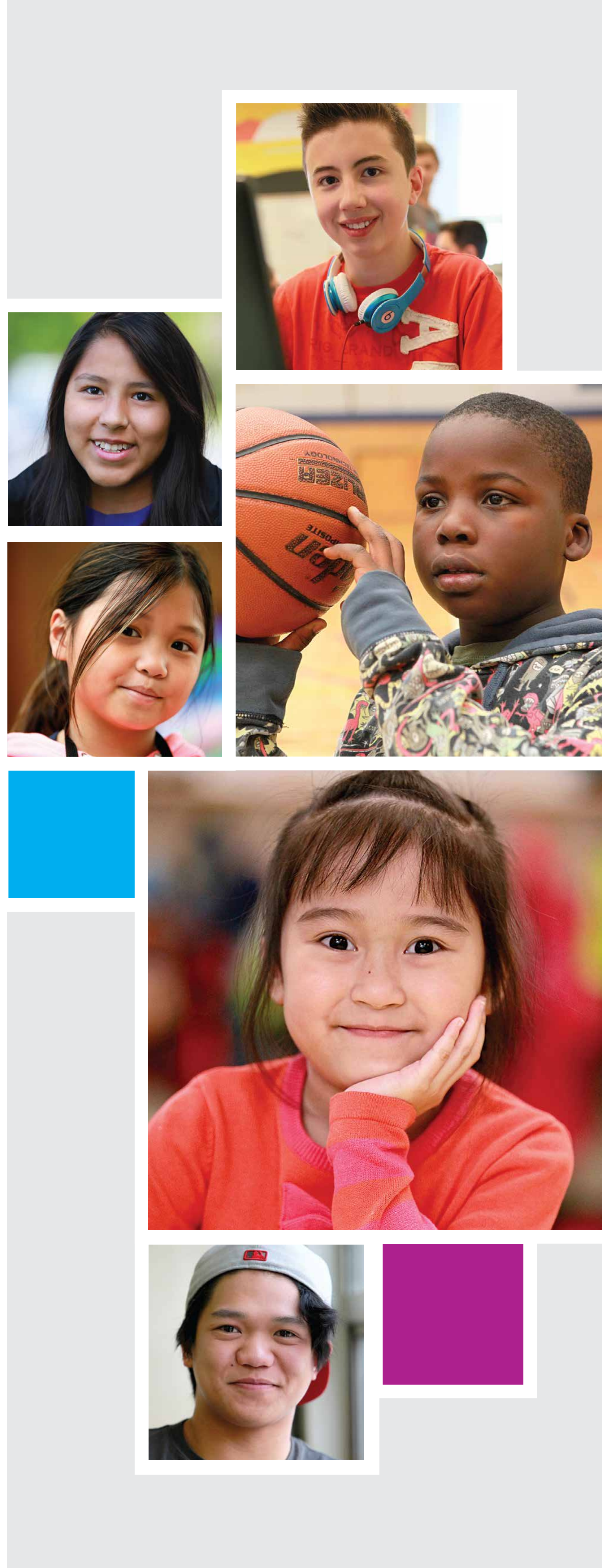


Area I and II Open House Boards

January 17, 2017

5-8 p.m.

Senator Patrick Burns School



CBE Values

- Students come first.
- Learning is our central purpose.
- Public education serves the common good.

Planning Principles

- Minimize disruptions for students
- Provide program continuity from kindergarten to Grade 12
- Keep cohort groups of students together
- Allow students to attend school as close to home as possible
- Provide long-term sustainability
- Use space and resources effectively
- Provide equitable access for all students to quality learning environments and choice of programs

DECISION STATEMENT:

The opening of several new schools in Calgary in the 2016-17 school year will create additional learning space in some existing schools. How can the CBE use additional space in schools to best meet the learning needs of students, families and the community?

DECISION MAKER

The Area Director in collaboration with the Director of Planning and Transportation are responsible for recommendations and decisions with respect to program and grade configurations in CBE schools.

As the CBE moves through this engagement process we will seek to understand what is important to parents, students, community members and CBE staff. Input from these stakeholders will be considered in conjunction with CBE policies to inform student accommodation decisions that meet the needs of students and which align with our core values.

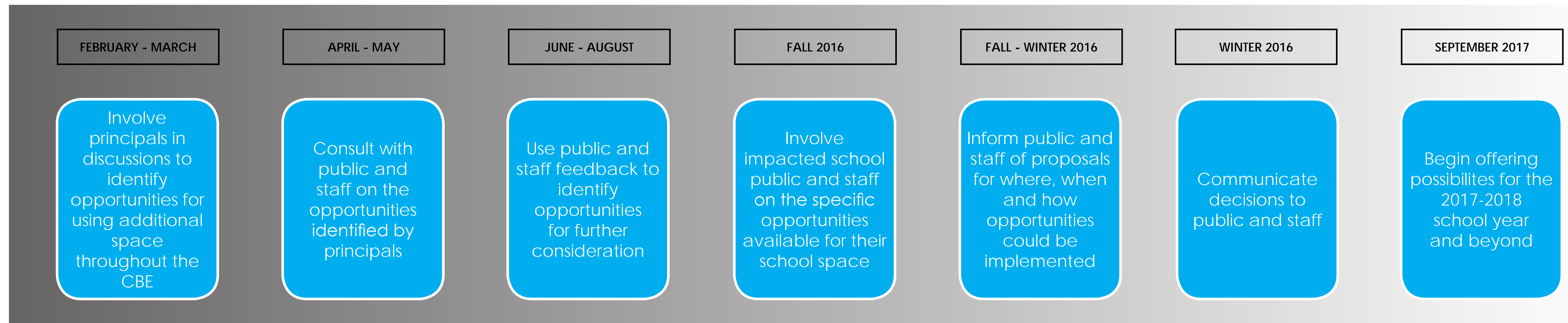
If following public input and feedback, a recommendation is made to consider school closure then the Chief Superintendent decides whether or not to recommend a regulatory school closure process to the Board of Trustees.

SYSTEM PRESSURES

As a steward of public funds, the CBE makes decisions to appropriately manage resources and provide high quality education to students.

Some of the factors the CBE will need to consider while making these decisions may be:

- There is a finite number of students in the CBE system, which means students will have to move from other CBE schools in order to increase the number of students at another school.
- Proximity to other programs and students' homes
- Any of the decisions made will have effects on other CBE schools
- Provincial requests for school space
- Availability of qualified teachers for some of our alternative programs
- Long term sustainability of the opportunity
- Need for specialized learning space for some programming
- We receive funding on a per student basis
- Other system needs - for example: accommodation of Syrian refugees, Chinook Learning



This illustrates how people who may be affected by proposed changes have been involved in the engagement process

Areas I & II
11 schools

Directly affected schools



Area V
16 schools

Sept. 2016 - Jan. 11, 2017



1,500+ individuals attended at least one in-person session

25,000+ individuals received at least one email about the engagement

18 public sessions

30+ staff sessions

16 principal & Community Advisory Group meetings

3,600+ completed online survey responses

35+ *dialogue* email responses



Spring 2016



10+ meetings with principals

400+ people attended

5 public open houses

530+ completed online survey responses

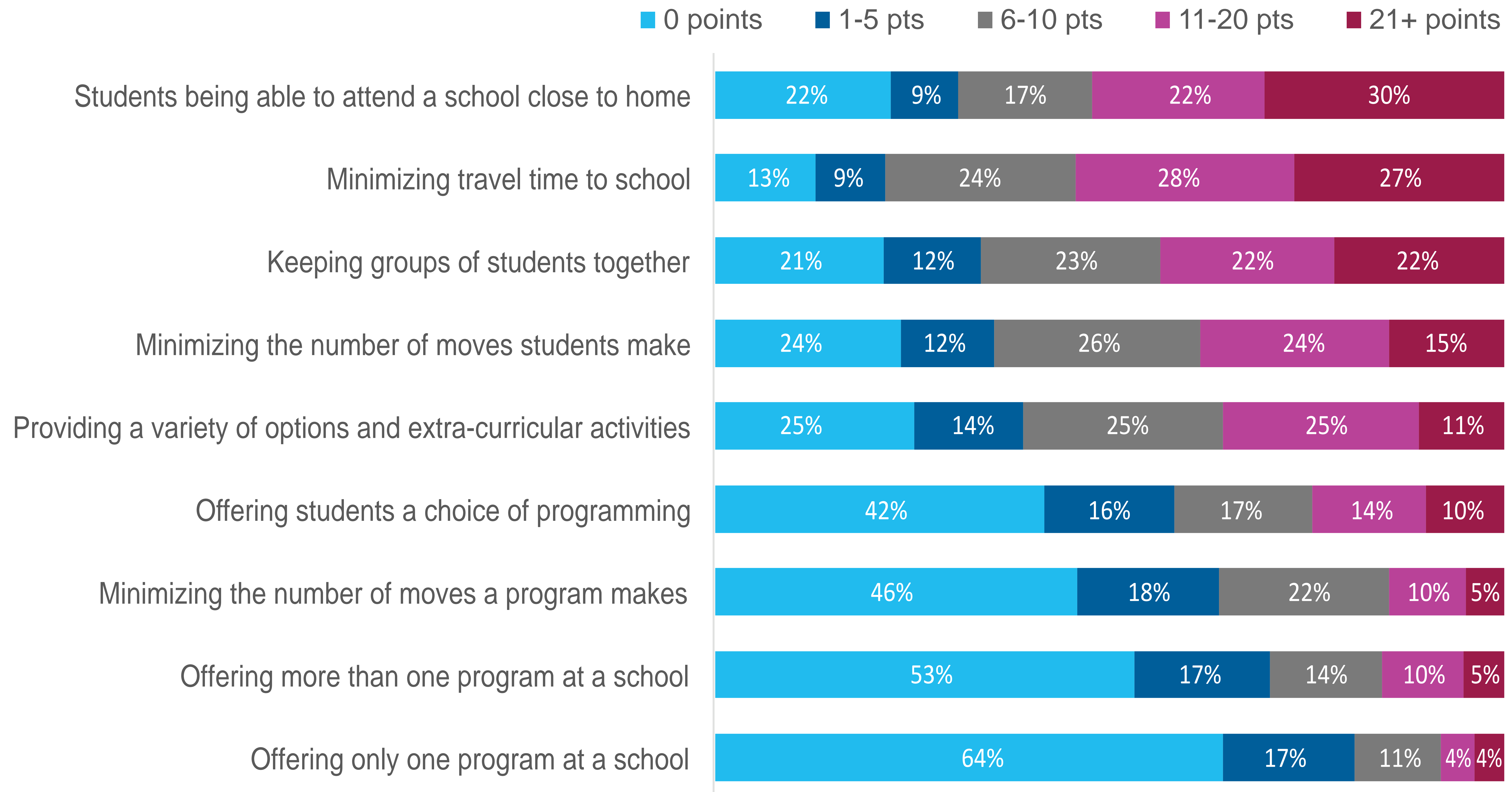


Importance of Factors – Area I & II

There are many factors that are considered in the decision-making process. Some factors are more important to some people than others, and it is not possible to address some of these factors for all communities in the same scenario.

