



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

**Sir John A. Macdonald School**

**Session Notes and Evaluation**

**October 26, 2016**

This summary of the feedback from the Sir John A. Macdonald 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:** 64

**Participating Schools:**

Colonel Irvine	Beddington Heights
Sir John A. Macdonald	Catherine Nichols Gunn
Highwood	Huntington Hills
Marion Carson	Midnapore
Thorncliffe	

### **Scenario 1 Discussion**

#### **OPPORTUNITIES**

- Introduce new Mandarin program for grades 5-9 at more facilities.
- Consider K-9 Mandarin location and a K-12 location.
- New feeder school for Colonel Macleod TLC would be closer.
- Could collaborate with Midnapore Mandarin program.
- Shared resources between regular program & Mandarin. Consolidation means better use of resources.
- Less movement of students (in general) with only 3 groups of students moving.
- This provides more room for Mandarin program because Scenario 2 is limited/no growth.

#### **CHALLENGES**

- Children of the Hamptons/Kincora travel a long way.
- Highwood and Mandarin is married in busing, K-4 – 5-9 at Colonel Irvine. Appreciate shared campus/busing/co-ordinate schedule.
- For north parents, it is farther to travel to Colonel Macleod.
- Attrition due to movement of program and moving grades 5-9.
- Currently, Highwood is close to Colonel Irvine. Might lose students as there is no elementary school. Share campus (all 3 feeder schools impacted).
- Travel distance to Colonel Macleod for existing students is too far.
- Traffic patterns on Deerfoot Trail coming from north, am and pm.
- No benefits to south program middle school.
- Cambrian Heights & North Haven has Evanston already attending. Evanston is hooped either way.
- Scenario 1 & 2 only permit 25% growth of Mandarin.
- This group least supported scenario 1. Too many changes. No continuity for Mandarin with the 2 schools on different campuses.
- Time start differences for Colonel Irvine vs. Colonel Macleod for parent drop-offs.
- Scheduling Mandarin and moving Mandarin to Colonel Macleod. Many students may not follow. 2 separate PD days.
- Distance to travel from Midnapore. Mandarin program like to see continuity and stability of Mandarin program to keep where it is at. Scenario 3 recommended.
- Risk to the Mandarin program is to leave Colonel Irvine. Parents may pull kids out and this is a risk to the program overall. Lacks continuity.
- Promised south middle school/junior high for Mandarin program. This is a big shift for the south and there are risks for the south Mandarin program.



- Staying with current cohorts (bused to Colonel Irvine) students in Country Hills will be separated from all peer groups, cohorts.
- Continuity and impact – worry about Mandarin program – move Colonel Irvine to Colonel Macleod. Moved to area for school/Mandarin/ bilingual programs.
- Colonel Irvine to Colonel Macleod means we have to travel further downtown. Transportation times will impact capacity and affect enrolment; decrease in Mandarin program. Look at where Mandarin families live. They don't live downtown.
- Room for everyone, but locals. Something has to change at Colonel Irvine. We would not send kids to Colonel Macleod because of distance. Choose TLC. Want Mandarin to stay at Colonel Irvine.
- There is room for Mandarin to grow, but it will lose enrolment because of distance. Centralized junior high is not a good solution.
- Potential to lose enrollment #'s if you move the programs
- Don't want Mandarin at Colonel Irvine. Highwood to move to Colonel Macleod, only Mandarin at Highwood.
- Busing today. Older and younger students will be on different buses and on different schedules
- Not the best neighbourhood, NE vs. NW. Colonel Macleod not as desirable.
- Want family members and community together (close knit – reference cultural China). Younger and older together vs being separated in scenario 1.
- Logistics between coordinating for parents who have kids in feeder school (Highwood and Colonel Irvine will be severely impacted in terms of school's schedule and transportation).
- Currently, these two schools have synergy for half days, PD days and also sharing of resources.
- Most north Mandarin parents won't bus to another location. South Mandarin program is at risk because they are being asked to bus so far. Most parents would not see this as a centralized option for anyone from the south. This means from a Mandarin junior high, it looks as if the outlook is very weak and not a strong viable program people would want to send their kids to. South and north need their own program.
- For the Mandarin program, Scenario 1 is not a solution.

