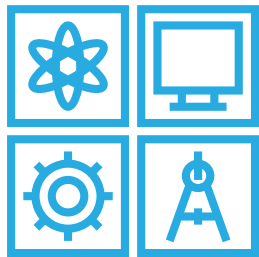


The Thinking Behind the Scenarios

Feedback gathered from students, staff, parents and community members in fall 2019 was considered along with the CBE values, planning principles, financial sustainability and available resources in developing two possible scenarios that balance enrolment at 21 of our high schools. When enrolment is balanced across schools, it contributes to quality learning opportunities that enable students to meet the requirements to complete high school. Through this community engagement process and the scenarios we're now sharing with you, we will provide high school students with access, flexibility and choice in programming, while making the best use of available space and resources.

The scenarios represent a responsible approach that anticipates limited space and resources into the future. Our approach allocates resources where they will have the most positive impact for students overall.

Both scenarios provide quality learning opportunities that allow students to meet the requirements to complete high school. They do this in three key ways.



Provide a more equitable learning experience for all high school students.



Maintain a regular program at every high school.



Allow for alternative programs and academic enrichment when criteria are met. *(see sidebar on page 3)*

For alternative programs, both scenarios take a more consolidated and sustainable approach to provide an equitable learning experience for students. An equitable learning experience is provided in a variety of ways including providing similar class sizes across programs, enabling access to a range of programming and managing the physical spaces of buildings in a way that avoids overcrowding and limitations on scheduling classes.

We believe this is the best possible approach for ALL our students.

How Both Scenarios Reflect Common Themes and CBE Planning Principles

Minimize Learning Disruption



4 of 5 regular program students will attend the same school as currently designated.



74 per cent of communities continue to attend the same school as currently designated.



Changes phased out for community redesignations and program changes, when possible. Students at the school in 2021-22 can stay at the school for their program; this does not apply to siblings at other schools.

Close to Home or Easy to Get to



Over 90 per cent of regular program students are the same distance or closer to school.



99 per cent of regular program students who were in the walk zone are still in a walk zone.



Public transportation routes and corridors were considered when looking at changes.



97 per cent of students are within one hour from school.

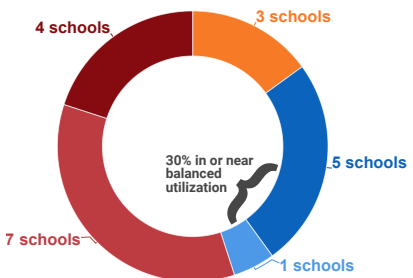
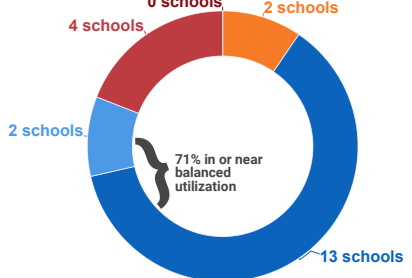
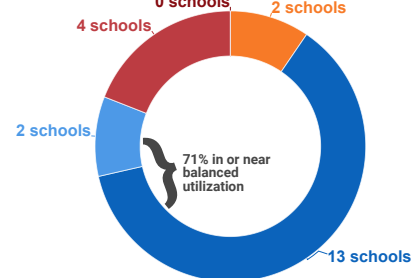
Grade Configuration



Existing configurations maintained.

Scenario Comparison

Both scenarios help to balance enrolment at the high schools involved in this process. In both scenarios, over 70 per cent of schools are in or very near the balanced utilization range of 85 to 100 per cent. The scenarios achieve this through community redesignations and program moves/consolidation. Learn which schools are in each of the utilization categories in the [Story Map](#).