Below are nine factors. Please allot 100 points in total to the factors, giving the most points to those you find important and the least points (or no points) to factors that are less important to you in this decision-making process.

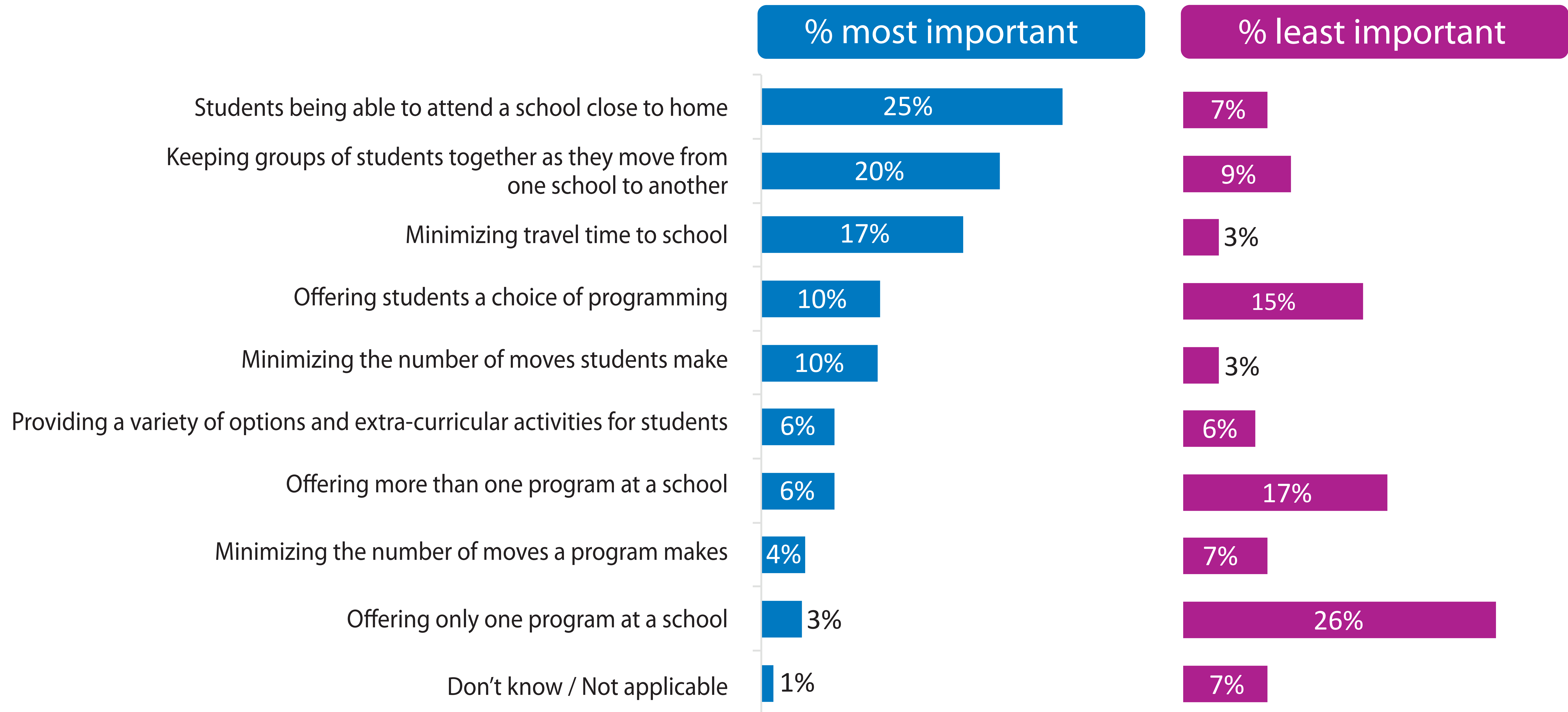
The factors are listed below in order of the most important to least important.

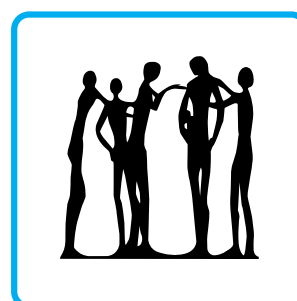


Top and Bottom Factors – Area I & II

What is the single most important factor/value CBE should consider in making this decision?

And what is the least important factor/value CBE should consider in making this decision?





Areas I & II January 2017 Plan for Use of Learning Space (Implementation for Sept. 2017-18 School Year)

Scenarios Presented for Feedback in October 2016

School and issue	Current situation	Proposed Plan	Chosen Scenario and Rationale
Tom Baines Edgemont School is over capacity	Edgemont 7-9	Edgemont 6-9	Scenario 1, 2 & 3 with an adjustment This reflects feedback to keep Hamptons students at Tom Baines due to proximity with an adjustment to have Grade 6 Edgemont students attend the school to help address the issue of Edgemont School being overcrowded. This also reflects feedback of school staff and some parents.
	Hamptons 7-9	Hamptons 7-9	
Edgemont Edgemont School is over capacity	Edgemont K-6	Edgemont K-5	Scenarios 1 & 2 This reduces the number of students currently at the school by moving Grade 6 students to Tom Baines School.
Simon Fraser Impacted by opening of William D. Pratt – under capacity	Home Area 7-9	Home Area 7-9	Scenario 3 with adjustments This addresses feedback from Evanston community regarding less transitions. In accommodating Grade 5 & 6 Evanston students here, there is not space for MacEwan/Sandstone students as well. MacEwan/Sandstone students will move to Sir John A. Macdonald.
	MacEwan/Sandstone 7-9	Evanston 5-9	
Captain John Palliser Montessori capped	Home Area K-6	Home Area K-6	Scenario 2 With Grade 6 Edgemont students now at Tom Baines and Edgemont School with a more manageable number of students at the school K-5, there is no longer a need to overflow students to Captain John Palliser School. Limited growth for Montessori Program.
	Montessori K-6	Montessori K-6	
	Hamptons 5-6	Hamptons 5-6	
	Edgemont overflow K-6		
Sir John A. Macdonald Some space available	Home Area 7-9	Home Area 7-9	Scenario 1 This provides a strong regular in the community by bringing home area and MacEwan/Sandstone students together in one school.
		MacEwan/Sandstone 7-9	
Georges P. Vanier Will be over capacity in 2-3 years	French Immersion 7-9	French Immersion 7-9	Scenarios 2 & 3 Growth of French Immersion is possible (Continuing Immersion and Late Immersion). Dual-track programming allows the regular program to remain in the community.
	Home Area 7-9	Home Area 7-9	
	Evanston 7-9		
	Kincora 7-9		
Colonel Irvine Over capacity	Home Area 7-9	Home Area 7-9	Scenario 3 Provides space for Mandarin Bilingual 5-9 students from Marion Carson boundary. Mandarin enrolment at Marion Carson School and Highwood School remain capped at current levels. Allows limited growth of Mandarin Bilingual Program and growth of TLC Program with it moving to Colonel Macleod.
	Harvest Hills/ Country Hills 7-9	Harvest Hills/ Country Hills 7-9	
	Mandarin 5-9	Mandarin 5-9	
	TLC 5-9	Kincora 7-9	
Colonel Macleod Impacted by opening of Peter Loughheed – under capacity	Home Area 7-9	Home Area 7-9	Scenario 3 Allows for growth of TLC Program and keeps the regular program in the community. Sharing of resources and collaboration is possible with another TLC Program nearby at Balmoral School. It does increase travel time for many TLC families currently at Colonel Irvine School.
		TLC 5-9	
Cambrian Heights Impacted by opening of Kenneth D. Taylor – under capacity potential	Home Area K-6	Home Area K-6	Scenario 2 Keeps a regular program in the community. Evanston students attending school closer to home reduces travel time for those students. Evanston students are accommodated at two schools K-9 instead of four schools.
	Evanston 5-6		
North Haven Impacted by opening of Kenneth D. Taylor - under capacity	Home Area K-6	Home Area K-6	Scenario 1, 2 & 3 Keeps a regular program in the community. Evanston students attending school closer to home reduces travel time for those students. Evanston students are accommodated at two schools K-9 instead of four schools.
	Harvest Hills K-6	Harvest Hills K-6	
	Evanston 5-6		
Simons Valley Change only for Kincora	Home Area K-6	Home Area K-6	Scenario 2 & 3 Keeps a regular program in the community and Kincora students do not move schools until Grade 7, which reflects grade configuration preferred by parents in feedback.
	Kincora K-6	Kincora K-6	
	MacEwan/Sandstone K-6	MacEwan/Sandstone K-6	

Scenario 1	Scenario 2	Scenario 3
Edgemont 6-9	Edgemont 6-9	Edgemont 7-9
		Hamptons 7-9
Edgemont K-5	Edgemont K-5	Edgemont K-6
Home Area 7-9	Home Area 7-9	Home Area 7-9
	MacEwan/Sandstone 7-9	MacEwan/Sandstone 7-9
Hamptons 5-9	Hamptons 7-9	Evanston 7-9
Kincora 5-9	Kincora 7-9	
Home Area K-6	Home Area K-6	Home Area K-6
Montessori K-6	Montessori K-6	Montessori K-6
	Hamptons 5-6	Hamptons 5-6
		Edgemont overflow K-6
Home Area 7-9	Home Area 7-9	Home Area 7-9
MacEwan/Sandstone 7-9	Harvest Hills/Country Hills 7-9	
	Regular Program students from Colonel Irvine 7-9	
French Immersion 7-9	French Immersion 7-9	French Immersion 7-9
Home Area 7-9	Home Area 7-9	Home Area 7-9
Evanston 7-9		
Home Area 7-9		Home Area 7-9
Harvest Hills/ Country Hills 7-9		Harvest Hills/ Country Hills 7-9
	Mandarin 5-9	Mandarin 5-9
TLC 5-9	TLC 5-9	
		Kincora 7-9
Home Area 7-9	Home Area 7-9	Home Area 7-9
Mandarin 5-9	Evanston 5-9	TLC 5-9
Home Area K-6	Home Area K-6	Home Area K-6
Evanston 5-6		Evanston 5-6
Home Area K-6	Home Area K-6	Home Area K-6
Harvest Hills K-6	Harvest Hills K-6	Harvest Hills K-6
Home Area K-6	Home Area K-6	Home Area K-6
Kincora K-4	Kincora K-6	Kincora K-6

For detailed information on school capacities and projected student enrolment please visit the impacted schools engagement page on our website: cbe.ab.ca/dialogue

