



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

Simon Fraser School

Session Notes and Evaluation

October 26, 2016

This summary of the feedback from the Simon Fraser 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: 103

Participating Schools: Simon Fraser
The Hamptons
Simons Valley
Edgemont
Captain John Palliser
Tom Baines
Dr. E.W. Coffin

Scenario 1 Discussion

OPPORTUNITIES

- Provides a solution to the overcapacity at Edgemont.
- This solution fixes the overcapacity issue for long-term.
- The least amount of change is for students that are younger (5/6's) and the junior high students can adjust better because of their age.
- These scenarios (1&2) allow for more grades to be added to the Hamptons school.
- Address Edgemont over-capacity.
- Not implementing all changes at once.
- Grade 6's are ready to be with the older children, more natural break to move up rather than Grade 5's.
- Alternative programs have room to grow.
- Segregated times – moving up Grade 6.
- Students in Edgemont can attend the Edgemont School.
- Expand Montessori at CJP. Therefore, schools can expand and receive more resources.
- Phasing the transition over time could reduce the challenge of students moving 3 times in 4 years.
- Better opportunity for different communities to mix.
- Give the community more time to make transitions.
- Junior high students can mentor elementary students.
- Edgemont could increase capacity and keep Tom Baines out of the equation.
- Losing Tom Baines students in 2 scenarios would cause under-capacity issues.
- Maintain program continuity (French).
- Captures and provides more frequent monitoring of out of area students to alleviate overcrowding.
- K-3 students from Edgemont go to the Hamptons School.
- Appears there is some room growth at Simon Fraser of TLC and Mandarin but sheet says there is no room.
- Allows for single track to exist and build greater community.
- Sandstone/ MacEwan and Kincora cohorts kept together.
- Edgemont has 1 fewer transition school of choice vs. transitions.
- Allows schools with excess space to be filled more quickly and offer better programming (i.e. sports options)
- Opportunity future would have Hamptons only with 2 transitions.
- Opportunity to solve Edgemont overflow situation.
- More balance in schools' long-term for CBE and students.
- Opportunity for space to alleviate overflow.



CHALLENGES

- Tom Baines students have increased travel time to get to school and proximity (walkability).
- Tom Baines changes means that students change to a potential 4 schools throughout elementary, middle school, junior high and high school instead of 3 schools.
- Walking distance to the schools is the reason why many parents have purchased homes in that area. This results in increased transportation costs (and commute time) and stress on families and the CBE.
- This scenario doesn't minimize the amount of times students need to change schools.
- Parents purchased their home to attend the neighborhood school.
- Edgemont walking distance is increased.
- Students are concerned about being the youngest in the school with the changes.
- This scenario only impacts the Hamptons community the most.
- This scenario means that just because you live in the community, it doesn't mean there's space for your children in the community school (Edgemont/Tom Baines). So, how the CBE has been historically addressing attendance at schools in Calgary is null and void, but just for these communities.
- This will affect the students left behind.
- There is no opportunity for students to walk if they are moved to a school outside of their community/designated area changes.
- It will take lots of time for the students to adapt to these changes and find new/different friends.
- The Grade 5 to Grade 9 age gap is too much, Grade 9's are more mature and could potentially bully the smaller children.
- Communities change over time and the historical data may not be accurate enough to make this big of a change. Example of the Hamptons school now having space because of the demographics changing and was previously (within the last 2-3 years) was over capacity.
- Keeping siblings together.
- Keeping students together longer (MacEwan/Sandstone).
- Too many changes.
- Not aware of the process.
- Not having the community school.
- Taking kids away from the community.
- Kids are afraid to move (Hamptons). It is stressing them.
- Students won't be able to walk to school.
- Hamptons students go past the closest school. Extra time for travel is required for before and after school programs.
- More time is needed to phase in transition over time.
- Decision was made to purchase a home in a community based on the school ranking and now the access to the school would no longer be there. The home will become less desirable.
- Removal of Grade 6 from Tom Baines would reduce options due to net loss of students.
- Timeline for a decision is challenging.
- Hampton students would move 3 times in 4 years.
- Designated to schools further away means students may have to attend Catholic schools to stay closer to home.
- Challenges stall the current situation.
- Concern for a wide grade configuration spread more prevalent in this scenario.