Current	Scenario A	Scenario B
 <p>Utilization Rates</p> <ul style="list-style-type: none"> 50-85% (Under) 85-100% (Balanced) 100-110% (Slightly over) 110-140% (Over) 140%+ (Extremely over) 	 <p>Utilization Rates</p> <ul style="list-style-type: none"> 50-85% (Under) 85-100% (Balanced) 100-110% (Slightly over) 110-140% (Over) 140%+ (Extremely over) 	 <p>Utilization Rates</p> <ul style="list-style-type: none"> 50-85% (Under) 85-100% (Balanced) 100-110% (Slightly over) 110-140% (Over) 140%+ (Extremely over)
<p>Regular Program</p> <ul style="list-style-type: none"> Offered at 20 high schools 	<ul style="list-style-type: none"> Offered at 21 high schools (new north high school added 2024). Four out of five students in the regular program will continue to be designated to the same high school. 99 per cent of regular program students who were in the walk zone are still in a walk zone. 51 per cent of redesignated students would be closer to home. 	<ul style="list-style-type: none"> Offered at 21 high schools (new north high school added 2024). Four out of five students in the regular program will continue to be designated to the same high school. 99 per cent of regular program students who were in the walk zone are still in a walk zone. 60 per cent of redesignated students would be closer to home.
<p>International Baccalaureate (IB)</p> <ul style="list-style-type: none"> Henry Wise Wood High School Western Canada High School Sir Winston Churchill High School Lester B. Pearson High School John G. Diefenbaker High School 	<p>Consolidate to four schools:</p> <ul style="list-style-type: none"> Henry Wise Wood High School Western Canada High School Sir Winston Churchill High School Lester B. Pearson High School 	<p>Consolidate to four schools:</p> <ul style="list-style-type: none"> Henry Wise Wood High School Western Canada High School Sir Winston Churchill High School John G. Diefenbaker High School
<p>French Immersion Program</p> <ul style="list-style-type: none"> Dr. E.P. Scarlett High School Western Canada High School William Aberhart High School Lester B Pearson High School 	<p>Maintain four sites; change one location:</p> <ul style="list-style-type: none"> Dr. E.P. Scarlett High School Western Canada High School William Aberhart High School Robert Thirsk High School 	<p>Consolidate to three schools:</p> <ul style="list-style-type: none"> Dr. E.P. Scarlett High School Western Canada High School William Aberhart High School
<p>Spanish Bilingual Program</p> <ul style="list-style-type: none"> Dr. E.P. Scarlett High School William Aberhart High School 	<p>Consolidate to one school:</p> <ul style="list-style-type: none"> Crescent Heights High School 	<ul style="list-style-type: none"> Discontinued at the high school level. K-9 program continues (see page 4 for details).
<p>Arts-Centred Learning Program</p> <ul style="list-style-type: none"> James Fowler High School Lord Beaverbrook High School 	<ul style="list-style-type: none"> Discontinued at the high school level. Grade 5-9 program continues (see page 4 for details). 	<ul style="list-style-type: none"> Discontinued at the high school level. Grade 5-9 program continues (see page 4 for details).
<p>French Immersion IB Programme</p> <ul style="list-style-type: none"> Western Canada High School 	<ul style="list-style-type: none"> French IB Programme continues at Western Canada High School. 	<ul style="list-style-type: none"> Discontinued (see page 3 for details).
<p>Advanced Placement (AP)</p> <ul style="list-style-type: none"> Offered at all high schools that do not offer IB, except Jack James High School. 	<ul style="list-style-type: none"> Offered at all high schools that do not offer IB, except Jack James High School. 	<ul style="list-style-type: none"> Offered at all high schools that do not offer IB, except Jack James High School.

Rationale for Program Choices



Criteria for Alternative Programs and Academic Enrichment

Choices were made in the scenarios for alternative programs and academic enrichment using the following criteria:

- The learning experience is distinct from other programs.
- Offering the program enables all CBE high school students to have an equitable learning experience*.
- Resources are allocated in a cost-effective and sustainable way (i.e. student cohort is large enough).

*An equitable learning experience is provided in a variety of ways. For example:

- Providing similar class sizes across programs.
- Enabling student access to a range of programming within the regular program across the system.
- Managing the physical spaces of buildings in a way that avoids overcrowding and limitations on scheduling classes.
- Programming for a small percentage of students in a way that does not have a significant impact on learning opportunities for the whole.
- Ensuring all students have the opportunity to complete high school.

Further detail on how criteria were applied to the choices made for each program are provided on this and the next page.

Regular Program

It is important to offer a regular program in every CBE high school that provides quality learning opportunities for all students; 90 per cent of high school students are in the regular program. All CBE students have a designated high school, based on their address. Some communities have been redesignated to a different high school in one or both of the scenarios – more detailed information about these designations is available in the [Story Map](#) posted on the high school engagement website.

Students interested in a program or sequence of courses not offered at their designated high school, may apply to that program through the [high school transfer process](#).

Academic Enrichment (International Baccalaureate and Advanced Placement)

Advanced Placement (AP)

This academic enrichment program will be offered at schools not offering the International Baccalaureate Programme, except for Jack James High School. This means that academic enrichment is offered at 19 of the 20 schools involved in this engagement.

International Baccalaureate (IB)

In an effort to allocate resources effectively and reduce overall IB licensing and resource costs (\$16,600 CAN/per year per site) a reduction of locations is identified in both scenarios. It is possible to have fewer locations while maintaining the quality of learning opportunities.

The following two factors were also considerations in choosing locations:

- Space required at schools for students from communities designated to the school for the regular program.
- Access to programs based on public transportation routes and corridors.