Legend

- Black means this was presented in one of the October scenarios
- Green indicates an adjustment to the scenarios proposed in October

- Black means no change
- Blue means the community is being added to the schools
- Red means a grade change from the current grades

Proposed Plan: Regular Program Edgemont 6-9 and Hamptons 7-9

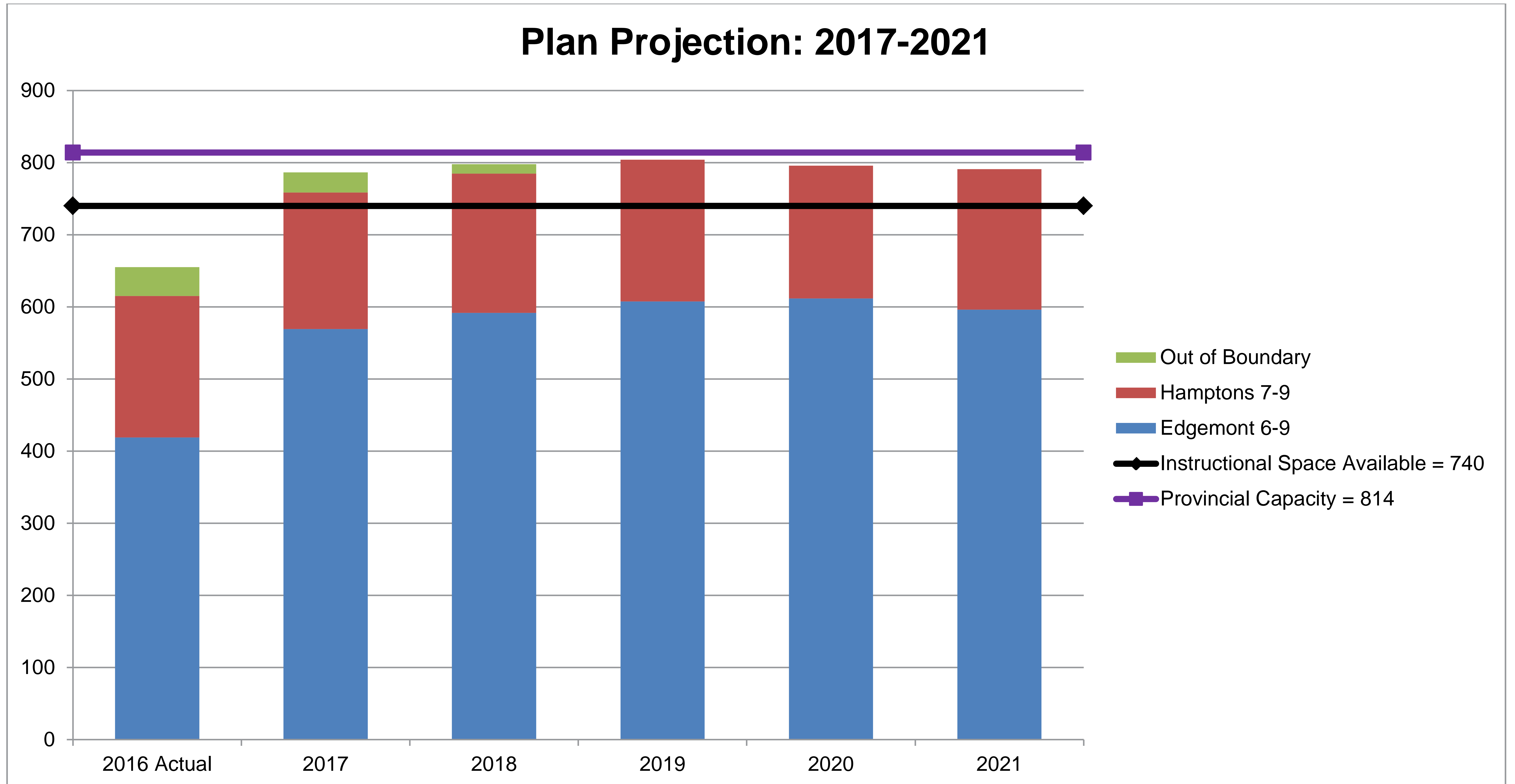
Edgemont Grade 6 students added to current school population

Current:	Key factors and what we heard	Response related to key factors and what we heard
<ul style="list-style-type: none"> Programming: Regular program 7-9 	Keep students close to home	<ul style="list-style-type: none"> Hamptons students continue to walk to school 7-9
<ul style="list-style-type: none"> Enrolment: Edgemont = 419 Hamptons = 196 Other = 40 Total = 655 	Keep groups of students together as they move from school to school	<ul style="list-style-type: none"> Allows several groups of students to stay together
<ul style="list-style-type: none"> Available instructional space: 740 	Concerns about increased distance and time on bus and potential to increase overall carbon footprint	<ul style="list-style-type: none"> Minimizes travel time to school Allows many students to walk to school Minimizes the need for yellow school bus transportation out of the Edgemont community
<ul style="list-style-type: none"> Issue: Edgemont School, which is a feeder school for Tom Baines School, is over capacity and enrolment is capped 	Minimize the number of moves students make	<ul style="list-style-type: none"> Results in one more move for Hamptons students than other scenarios provided, but feedback suggested proximity to home was more important than the number of transitions
<ul style="list-style-type: none"> Issue: Edgemont School, which is a feeder school for Tom Baines School, is over capacity and enrolment is capped 	Edgemont School is over capacity and enrolment is capped	<ul style="list-style-type: none"> Addresses over capacity issues at Edgemont School by moving Grade 6 Edgemont students to Tom Baines School Allows for K-9 continuum for Edgemont community
<ul style="list-style-type: none"> Issue: Edgemont School, which is a feeder school for Tom Baines School, is over capacity and enrolment is capped 	Concern with move to middle school model	<ul style="list-style-type: none"> Reflects feedback of school staff and some parents Build awareness of middle school philosophy and opportunities for student learning
	Sustainability	<ul style="list-style-type: none"> Limited space available for the next couple of years, then enrolment should begin to decline Potential for overcrowding at the school in the future, may require an overflow school and lottery process

Proposed Plan: Regular Program Edgemont 6-9 and Hamptons 7-9

Edgemont Grade 6 students added to current school population

Plan Projection: 2017-2021



Proposed Plan: Regular Program K-5

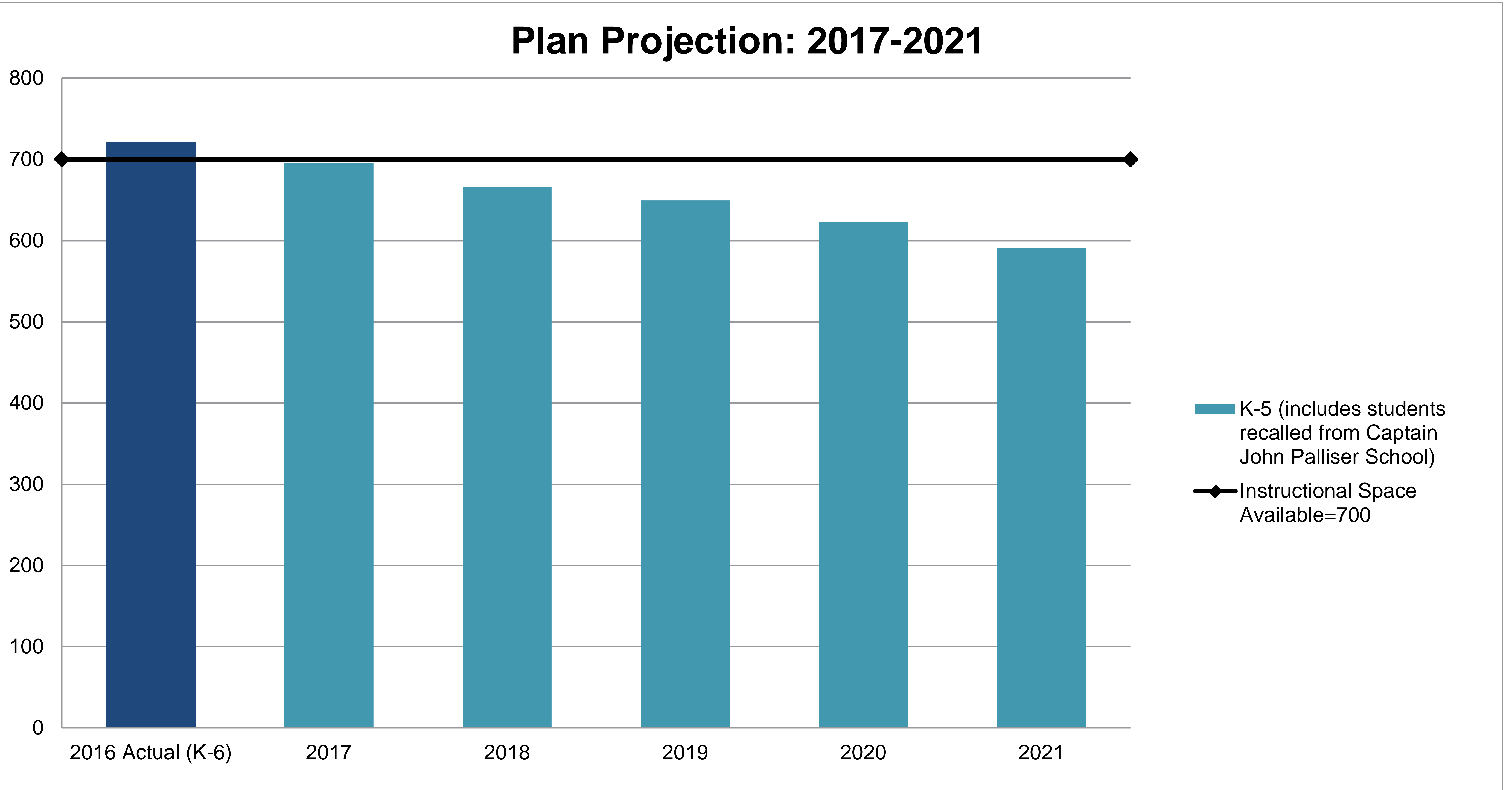
Edgemont Grade 6 students move to Tom Baines School

