



CBE Area V - Schools Impacted by New Schools Openings

Louis Riel School

Session Notes and Evaluation

October 19, 2016

This summary of the feedback from the Louis Riel School engagement session on the Area V Scenario opportunities, challenges and other questions and comments was compiled and summarized by Stantec Consulting Ltd.

November 2, 2016



Number of Attendees: 29

Affected School: Louis Riel School

Scenario 1 Discussion

OPPORTUNITIES

- Students benefit from the funding of coded students in GATE.
- Having a strictly science school that would be like Louis Riel.
- Great that the CBE hired a third-party consultant (had a previous experience that was undesirable)
- Busing - shorter transportation for S.E School.
- More space in school – classes less crowded.
- Quality & Experience of teachers.
- Space for teachers at Louis Riel.
- Before & after care at Louis Riel and new program school. Makes the transition to the new school easier for parents. Keeps kids together.
- Science program will grow in both scenarios.
- More students can be accepted to both science and GATE programs.

CHALLENGES

- I made a specific decision to send my son to this school after extensive research. So, I have a difficult time having this discussion because I don't know what I'm getting into.
- Bus routes getting longer if they have to pick up fewer (GATE (SE)) or Grandfathered kids into L.R.
- Children that want to transfer to GATE. Grade they would transfer to a new program. (# of transitions for students)
- Any child that must move schools in successive years.
- Have a K-9 science at RT Alderman
- Children who only have one year left will have to move
- Bussing issues
- More disruptions to the kids who have had multiple school changes in the last few years

Scenario 2 Discussion

OPPORTUNITIES

- Science program will grow in both scenarios
- Great opportunity to have 2 programs at one school if there is capacity.
- Grandfathering students in Grade 8 to stay at school for Grade 9.
- How the programs will transition from one school to another without them being oversubscribed again – hard on students to separate from friends, school more stressful for students.



- K-6 positive arrangement for age groups.
- Participation back and forth between schools promotes volunteerism
- Promotes Spanish culture
- Increases likelihood of completion of Spanish program
- Walkability
- Bussing
- More space will be freed up
- Enrollments in both programs will grow
- Learning spaces in the school will be reclaimed, i.e. library, science lab
- Gate + Science program can grow

CHALLENGES

- French & Science don't correlate.
- Putting programs (students) together that don't mesh it won't be good for students.
- Before & after school care is difficult to find. Timelines for child care if there is a change.
- Adjustment for kids can be challenging
- Change of school & community.
- Friends and social circle changing. (X 2)
- Same quality as Louis Riel at new school.
- Quality & experience of teachers.
- Concerned about regular program students who could walk to school and will be moved and require bussing (RT Alderman).
- Some of the older schools are falling apart, i.e. Fairview
- How the programs will transition from one school to another without them being oversubscribed again – hard on students to separate from friends, school more stressful for students.
- Slow transition i.e. over 2 or 3 year's splits resources.
- Negotiating boundaries
- Negotiating "grandfather" agreement will be a nightmare!
- Children who have one year left might have to move schools for one year
- Bussing issues
- Disruption to kids who already have had many disruptions in the past few years.

Other Comments and Questions

- My concern is if my child can stay at Louis Riel when the new boundaries are drawn. Do they have a choice? Will there be a grandfather clause? How long? (X 3)
- There should be a limit on the amount of teaching positions that could leave/enter the program.
- Will siblings be grandfathered?
- Is there a difference in resources for single or dual track school?
- Having a strictly science school that would be like Louis Riel. If a new science program opens will we lose teachers?
- Will the new science program get some of the staff from Louis Riel? What's the timeline?



- Can a parent request to stay?
- Do teachers or aids have input?
- Transportation – Will there still be transportation for the GATE program siblings if one is in the GATE program and one in the science program?
- French/Science – How compatible would this be?
- Will the French immersion program at RT Alderman accept late French immersion students?
- Will the GATE program move from Louis Riel to other location?
- Would any students be grandfathered, i.e. Grade 9 students?
- Where would the boundaries be?
- How will teachers and resources be divided when the program splits?
- Will both programs grow to being oversubscribed again or will there be a cap on enrolment?
- Teachers should have a love of science.

SCENARIO 1

- What is grandfathering? Are there written guidelines? What would that look like?
- Where would the funds come from to expand the science program?
- Can my science student be grandfathered if their sibling is in the GATE program?
- If parents are separated and one lives in each area, which school is the child designated to if they spend 50% of the time at each residence?
- Could a student be designated to the school that has space available if I provide my own transportation?
- Will the regular program at RT Alderman be impacted, i.e. closed in the future?
- By adding a kindergarten class to Louise Riel this year, to have a total of 4 classes (from 3), will the number of classes be reduced back to 2 or 3 classes?
- If all schools in a community have alternative programs (no regular program), can the government be approached to fund transportation costs for those students?

SCENARIO 2

- Will facilities be upgraded as necessary to provide these programs?
- Will this give an opportunity for the French immersion and Science programs to grow or will they both be oversubscribed at RT Alderman?
- Regarding schools with low enrolment, are there resources that are not being used and could be moved to other schools? Will the resources be at the new school?
- Can there be exceptions made based on personal circumstances?
- What is the appeal process regarding grandfathering?
- Child(ren) have had to be moved with their program more than once. How will this be prevented in the future?
- If your child is currently in the science program and being re-designated, is he or she automatically transferred or do they need to reapply?



Participant Engagement Evaluation

Louis Riel School – Host Location: October 19, 2016

- Louis Riel School

Number of participants in attendance: 29

Number of evaluations completed: 18

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.

17 Agree 1 Somewhat Agree 0 Somewhat Disagree 0 Disagree 0 Not Applicable

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

12 Agree 4 Somewhat Agree 0 Somewhat Disagree 1 Disagree 1 Not Applicable

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

10 Agree 8 Somewhat Agree 0 Somewhat Disagree 0 Disagree 0 Not Applicable

- Catchments and grandfathering
- Zoning

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

14 Agree 3 Somewhat Agree 0 Somewhat Disagree 1 Disagree 0 Not Applicable

- The format was predetermined.

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.

5 Agree 13 Somewhat Agree 0 Somewhat Disagree 0 Disagree 0 Not Applicable

- Can't know everything

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

17 Agree 1 Somewhat Agree 0 Somewhat Disagree 0 Disagree 0 Not Applicable



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

Comment: 9 No Comment: 9

- Third party consulting firm as facilitator allows more trust building between CBE and school communities.
- The host!
- The organization of the session was really well done. It was kept on pace and fair for all involved.
- Using a third party was a great idea.
- It was hard to stay on course
- Clear and focused
- Very well facilitated but the lack of detailed answers was somewhat frustrating.
- Easy and open conversation
- Good process
- Great facilitators