## **Scenario 2 Discussion**

### **OPPORTUNITIES**

- All Evanston grade 5-6 could be accommodated in one location.
- Better to not move.
- Unfortunate that the home area moves out, but closer for Harvest Hills and Country Hills to community – less travel.
- Close proximity of SJAM to Colonel Irvine for regular program.
- Cost effective for Mandarin and TLC as alternate program school.
- Keeps 7-9 together and 5-9 together rather than smaller groups of 5-6 in other scenarios.
- Mandarin students to have band in grade 5 if paired with TLC.
- Consolidation of regular program resources between SJAM and Colonel Irvine regular program.
- Regular program needs are as important as alternative program needs.
- Potential to add modular classrooms to Highwood or Colonel Irvine in the future rather than cap enrolment.
- Gives continuity for regular program students, SJAM & Colonel Irvine
- Continuity for Mandarin.
- Harvest Hills/Country Hills and Colonel Irvine regular program altogether so cohorts can go to one junior high together.



- Least amount of change for Mandarin.
- Most cost effective for busing for Mandarin.
- Space for Mandarin program to grow.
- Country Hills could stay with Alex Munro peer group to SJAM.
- Sharing of resources between regular and Mandarin at Colonel Irvine.
- Program at south Mandarin is at risk, so it could be K-4. We are learning that there are no teachers. No junior high in the south, love to go to the north. Support scenario 2 which limits growth in the north, so it will force CBE to look for a school junior high in the south.
- Keeping cohorts together. From North Haven, child's best friend in another school. Like scenario 2, keeps the groups together.
- Like scenario 2 to keep the 2 programs and cohorts together.
- Pulling regular program out of Colonel Irvine so some growth possible.
- Keeps synergy of Mandarin program for children from K to 9.
- From a south Mandarin perspective, this is the best option because it provides limited growth for the TLC and north Mandarin program. From the south perspective, this gives us a chance for a south junior high. The south parents would vote for this option to give us a south junior high so kids don't have to be in space in Colonel Irvine and be forced to bus up there.

## **CHALLENGES**

- Children of the Hamptons and Kincora travel a long way.
- For Mandarin and the regular program, this scenario requires additional staff when offering 2 alternative programs in one building.
- Growth opportunities for Mandarin or TLC will be limited and may need to be capped short term.
- Not enough space for Mandarin to grow long term.
- Mandarin or TLC may have to move again in future.
- Home area students moving farther from home (Colonel Irvine)
- Might be back but keep families again in 2 years (overcapacity issues).
- Colonel Irvine will reach capacity very soon. This is a good problem for the south program because it means we will have the chance to get our own program in the south. This challenge is a good problem for us because we want a fair, equitable option for a south Mandarin junior high. That is close for our kids to attend. CBE has promised this for 7 years.
- Scenario 2 is livable but not ideal.

## **Scenario 3 Discussion**

### **OPPORTUNITIES**

- Least disruptive, fewer moves, lower impact.
- Middle school 6-9 vs. 5-9 for students.
- Opportunity for transportation for TLC. Would love to have it grow. Share English/Mandarin. Least disruption.



- Nothing with this scenario benefits the south Mandarin challenges issues. Very north Mandarin driven.
- Like Scenario 3 but move Kincora or Harvest Hills/County Hills to Sir John A. MacDonald (as there is available space). This will allow Colonel Irvine's Mandarin program to grow in the future.

## **CHALLENGES**

- Only grade 5-9 students are offered Mandarin.
- Colonel Irvine home area grade 7-9, Kincora 7-9 and Mandarin 5-9. Only program with younger students.
- Still does not address a viable option for Mandarin south parents. Scenarios 1-3 need to be changed to include a viable option for our children and the whole viability of the Mandarin program in south Calgary. This process has been very poor and left a population of parents/students out of the loop.
- Scenario 3 is preferred but does not support young students in Grade 5 & 6.

## **Other Questions and Comments**

### **GENERAL**

- How were "Group C" schools informed about the meetings to discuss scenarios?
- What is the rationale behind some groups moving in different scenarios?
- Don't like any scenarios. Can it be changed? (X 2)
- Is there going to be a lottery for grade 5's again?
- South doesn't want to move north. North doesn't want Colonel Macleod. What is the future planning to build the Mandarin program? There is a strong north and strong south.
- Where do high school students go for French immersion in the north?
- Are these scenarios looking long-term? Over 2 years? How far out is CBE projecting? Seems like every 2 years there is a change.
- Has a late immersion option for Mandarin been looked at? Has there been an option for K-9 in one school in the south?
- Is there a maximum using distance/time?
- More information on next steps / how to get to one scenario is required.
- Will the scenarios look the same or will it be tweaked based on feedback and then will we be able to discuss our feedback on that single scenario?
- Communication needs to be clearer and in time.
- Which alternative programs are growing at which rates?
- Resources – contract teachers are currently being shared, is it possible to staff another location due to loss of efficiencies?
- Regular program needs should not be overshadowed by alternate program needs.
- Spring meetings were not advertised in a way parents understood what was happening.
- Kids are resilient and they adapt to change.
- Take proximity to home and proximity into consideration.
- Long – term feasibility of scenarios should be considered.
- Programs moving often is challenging for parents and decisions about where to buy a house.
- All impacted stakeholders may not be included (concern) e.g. Alex Munro, (Country Hills students).