Current: <ul style="list-style-type: none"> ■ Programming: Regular program K-6 ■ Enrolment: Home Area = 718 Other = 3 Total = 721 ■ Available instructional space: 700 	Key factors and what we heard	Response related to key factors and what we heard
Issue: Over capacity and enrolment is capped	Keep students close to home	<ul style="list-style-type: none"> ■ Maintains regular program in the community
	Concerns about increased distance and time on bus and potential to increase overall carbon footprint	<ul style="list-style-type: none"> ■ Minimizes travel time to school ■ Allows more students to walk to school ■ Reduces the need for yellow school bus transportation
	Edgemont School is over capacity and enrolment is capped	<ul style="list-style-type: none"> ■ Addresses over capacity issues at Edgemont School by moving Grade 6 Edgemont students to Tom Baines School ■ Eliminates overflow of students to Captain John Palliser School
	Concern with middle school model	<ul style="list-style-type: none"> ■ Build awareness of middle school philosophy and opportunities for student learning
	Minimize number of moves students make	<ul style="list-style-type: none"> ■ Keeps most students at their current school ■ Reduces the number of transitions for students
	Keep groups of students together	<ul style="list-style-type: none"> ■ Allows students within the same neighbourhood to go to school together
	Sustainability	<ul style="list-style-type: none"> ■ Space will continue to be limited for the next couple of years, then enrolment should begin to decline ■ Keeps Edgemont students in the community K-9

Proposed Plan: Regular Program K-5

Edgemont Grade 6 students move to Tom Baines School

Plan Projection: 2017-2021



Proposed Plan: Home Area K-6, Montessori K-6 and Hamptons 5-6

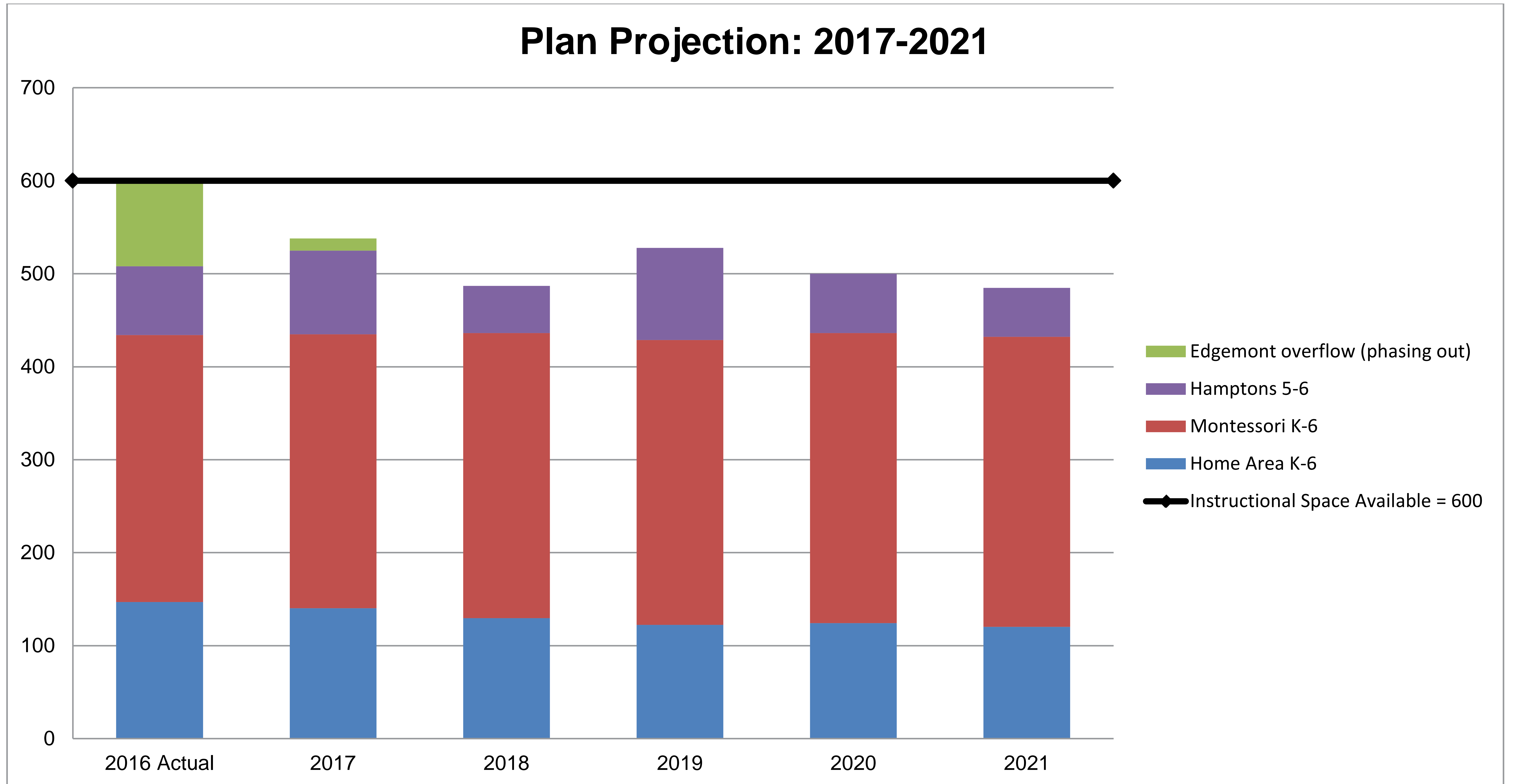
Edgemont overflow K-6 students move to either Edgemont School or Tom Baines School

<ul style="list-style-type: none"> ▪ Current Programming: Regular program K-6, Montessori K-6 ▪ Enrolment: Home Area = 109 Montessori = 287 Edgemont = 93 Hamptons = 74 Other = 38 Total = 601 ▪ Available instructional space: 600 <p>Issue: Montessori capped</p>	Key factors and what we heard	Response related to key factors and what we heard
	Keep students close to home	<ul style="list-style-type: none"> ▪ Keeps Edgemont students close to home ▪ Maintains regular program in the community
	Concerns about increased distance and time on bus and potential to increase overall carbon footprint	<ul style="list-style-type: none"> ▪ Minimizes travel time to school for Edgemont students ▪ Allows some Edgemont students to walk to school ▪ Reduces the need for bus transportation for some Edgemont students ▪ Busing still needed for Hamptons 5-6
	Students should continue to have a choice of programming	<ul style="list-style-type: none"> ▪ Regular program and Montessori Program continue to be offered ▪ Limited growth for Montessori Program
	Sustainability	<ul style="list-style-type: none"> ▪ Montessori numbers will continue to be capped, resulting in limited growth

Proposed Plan: Home Area K-6, Montessori K-6 and Hamptons 5-6

Edgemont overflow K-6 students move to either Edgemont School or Tom Baines School

Plan Projection: 2017-2021



Proposed Plan: Home Area 7-9 and Evanston 5-9

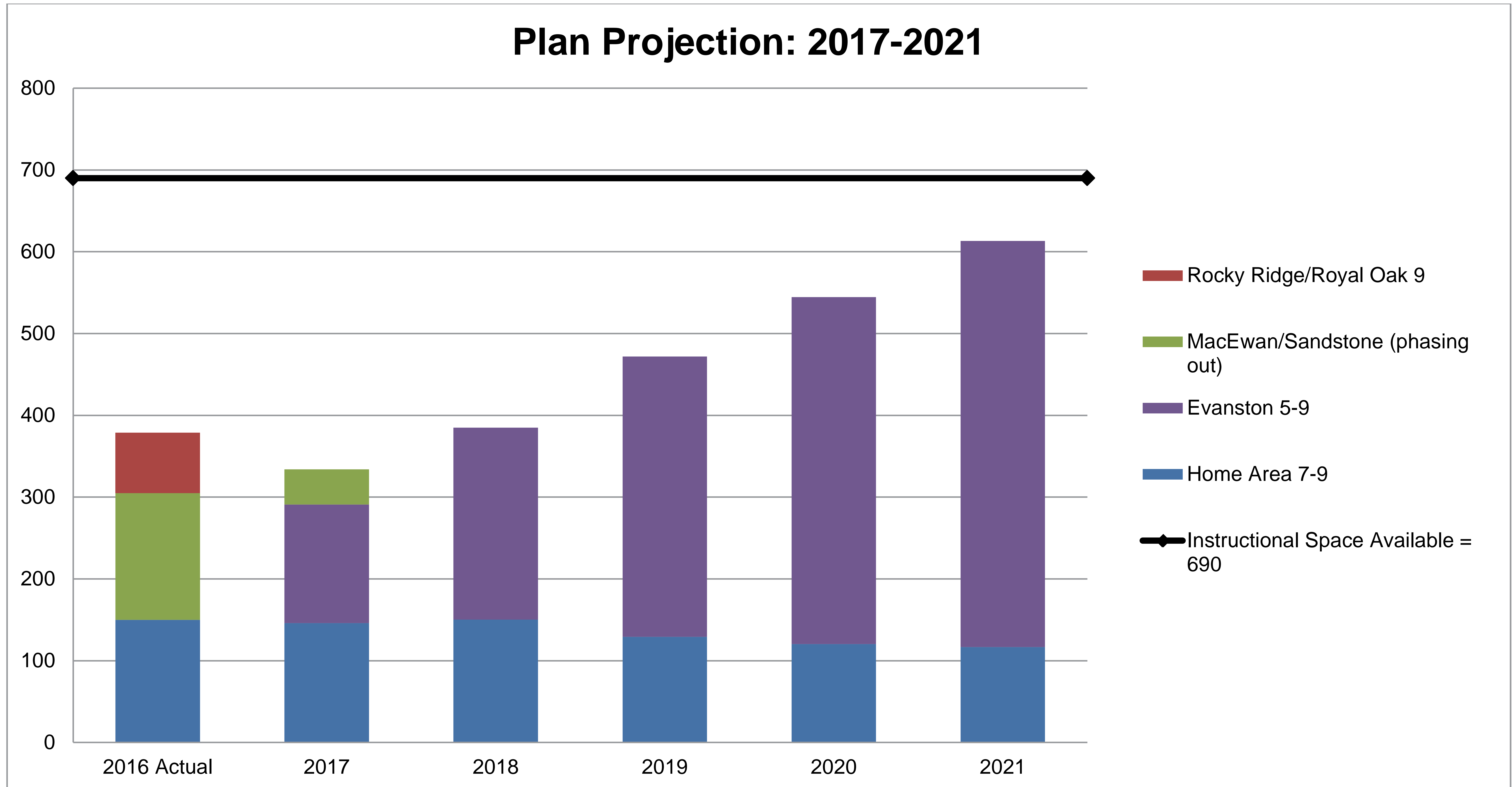
MacEwan/Sandstone 7-9 students move to Sir John A. Macdonald School and Evanston 5-9 students added

Current:	Key factors and what we heard	Response related to key factors and what we heard
<ul style="list-style-type: none"> Programming: Regular program 7-9 	Keep students close to home	<ul style="list-style-type: none"> Maintains regular program in the community Moves Evanston students closer to their community 5-9
<ul style="list-style-type: none"> Enrolment: Home Area = 112 MacEwan/Sandstone = 155 Rocky Ridge/Royal Oak = 74 Other = 38 Total = 379 	Concerns about increased distance and time on bus and potential to increase overall carbon footprint	<ul style="list-style-type: none"> Minimizes travel time to school Minimizes the need for bus transportation by transporting Evanston 5-9 students to one school rather than one for 5-6 and another for 7-9
<ul style="list-style-type: none"> Available instructional space: 690 	Minimize number of moves students make	<ul style="list-style-type: none"> Evanston community now has two schools for K-9, Kenneth D. Taylor School and Simon Fraser School One less transition for Evanston community students
<p>Issue: Impacted by opening William D. Pratt School – under capacity</p>	Keeping groups of students together	<ul style="list-style-type: none"> Allows Evanston students to go to school together for 5-9
	Sustainability	<ul style="list-style-type: none"> Robust regular program at the school

