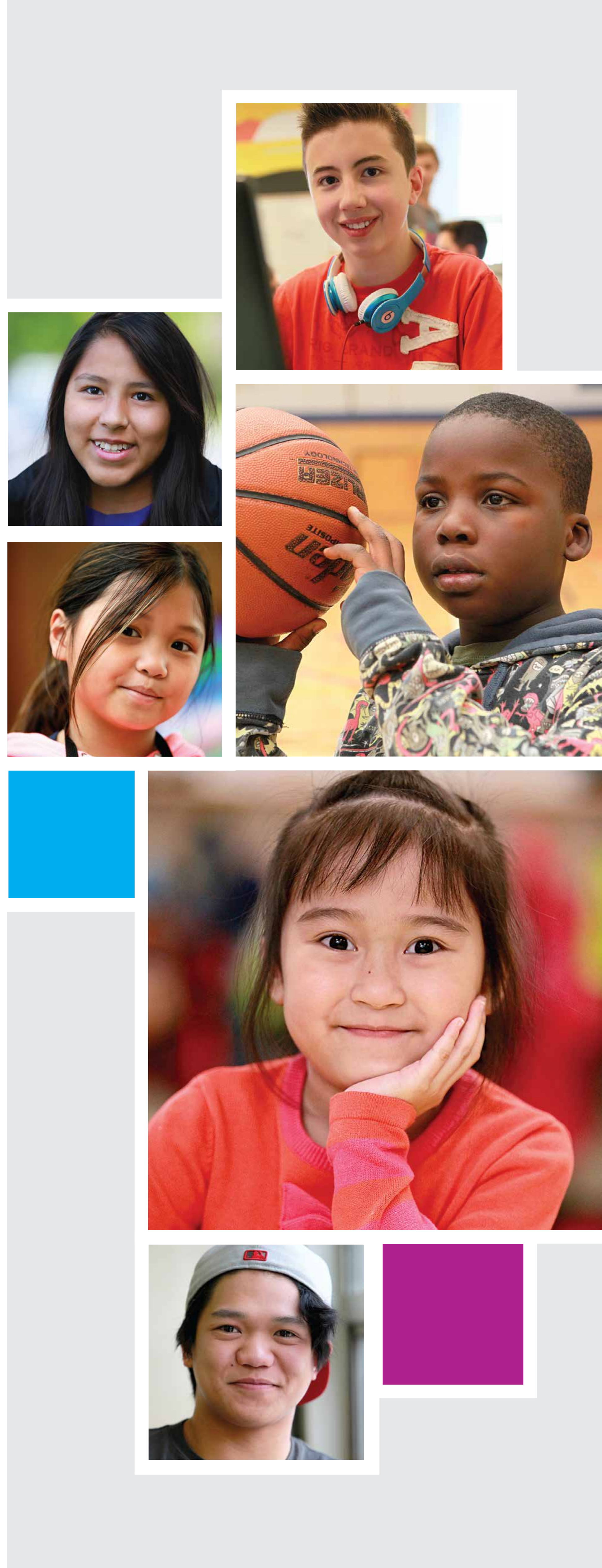


## Area V Open House Boards

January 18, 2017

5-8 p.m.

Nickle 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.

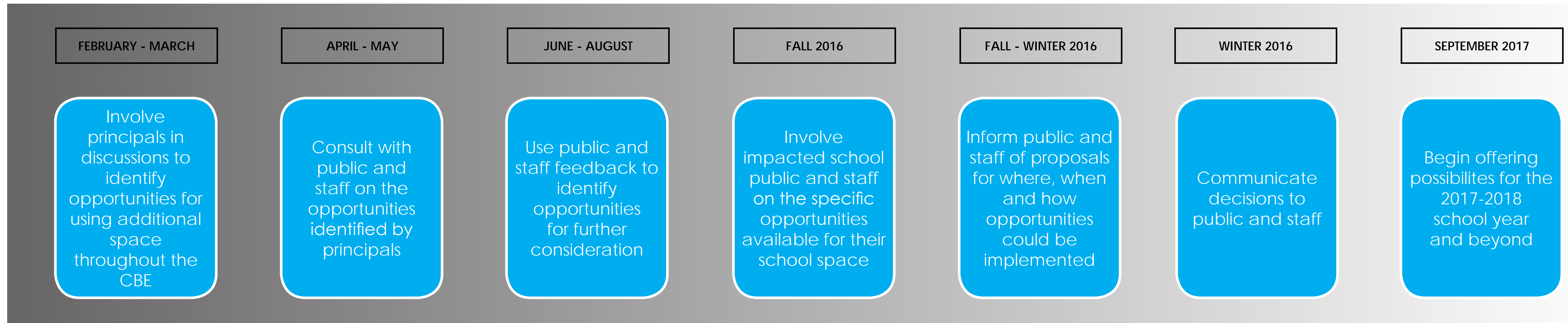
If following public input and feedback, a recommendation is made to consider school closure then the Chief Superintendent decides whether or not to recommend a regulatory school closure process to the Board of Trustees.

**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

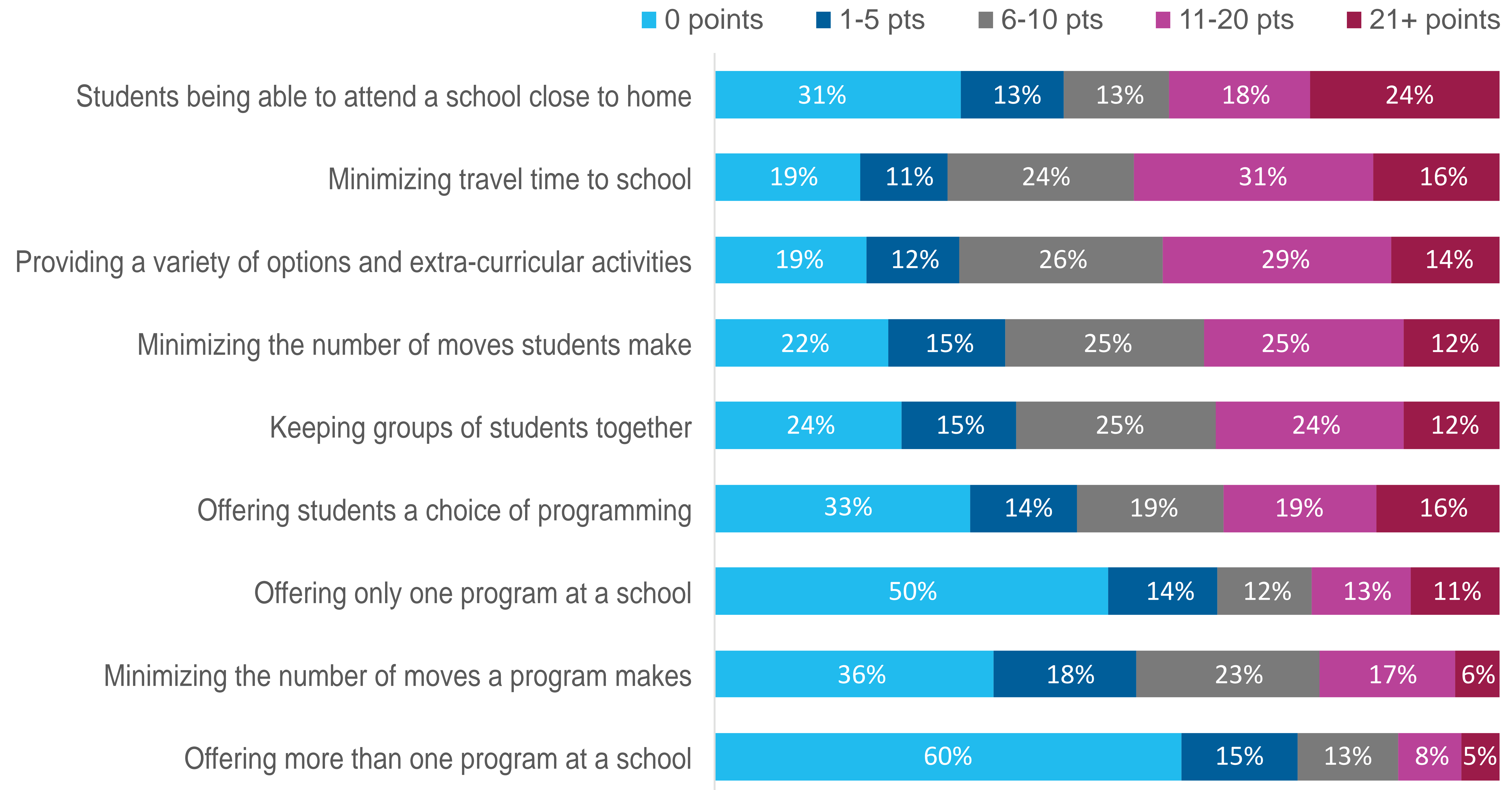


# Importance of Factors – Area V

*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.*

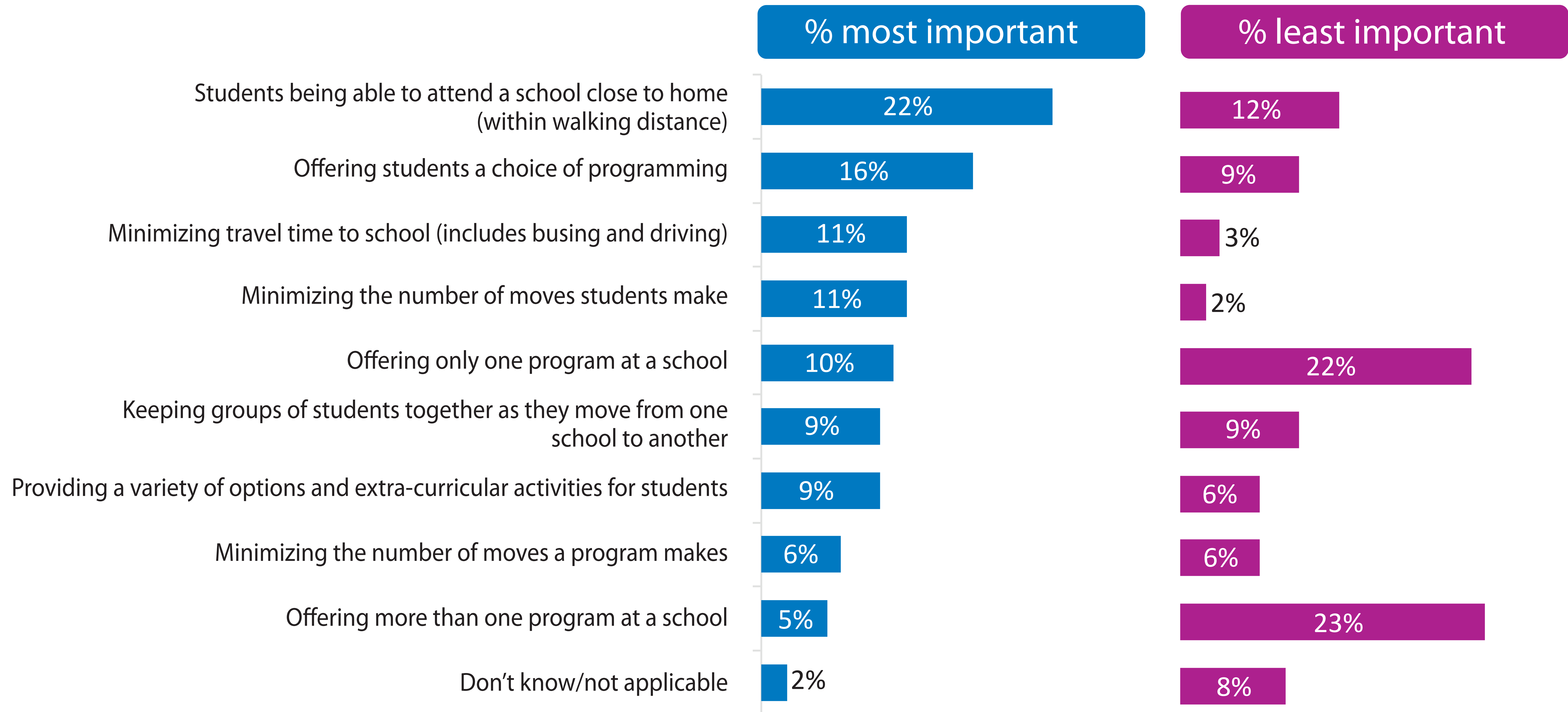
*The factors are listed below in order of the most important to least important.*

