



CBE Area I/II - Schools Impacted by New Schools Openings

George P. Vanier School

Session Notes and Evaluation

October 25, 2016

This summary of the feedback from the George P. Vanier School engagement session on the Area I/II Scenario opportunities, challenges and other questions and comments was compiled and summarized by Stantec Consulting Ltd.

November 9, 2016



Number of Attendees: 34

Participating Schools:

George P. Vanier
North Haven
Cambrian Heights
Kenneth D. Taylor

Buchanan
Thorncliffe
Rosemount
Simons Valley

Scenario 1 Discussion

OPPORTUNITIES

- When capacity allows, permit students already at a school to stay there through grade 9. i.e. don't move a school for their last year of junior high, especially if only to "fill" an under capacity school. Move alternative program students before regular English students. Former students are probably moving a great distance already whereas we have an opportunity to let most of the regular program students stay put. George P. Vanier not full for 2-3 years. So, allow kids already at George P. Vanier from Kincora to finish there. Transition only new students next year (those entering grade 7).
- Grandfather students in current schools. If there is space. i.e. 2-3 years to finish junior high.
- Home area stays the same in all scenarios for many of schools.
- Only scenario not making change to the status quo. No new middle schools.
- Kincora to stay with MacEwan/Sandstone. Swap location change.
- Opens capacity at Simons Valley.
- Kincora moves out in Scenario 1 and creates new cohort to stay together for long time.

CHALLENGES

- Students at a difficult transformation age. Big disruption for students already at a school. Need to keep their existing community of friends and supports. Students are already invested in programs e.g. band. Students in Kincora in grade 8 would have to move next year and then again in following year to high school. Too disruptive for kids this age.
- Children may need to travel further than now. Students of same family may be spread across more schools. i.e. 4 instead of 2 is a logistic challenge.
- Splitting Sandstone and Kincora kids and for splitting them in grade 5. Earlier transition and breaking cohorts.
- Grade 5 & 6 dominated by older children at Colonel Macleod.
- Colonel Irvine may not want to join with SJAM (students) due to current rivalry. Both schools are good, however.
- Tom Baines & Edgemont stay near capacity and there is no Montessori growth.
- Transportation and busing challenge with Scenario 1 with Kincora K - 5-6 moving to Simon Fraser. Now we will need to bus and there will be childcare issue as care will not be close by.
- French Immersion moves an extra time. Kincora moves to Simon Fraser and move to George P. Vanier for grade 7 for late French Immersion entry.
- Small population of younger children with larger population of grades 7-9.
- Students still being transferred 3 times (Cambrian Heights to Kenneth D Taylor to Cambrian Heights to Vanier) doesn't minimize disruption for early years, K-7.
- North Haven moving Evanston 5-6 to Cambrian Heights 5-6 leads to a larger population increase for 5-6. Lack of community program.



Scenario 2 Discussion

OPPORTUNITIES

- When capacities allow, let students stay at current school and start transition for new grade 7 students only. i.e. grandfathered students. George P. Vanier will not be full for 2-3 years, so let students from Evanston and Kincora stay there if they are already there. Start moving new students only to grade 7 next year.
- Keep Sandstone, MacEwan and Kincora students together, especially grade 7-9 cohorts. For an alternative program switch Evanston with Kincora. Suggest Colonel Irvine grades 5-9 to go to Simon Fraser.
- Have TLC at Colonel Macleod.

CHALLENGES

- Students currently in grade 8 would have to move twice, e.g. Kincora/Evanston/Grade 9 and then again in Grade 10.
- Evanston to Colonel Macleod is a distance to travel. Evanston always has the most distance to travel.
- Evanston students K-6 moving to a 7-9 at Colonel Macleod. Smaller population of 5-6 leads to a greater population increase of 7-9 and the age difference is a concern.
- Evanston children are bused long distances. Would like to see more evenly distributed for travel. This is not today because there is a 40-50 min bus ride. One community is very close, while 3 others are so far.
- Bumping of regular programs for alternative programs. This needs to change.
- Don't move regular home community programs to make way for alternative programs.
- All options should be available at all schools in all Areas to ensure equality of opportunities.

Scenario 3 Discussion

OPPORTUNITIES

- In schools that are not already over capacity (e.g. George P. Vanier) allow current students to stay and minimize disruption. School is under capacity for 2-3 years which is the length of junior high. So only transition is the new incoming students and grandfather others already there. That is less disruption for students.
- Like that cohorts stay together. Sandstone, MacEwan and Kincora to Simons Valley address the population increasing.

CHALLENGES

- Students move too much. Grade 8 & 9 and again in grade 10. Very transformative age to move students. Current friends and cohorts are not from our neighbourhood, but from other communities feeding into school. So moving a community does not keep them with their cohorts.
- Not sure how to keep all kids at K-6. Simons Valley is growing and seems to be already reaching capacity. There are many kindergarten alternative programs running and these programs don't work, they migrate back to regular. We could be back in this situation in a few years.



Other Questions and Comments

GENERAL

- Many parents from George P. Vanier & Simons Valley in attendance.
- If moving, move alternative program over regular programs, because it's a choice so parents who choose should have to travel further.
- Simons Valley not on map. Please add.
- Get 'student' voice and input about how to engage students.
- How to better integrate different grades. i.e. 5 & 6? How to minimize differences/welcome them to school (7-9)?
- Evanston and Kincora have been moved a lot in the last few years. We don't want to move again if possible. Keep Evanston students with current cohorts.
- In the past, we have already have had "many" disruptions/transfers. Promise that cohorts would stick together but then forced to go with community designations.
- For Kincora & Evanston, there are lots of transitions and transfers/disruptions. Feel like being left behind as cohorts are not staying together.
- Concerns over K-4 & 5-9 vs. K-6 and 7-9. New areas are going through many transitions.