Proposed Plan: Home Area 7-9 and Evanston 5-9

MacEwan/Sandstone 7-9 students move to Sir John A. Macdonald School and Evanston 5-9 students added

Plan Projection: 2017-2021



Proposed Plan: Home Area 7-9 and MacEwan/Sandstone 7-9

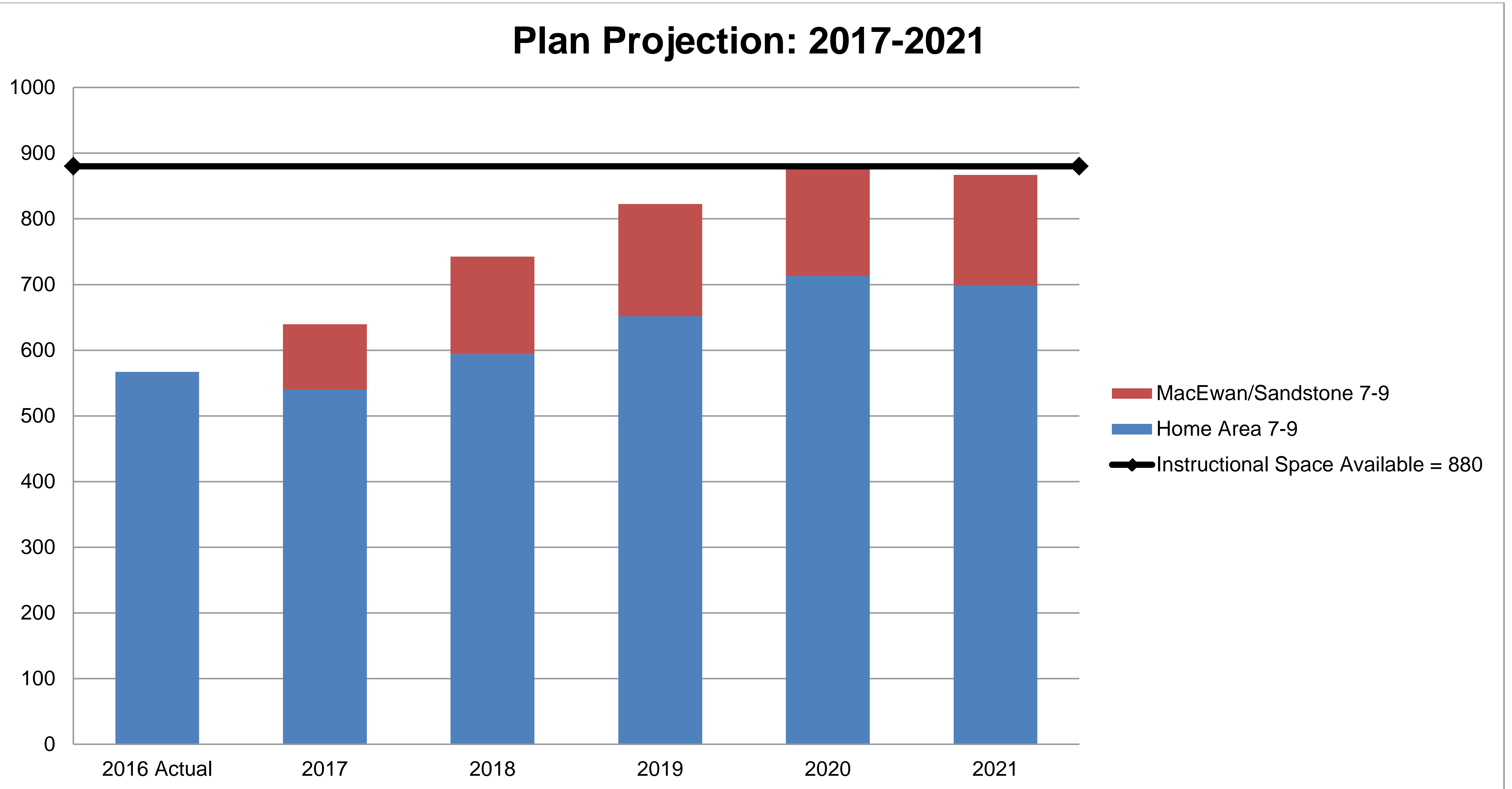
MacEwan/Sandstone 7-9 students added to current school population

Current:	Key factors and what we heard	Response related to key factors and what we heard
<ul style="list-style-type: none"> Programming: Regular program 7-9 	<p>Keep students close to home</p>	<ul style="list-style-type: none"> Maintains regular program in the community MacEwan/Sandstone students will attend a junior high school that is closer to home than Simon Fraser School
<ul style="list-style-type: none"> Enrolment: Home Area = 439 Other = 128 Total = 567 	<p>Students should have a variety of options and extracurricular activities available to them</p>	<ul style="list-style-type: none"> Increasing the student population offers students robust learning opportunities
<ul style="list-style-type: none"> Available instructional space: 880 	<p>Minimize travel time to school</p>	<ul style="list-style-type: none"> Eliminates need for yellow school bus transportation and moves MacEwan/Sandstone students from yellow school bus transportation to Calgary Transit for Grades 7-9
<p>Issue: Some space to accommodate additional students</p>	<p>Keep groups of students together</p>	<ul style="list-style-type: none"> MacEwan/Sandstone cohort stays together but continues to be separated from Kincora 7-9 students after Grade 6
	<p>Sustainability</p>	<ul style="list-style-type: none"> Robust regular program

Proposed Plan: Home Area 7-9 and MacEwan/Sandstone 7-9

MacEwan/Sandstone 7-9 students added to current school population

Plan Projection: 2017-2021



Proposed Plan: Home Area 7-9 and French Immersion 7-9

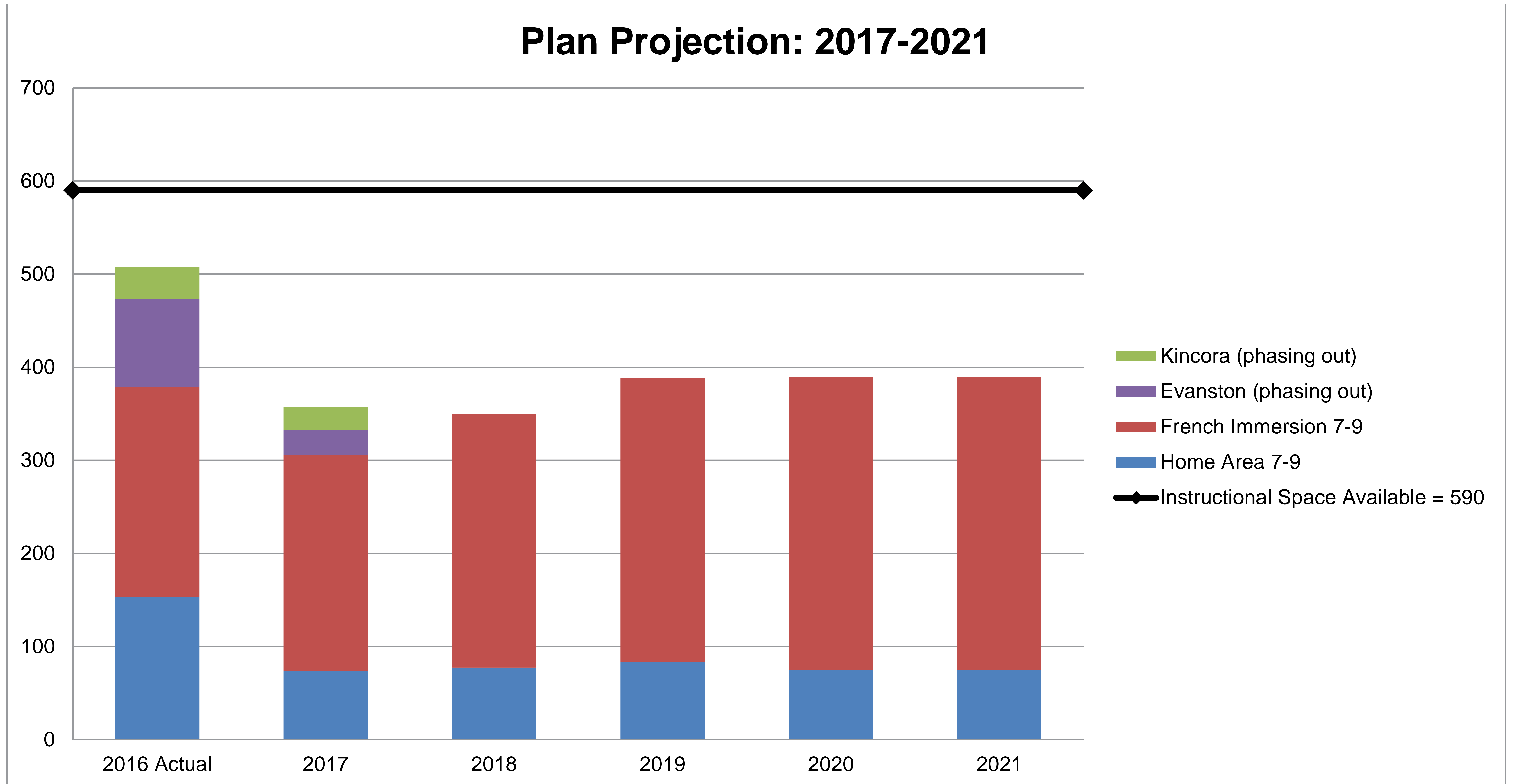
Evanston 7-9 students move to Simon Fraser School and Kincora 7-9 students move to Colonel Irvine School

Current: <ul style="list-style-type: none"> ■ Programming: Regular program 7-9, French Immersion 7-9 	Key factors and what we heard	Response related to key factors and what we heard
<ul style="list-style-type: none"> ■ Enrolment: French Immersion = 226 Home Area = 70 Evanston = 94 Kincora = 35 Other = 83 Total = 508 	Keep students close to home and do not move regular programs for alternative programs	<ul style="list-style-type: none"> ■ Maintains regular program in the community
<ul style="list-style-type: none"> ■ Available instructional space: 590 	Students should have a variety of options and extracurricular activities available to them	<ul style="list-style-type: none"> ■ Diverse population allows for programming growth and access to a broader scope of options for students
<ul style="list-style-type: none"> ■ Available instructional space: 590 	Students should continue to have a choice of programming	<ul style="list-style-type: none"> ■ Growth of French Immersion (Continuing Immersion and Late Immersion) is possible. ■ Maintains dual-track programming in school
Issue: Will be over capacity in 2-3 years	Minimize the number of moves students make	<ul style="list-style-type: none"> ■ Evanston students attend two schools K-9 instead of three
	Sustainability	<ul style="list-style-type: none"> ■ Dual-track programming allows the regular program to remain in the community