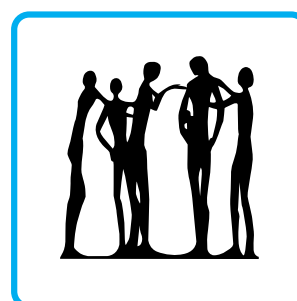


# Top and Bottom Factors – Area V

*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?*





## Area V 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
Maple Ridge Under capacity	Regular Program Home Area K-4	Regular Program Home Area K-4	<b>Scenario 1</b> Students can attend the regular program or Science Program in the community and within walking distance. Allows for a robust range of options and activities. Sustainability of the regular program will be monitored on an ongoing basis.
		Science K-4	
R.T. Alderman Under capacity	Regular Program Home Area 5-9	Regular Program Home Area 5-9	<b>Scenario 1</b> Students can attend the regular program or Science Program in the community and within walking distance. Allows for a robust range of options and activities. Sustainability of the regular program will be monitored on an ongoing basis.
		Science 5-9	
Louis Riel Over-subscribed	Science K-9	Science K-9 New Boundary	<b>Scenario 1 &amp; 2</b> Allows for growth of the Science Program. New boundaries will need to be determined. Provides space for GATE program to expand.
	GATE 4-9	GATE 4-9	
Acadia Under capacity	Regular Program Home Area K-4	Regular Program Home Area K-6	<b>Adjustment Scenario 1</b> This maintains a strong regular program in the community by adding grades to increase the student population.
David Thompson Under capacity	Regular Program Home Area 5-9	Regular Program Home Area 7-9	<b>Adjustment Scenario 1</b> Maintains the regular program in the community and allows growth of French Immersion. Allows for a robust range of options and activities. Sustainability of the regular program will be monitored on an ongoing basis.
		French Immersion 5-9	
Fairview Over-subscribed	TLC 5-9	TLC 4-9	<b>Scenario 1 &amp; 2</b> Allows for growth of the TLC Program. Keeps K-9 TLC close together at Le Roi Daniels and Fairview.
	French Immersion 5-9		
Le Roi Daniels Over-subscribed	TLC K-4	TLC K-3	<b>Scenario 1 &amp; 2</b> Allows for growth of the TLC Program. Keeps K-9 TLC close together at Le Roi Daniels and Fairview.
Sam Livingston	French Immersion K-4	French Immersion K-4	<b>Scenario 2</b> Allows for limited growth of French Immersion.

Scenario 1	Scenario 2
Regular Program Home Area K-4	
Science K-4	Science K-4
Regular Program Home Area 5-9	
Science 5-9	Science 5-9
	French Immersion 5-9
Science K-9 New Boundary	Science K-9 New Boundary
GATE 4-9	GATE 4-9
Regular Program Home Area K-5	Regular Program Home Area K-4
	Maple Ridge Home Area K-4
Regular Program Home Area 6-9	Regular Program Home Area 5-9
French Immersion 6-9	R.T. Alderman Home Area 5-9
TLC 4-9	TLC 4-9
TLC K-3	TLC K-3
French Immersion K-5	French Immersion K-4

School and issue	Current situation	Proposed Plan	Chosen Scenario and Rationale
Woodman Under capacity	Regular Program Home Area 7-9	Regular Program Home Area 7-9	<b>Adjustment Scenario 2</b> Maintains the regular program in the community and allows growth of French Immersion. Allows for a robust range of options and activities.
	Woodbine 7-9		
	Woodlands 7-9	French Immersion 5-9	
John Ware Under capacity	Regular Program Home Area 7-9	Decision pending further consultation with affected communities.	Pending
Robert Warren Nearing capacity	Spanish Bilingual 5-9	Spanish Bilingual 6-9	<b>Adjustment Scenario 2</b> Maintains single-track K-9 Spanish Bilingual Program in the community.
Harold Panabaker Nearing capacity	Regular Program Home Area 7-9	Regular Program Home Area 7-9	<b>Adjustment Scenario 1</b> Maintains the regular program in the community. Allows for growth of French Immersion. Sustainability of the regular program will be monitored on an ongoing basis.
	Silverado 7-9	Silverado 7-9	
	French Immersion 5-9	*Identified site for Mandarin Bilingual Program (dates and grade configuration TBD)	
Canyon Meadows Enrolment capped	Spanish Bilingual K-4	Spanish Bilingual K-5	<b>Adjustment Scenario 2</b> Maintains K-9 Spanish Bilingual Program in the community. Allows for limited growth.
Eugene Coste Enrolment capped	Spanish Bilingual K-3	Spanish Bilingual K-5	<b>Adjustment Scenario 2</b> Maintains K-9 Spanish Bilingual Program in the community. Allows for limited growth.

Scenario 1	Scenario 2
Regular Program Home Area 7-9	
Spanish Bilingual 5-9	French Immersion 5-9
Regular Program Home Area 7-9	Regular Program Home Area 7-9
Woodbine 7-9	Woodbine 7-9
Woodlands 7-9	Woodlands 7-9
	Spanish Bilingual 7-9
French Immersion 5-9	
Regular Program Home Area 7-9	Regular Program Home Area 7-9
Silverado 7-9	Silverado 7-9
	Woodman Home Area 7-9
Spanish Bilingual K-4	Spanish Bilingual K-6
Spanish Bilingual K-4	Spanish Bilingual K-6

School and issue	Current situation	Proposed Plan	Chosen Scenario and Rationale
Lake Bonavista Over-subscribed	Montessori K-6	Montessori K-6	<b>Scenario 2</b> No change. Students are able to stay at their existing school. Enrolment at the school and in Montessori will continue to be capped and limited.
Andrew Sibbald Under capacity	Regular Program Home Area K-4	Regular Program Home Area K-6	<b>Scenario 2</b> Adding grades will strengthen the regular program in the community but student population remains small. Enrolment will need to be monitored on an ongoing basis.

Scenario 1	Scenario 2
Andrew Sibbald Home Area K-6	Montessori K-6
Montessori K-6	Regular Program Home Area 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](http://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: Home Area K-6

Grades 5-6 are added to current school population

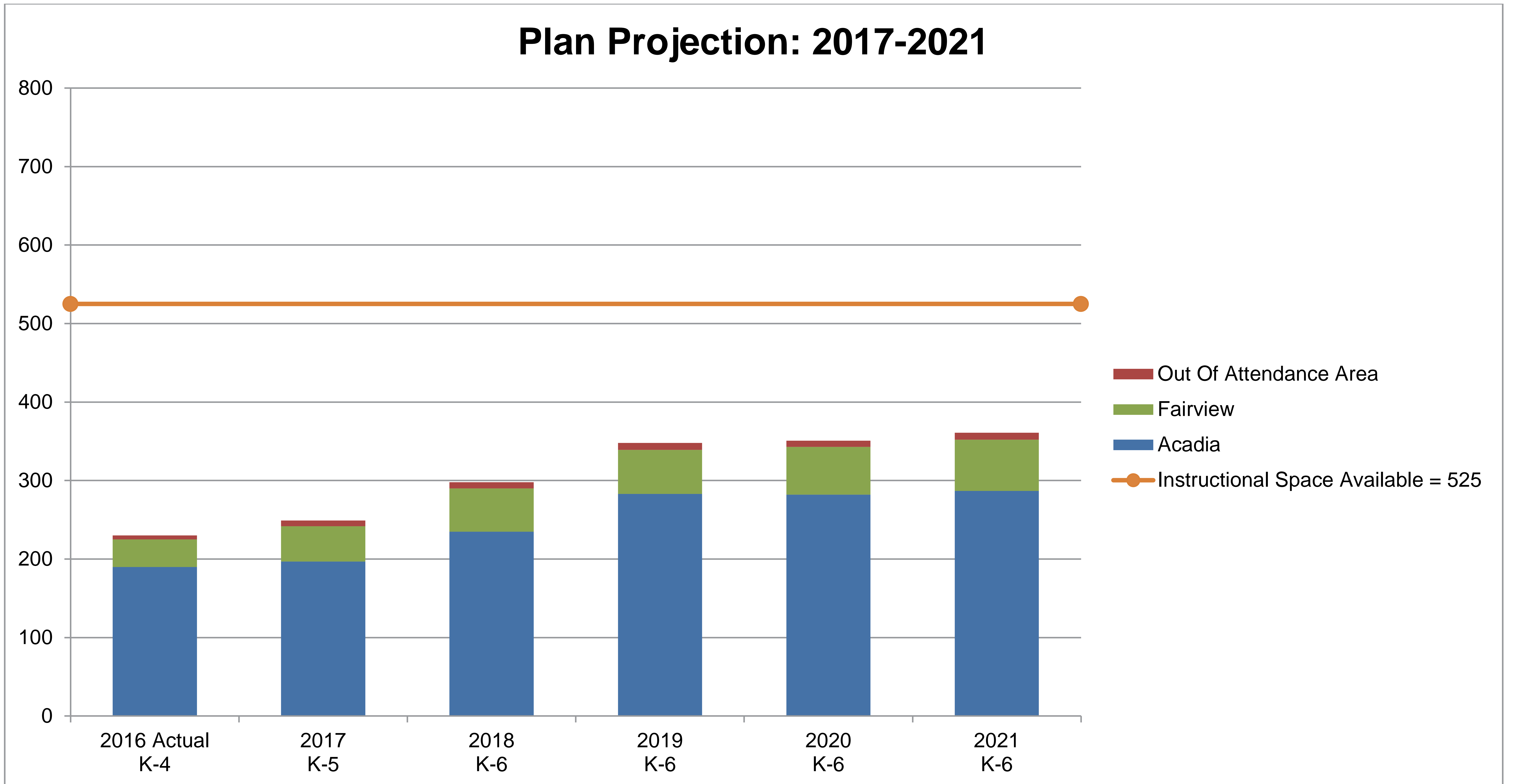
<b>Current:</b> <ul style="list-style-type: none"> <li>Programming: Regular program K-4</li> </ul>	<b>Key factors and what we heard</b>	<b>Response related to key factors and what we heard</b>
<ul style="list-style-type: none"> <li>Enrolment: Home Area = 225 Other = 5 Total = 230</li> </ul>	Keep students close to home	<ul style="list-style-type: none"> <li>Maintains regular program in the communities of Fairview and Acadia</li> </ul>
<ul style="list-style-type: none"> <li>Available instructional space: 525</li> </ul>	It's important to provide a variety of options and extracurricular activities for students	<ul style="list-style-type: none"> <li>Increases to student population allows for broader scope of programming options for students</li> <li>Space for before and after school care</li> </ul>
<ul style="list-style-type: none"> <li>Available instructional space: 525</li> </ul>	Minimize the number of moves a student makes	<ul style="list-style-type: none"> <li>Provides preferred grade configuration K-6</li> <li>Keeps regular program K-9 cohort together</li> </ul>
<b>Issue:</b> Under capacity	Concerns about increased distance and time on bus and potential to increase overall carbon footprint	<ul style="list-style-type: none"> <li>Allows students to continue to walk to school</li> <li>Continues to minimize travel time to school</li> </ul>
	<b>Sustainability</b>	<ul style="list-style-type: none"> <li>Maintains regular program in community</li> </ul>



## Proposed Plan: Home Area K-6

Grades 5-6 are added to current school population

### Plan Projection: 2017-2021



## Proposed Plan: Regular Program Home Area K-6

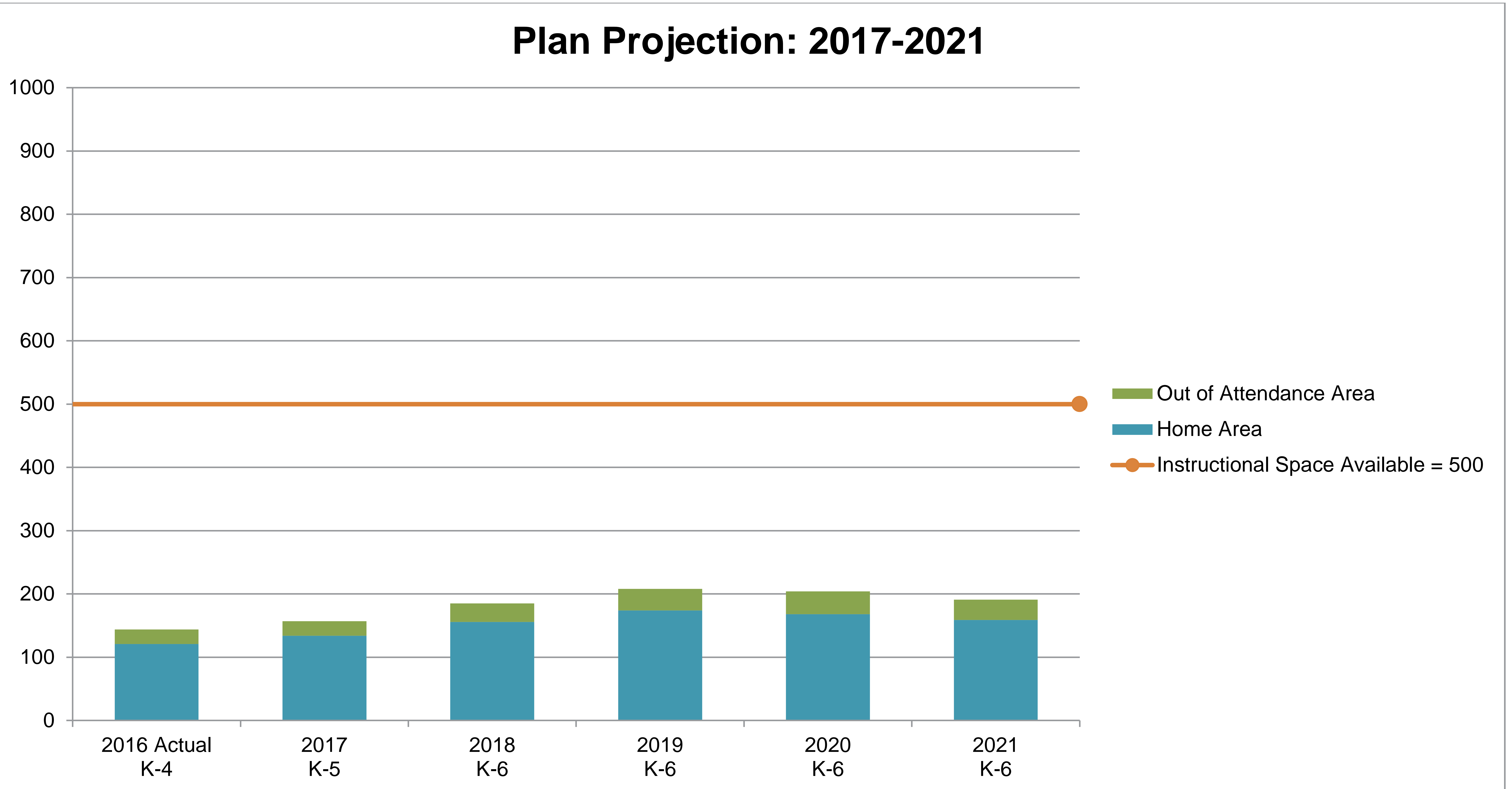
Grades 5-6 are added to the current school population