- Focus on continuity of schools and siblings carrying on.
- Will teachers move or choose to not move if a program moves farther from where they live? (X 2)
- How are resources moved/split when a program moves to new school?
- Too many different grade gaps e.g. younger students with older.
- Parents commented on measures in place to successfully operate middle school at Colonel Irvine.
- Distance to Colonel Macleod from Area V (SE)?
- Mandarin families split K-4 and 5-9 on different campuses.
- Mandarin K-9 can no longer share buses and different start/end times (PD days etc.).
- Potential loss of Mandarin students if parents have to coordinate different schedules/locations.
- Midnapore 31 km distance inaccurately represented in presentation today. Phase 1 failed engagement. No Principal meeting, no open houses, no online survey.
- What is impact K-6 for south Mandarin program – if nothing to build into would you start/continue with south K-6 Mandarin program?
- Have to split 2 kids to 2 different buses.
- Having one bus between the two schools.
- Please consult parents first before creating scenarios.
- Mandarin is so popular. Capped to lottery and location home changed in 2 years.
- Entry to Mandarin in Kindergarten.
- CBE said there would be a south junior high when opened at Midnapore.
- Families in Midnapore will not move north. This will affect (decrease) enrolment.
- Any alternative program at CBE is inclusive. A centralized program does not work in Calgary. It's too far for communities in the periphery. Like to continue in Mandarin program, but centralized location won't work (transportation, distance). There is value in having K-9 in one location.
- Transportation to Colonel Macleod is very challenging.
- Have an alternative. Mandarin program like a campus right next door.
- Want to make sure there is a growth opportunity for Mandarin.
- Regarding CBE's Phase I from a south Mandarin perspective, it was a failed process. Our Principal was excluded from meeting; parents were not invited to an open house. We just received a letter Sept 29, telling us we have to bus to Colonel Irvine. Very poor process.

## SCENARIO 1

- How many students by location in Mandarin Program (4 schools - Highwood, Marion Carson, Colonel Irvine, Midnapore) and TLC program (Colonel Sanders, DR. JK Mulloy, Colonel Irvine)?
- Which alternative programs are growing at which rates?
- Do we know where students are coming from (areas of the city) to determine locations?
- What is the capacity of Colonel Irvine and programs offered there?
- Need projections and future growth.
- How many students will be coming from Midnapore to middle school location?
- Clarify walk zone and bus zones for the home area school.
- Why are there 2 TLC middle schools feeding into the junior high?
- How do communities get designated to programs?
- If moving out of Mandarin and regular home program is grades 7-9, where would grade 6 students go?



- What happens to Midnapore students in the Mandarin program? Parents are forgotten. Long distance for travel for Mandarin program and we don't want to lose Mandarin students as we grow.
- What is the impact of K-6 for south Mandarin program? If nothing is built, would you start/continue with south K-6 Mandarin program?
- Are there capacity issues in the future?
- How are you increasing capacity for Cambrian Heights when you are removing communities?
- How does busing work?
- Merge TLC to provide balance at Colonel Irvine at Colonel Macleod.
- Need projection of how long students would stay in current programs before potentially having to move on.
- A large number of students live close to school. If we have to move schools, we have a cost for transportation (e.g. Mandarin). Who is going to pay for this parent's extra cost?

## SCENARIO 2

- Why isn't Kincora considered for Sir John A. Macdonald rather than Colonel Irvine?
- For Scenario 2, there are only two programs. Why is there no opportunity for growth?
- Have you taken into consideration growth from the south (Mandarin) and Kincora?
- Evanston to move to Colonel Macleod? Too far!
- How long would it be before there will be growth issues for Mandarin and TLC programs?
- Alex Munro affects junior high regular program and there was no engagement.