Proposed Plan: Home Area 7-9 and French Immersion 7-9

Evanston 7-9 students move to Simon Fraser School and Kincora 7-9 students move to Colonel Irvine School

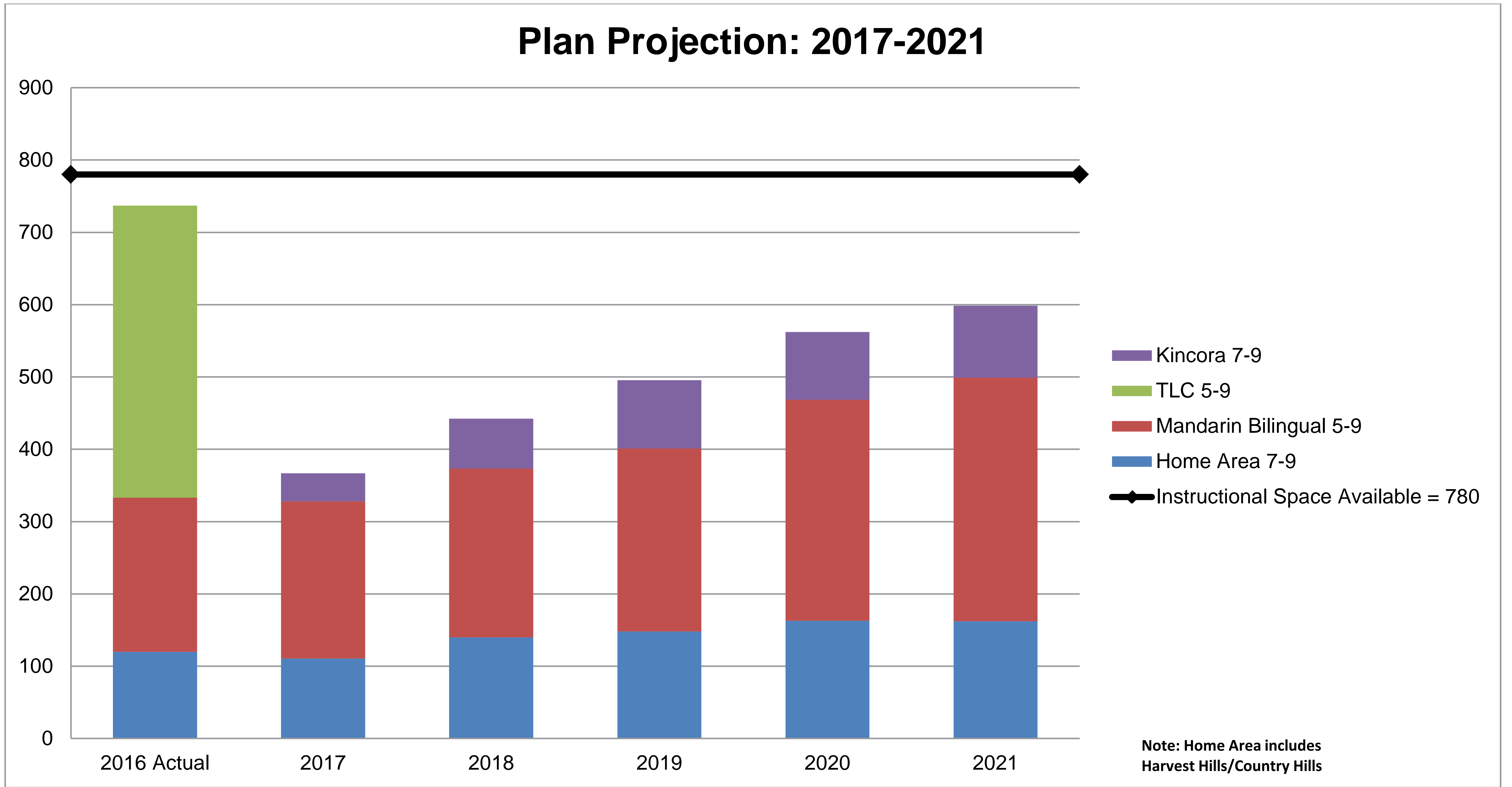
Plan Projection: 2017-2021



Proposed Plan: Home Area, Harvest Hills/Country Hills & Kincora 7-9 and Mandarin Bilingual 5-9

TLC 5-9 students move to Colonel Macleod School

Plan Projection: 2017-2021



Proposed Plan: Home Area, Harvest Hills/Country Hills & Kincora 7-9 and Mandarin Bilingual 5-9

TLC 5-9 students move to Colonel Macleod School

Current:	Key factors and what we heard	Response related to key factors and what we heard
<ul style="list-style-type: none"> ■ Programming: Regular program 7-9, Mandarin Bilingual 5-9, TLC 5-9 ■ Enrolment: Home Area = 56 Harvest Hills/ Country Hills = 47 TLC = 404 Mandarin Bilingual = 213 Other = 17 Total = 737 ■ Available instructional space 780 	<p>Keep students close to home</p> <p>Concerns about increased distance and time on bus and potential to increase overall carbon footprint</p> <p>Students should continue to have a choice of programming</p> <p>Minimize the number of moves a program makes</p> <p>Keep groups of students together as they move schools</p> <p>Effective use of space and resources</p>	<ul style="list-style-type: none"> ■ Maintains regular program in the community ■ Maintains yellow school bus efficiencies for K-9 Mandarin Bilingual Program at Highwood School and Colonel Irvine School ■ Allows for some growth of TLC Program at Colonel Macleod School and Mandarin Bilingual Program at Colonel Irvine School ■ Maintains two programs at the school ■ Mandarin Bilingual remains at current location ■ Maintains K-9 Mandarin continuum between Highwood School, Marion Carson School and Colonel Irvine School (Colonel Irvine School identified as 5-9 location for Marion Carson School) ■ Acknowledge TLC Program will make another move to Colonel Macleod School ■ Mandarin Bilingual students at Colonel Irvine School stay together ■ TLC students move together to Colonel Macleod School ■ Sharing resources and collaboration between Mandarin Bilingual programs at Colonel Irvine School and Highwood School due to location ■ Grade configurations at three sites (Colonel Irvine School, Highwood School, Marion Carson School) may be adapted to provide more flexibility in future
<p>Issue: Will be at/over capacity by the 2017-2018 school year</p>	<p>Sustainability</p>	<ul style="list-style-type: none"> ■ Seventy percent of the curriculum for Mandarin Bilingual and the regular program can be integrated, allowing both programs to be sustainable over the long-term

Proposed Plan: Home Area 7-9, TLC 5-9

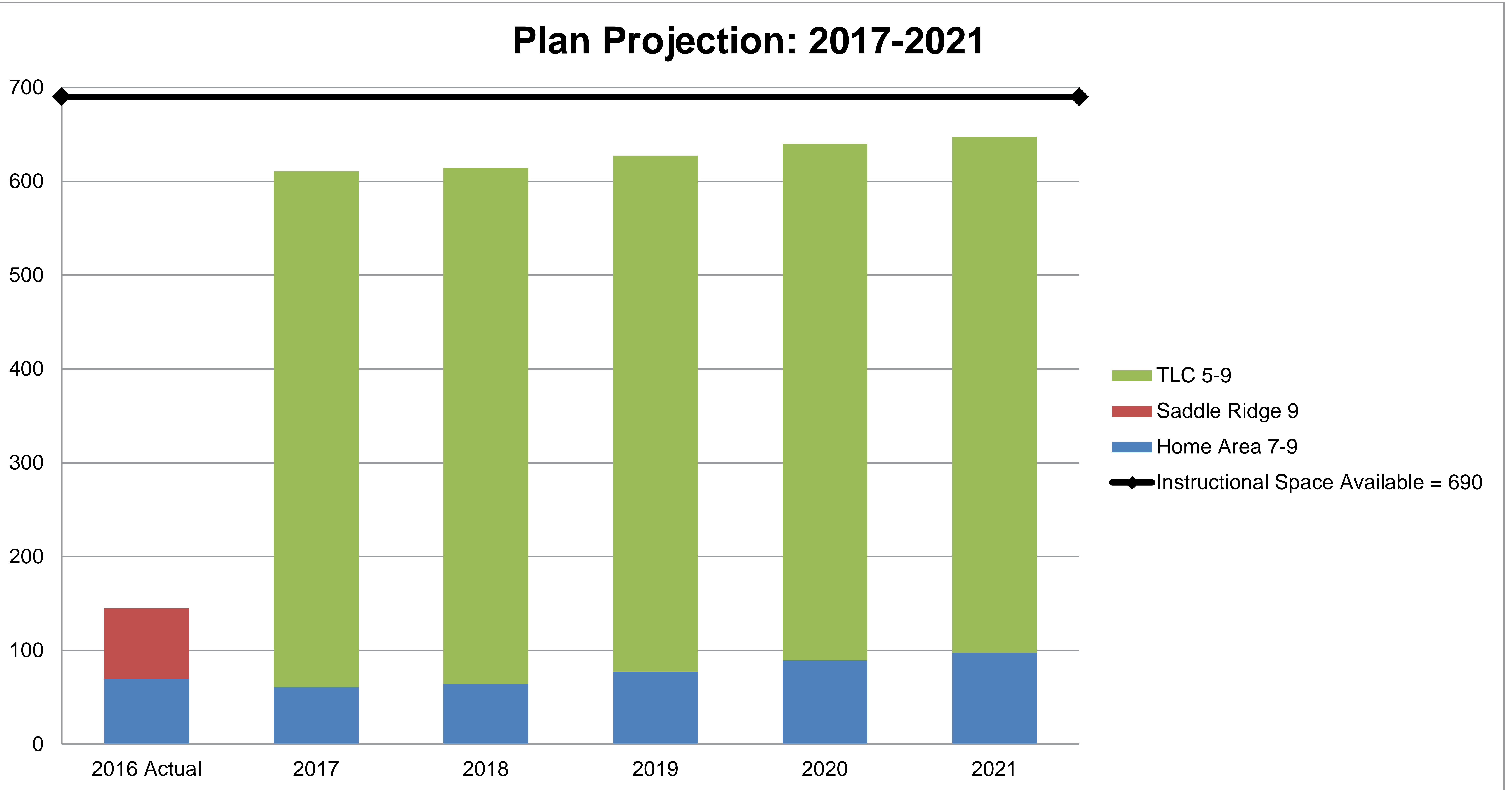
TLC 5-9 students from Colonel Irvine School are added to current school population