<b>Current:</b> <ul style="list-style-type: none"> <li>Programming: K-4</li> </ul>	<b>Key factors and what we heard</b>	<b>Response related to key factors and what we heard</b>
<ul style="list-style-type: none"> <li>Enrolment: Home Area = 121 Other = 26 Total = 147</li> </ul>	Keep students close to home	<ul style="list-style-type: none"> <li>Maintains regular program in the community K-12</li> </ul>
<ul style="list-style-type: none"> <li>Available instructional space: 500</li> </ul>	Minimizing the number of moves a student makes	<ul style="list-style-type: none"> <li>Keeps students at their current school</li> </ul>
<ul style="list-style-type: none"> <li>Issue: Under capacity</li> </ul>	Keeping groups of students together as they move schools	<ul style="list-style-type: none"> <li>Maintains the existing grouping of students at the school</li> </ul>
	Preference to have regular program students at the school K-6	<ul style="list-style-type: none"> <li>Expands to Grade 6, allowing for a larger population of students at the school</li> </ul>
	Minimizing travel time to school	<ul style="list-style-type: none"> <li>Allows students to continue to walk to school</li> </ul>
	<b>Sustainability</b>	<ul style="list-style-type: none"> <li>Student population at the school is small; enrolment will need to be monitored on ongoing basis</li> <li>Allows for before and after school care</li> </ul>

## Proposed Plan: Regular Program Home Area K-6

Grades 5-6 are added to the current school population

### Plan Projection: 2017-2021



## Proposed Plan: Spanish Bilingual K-5

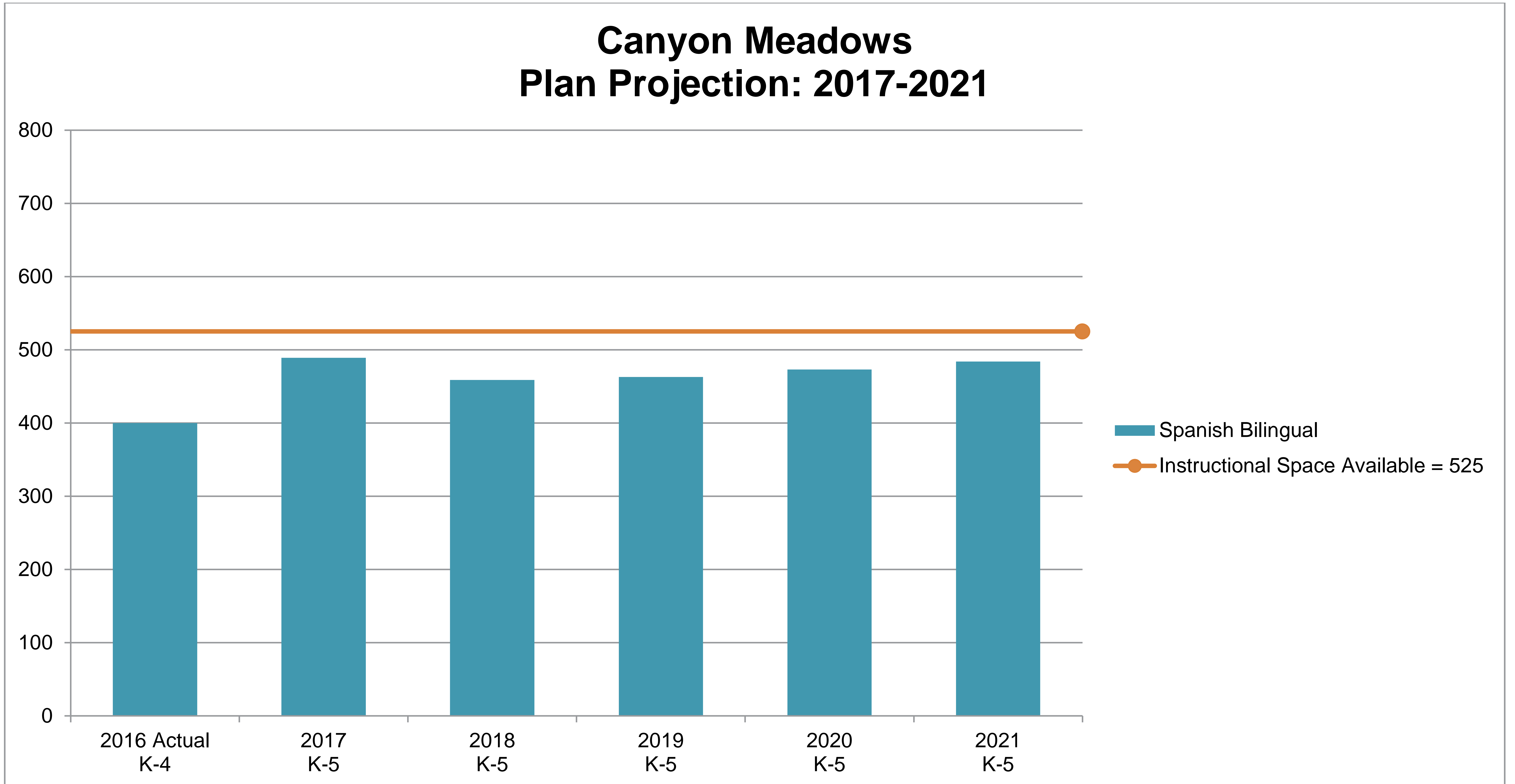
Grade 5 is added to current student population

Current:	Key factors and what we heard	Response related to key factors and what we heard
<ul style="list-style-type: none"> <li>■ Programming: Spanish Bilingual K-4</li> </ul>	<p>Keep students close to home</p>	<ul style="list-style-type: none"> <li>■ Maintains Spanish Bilingual program in the community K-12</li> </ul>
<ul style="list-style-type: none"> <li>■ Enrolment: Spanish Bilingual = 400</li> </ul>	<p>Minimize the number of moves a student makes</p>	<ul style="list-style-type: none"> <li>■ Maintains Spanish Bilingual program with students able to attend a school close to home</li> <li>■ Keeps K-12 cohort together</li> </ul>
<ul style="list-style-type: none"> <li>■ Available instructional space: 525</li> </ul>	<p>Concerns about increased distance and time on bus and potential to increase overall carbon footprint</p>	<ul style="list-style-type: none"> <li>■ Allows students to walk to school</li> </ul>
<p><b>Issue:</b> Enrolment currently capped at 70 students per grade for Kindergarten and GR1 intake</p>	<p>Desire for one program at school</p>	<ul style="list-style-type: none"> <li>■ Maintains single track for Spanish Bilingual Program K-9</li> </ul>
	<p><b>Sustainability</b></p>	<ul style="list-style-type: none"> <li>■ Allows for limited growth of Spanish Bilingual Program</li> </ul>

## Proposed Plan: Spanish Bilingual K-5

Grade 5 is added to current student population

### Canyon Meadows Plan Projection: 2017-2021



## Proposed Plan: Home Area 7-9 and French Immersion 5-9

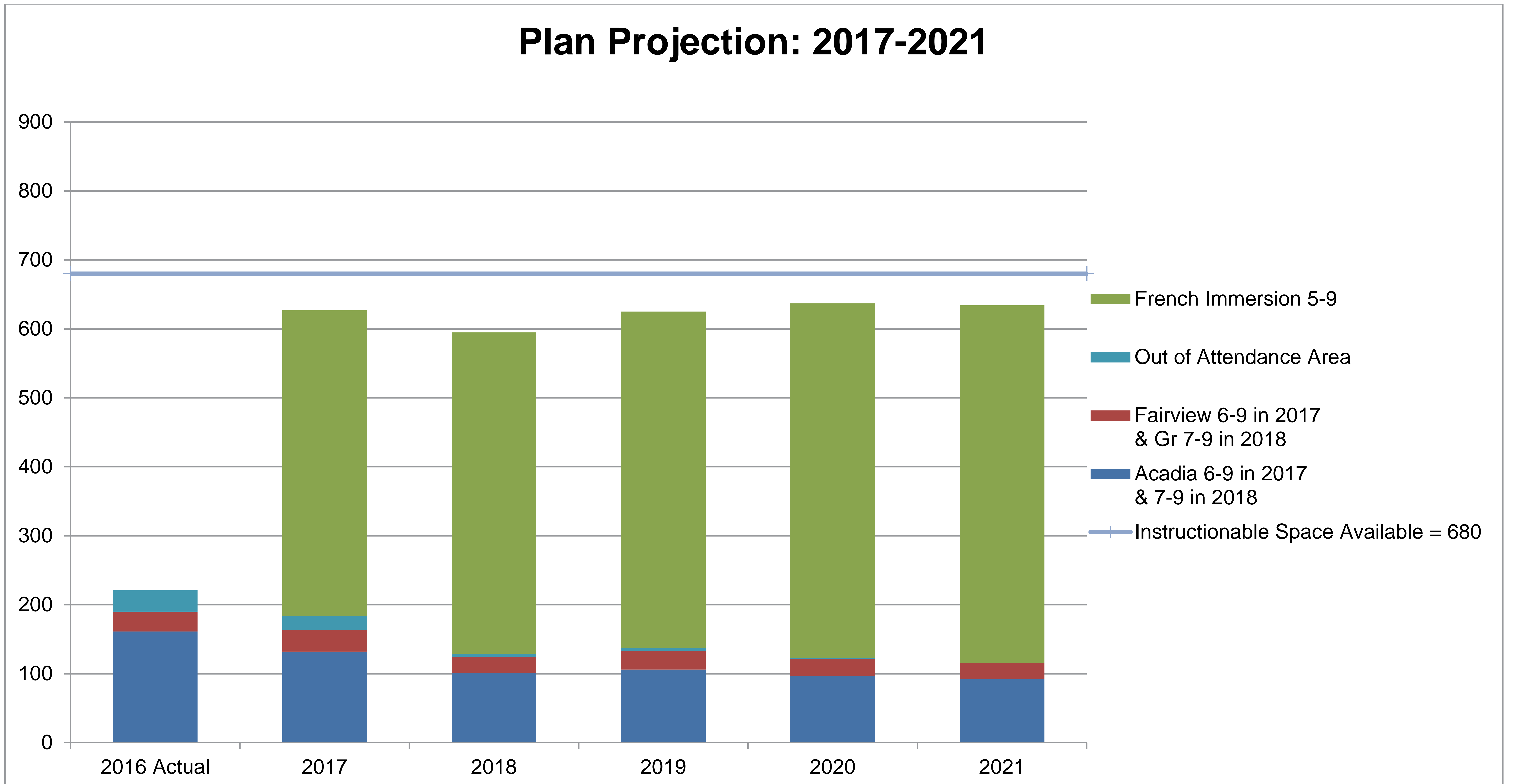
David Thompson regular program becomes 7-9 and Fairview French Immersion 5-9 students added to current school population