The chosen locations have good access and space available for the designated students and an IB Programme.

Scenario A: Four of five current locations continue to offer IB. Space is needed at John G. Diefenbaker High School for the growing communities designated to the school. AP will be offered.

Scenario B: Four of five current locations continue to offer IB. Lester B. Pearson High School would not offer IB as the school has low student enrolment compared to the other IB schools. AP will be offered.

French Immersion International Baccalaureate (French IB)

This program is currently offered at one high school, Western Canada High School. There is a small cohort of students in the French IB Programme, so it may not be financially sustainable to continue offering the program to the number of students enrolled given IB licensing and exam costs and the resources required to support this program. Both options of continuing and discontinuing the program are presented in the two scenarios for feedback.

Scenario A: French IB continues to be offered at Western Canada High School.

Scenario B: French IB is no longer offered.

Other IB Details

Enrolment Cap

Enrolment in IB and French IB will be capped to ensure schools stay within an appropriate utilization range.

Partial IB

Students interested in partial IB will refer to new guidelines on the CBE website ([link](#)).

IB Career-Related Programme

- Continued at Lester B. Pearson in Scenario A.
- Discontinued in Scenario B.

Rationale for Program Choices, *continued*

Alternative Programs

Arts-Centred Learning

The Arts-Centred Learning (ACL) Program is teaching of the core curriculum through an exploration of the arts. The primary goal of this program is not for students to become artists or musicians.

The ACL Program is being discontinued because of low projected enrolment in the program and the need for additional space for students into the future. In addition, high school programming has evolved since the ACL Program was introduced. Students in the regular program now have greater flexibility and more opportunity to incorporate the arts within their other courses.

For these reasons, the ACL Program is not offered at high school in both **Scenarios A** and **B**.

French Immersion Program

In making choices for the French Immersion Program, effort was made to minimize disruption for students wherever possible. As a result, the current program locations were maintained where current and projected student enrolment numbers are high enough to sustain the program and provide an equitable learning experience for students into the future.

In both scenarios, the French Immersion Program would no longer be offered at Lester B. Pearson High School. We do not have the resources to phase out in this instance. Starting in September 2022, students continuing in the French Immersion Program would be re-designated to the schools noted in the two scenarios based on their home address.

Scenario A: With recent expansion of French Immersion programs K-9 in the north central and northwest part of the city, Robert Thirsk High School may be a more appropriate fourth location closer to where students live. This would help lower student numbers at William Aberhart High School to ensure space is available for students in the regular program at the school.

Scenario B: Consolidation down to three locations is worth considering as this allows French Immersion programming to be provided in a more cost-effective manner while still providing good access to students based on transportation corridors and available public transportation.

Spanish Bilingual Program

Current and projected student enrolment numbers in the Spanish Bilingual Program are not high enough to continue offering the program at two locations while also providing an equitable learning experience for all high school students in a cost effective and sustainable way. Two possibilities for the future are provided in the two scenarios.

When we have a lower number of students in an alternative program at a school that also offers the regular program, there can be inequities amongst students in the building. For example, the class size for students in the alternative program may be smaller than for students in the regular program. With a more consolidated approach, we can provide a more equitable learning and class size experience for all students in the school regardless of their program.

Scenario A: Crescent Heights High School is a more central location for the program when consolidated to one site. This location provides good overall access and helps balance out enrolment among high schools.

Scenario B: In this scenario, the Spanish Bilingual Program is no longer offered at high school. Students who have attended a Spanish Bilingual Program (K-9) and wish to receive Spanish Language credentialing, may do so through the IB language programme components offered at John G. Diefenbaker, Henry Wise Wood, Sir Winston Churchill, and Western Canada, and/or make arrangement to complete the appropriate DELE examination at www.dele.org.

Program Phase Out

A program can be phased out when costs and resources allow. When possible, phasing out over two years allows students already attending schools in 2021-22 to complete their program at the same school (rather than switching to the schools identified in scenarios in September 2022). In these scenarios:

- **Regular Program**
Students at the school in 2021-22 can stay at the school for their program; this does not apply to siblings at other schools.
- **IB and French IB**
Students in the high school program in 2021-22 can complete program at school, if there are at least 25 students/grade enrolled.
- **Arts-Centred Learning**
Students in the high school program in 2021-22 can remain at their school to finish the program.
- **Spanish Bilingual**
Students in the high school program in 2021-22 can complete program at school, if there are at least 25 students/grade enrolled.
- **French Immersion**
We do not have the resources to phase out French Immersion at Lester B. Pearson High School. It will no longer be offered and students will be redesignated commencing September 2022.