- Splitting student cohort for Kincora and MacEwan/Sandstone.
- Concern regarding Grade 5 students with older students (social concerns).
- Concern for increased travel distance for students to Simon Fraser.
- Students concerned and distracted by the prospect of moving to a different school.
- Breaks up student cohort groups.
- Distance to get to the new proposed school.
- Travel time may impact student's life (e.g., extra-curricular, other activities, etc.)
- Student friendships would be affected.
- Cost of travelling to school versus walking.
- Prefer fewer programming tracks in the school, less distraction and conflicts.
- Class sizes would be impacted for CJP.
- The Hamptons community would experience a negative impact (e.g., travel, change, etc.)
- Forces change after students are comfortable with their current school.
- Too far to walk and may impact ability to participate in extra-curricular activities.
- Change causes disruption of expectations and traditions (Simon Fraser versus Tom Baines from the Hamptons).
- Grade 6 students may miss leadership opportunities if transitioned to middle school.
- Transition may negatively impact teacher-consistency, marks, and stress levels in the students.
- Teacher skill set and capacity for Grade 6.
- MacEwan/Sandstone kids ripped from Simon Fraser and re-designated to different, more distant school and not in their community.
- Kincora students still moved after Grade 4.
- McEwan no longer going to Simon Fraser for junior high.
- Middle school Grade 6 mix with Grade 9. Not ready socially or emotionally.
- For out of bound students, the challenge is driving to Simon Fraser and Hamptons with the same start time and no bussing. If there is room, it would be great for child care.
- Designation for high school is Queen Elizabeth when other high school next door.
- Too many transitions for Hamptons students.
- Tom Baines – can re-establish relationships with new cohort students.
- More student transition for Hamptons student. Junior high at Tom Baines provided continuity between Grade 4 & 9, 3 transitions.
- Hawkwood doesn't have school close by. Have to go to school further away for junior high. Grade 9 changes in scenario 1.
- Creating a middle school where there isn't one right now.

Scenario 2 Discussion

OPPORTUNITIES

- "Scenario 2 suggests that there is "no room for expansion of TLC and Mandarin" however, with the removal of Harvest Hills and Country Hills 7-9 and regular Colonel Irvine, this seems incorrect. Therefore, Scenario 2 creates some positive opportunities for growth in the smaller schools for these programs in the future".
- Simons Valley and Simon Fraser get to stay together.
- Room at Simon Fraser for alternative programs.
- Cohorts stay together (MacEwan/Sandstone, Kincora).
- Balances the student numbers at schools.



- “I like this one”.
- Minimizes transitions from K-9.
- Proximity for Kincora to Simon Fraser is positive.
- Keeps MacEwan/Sandstone at Simon Fraser with their Kincora cohorts.

CHALLENGES

- This scenario only impacts the Hamptons community the most.
- The students are nervous and concerned about losing friends and teachers with these changes.
- A lot of the same issues apply as Scenario #1, there isn't much variety in choice.
- Hard to come up with a different option without the capacity numbers.
- Too many transfers (Hamptons move further from home).
- Hamptons – least favorite.
- Travel distance to Simon Fraser and CJP a concern for Hamptons
- The number of transitions for the Hamptons students is a concern
- Security of taking the bus and commuting
- Commuting removes opportunities to participate in after school activities
- Difference in maturity and physical size of students (Grade 5/6 compared to Grade 9). Concerned with bullying, impact of growth and pressure.
- Commute is a concern, especially in winter
- Building (Tom Baines) may not be built for grade differences (e.g., separation of space).
- Junior high students may be impacted by travel distance, independence and after school activities would require transit use