Current:	Key factors and what we heard	Response related to key factors and what we heard
<ul style="list-style-type: none"> <li>Programming: Regular program 5-9</li> </ul>	Keep students close to home	<ul style="list-style-type: none"> <li>Maintains regular program for communities of Fairview and Acadia</li> </ul>
<ul style="list-style-type: none"> <li>Enrolment: Home Area = 190 Other = 118 Total = 308</li> </ul>	It's important to provide a variety of options and extra-curricular activities for students	<ul style="list-style-type: none"> <li>Increases to student population allows for broader scope of programming options for students</li> </ul>
<ul style="list-style-type: none"> <li>Available instructional space: 680</li> </ul>	Concerns about increased distance and time on bus and potential to increase overall carbon footprint	<ul style="list-style-type: none"> <li>Allows students to walk to school</li> <li>Maintains a similar travel time to school</li> </ul>
<p><b>Issue:</b></p> <p>Under capacity</p>	Minimize the number of moves students make	<ul style="list-style-type: none"> <li>Keeps regular program K-9 cohort together</li> </ul>
	Desire for one program at school	<ul style="list-style-type: none"> <li>Couldn't be accommodated along with keeping the regular program</li> </ul>
	<b>Sustainability</b>	<ul style="list-style-type: none"> <li>Allows for growth of the French Immersion Program and maintains regular program</li> <li>Space to accommodate late French Immersion Program</li> </ul>

## Proposed Plan: Home Area 7-9 and French Immersion 5-9

David Thompson regular program becomes 7-9 and Fairview French Immersion 5-9 students added to current school population

### Plan Projection: 2017-2021



## Proposed Plan: Spanish Bilingual K-5

Grades 4-5 are added to the current school population

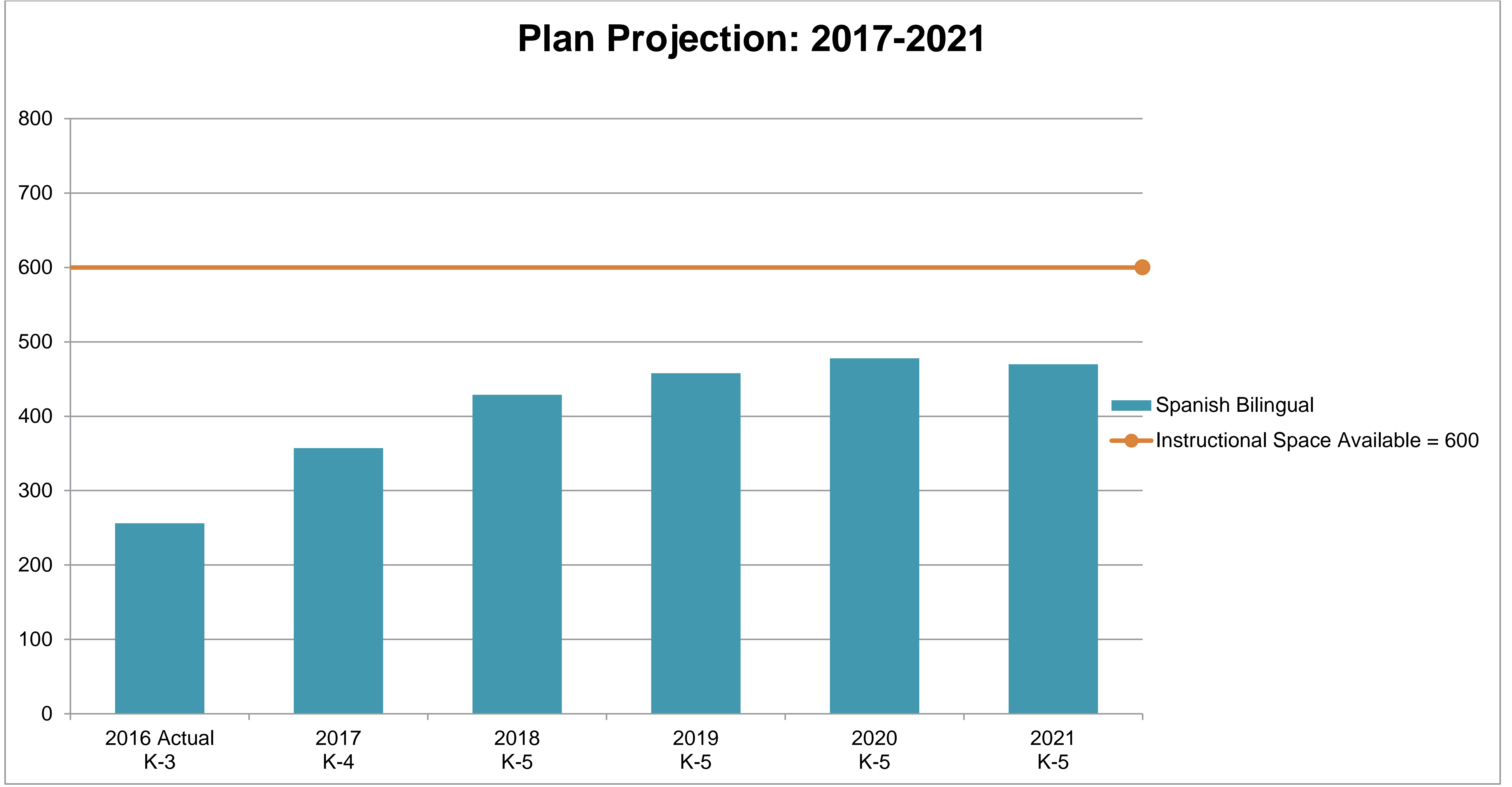
Current:	Key factors and what we heard	Response related to key factors and what we heard
<ul style="list-style-type: none"> <li>Programming: Spanish Bilingual K-3 (expanding by a grade each year)</li> </ul>	Minimize the number of moves a student makes	<ul style="list-style-type: none"> <li>No additional moves for students</li> </ul>
<ul style="list-style-type: none"> <li>Enrolment: Spanish Bilingual = 256</li> </ul>	Keeping groups of students together	<ul style="list-style-type: none"> <li>Keeps K-12 Spanish Bilingual cohort together</li> </ul>
<ul style="list-style-type: none"> <li>Available instructional space: 600</li> </ul>	It's important to provide a variety of options and extra-curricular activities for students	<ul style="list-style-type: none"> <li>Increases to student population allows for broader scope of programming options for students</li> </ul>
<p><b>Issue:</b> Enrolment currently capped at 80 students per grade for Kindergarten and GR1 intake</p>	Concerns about increased distance and time on bus and potential to increase overall carbon footprint	<ul style="list-style-type: none"> <li>Maintains travel time to school</li> </ul>
	<b>Sustainability</b>	<ul style="list-style-type: none"> <li>Allows for limited growth of Spanish Bilingual Program</li> </ul>



## Proposed Plan: Spanish Bilingual K-5

Grades 4-5 are added to the current school population

### Plan Projection: 2017-2021



## Proposed Plan: TLC 4-9

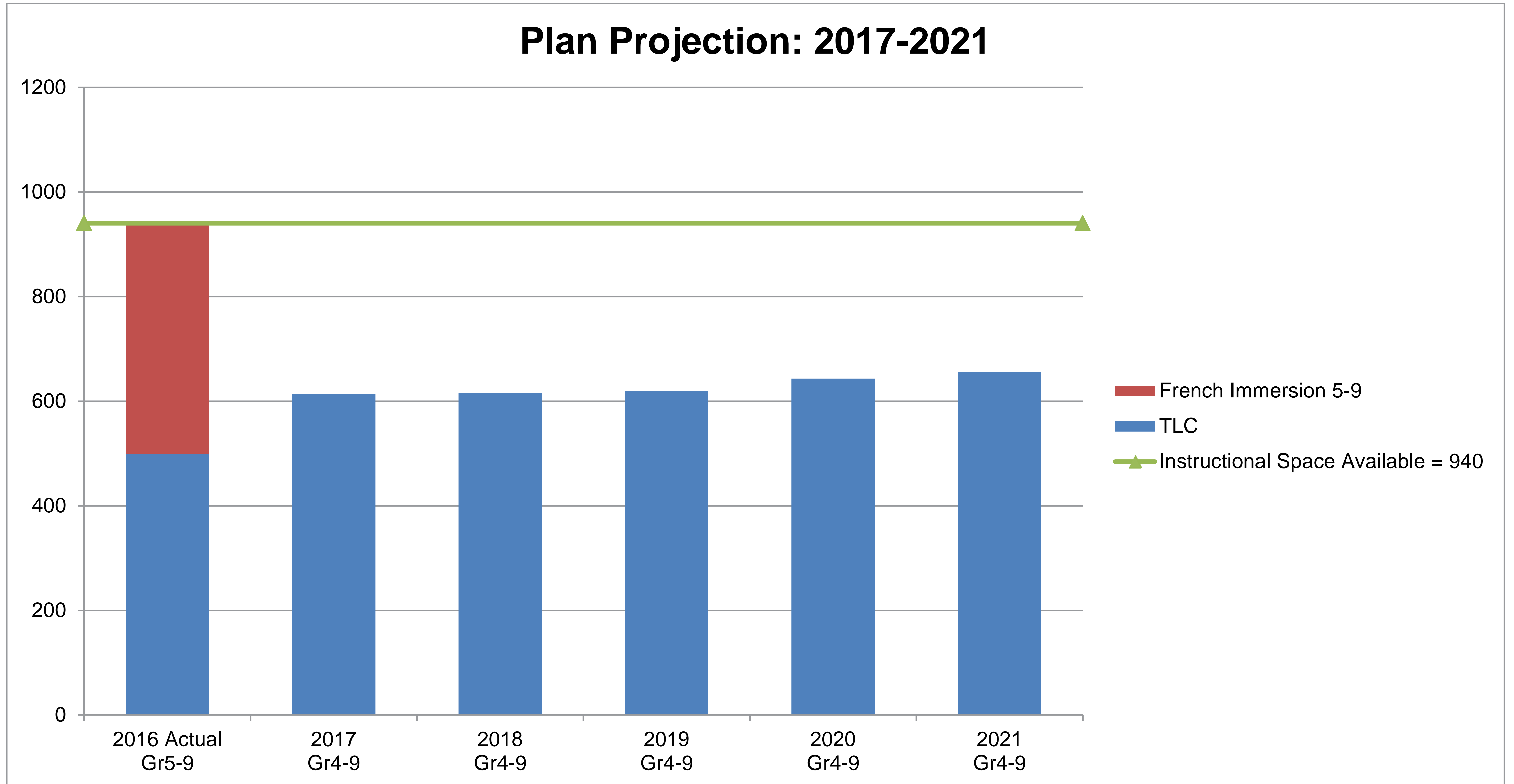
Le Roi Daniels TLC Grade 4 students added and French Immersion 5-9 students move to David Thompson School

Current:	Key factors and what we heard	Response related to key factors and what we heard
<ul style="list-style-type: none"> <li>Programming: TLC 5-9, French Immersion 5-9</li> </ul>	<p>It's important to provide a variety of options and extra-curricular activities for students</p>	<ul style="list-style-type: none"> <li>Increases to student population allows for broader scope of programming</li> </ul>
<ul style="list-style-type: none"> <li>Enrolment: TLC = 499 French = 439 Total = 938</li> </ul>	<p>Concerns about increased distance and time on bus and potential to increase overall carbon footprint</p>	<ul style="list-style-type: none"> <li>Maintains the same travel time to school (4-9 transported together)</li> </ul>
<ul style="list-style-type: none"> <li>Available instructional space: 940</li> </ul>	<p>Offering students a choice of programming</p>	<ul style="list-style-type: none"> <li>Allows for growth of the TLC Program</li> </ul>
<ul style="list-style-type: none"> <li>Issue: Over-subscribed</li> </ul>	<p>Desire for one program at a school</p>	<ul style="list-style-type: none"> <li>Single track middle school</li> </ul>
	<p><b>Sustainability</b></p>	<ul style="list-style-type: none"> <li>Space to grow TLC Program</li> <li>Build awareness of middle school philosophy and opportunities for student learning</li> <li>Proximity of TLC schools K-9 means grade configurations may be adapted to provide more flexibility in future</li> </ul>

## Proposed Plan: TLC 4-9

Le Roi Daniels TLC Grade 4 students added and French Immersion 5-9 students move to David Thompson School

### Plan Projection: 2017-2021



## Proposed Plan: Home Area 7-9, Silverado 7-9

French Immersion 5-9 students move to Woodman School

Identified site for Mandarin Bilingual 5-9, depending on results of expression of interest