SCENARIO 1

- Why change Kincora to Grade 5?
- Does SJAM have space for all programs like PE, when combining/adding students?
- How do Simon Fraser's kids fit? MacEwan/Sandstone out and Hamptons in? Why not combine at SJAM and keep MacEwan and Sandstone as is, at Simon Fraser?
- What will the transition look like from Grade 9 & 10? Possible grade 8 split out? What would it look like and how will the feeder system change?
- How well does 5-9 grouping work? Need feedback from schools that have that ratio.
- How does it work when creating a middle school for new students?
- Is CBE splitting up cohorts more? Why will Evanston go to Simon Fraser & Kincora to Colonel Irvine?
- North Haven is losing more students and is this going to lead to low capacity?
- Why did Hamptons not get moved to SJAM? Is there not enough room? Wouldn't this give Edgemont more space?
- How do you keep a grade 5 & 6 (i.e. Cambrian Heights) cohorts through the feeder schools. Only 2 years to build community? Feed into same Junior High? Would they go into Junior High together? In general, applies to all scenarios.
- Why doesn't Evanston go to Simon Fraser 5-9 rather than stay at Cambrian Heights 5-6 for one transition? And to Kenneth Taylor rather than Colonel Macleod?
- How will they implement a grade 5-6 into 7-9 at Colonel Macleod? Can Evanston integrate 5-6? Why would home area not also go 5-9?
- Will you have a choice? Grandfathered implementation, grades to stay to finish out program at for George P. Vanier & Cambrian Heights students?
- Will you get transportation from Evanston to George P. Vanier?
- Regarding George P. Vanier, will it be over-capacity in a few years? Will we be here again soon (scenario 1) because Evanston students are not being moved out?



SCENARIO 2

- Cambrian Heights has no outside areas & is an older area so few new people are moving in). Also, North Haven & Simons Valley have these issues and are already under capacity. What will happen to these schools with that extra? Could alternative programs move into Cambrian Heights?

Participant Engagement Evaluation

Georges P. Vanier School – Host Location: October 25, 2016

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|----------------------------|----------------------------|
| ▪ Georges P. Vanier School | ▪ North Haven School |
| ▪ Cambrian Heights School | ▪ Kenneth D. Taylor School |
| ▪ Simons Valley School | ▪ Buchanan School |
| ▪ Thorncliffe School | ▪ Rosemont School |

Number of participants in attendance: 34

Number of evaluations completed: 26

To what extent do you agree with each of the following statements:

P1) I was encouraged to share my thoughts and/or feedback during this engagement.

22 Agree☺ **4** Somewhat Agree☺ **0** Somewhat Disagree☺ **0** Disagree☺ **0** Not Applicab☺

P2) I was able to ask questions and learn about the opportunity for input/feedback prior to my participation in this engagement.

17 Agree☺ **5** Somewhat Agree☺ **2** Somewhat Disagree☺ **1** Disagree☺ **1** Not Applicab☺

P3) I had the information I needed to participate in a meaningful way.

14 Agree☺ **10** Somewhat Agree☺ **1** Somewhat Disagree☺ **1** Disagree☺ **0** Not Applicab☺

P4) I was able to provide input on the best way for me to share my thoughts and ideas.

15 Agree☺ **10** Somewhat Agree☺ **5** Somewhat Disagree☺ **0** Disagree☺ **0** Not Applicab☺

P5) I clearly understand all of the factors being considered in the decision making process and which of these factors I can and cannot influence.

8 Agree☺ **12** Somewhat Agree☺ **5** Somewhat Disagree☺ **0** Disagree☺ **0** Not Applicab☺

- "One" no answer

P6) My input was documented as part of the engagement process.



Calgary Board
of Education

dialogue)))

20 Agree **5** Somewhat Agree **0** Somewhat Disagree **0** Disagree **1** Not Applicable



P7) What did you like most about this engagement? What did you like least about this engagement?

Comment: 14 No Comment: 12

- Having my voice heard
- On-line invitation order shouldn't be there, it discourages people to come believing they have to have a ticket or a spot
- Appreciated the setting of boundaries at the beginning
- Organization of the evening created a positive atmosphere
- Very professional and respectful
- Everyone encouraged to share their thoughts and opinions
- Thank you very much for this opportunity
- Dialogue of other parents
- Least – I feel like the CBE doesn't necessarily listen to parents concerns, even though it can appear they do through forums like this
- Good effort to focus on opportunities and allow everyone to have a say
- Significant emphasis on challenges and some monopolizing of discussion
- Would have liked facilitators to act as gatekeepers and encourage / solicit discussion from 'quiet' members
- It would have been helpful to hear from principals of schools affected
- I think it's predetermined and my input doesn't matter anyways. You are going to do what you are going to do
- The ability to share thoughts
- Very limited information as to why these scenarios were created
- Could only focus on 3 scenarios and how it will impact down road Group C and high schools
- The ability to share and freely ask questions was positive
- Presentation format doesn't work for everyone
- Visuals would be helpful, especially for new parents to Calgary who are unfamiliar with the city
- While I understand the desire to hide numbers, it is hard to access resource concerns with knowing how many kids are moving
- Most – hearing other parents
- Least – trying to understand the whole picture