Current: <ul style="list-style-type: none"> ■ Programming: Regular program 7-9 	Key factors and what we heard	Response related to key factors and what we heard
<ul style="list-style-type: none"> ■ Enrolment: Home Area = 50 Saddle Ridge = 75 Other = 20 Total = 145 ■ Available instructional space 690 	Keep students school close to home	<ul style="list-style-type: none"> ■ Maintains regular program in the community
	Concerns about increased distance and time on bus and potential to increase overall carbon footprint	<ul style="list-style-type: none"> ■ Increases travel time for TLC students currently attending Colonel Irvine School ■ Allows many regular program students to continue to walk to school
	Minimize the number of moves students make	<ul style="list-style-type: none"> ■ Colonel Macleod School has space to maintain TLC Program long-term
	Keep groups of students together as they move from school to school	<ul style="list-style-type: none"> ■ TLC students from Colonel Irvine School are kept together as they move to Colonel Macleod School
Issue: Impacted by opening of Peter Lougheed School – under capacity	Space and resources should be used effectively	<ul style="list-style-type: none"> ■ Allows for sharing of resources and collaboration with another nearby TLC Program at Balmoral School
	Students should continue to have a choice of programming	<ul style="list-style-type: none"> ■ Regular program and TLC Program offered at school ■ Future growth of TLC Program at Colonel Macleod School and Mandarin Bilingual at Colonel Irvine School possible
	Sustainability	<ul style="list-style-type: none"> ■ Regular program is small; enrolment will need to be monitored on ongoing basis

Proposed Plan: Home Area 7-9, TLC 5-9

TLC 5-9 students from Colonel Irvine School are added to current school population

Plan Projection: 2017-2021



Proposed Plan: Home Area K-6

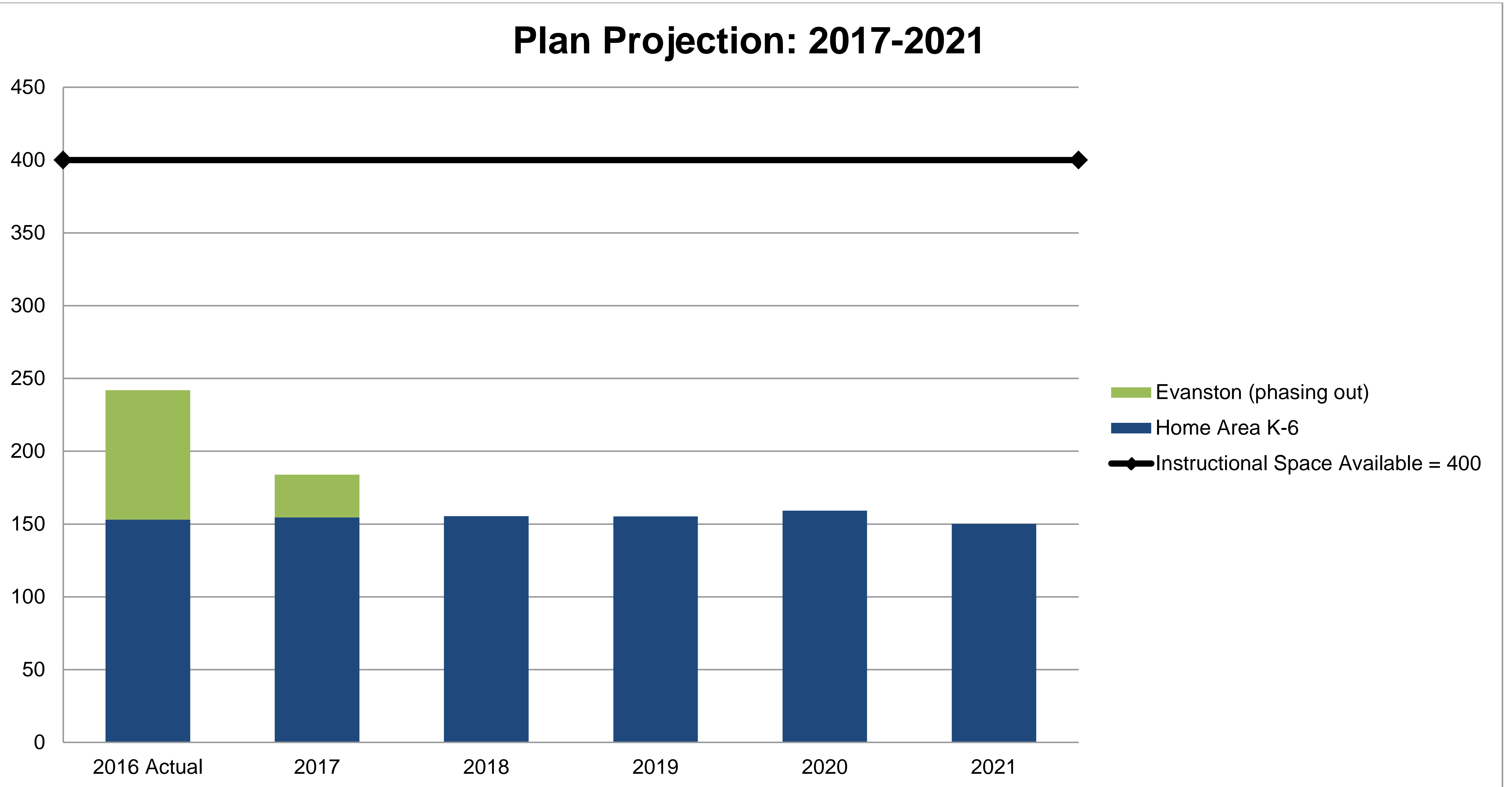
Evanston 5-6 students move to Simon Fraser School

Current: <ul style="list-style-type: none"> ■ Programming: Regular program K-6 ■ Enrolment: Home Area = 116 Evanston = 88 Other = 38 Total = 242 ■ Available instructional space 400 	Key factors and what we heard	Response related to key factors and what we heard
	Keep students school close to home	<ul style="list-style-type: none"> ■ Maintains regular program in the community
	Concerns about increased distance and time on bus and potential to increase overall carbon footprint	<ul style="list-style-type: none"> ■ Allows many regular program students to continue to walk to school ■ Evanston students attending school closer to home reduces travel time for those students
	Minimize the number of moves students make	<ul style="list-style-type: none"> ■ Home area students remain at the school ■ Evanston students move to Simon Fraser School ■ Evanston students are accommodated at two schools K-9 instead of four schools
Issue: Impacted by opening of Kenneth D. Taylor School – under capacity	Keep groups of students together as they move from school to school	<ul style="list-style-type: none"> ■ Keeps home area students together at Cambrian Heights School and keeps Evanston students together at Simon Fraser School
	Sustainability	<ul style="list-style-type: none"> ■ Regular program is small; enrolment will need to be monitored on ongoing basis; before and after school care can continue to be provided at the school

Proposed Plan: Home Area K-6

Evanston 5-6 students move to Simon Fraser School

Plan Projection: 2017-2021



Proposed Plan: Home Area K-6, Harvest Hills K-6

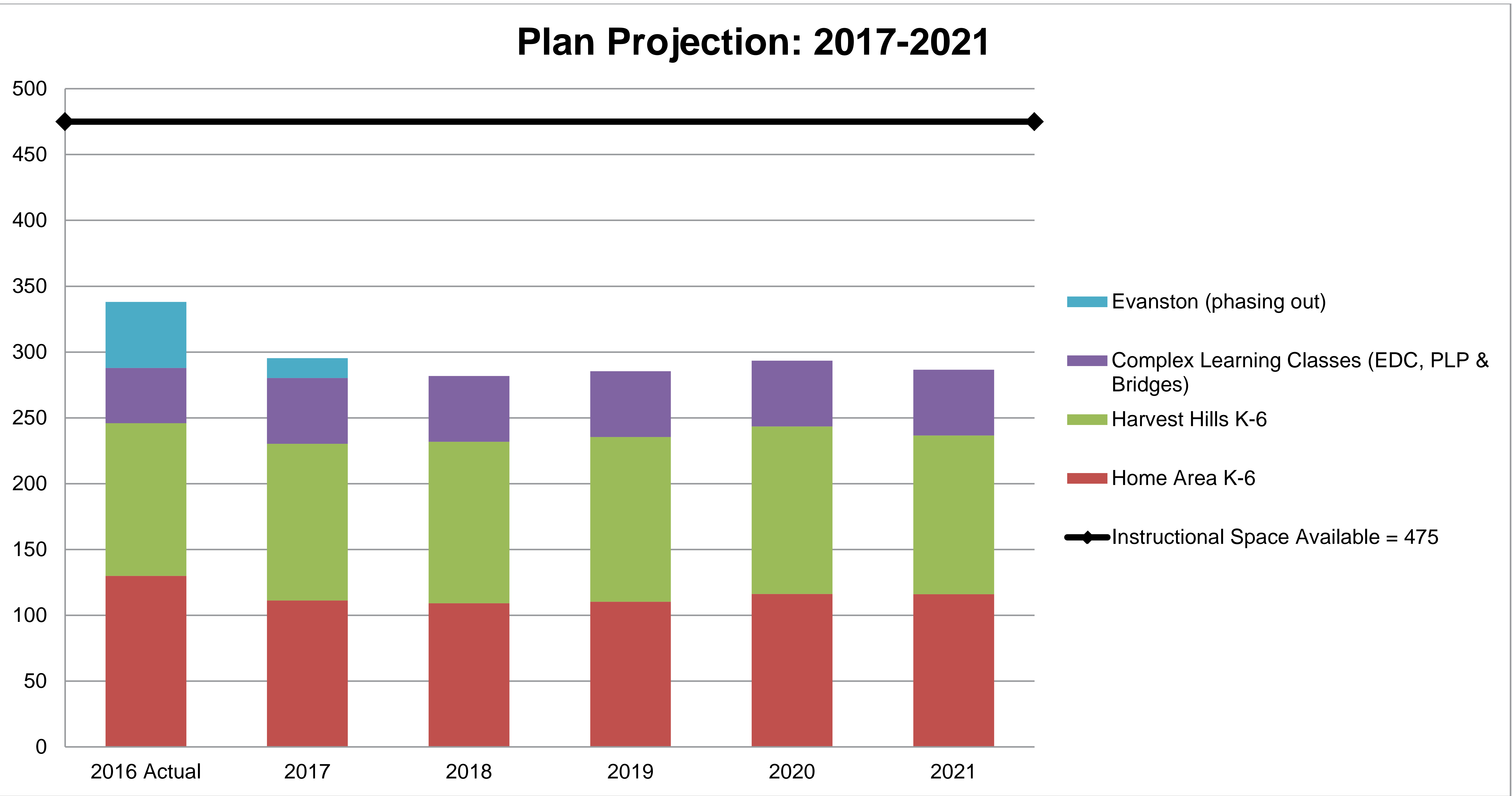
Evanston 5-6 students move to Simon Fraser School