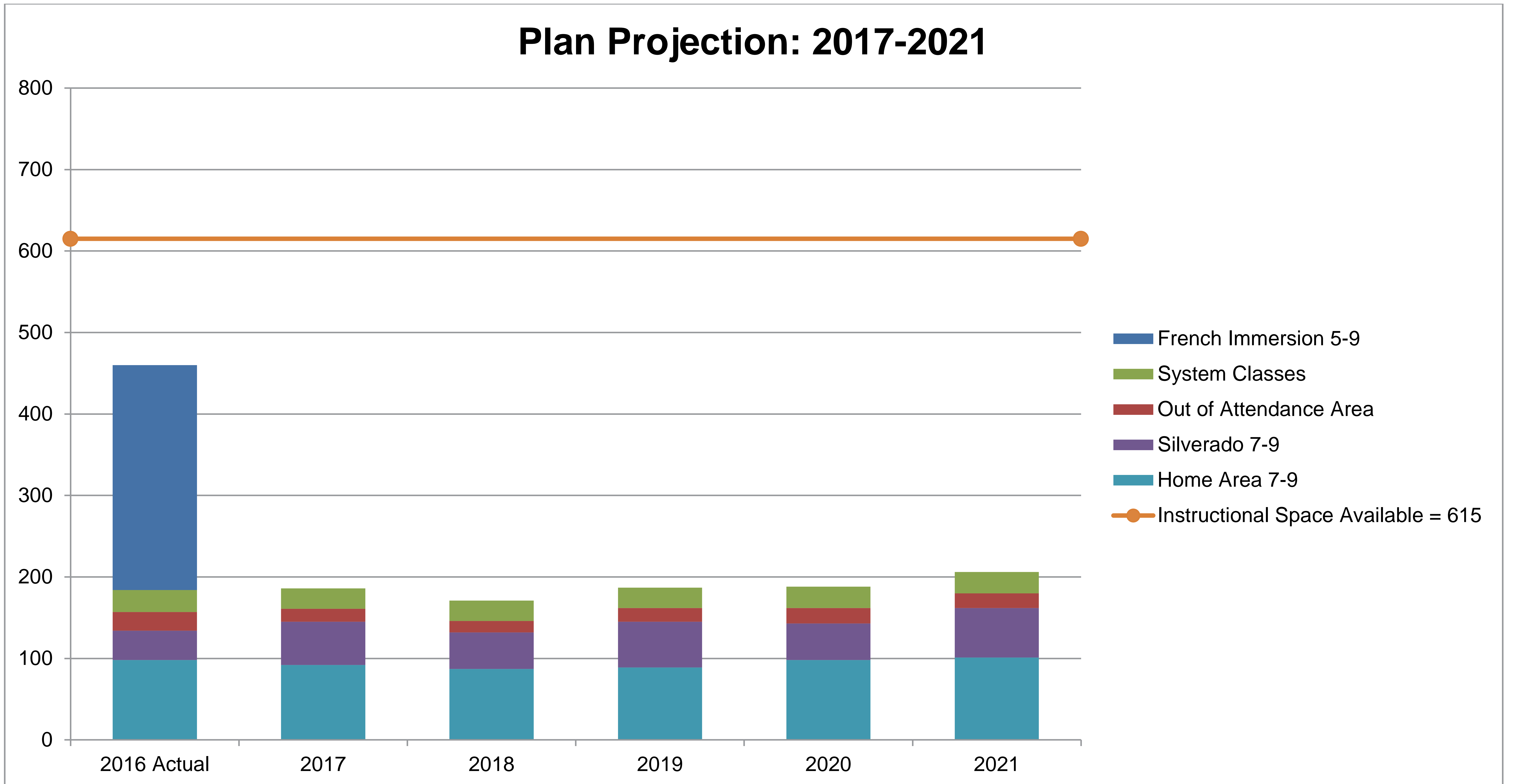
Current:	Key factors and what we heard	Response related to key factors and what we heard
<ul style="list-style-type: none"> <li>Programming: Regular program 7-9, French Immersion 5-9</li> </ul>	<p>Providing a variety of options and extra-curricular activities</p>	<ul style="list-style-type: none"> <li>This will be possible at Harold Panabaker with addition of Mandarin Bilingual Program and enrolment growth in Silverado</li> </ul>
<ul style="list-style-type: none"> <li>Enrolment: Regular program = 184 French Immersion = 276 Total = 460</li> </ul>	<p>Keep students close to home</p>	<ul style="list-style-type: none"> <li>Maintains regular program in the community</li> </ul>
<ul style="list-style-type: none"> <li>Available instructional space: 615</li> </ul>	<p>Keep groups of students together as they move schools</p>	<ul style="list-style-type: none"> <li>Projected French Immersion enrolment combined with home area enrolment is too large for Harold Panabaker in future</li> </ul>
<p><b>Issue:</b> Nearing capacity (as regular program enrolment grows from Silverado and French Immersion enrolment grows from higher number of elementary students at Janet Johnstone)</p>	<p>Concerns about increased distance and time on bus and potential to increase overall carbon footprint</p>	<ul style="list-style-type: none"> <li>Allows many students to walk to school</li> <li>Maintains similar travel time to school</li> </ul>
<p>Offering more than one program at a school</p>	<p>Offering more than one program at a school</p>	<ul style="list-style-type: none"> <li>Addition of Mandarin Program means two programs operate in same school</li> </ul>
	<p><b>Sustainability</b></p>	<ul style="list-style-type: none"> <li>Allows for growth of French Immersion Program</li> <li>Allows for future expansion of Mandarin Program and maintains regular program</li> </ul>

## Proposed Plan: Home Area 7-9, Silverado 7-9

French Immersion 5-9 students move to Woodman School

Identified site for Mandarin Bilingual 5-9, depending on results of expression of interest

### Plan Projection: 2017-2021



## Scenarios 1 & 2 Proposal: Home Area 7-9, Woodlands 7-9, Woodbine 7-9

Decision pending further consultation with affected communities

<b>Current:</b> <ul style="list-style-type: none"> <li>■ Programming: Regular program 7-9</li> </ul>	<b>Key factors and what we heard</b>	<b>Response related to key factors and what we heard</b>
<ul style="list-style-type: none"> <li>■ Enrolment: Home Area = 260 Other = 98 Total = 358</li> </ul>	Concern about potential overcrowding at school	Further discussion with affected communities will allow us to determine the best options
<ul style="list-style-type: none"> <li>■ Available instructional space: 565</li> </ul>	Keep students close to home	
<b>Issue:</b> Under capacity	Concern about increased distance and time on bus and potential to increase overall carbon footprint	
	Provide a variety of options and extracurricular activities	
	Keep groups of students together as they move schools	
	<b>Sustainability</b>	

## Proposed Plan: Montessori K-6

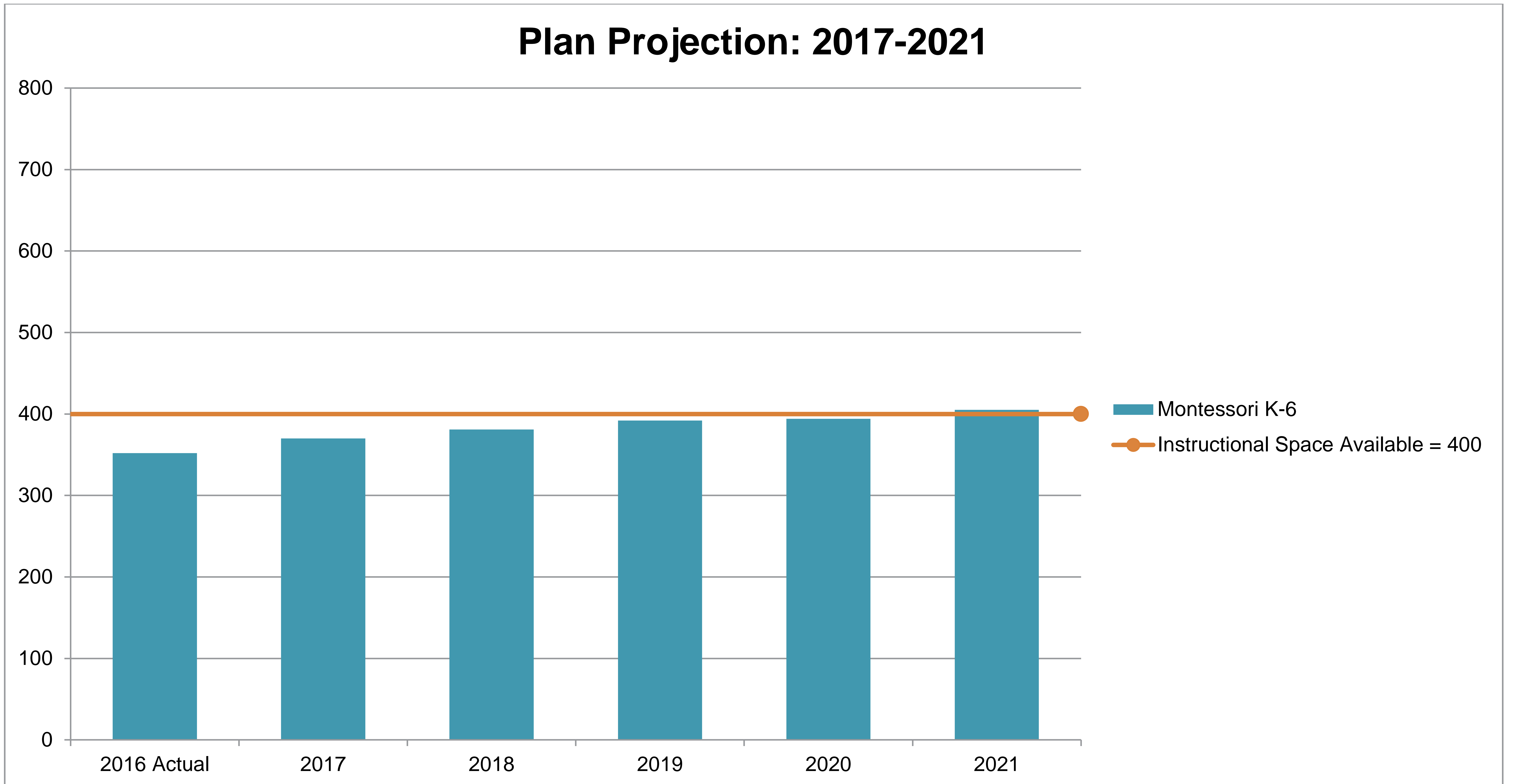
No change

	Key factors and what we heard	Response related to key factors and what we heard
<p><b>Current:</b></p> <ul style="list-style-type: none"> <li>Programming: Montessori K-6</li> </ul>	<p>Keep students close to home</p>	<ul style="list-style-type: none"> <li>Maintains Montessori program in the community</li> </ul>
<ul style="list-style-type: none"> <li>Enrolment: Total = 352</li> </ul>	<p>Minimizing the number of moves a student makes</p>	<ul style="list-style-type: none"> <li>Keeps students at their current school</li> </ul>
<ul style="list-style-type: none"> <li>Available instructional space: 400 (includes two modular classrooms installed for 2016-2017)</li> </ul>	<p>Keep groups of students together as they move schools</p>	<ul style="list-style-type: none"> <li>Maintains the existing Montessori K-6 grouping</li> </ul>
<p><b>Issue:</b> Over-subscribed</p>	<p>Offering students a choice of programming</p>	<ul style="list-style-type: none"> <li>Students continue to have the choice to attend Montessori program at Lake Bonavista School</li> <li>Maintaining the program at this location allows for limited growth of the program (two modular units added 2016-17)</li> </ul>
	<p><b>Sustainability</b></p>	<ul style="list-style-type: none"> <li>Enrolment in the Montessori program will continue to be limited</li> </ul>