Scenario 3 Discussion

OPPORTUNITIES

- Prefer Scenario 3 because there is the least amount of change for students. (X 3)
- Gives students additional years to attend a school.
- More comfortable.
- Less driving.
- Hamptons likes this the best.
- MacEwan/Sandstone stays at Simon Fraser in scenario 2 and 3 which is good.
- Prefer scenario 3 because there is no grade configuration change for Hamptons.
- Location of Tom Baines is good for Hamptons and Edgemont.
- Walking distance for Edgemont and Tom Baines students. Keeps community students together.
- Minimizes change and impact on students.
- Continuity of program and cohort.
- Grade 5 students will have an opportunity to take on leadership role.
- Teacher feedback and student support.
- Minimizes commute.
- Alternative programs are expected to have commute time. Keep community schools a priority.



- Keeps MacEwan/Sandstone at Simon Fraser.
- “I like scenario 3”

CHALLENGES

- Moving students will cause over capacity in new schools.
- Capacity numbers speak a lot.
- Doesn't solve the Edgemont overflow situation
- Doesn't address Edgemont over capacity
- Attending Edgemont (K-5), Tom Baines (6-9) for Edgemont kids. Hamptons attends for (7-9)
- Keep cohorts together.
- Kincora students separated from other students at Simons Valley.
- Travel distance for Kincora students.
- Moving to Simon Fraser for Edgemont students doesn't make sense when there is a school in the community.
- Concern for Edgemont going to CJP.
- Practicality of option does not factor in human cost like scenario 1 and 2.
- Does not address Edgemont school being overcapacity.
- Not a long-term solution for Edgemont or the Hamptons.
- Changing designations is unfair to families, especially once they are established in a community.
- Kincora students separated from Simons Valley and MacEwan. It would be better to switch Evanston and Kincora designation.

Other Comments and Questions

- “I like either Scenario 2 or 3 as I have kids in Simons Valley and Simon Fraser, MacEwan/Sandstone has been designated to Simon Fraser and I want my kids to both be at the same school. Scenario 3 would keep the kids together”.
- “To move younger kids further away from their communities, School transport should be improved for safety. Introduce busing from these communities to these schools”.
- “Under the heading ‘Issue’ it says Simons Valley issue is ‘change only for Kincora’ but in Scenario 1 MacEwan/Sandstone are moving Junior Highs as well”.
- Hamptons is a small community and there isn't much advantage to moving them. They should be considered as part of Edgemont.
- There hasn't been enough data or information made available to demonstrate the ramifications if these changes are not made.
- Grade 7, 8 and 9 from the Hamptons are currently at Tom Baines
- Grade 6 from Edgemont can be accommodated currently at Tom Baines without making any changes.
- Sense of community in neighbourhood is important.
- No capacity numbers provided.
- Kids should travel to special programs.
- I dislike scenario 1 and 2 because students may lose friends in transitions. Keeping kids in the community together is important.
- Hamptons is being impacted the most in scenario 1 and 2. Family planning is thrown off and there is a devalue of property.



- Regarding family impact and resources, choose the option with the least impact.
- Increase capacity at the Hamptons School.
- There needs to be more rationale to back-up scenarios.
- Seems like the decision might already be made.
- Provide another alternative with a bit of investment to improve capacity added to address over capacity schools (Hamptons K-4 to K-6, Edgemont K-6 without overflowing to CJP).
- Numbers would increase understanding and would be better able to accept decisions. Numbers are too vague (rumors).
- Change to designate Kincora to Simons Valley and Evanston to Colonel Irvine.
- Are students in a regular program allowed to move into an alternative program if they are in the same designated school? If not, doesn't that create a division? Does a dual track undermine inclusion and community?
- Where do the Montessori (CJP) kids go when they complete Gr. 6? There will not be room for them at Edgemont.
- How is the final decision going to be made? How are these sessions going to be valued and implemented? Does this actually matter?
- Does Kincora have any consideration or concerns of younger kids integrating with older students?
- When would students need to move?
- Why do Tom Baines/ Edgemont not accept Hawkwood students?
- Currently at Montessori at CJP but looking for junior high in the future.