Current: <ul style="list-style-type: none"> Programming: Regular program K-6 Enrolment: Home Area = 101 Harvest Hills = 116 Evanston = 50 Other = 71 Total = 338 Available instructional space 475 	Key factors and what we heard	Response related to key factors and what we heard
Issue: Impacted by opening of Kenneth D. Taylor School – under capacity	Keep students close to home	<ul style="list-style-type: none"> Maintains regular program in the community
	Concerns about increased distance and time on bus and potential to increase overall carbon footprint	<ul style="list-style-type: none"> Allows many regular program students to continue to walk to school Evanston students attending school closer to home reduces travel time for those students
	Minimize the number of moves students make	<ul style="list-style-type: none"> Home area students remain at the school Evanston students move to Simon Fraser School Evanston students are accommodated at two schools K-9 instead of four schools
	Keep groups of students together as they move from school to school	<ul style="list-style-type: none"> Keeps home area students together at North Haven School and keeps Evanston students together at Simon Fraser School
Issue: Impacted by opening of Kenneth D. Taylor School – under capacity	Sustainability	<ul style="list-style-type: none"> Regular program is small; enrolment will need to be reviewed and assessed on ongoing basis; opportunity for before and after school care at the school to continue

Proposed Plan: Home Area K-6, Harvest Hills K-6

Evanston 5-6 students move to Simon Fraser School

Plan Projection: 2017-2021



Proposed Plan: Home Area K-6, Kincora K-6

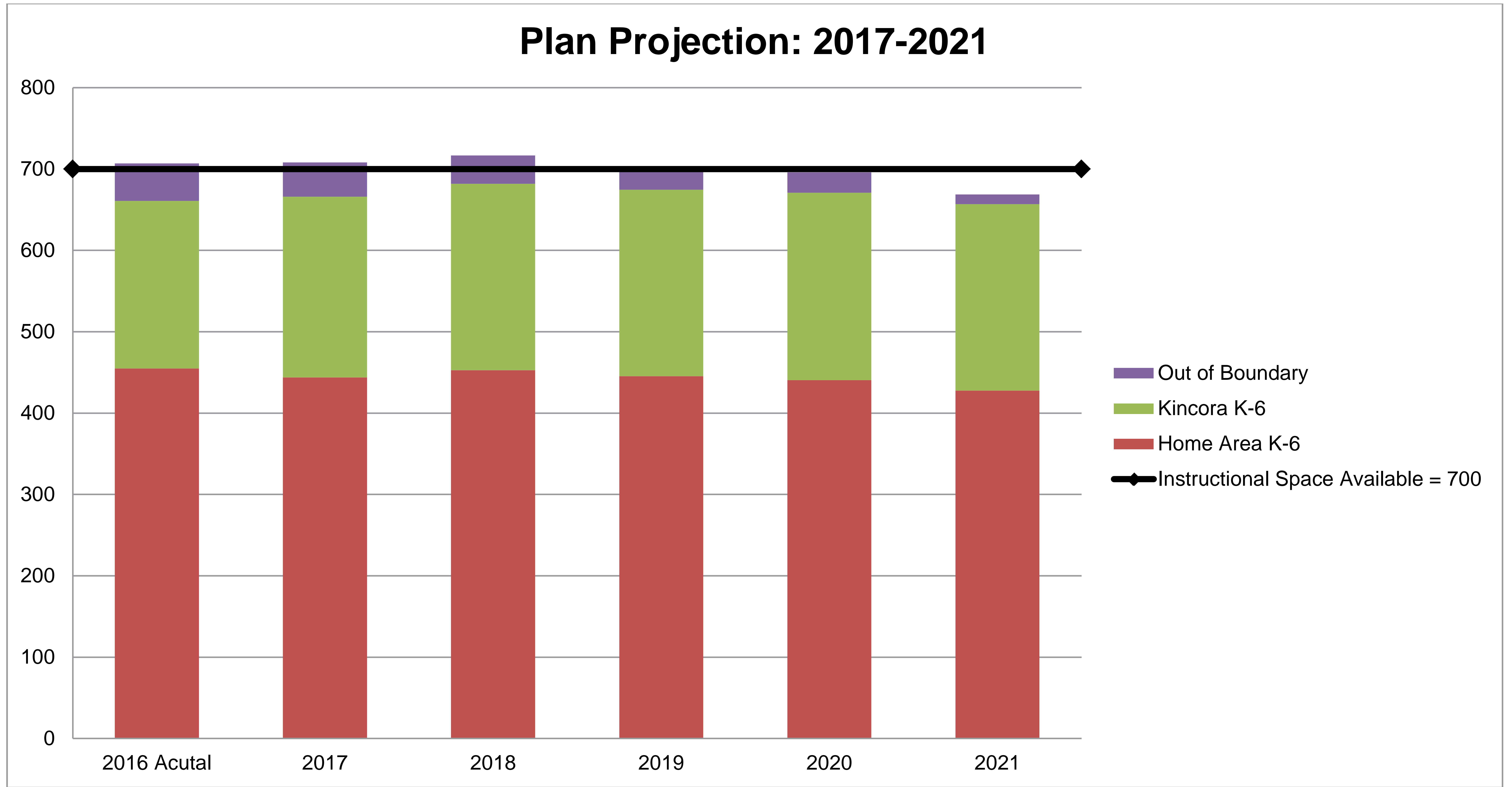
No change

Current:	Key factors and what we heard	Response related to key factors and what we heard
<ul style="list-style-type: none"> Programming: Regular program (Home area and Kincora) K-6 	<p>Keep students close to home</p>	<ul style="list-style-type: none"> Maintains regular program in the community
<ul style="list-style-type: none"> Enrolment: Home Area = 444 Kincora = 206 Other = 57 Total = 707 	<p>Minimize travel time to school</p>	<ul style="list-style-type: none"> Allows many students to continue to walk to school
<ul style="list-style-type: none"> Available instructional space 700 	<p>Minimize the number of moves students make</p>	<ul style="list-style-type: none"> Home area students remain at the school Maintains a K-6 continuum at the school
<p>Issue: At capacity</p>	<p>Keep groups of students together as they move from school to school</p>	<ul style="list-style-type: none"> Keeps current group of students together K-6 Does not maintain MacEwan/Sandstone and Kincora student cohort to stay together for junior high
	<p>Sustainability</p>	<ul style="list-style-type: none"> School continues to be at capacity/slightly over capacity and will not be able to accept out-of-boundary students

Proposed Plan: Home Area K-6, Kincora K-6

No change

Plan Projection: 2017-2021



DISTRICT	PRIMARY/ELEMENTARY	MIDDLE/JUNIOR	SENIOR (10-12)	DISTRICT	PRIMARY/ELEMENTARY	MIDDLE/JUNIOR	SENIOR (10-12)
Beddington Heights	Beddington Heights (K-6)	Sir John A. Macdonald (7-9)	John G. Diefenbaker	Highwood	Cambrian Heights (K-6)	Colonel Irvine (7-9)	James Fowler
Brentwood	Captain John Palliser (K-6) Dr. E. W. Coffin (K-6)	Simon Fraser (7-9)	Sir Winston Churchill	Huntington Hills	Huntington Hills (K-6) Catherine Nichols Gunn (K-6) Alex Munro (K-6)	Sir John A. Macdonald (7-9)	John G. Diefenbaker
Bridgeland/Riverside	Stanley Jones (K-6)	Colonel Macleod (7-9)	Crescent Heights	Kincora	Simons Valley (K-6)	Georges P. Vanier (7-9)	James Fowler
Cambrian Heights	Cambrian Heights (K-6)	Colonel Irvine (7-9)	James Fowler	MacEwan Glen	Simons Valley (K-6)	Simon Fraser (7-9)	Queen Elizabeth
Capitol Hill	Capitol Hill (K-6) Rosemont (K-6)	Senator Patrick Burns (7-9) Rosedale (7-9)	William Aberhart Crescent Heights	Mayland Heights	Mayland Heights (K-6) Belfast (K-6)	Colonel Macleod (7-9)	Crescent Heights
Charleswood	Captain John Palliser (K-6) Capitol Hill (K-6)	Simon Fraser (7-9) Senator Patrick Burns (7-9)	Sir Winston Churchill William Aberhart	Mount Pleasant	Rosemont (K-6) Buchanan (K-6)	Georges P. Vanier (7-9)	Crescent Heights James Fowler
Country Hills (north of golf course)	Alex Munro (K-6)	Colonel Irvine (7-9)	James Fowler	North Haven	North Haven (K-6)	Colonel Irvine (7-9)	James Fowler
Country Hills (south of golf course)	Simons Valley (K-6)	Simon Fraser (7-9)	Queen Elizabeth	Queen's Park Village	Cambrian Heights (K-6)	Colonel Irvine (7-9)	James Fowler
Crescent Heights	Stanley Jones (K-6) Rosedale (K-6)	Colonel Macleod (7-9) Rosedale (7-9)	Crescent Heights	Renfrew	Stanley Jones (K-6)	Colonel Macleod (7-9)	Crescent Heights
Edgemont	Edgemont (K-6) Captain John Palliser (1-6)	Tom Baines (7-9)	Sir Winston Churchill	Rosemont	Rosemont (K-6)	Colonel Irvine (7-9)	Crescent Heights
Evanston	Kenneth D. Taylor (K-3) North Haven (4-6) Cambrian Heights (4-6)	Georges P. Vanier (7-9)	James Fowler	Sandstone Valley	Simons Valley (K-6)	Simon Fraser (7-9)	Queen Elizabeth
Greenview	Thornccliffe (K-6) Buchanan (K-6)	Sir John A. Macdonald (7-9) Georges P. Vanier (7-9)	John G. Diefenbaker James Fowler	Thornccliffe	Thornccliffe (K-6) Catherine Nichols Gunn (K-6)	Sir John A. Macdonald (7-9) Georges P. Vanier (7-9) Colonel Irvine (7-9)	John G. Diefenbaker James Fowler
The Hamptons	The Hamptons (K-4) Captain John Palliser (5-6)	Tom Baines (7-9)	Sir Winston Churchill	Tuxedo Park	Buchanan (K-6) Mount View (K-6) Rosemont (K-6)	Georges P. Vanier (7-9)	Crescent Heights James Fowler
Harvest Hills	North Haven (K-6)	Colonel Irvine (7-9)	John G. Diefenbaker	Vista Heights	Vista Heights (K-6)	Colonel Macleod (7-9)	Crescent Heights
Highland Park	Buchanan (K-6)	Georges P. Vanier (7-9)	James Fowler	Winston Heights/ Mountview	Mount View (K-6)	Georges P. Vanier (7-9) Colonel Macleod (7-9)	James Fowler Crescent Heights