## Proposed Plan: Montessori K-6

No change

### Plan Projection: 2017-2021





## Proposed Plan: TLC K-3

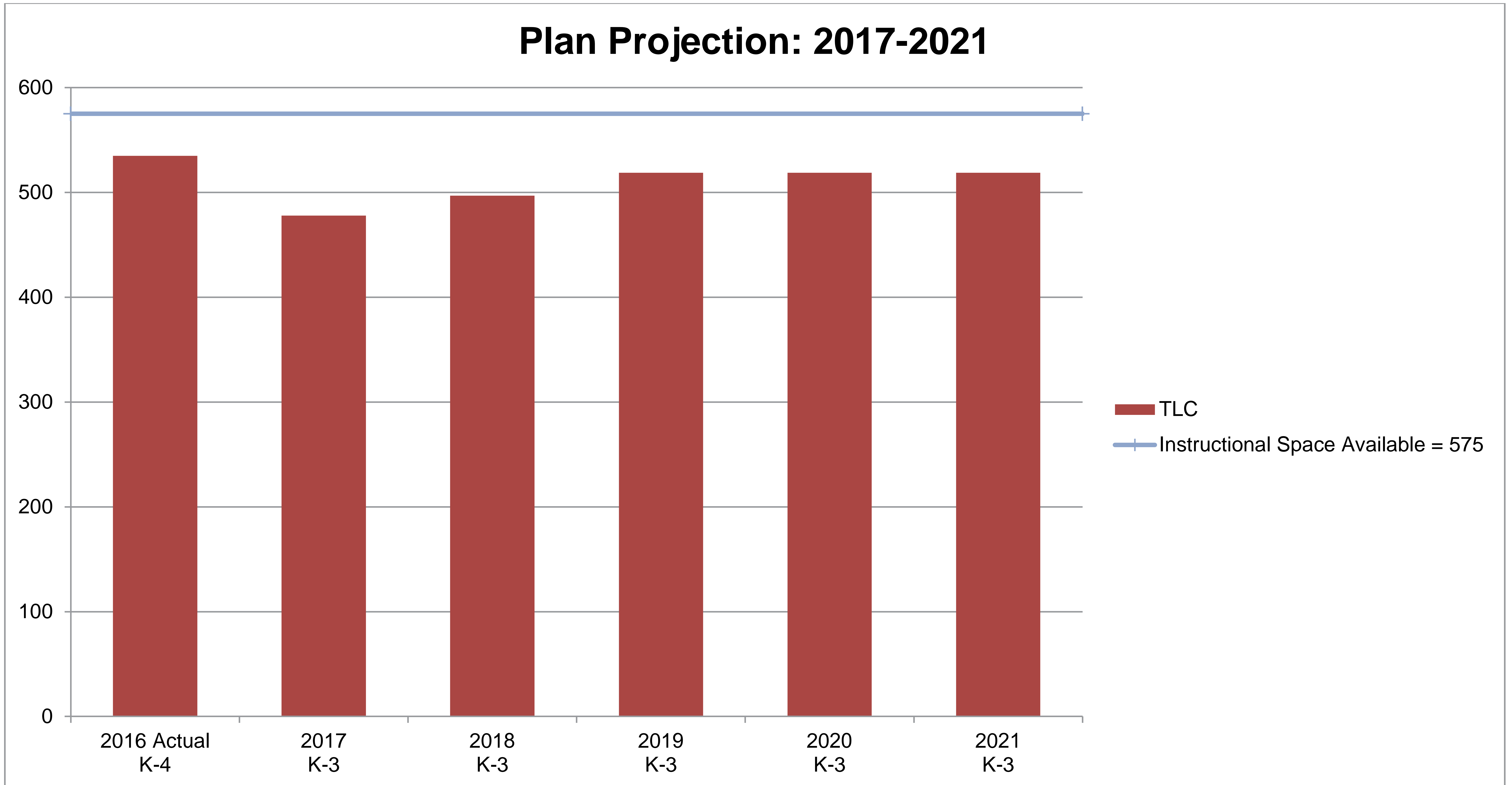
Le Roi Daniels TLC Grade 4 students move to Fairview School

Current:	Key factors and what we heard	Response related to key factors and what we heard
<ul style="list-style-type: none"> <li>Programming: TLC K-4</li> </ul>	Offering students a choice of programming	<ul style="list-style-type: none"> <li>Allows for growth of the TLC Program</li> </ul>
<ul style="list-style-type: none"> <li>Enrolment: 535</li> </ul>	Concerns about increased distance and time on bus and potential to increase overall carbon footprint	<ul style="list-style-type: none"> <li>Maintains the same travel time to school (K-3 transported together)</li> </ul>
<ul style="list-style-type: none"> <li>Available instructional space: 575</li> </ul>	Desire for one program at a school	<ul style="list-style-type: none"> <li>TLC Program is the only program at school</li> <li>Keeps K-9 TLC students close together at Le Roi Daniels and Fairview</li> </ul>
<p><b>Issue:</b> Over-subscribed (Enrolment currently capped at 100 students per grade)</p>	It's important to provide a variety of options and extra-curricular activities for students	<ul style="list-style-type: none"> <li>Having single track TLC Program with a large student population will allow students to have a robust range of options and activities from which they can choose</li> </ul>
	<b>Sustainability</b>	<ul style="list-style-type: none"> <li>Opportunity for growth of TLC Program</li> <li>Build awareness of middle school philosophy and opportunities for student learning</li> </ul>

## Proposed Plan: TLC K-3

Le Roi Daniels TLC Grade 4 students move to Fairview School

### Plan Projection: 2017-2021



## Proposed Plan: Science K-9 New Boundary, GATE 4-9

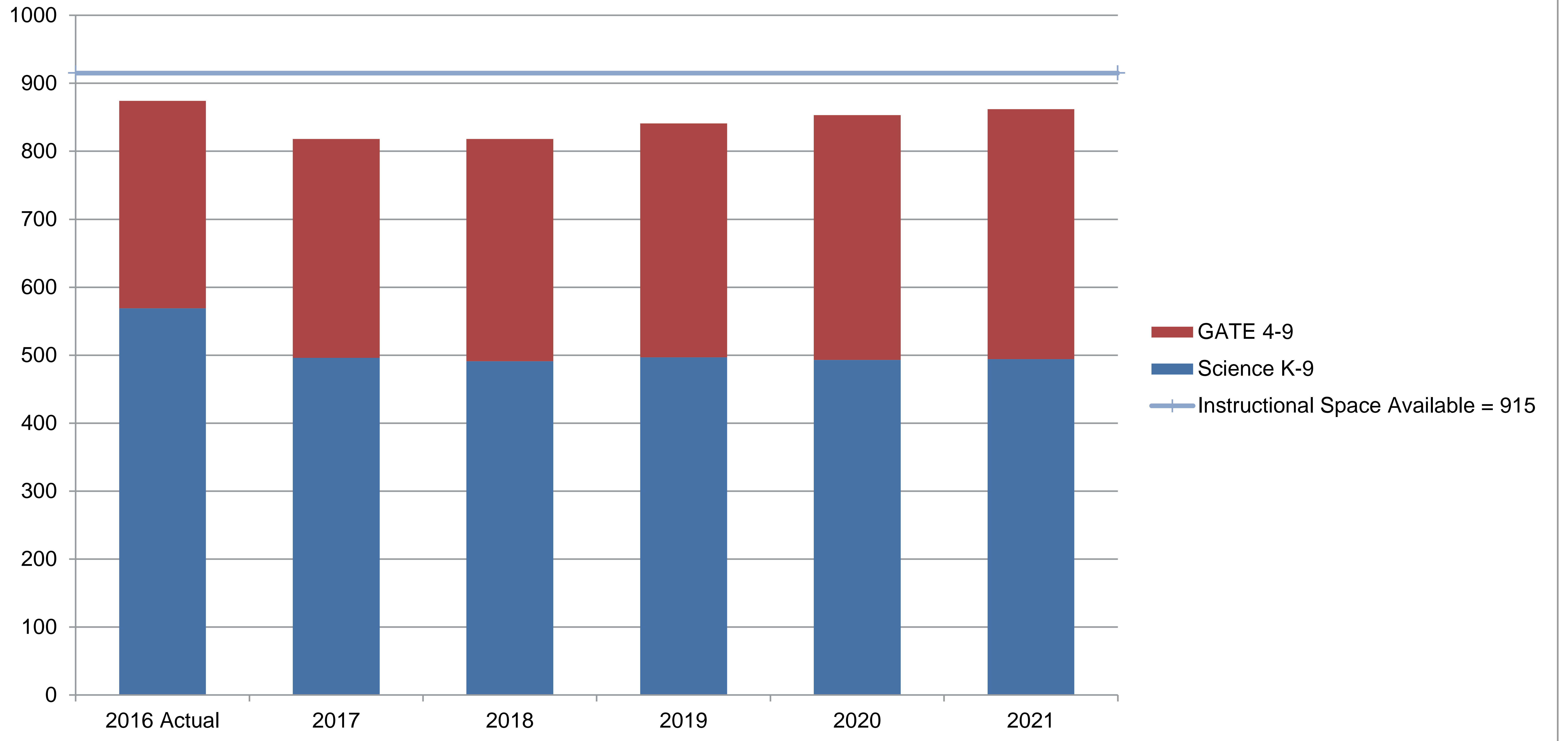
Modify boundary for Science Program

Current:	Key factors and what we heard	Response related to key factors and what we heard
<ul style="list-style-type: none"> <li>Programming: Science K-9 (Area V), GATE 4-9 (Area VI and V)</li> </ul>	<p>Concerns about increased distance and time on bus and potential to increase overall carbon footprint</p>	<ul style="list-style-type: none"> <li>Opening new Science Program closer to some students will minimize their travel time and allows some students to walk to school</li> </ul>
<ul style="list-style-type: none"> <li>Enrolment: Science = 601 GATE = 273 Total = 874</li> </ul>	<p>Concerns about moving programs and impact on students</p>	<ul style="list-style-type: none"> <li>Science and GATE programs remain at current location</li> <li>Redesignation of boundaries will mean some Science students are relocated</li> </ul>
<ul style="list-style-type: none"> <li>Available instructional space: 915</li> </ul>	<p>Minimize the number of moves a student makes</p>	<ul style="list-style-type: none"> <li>Students may be re-designated based on home community; splitting friendships</li> </ul>
<p><b>Issue:</b> Over-subscribed</p>	<p>Offering students a choice of programming</p>	<ul style="list-style-type: none"> <li>Allows for growth of the Science Program, and ability to accommodate additional qualified GATE students</li> </ul>
	<p><b>Sustainability</b></p>	<ul style="list-style-type: none"> <li>New boundaries will need to be determined</li> </ul>

## Proposed Plan: Science K-9 New Boundary, GATE 4-9

Modify boundary for Science Program

### Plan Projection: 2017-2021



## Proposed Plan: Home Area K-4, Science K-4

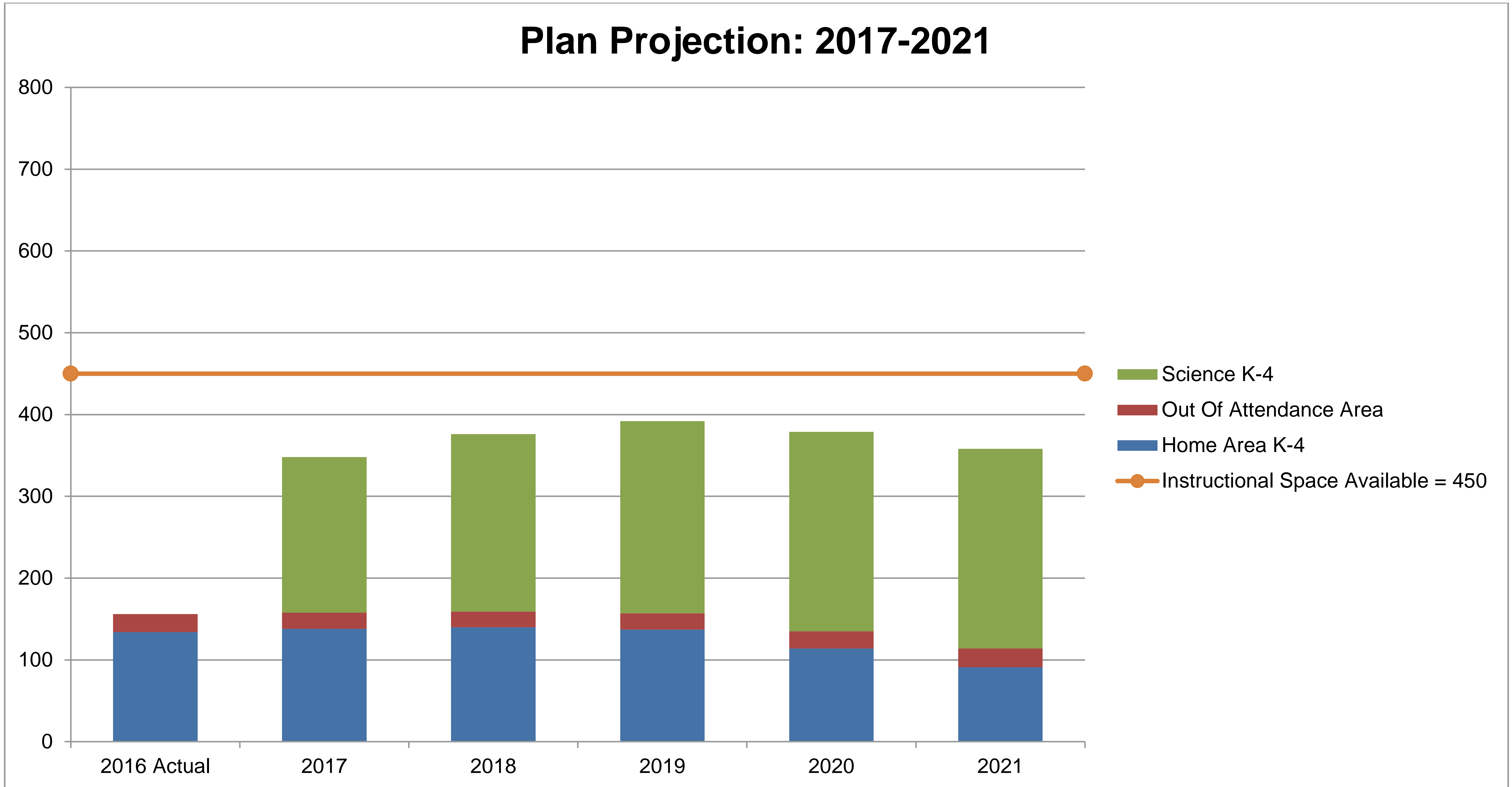
Science Program added to current school population

