted Schools engagement process the scenarios were developed based on the interconnectedness of the schools and/or programs and the spaces available to address the issues that are identified.

Without having completed the engagement process and made decisions it is not possible to say definitely that other changes will absolutely not be considered. Any variation from these scenarios that may be brought forward for consideration through this process will need to consider the effect a suggested change may have on all the schools/programs.