## SCENARIO 3

- Is there space to change some parts of the scenarios? For example, can SJAM have home area for Harvest Hills/Country Hills and leave Colonel Irvine regular program to provide room for Mandarin to grow?
- What is the plan for Marion Carson Mandarin students in the future? Where do they go after Marion Carson?
- Why isn't Kincora considered for SJAM in scenario 3?
- How did Kincora get picked to move into Colonel Irvine?
- Would SJAM be under capacity in this scenario?
- If Mandarin stays at Colonel Irvine and SJAM and you also keep the regular program, why wouldn't Country Hills move to SJAM if there is room? This would keep cohorts together (possible solution).
- Why would you move the Mandarin program from an established location to a new location? (Colonel Irvine to Colonel Macleod)
- Kincora grades 7-9 should come to SJAM. Closer location for grades 7-9.
- Kincora grades 7-9 to Simon Fraser. MacEwan/Sandstone to SJAM as SJAM is closer.
- Move Hamptons 7-9 to SJAM which makes things under capacity at Tom Baines.



## Participant Engagement Evaluation

Sir John A. Macdonald School – Host Location: October 26, 2016

- Sir John A Macdonald School
- Colonel Irvine School
- Highwood School
- Marion Carson School
- Thorncliffe School
- Beddington School
- Catherine Nichols Gunn School
- Huntington Hills School

Number of participants in attendance: 64

Number of evaluations completed: 31

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.**

29 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.**

20 Agree  5 Somewhat Agree  0 Somewhat Disagree  6 Disagree  0 Not Applicable 

- Strongly disagree

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

15 Agree  11 Somewhat Agree  3 Somewhat Disagree  1 Disagree  0 Not Applicable 

- All scenarios did not positively impact South Mandarin school
- Number students needed
- "One" no answer

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

22 Agree  6 Somewhat Agree  1 Somewhat Disagree  0 Disagree  1 Not Applicable 

- "One" no answer

**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.**

14 Agree  15 Somewhat Agree  3 Somewhat Disagree  0 Disagree  0 Not Applicable 

- It has been a very unfair process that has not gathered feedback from parents ahead of time
- "One" extra Somewhat Disagree

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

26 Agree  3 Somewhat Agree  0 Somewhat Disagree  0 Disagree  2 Not Applicable



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

**Comment: 25      No Comment: 6**

- The scenarios were created without **ANY** input of Mandarin bilingual parents and do not address the following
  1. Minimize disruptions for students
  2. Keeping cohorts together
  3. Ensuring students can attend school as close to home as possible
  4. Ability to fairly offer students a chance from south in Mandarin Jr. High
- Very north focused!
- Parents ideas were not accessed before creating scenarios Sept 29. Was first mention of this decision! Very un-inclusive.
- Positive – talking circle and diverse parents uniting
- Negative
  1. Opening presentation sharing phase 1 engagement. This did not happen for Area V Midnapore
    - 5 principal meetings – Midnapore principal was not engaged
    - 5 public open houses – not invited
    - Online survey – didn't happen
- Format was very effective
- I am not sure what impact these engagements will have on the decision makers. Is this just for public appeasement...has the decision already been made and this is a formality or due process?
- Positive – good to talk
- Negative – didn't know enrollment numbers to make good decisions
- Lack of understanding of how the school system works
- I liked Aurora's style – very open, I left like I was being heard
- Open for comments
- I noticed some parents not expressing themselves
- It was very warm, safe respectful environment.
- I did not like that we cannot vote.
- Engagement was very useful
- Most – speak out my own concerns. Least (blank)
- The engagement was well moderated. There was absolutely no thought for the Mandarin program at Midnapore
- Engagement was too late where was parental engagement in Phase I?
- Opportunity to share my opinions and thoughts on scenarios
- Statistics about Midnapore and their notification was lacking in Phase I
- Everything is documented and reconfirmed.
- No answers for the questions
- Most – encouragement to say your piece in circle
- Least – same people talking
- Opinions of other concern parents
- Good opportunity to hear different view points. We look forward to seeing the statistical data that was not available tonight
- The format
- Presentation – facilitator very enthusiastic
- Discussion absurd
- Did not feel all programs had a voice
- Most parents from one program
- Did not get to vote
- I think the opportunity to converse in small circles in a respectable manner was great!

# *dialogue*)))

- I am uncertain if parents' input are clearly documented to stress the urgency and the strong preference of the group. The facilitators were ok but could be stronger in focus and facilitation skills (group 3)
- Most – ample opportunity to share ideas
- Least – information too general. Focus stayed on singular matter (Mandarin programs) and was not redirected
-