Current:	Key factors and what we heard	Response related to key factors and what we heard
<ul style="list-style-type: none"> <li>Programming: Regular program K-4</li> </ul>	<p>Keep students close to home</p>	<ul style="list-style-type: none"> <li>Maintains regular program for communities of Maple Ridge and Willow Park</li> </ul>
<ul style="list-style-type: none"> <li>Enrolment: Home Area = 134 Other = 22 Total = 156</li> </ul>	<p>Concerns about increased distance and time on bus and potential to increase overall carbon footprint</p>	<ul style="list-style-type: none"> <li>Maintaining regular programs allows students to continue to walk to school</li> </ul>
<ul style="list-style-type: none"> <li>Available instructional space: 450</li> </ul>	<p>Offering students a choice of programming</p>	<ul style="list-style-type: none"> <li>Two programs will provide students in the home area with a choice to attend the regular program or the Science Program</li> <li>Allows for growth of the Science Program</li> </ul>
<p><b>Issue:</b> Under capacity</p>	<p><b>Sustainability</b></p>	<ul style="list-style-type: none"> <li>If many home area students choose Science over the regular program now and into the future, it may be difficult to sustain the regular program</li> <li>Science Program to be capped to maintain space regular program</li> </ul>

## Proposed Plan: Home Area K-4, Science K-4

Science Program added to current school population

### Plan Projection: 2017-2021



## Proposed Plan: Home Area 5-9, Science 5-9

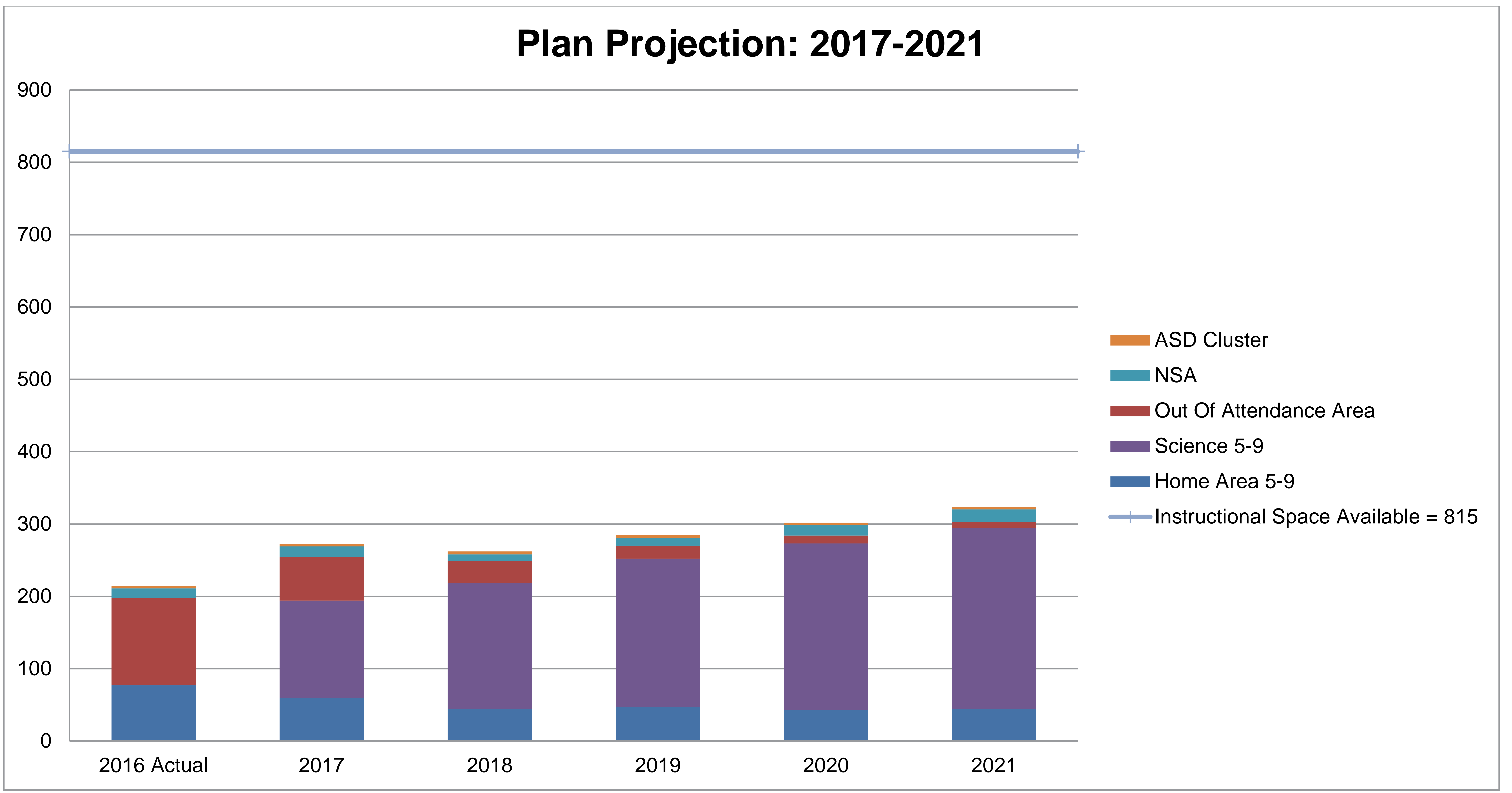
Science Program added to current school population

Current:	Key factors and what we heard	Response related to key factors and what we heard
<ul style="list-style-type: none"> <li>Programming: Regular program 7-9</li> </ul>	Keep students close to home	<ul style="list-style-type: none"> <li>Maintains regular program for communities of Maple Ridge and Willow Park</li> </ul>
<ul style="list-style-type: none"> <li>Enrolment: Home Area = 78 Other = 136 Total = 214</li> </ul>	Keep groups of students together	<ul style="list-style-type: none"> <li>Maintaining regular program allows students to continue to walk to school</li> </ul>
<ul style="list-style-type: none"> <li>Available instructional space: 815</li> </ul>	Offering students a choice of programming	<ul style="list-style-type: none"> <li>Two programs will provide students in the home area with a choice to attend the regular program or the Science Program</li> <li>Allows for growth of the Science Program</li> </ul>
<p><b>Issue:</b> Under capacity</p>	It's important to provide a variety of options and extra-curricular activities for students	<ul style="list-style-type: none"> <li>Increases to student population allows for broader scope of programming options for students</li> </ul>
	<b>Sustainability</b>	<ul style="list-style-type: none"> <li>If many home area students choose Science over the regular program now and into the future, it may be difficult to sustain the regular program at the school</li> </ul>

## Proposed Plan: Home Area 5-9, Science 5-9

Science Program added to current school population

### Plan Projection: 2017-2021





## Proposed Plan: Spanish Bilingual 6-9

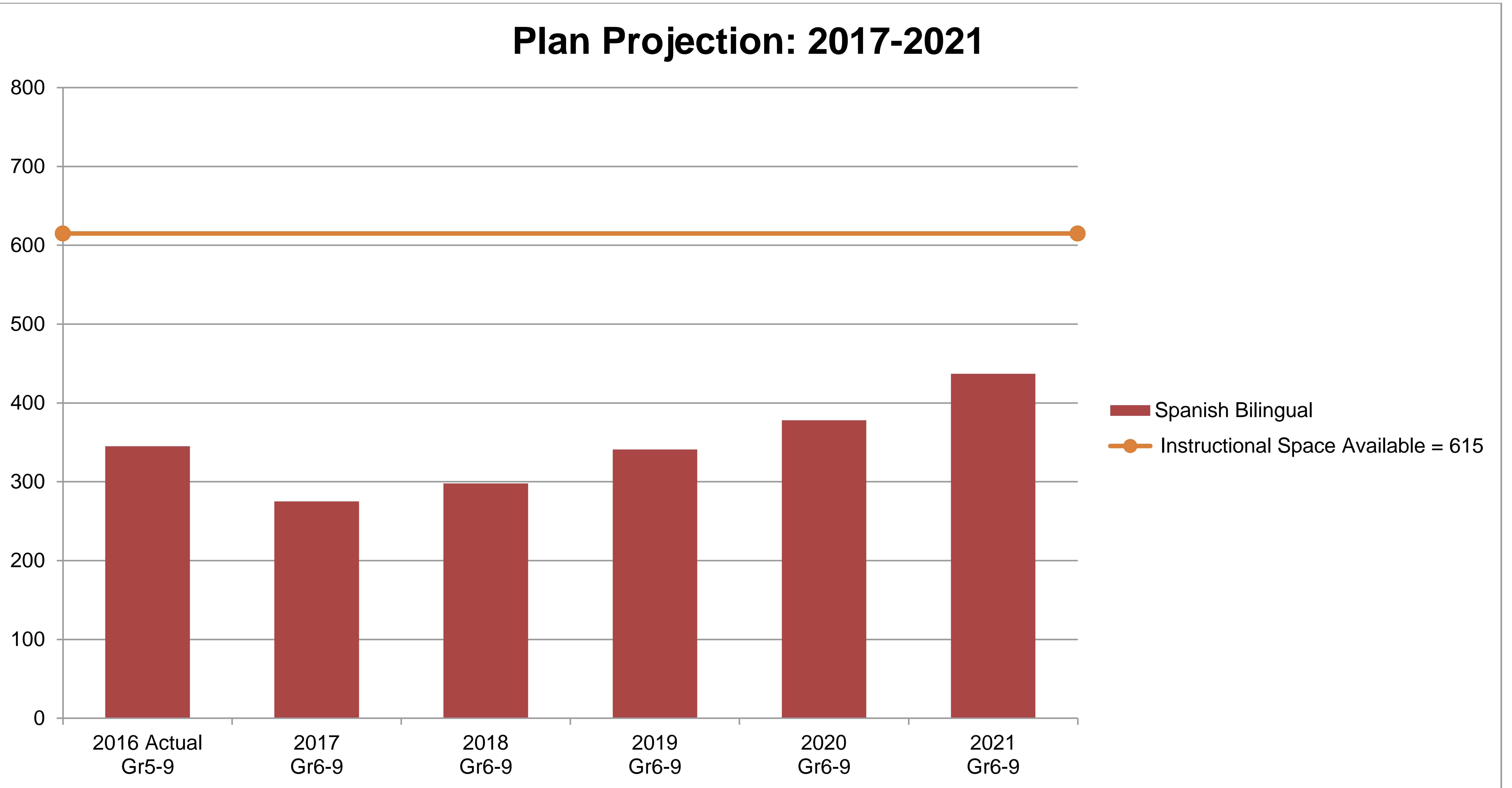
Grade 5 students attend Canyon Meadows School

	Key factors and what we heard	Response related to key factors and what we heard
<p><b>Current:</b></p> <ul style="list-style-type: none"> <li>Programming: Spanish Bilingual 5-9</li> <li>Enrolment: Spanish Bilingual = 345</li> <li>Available instructional space: 615</li> </ul> <p><b>Issue:</b> Will be near capacity with current grade configuration by 2020 (currently there are approximately 100 students entering GR5 and 50-60 students per grade in GR6-9 and by 2020 there will be approximately 150 entering GR5 and 100-125 per grade in GR6-9)</p>	Keeps students close to home	<ul style="list-style-type: none"> <li>Maintains Spanish Bilingual program in the community K-12</li> </ul>
	Keep groups of students together as they move schools	<ul style="list-style-type: none"> <li>No additional moves for students</li> </ul>
	Concerns about increased distance and time on bus and potential to increase overall carbon footprint	<ul style="list-style-type: none"> <li>Maintains travel time to school</li> </ul>
	Desire for one program at school	<ul style="list-style-type: none"> <li>Single track for Spanish Bilingual Program K-9</li> </ul>
	<b>Sustainability</b>	<ul style="list-style-type: none"> <li>Allows for limited growth of Spanish Bilingual Program</li> </ul>