SCENARIO 1

- The Hamptons community is closer to the Tom Baines School than most of the Edgemont community. Why isn't this being considered with these changes?
- Edgemont has been over capacity for the past 14 years, how is moving one grade level going to help?
- Why are out of boundary students in Edgemont when it is over capacity just with the community kids?
- Could we consider the option of switching Tom Baines to Grades 6-9 and Edgemont to K-5?
- What is being done to consider/address the fact that there are out of boundary students attending the Tom Baines/Edgemont school for stability purposes and they are taking space from the community students?
- What is the ratio between students and teachers at alternative programs versus the regular programs? Do they actually require more space and resources because of overcapacity or do they just naturally have smaller class sizes?
- Can we have the enrollment #s to help parents make choices and to really understand the impact and timelines these changes need to be made on?
- Why not keep Hamptons (K-5) and Edgemont (K-5) and Tom Baines (6-9) for both communities? This is the challenge of not keeping cohorts and communities together
- What's driving the changes?
- What's the common good for displacing the regular programs for the alternative programs?
- Will the CBE provide capacity numbers?
- What about Grade 9 students being fit into high school rather than moving to a new school for only one year?
- Opportunity/Question: With all these changes is there an opportunity to create an alternative program in CJP (i.e. TLC) with Montessori? Is it possible to expand Mandarin into two schools? Late entry into Mandarin program possible?
- Why is Tom Baines the only school for Edgemont?



- What is the separating line between Area I & II?
- How much over capacity is the Edgemont School?
- Does being in another area affect the scenarios?
- Why can't you increase capacity at the Edgemont School?
- What is the least impactful for regular programs?
- Are the kids going to get to finish their school year (i.e. Grade 8&9) at their school.
- Why hasn't the overcapacity issue at the Edgemont School been addressed? This has been an issue for 10 plus years.
- What is the long-term plan for Edgemont?
- Kids (Hamptons) have busing options currently, what will happen if they move?
- Numbers not provided (# kids/ school).
- No transparency on how the numbers are being used.

SCENARIO 2

- What is being done to consider/address the fact that there are out of boundary students attending the Tom Baines/Edgemont School for stability purposes and they are taking space from the community students? (same as above, Scenario #1)
- Are moving grades going to do any good rather than entire programs?
- Where geography wise are the new schools?
- Are students currently in programs grandfathered into transition?
- Why not add portables to address over capacity at Edgemont?
- Why not look at Hamptons and Edgemont as one community?

SCENARIO 3

- Scenario #3 results in the least change; but is that beneficial for the majority of students in Area I&II for the long term?
- Why not keep Kincora with MacEwan/Sandstone together to Grade 9 and move Evanston instead?
- Are students grandfathered in to finish final grade at current school?
- How will transportation work?
- Will siblings be grandfathered as well?
- If there is room at the school can kids from out of bounds attend?
- Possibility for Grade 7s finish and (8&9) at the same school if they have to move.
- When will high school issues be addressed?
- Is the CBE aware of future development into the Hamptons and future school stresses?
- Is Hamptons school K-6 considered for Hampton's community?
- Why Kincora to Colonel Irvine instead of Simon Fraser? Why not consider to Simon Fraser?
- Is there an opportunity to keep Kincora with MacEwan and Sandstone?
- How does scenario 3 help with over capacity at Edgemont?