## Proposed Plan: Spanish Bilingual 6-9

Grade 5 students attend Canyon Meadows School

### Plan Projection: 2017-2021



## Proposed Plan: French Immersion K-4

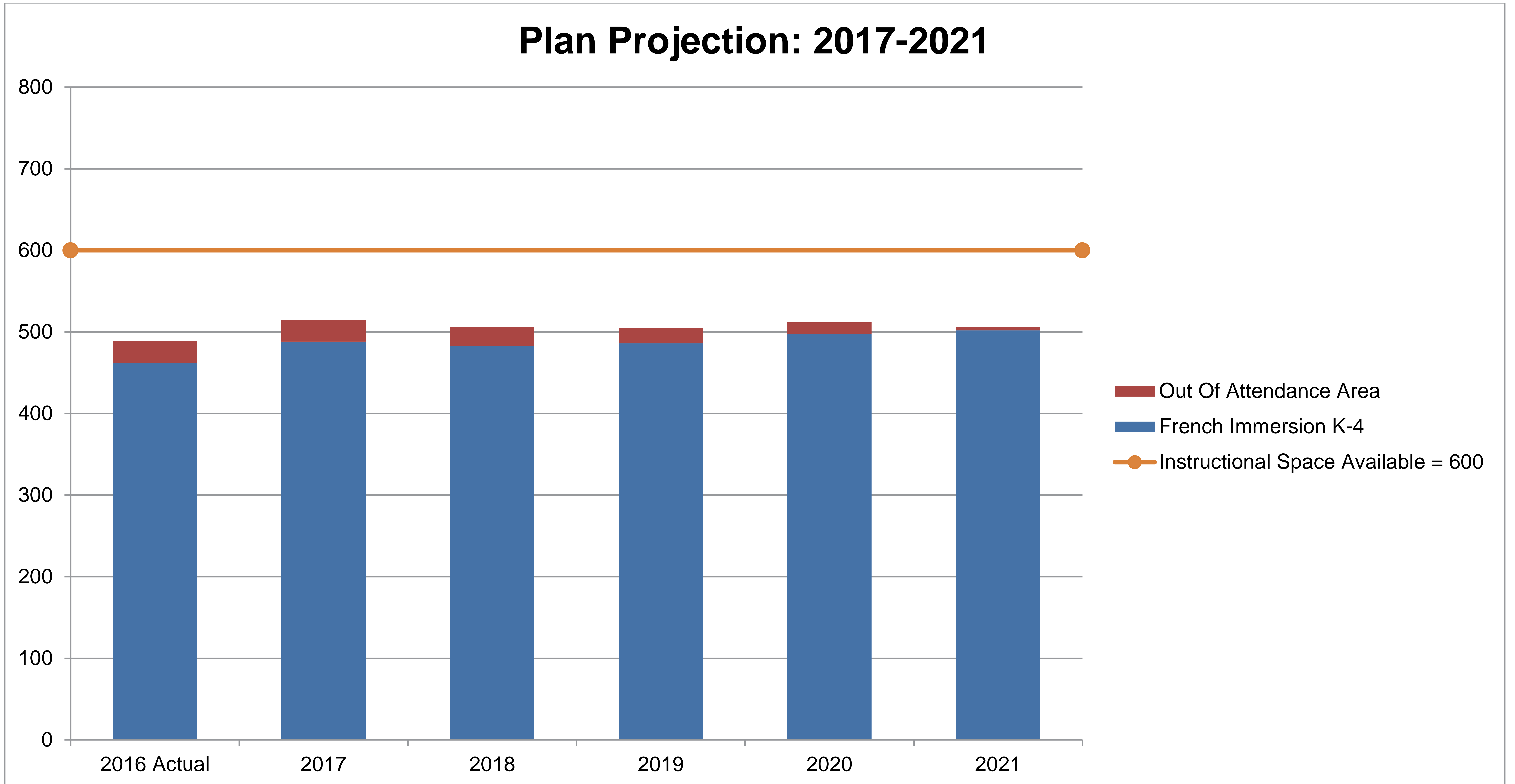
No change

Current:	Key factors and what we heard	Response related to key factors and what we heard
<ul style="list-style-type: none"> <li>Programming: French Immersion K-4</li> </ul>	Desire for one program at a school	<ul style="list-style-type: none"> <li>French Immersion Program is the only program at the school</li> </ul>
<ul style="list-style-type: none"> <li>Enrolment: 489</li> </ul>	Preference for K-4 grade configuration	<ul style="list-style-type: none"> <li>Majority of families prefer K-4 rather than K-5 to ensure school is not overcrowded</li> </ul>
<ul style="list-style-type: none"> <li>Available instructional space: 600</li> </ul>	Offering students a choice of programming	<ul style="list-style-type: none"> <li>Allows for limited growth of the French Immersion Program</li> </ul>
<p><b>Issue:</b> Some room to expand</p>	It's important to provide a variety of options and extra-curricular activities for students	<ul style="list-style-type: none"> <li>Increases to student population allows for broader scope of programming options for students</li> </ul>
	Concerns about increased distance and time on bus and potential to increase overall carbon footprint	<ul style="list-style-type: none"> <li>Maintains travel time to school</li> </ul>
	<b>Sustainability</b>	<ul style="list-style-type: none"> <li>Allows for limited growth of French Immersion Program</li> </ul>

## Proposed Plan: French Immersion K-4

No change

### Plan Projection: 2017-2021



## Proposed Plan: Home Area 7-9 and French Immersion 5-9

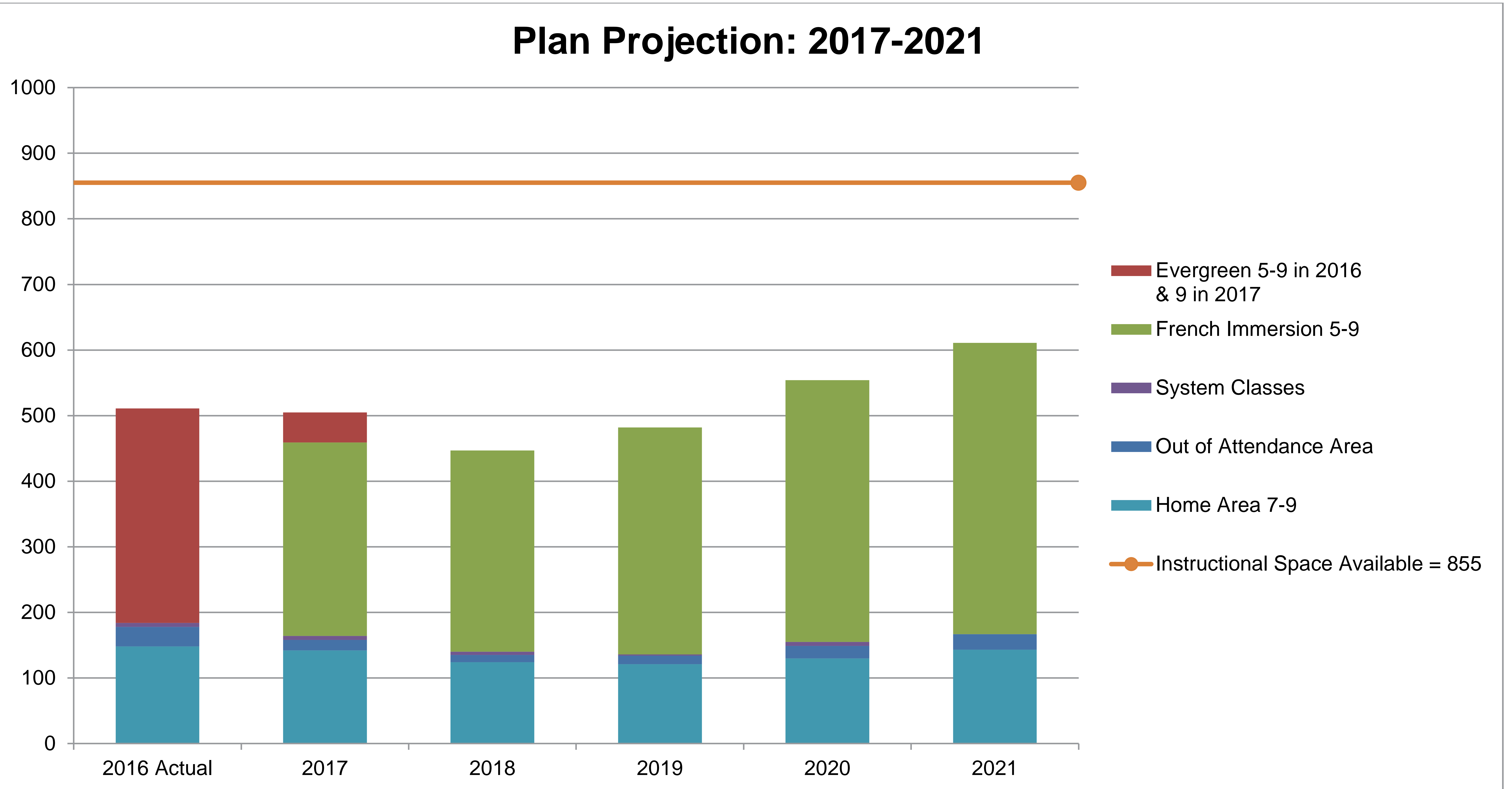
Evergreen students attend Marshall Springs School, French Immersion 5-9 added

<b>Current:</b> <ul style="list-style-type: none"> <li>Programming: Regular program 5-9</li> </ul>	<b>Key factors and what we heard</b>	<b>Response related to key factors and what we heard</b>
<ul style="list-style-type: none"> <li>Enrolment: Home Area = 146 Other = 365 Woodbine = 94 Woodlands = 62 Total = 667</li> </ul>	Keep students close to home	<ul style="list-style-type: none"> <li>Maintains regular program in the community and many students can walk to school</li> </ul>
<ul style="list-style-type: none"> <li>Available instructional space: 855</li> </ul>	Keeping groups of students together as they move schools	<ul style="list-style-type: none"> <li>French Immersion 5-9 student group is kept together in move to Woodman School</li> <li>Regular and French Immersion students from Chinook Park will move together into Woodman School</li> </ul>
<b>Issue:</b> Under capacity (after Marshall Springs School opens in Evergreen in Sept 2017)	Providing a variety of options and extra-curricular activities	<ul style="list-style-type: none"> <li>Increases to student population allows for broader scope of programming options for students</li> </ul>
	Concerns about increased distance and time on bus and potential to increase overall carbon footprint	<ul style="list-style-type: none"> <li>Maintains similar travel time</li> </ul>
	French Immersion parents expressed desire for more than one program at school	<ul style="list-style-type: none"> <li>Dual-track learning environment is maintained</li> </ul>
	<b>Sustainability</b>	<ul style="list-style-type: none"> <li>Allows for growth of French Immersion Program</li> </ul>

## Proposed Plan: Home Area 7-9 and French Immersion 5-9

Evergreen students attend Marshall Springs School, French Immersion 5-9 added

### Plan Projection: 2017-2021



<b>DISTRICT</b>	<b>PRIMARY/ELEMENTARY</b>	<b>MIDDLE/JUNIOR</b>	<b>SENIOR (10-12)</b>
Acadia	Acadia (K-4)	David Thompson (5-9)	Lord Beaverbrook
Bayview	Nellie McClung (K-6)	John Ware (7-9)	Henry Wise Wood
Bonavista Downs	Andrew Sibbald (K-4)	Nickle (5-9)	Dr. E.P. Scarlett
Braeside	Braeside (K-6)	John Ware (7-9)	Henry Wise Wood
Canyon Meadows	Ethel M. Johnson (K-6)	Harold Panabaker (7-9)	Dr. E.P. Scarlett
Cedarbrae	Cedarbrae (K-6)	John Ware (7-9)	Henry Wise Wood
Chinook Park	Chinook Park (K-6)	Woodman (7-9)	Henry Wise Wood
Eagle Ridge	Chinook Park (K-6)	Woodman (7-9)	Henry Wise Wood
Evergreen (includes Evergreen Estates)	Evergreen (K-4)	Woodman (5-9)	Dr. E.P. Scarlett
Fairview	Acadia (K-4)	David Thompson (5-9)	Lord Beaverbrook
Haysboro	Haysboro (K-6)	Woodman (7-9)	Henry Wise Wood
Kelvin Grove	Chinook Park (K-6)	Woodman (7-9)	Henry Wise Wood
Kingsland	Chinook Park (K-6)	Woodman (7-9)	Henry Wise Wood
Lake Bonavista	Andrew Sibbald (K-4)	Nickle (5-9)	Dr. E.P. Scarlett
Maple Ridge	Maple Ridge (K-4)	R.T. Alderman (5-9)	Lord Beaverbrook
Oakridge	Nellie McClung (K-6)	John Ware (7-9)	Henry Wise Wood
Palliser	Nellie McClung (K-6)	John Ware (7-9)	Henry Wise Wood
Pump Hill	Nellie McClung (K-6)	John Ware (7-9)	Henry Wise Wood
Silverado	Ethel M. Johnson (K-6)	Harold Panabaker (7-9)	Dr. E.P. Scarlett
Southwood	Ethel M. Johnson (K-6)	Harold Panabaker (7-9)	Dr. E.P. Scarlett
Willow Park	Maple Ridge (K-4)	R.T. Alderman (5-9)	Lord Beaverbrook
Woodbine	Woodbine (K-6)	Woodman (7-9)	Dr. E.P. Scarlett Henry Wise Wood
Woodlands	Woodlands (K-6)	Woodman (7-9)	Dr. E.P. Scarlett Henry Wise Wood