- What is the frequency of changes like this? This is difficult for families at Simon Fraser and Tom Baines.
- Grandfathering and phasing in with transitions would be helpful. Is this possible?
- What about high schools and changes in the future? Kids are resilient but change is difficult for families.
- Is Tom Baines the only school that will start Grade 6?
- What are the enrollment numbers at the Hamptons? Are they over or under capacity? Will help alleviate Edgemont overcapacity?
- Where is Evanston and Kincora? Why can't they go to new schools? It's closer for them.
- How are grade configurations decided?
- Why only build a school for part of the grades required?
- Does the research lend to any other scenarios?



Participant Engagement Evaluation

Simon Fraser School – Host Location: October 26, 2016

- Simon Fraser School
- Simons Valley School
- Captain John Palliser School
- Dr. E. W. Coffin School
- The Hamptons School
- Edgemont School
- Tom Baines School

Number of participants in attendance: 103

Number of evaluations completed: 53

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.

51 Agree **2** 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.

43 Agree **7** Somewhat Agree **2** Somewhat Disagree **1** Disagree **0** Not Applicable

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

30 Agree **14** Somewhat Agree **7** Somewhat Disagree **2** Disagree **0** Not Applicable
▪ Need numbers insight

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

37 Agree **13** Somewhat Agree **2** Somewhat Disagree **0** Disagree **1** Not Applicable

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.

25 Agree **17** Somewhat Agree **8** Somewhat Disagree **3** Disagree **0** Not Applicable

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

47 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: 30 No Comment: 23

- The facilitators
- Representation from CBE in the discussion group
- Small group for opinion expression
- Completely random group of individuals from different communities etc.
- Able to speak freely without interruption
- Provided opportunity for parent input
- Opportunity to speak
- Lack of statistics
- Making progress
- Being able to address real issues
- Well done. These are normally boring 😊
- Friendly, open discussion, shared opinions, respectful
- Open my mind wildly
- Listening / discussion groups
- No talking over each other allowed!
- It was a rich and well led conversation. It's simply the issue of not keeping communities and cohorts together. In our circle, there was a call from all Hamptons and Edgemont parents to keep our kids together and we as a circle suggested a milder transition to keep all three schools minimally impacted (Edgemont, Hamptons, Tom Baines) while addressing the current issues.
- I like that we are given opportunity to say we don't like scenario 1 and scenario 2. What I don't like is we don't know whether our voice will have influence on the final result.
- We don't think we need change for Hampton school
- I was able to hear other opinions on different scenarios
- I really feel Hamptons is pushing for their community and not listening to other communities
- Like most about this engagement: everyone has equal and fair opportunities to share individual thoughts
- I like this engagement to hear and speak our thoughts to CBE
- It was a very informative session. A lot of questions still need to be address and answer
- Small group discussions were good and would have liked information on student numbers and projections
- All inputs were documented. Hopefully to hear back soon.
- A lot of shared concerns
- Feel like every scenario has bad decisions for some communities and good for others
- Need more options to satisfy everyone
- Thanks for the opportunity
- Good discussions
- Why did CBE wait until schools to open before they started planning??
- I liked being able to share without interruption
- Very organized way to get feedback
- I like the opportunity to share and listen to the concerns of other parents, however, its difficult to be limited to share your thoughts and concerns only when you're in the centre chairs. We still have many questions and open discussion would be nice too
- The discuss session gave us the opportunity to speak up about our concerns, comments
- More views heard but framed which is good
- Negative – don't like the chairs in the middle of the circle – stifles conversation
- Positive – appreciate alternative viewpoints
- *Scenario 3 – consider switching Evanston / Kincora so Kincora can stay with Macewan / Sandstone

dialogue)))

- *Think its best to keep Gr 7-9 separate from Gr 5&6
- Some questions could have been answered and provided some clarifications to the parents – and it could have changed some of the further questions
- Did not like that no student numbers or statistics were given
- I liked the idea of seeing overall the impact across all schools however it would have be nice to get information specific to our individual schools communities in more detail before getting our input on the bigger options