



# Community Stakeholder Meetings Schools Impacted by New School Openings

Areas I and II  
October 26, 2016

learning | **as unique** | as every student



**Calgary Board  
of Education**

# Agenda

- Introductions & purpose
- Format & plans for discussion
- Engagement roadmap for phase two
- Phase one activities
- CBE values & planning principles
- Scenario discussion – talking circles
- Next steps & wrap up

# Rules of Engagement

- We minimize distractions.
- We balance air time fairly.
- We speak one at a time.
- We listen to understand before we speak.
- We can disagree respectfully.
- We can change our mind.

## Decision to be made

By March 2017 the Calgary Board of Education will communicate plans for the sustainable use of learning space across our system. Plans may be implemented for the 2017-18 school year or later.

Closing schools is **NOT** being discussed

# Decision Makers

The Director of Planning and Transportation and the three Area Directors.

If closure recommendation, it goes to chief superintendent who decides whether or not to recommend a regulatory school closure process to the Board of Trustees.

# Engagement Goals

- Use community input as part of the problem-solving process that involves all stakeholders
- Build understanding about the CBE school and program planning
- Facilitate inclusive conversations among stakeholders in order to document community concerns and aspirations

# Phase One

- Five principal meetings
- Five public open houses
- Online survey

# Phase One

- Consistent overarching themes emerged
- Specific concerns for some communities
- We have reviewed all the feedback provided and considered what we heard in developing options and scenarios



# What is out of the scope of Phase Two

- Adding space (example modular classrooms)
- City Charter (use schools for other community needs, other than before/after school care)
- High schools

# CBE values guide decision-making

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

# Other filters for decision-making

- 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

# What we considered when developing the scenarios

- Opportunities for pairing regular programs with an alternative program
- Opportunities to consolidate regular programs and have stand-alone alternative programs
- Opportunities to relocate some alternative programs to allow room for growth

# Information used in developing enrolment projections and scenarios

- Historical CBE enrolment data and trends
- City of Calgary pre-school census data
- Other factors
  - City of Calgary population statistics and projected growth trends for communities
  - How program choices are affected when new schools open
  - Historic and future anticipated demand for alternative programs

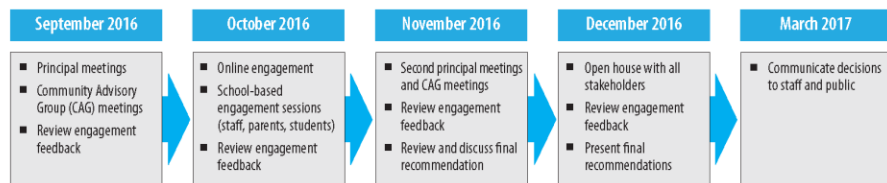
## Considering new learning possibilities for Areas I and II

The opening of 15 new Calgary Board of Education schools in the 2016-17 school year means changes for many of our existing schools. As thousands of students can now attend school in their own communities, space has become available in the schools they previously attended. When we make changes to one school, other schools may be affected. The CBE needs to consider the "big picture" to ensure that the learning needs of all students continue to be met.

Last year, we connected with employees, parents and community members to gather feedback on possibilities for use of available school space. Feedback was gathered through meetings, open houses and an online survey. What we heard can be found on our website [www.cbe.ab.ca/dialogue](http://www.cbe.ab.ca/dialogue).

This fall, the CBE will enter the next phase of our engagement, which includes gathering feedback on possible scenarios, then making decisions that will be implemented in the 2017-18 school year or later. These scenarios consider our current system realities, as well as what we heard from you in the spring.

### Phase Two Engagement Timeline



### What are we deciding?

By March 2017 the Calgary Board of Education will communicate plans for the sustainable use of learning space across our system. Plans may be implemented for the 2017-18 school year or later.

### Who is the decision maker?

The Director of Planning and Transportation and the Area Director for the impacted school have joint responsibility for recommendations and decisions with respect to program and grade configurations in CBE schools. Their focus in decision-making will be to make decisions that are best for the system as a whole.

If a recommendation is made to consider school closure, then the chief superintendent decides whether to recommend a regulatory school closure process to the Board of Trustees.

### Areas I & II Impacted Schools

#### Group A:

Four schools directly and immediately impacted by new school openings:

- Simon Fraser School
- Colonel Macleod School
- North Haven School
- Cambrian Heights School

#### Group B:

Six schools affected by changes made to Group A schools:

- Edgemont School
- Captain John Palliser School
- Sir John A. Macdonald School
- Georges P. Vanier School
- Colonel Irvine School
- Tom Baines School

#### Group C:

These 19 schools are not directly impacted, but families with children at these schools could be impacted in the future by possible changes.

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|--|--|--|
| <ul style="list-style-type: none"> <li>■ Simons Valley School</li> <li>■ Kenneth D. Taylor School</li> <li>■ Dr. J.K. Mulloy School</li> <li>■ Highwood School</li> <li>■ Dr. E.W. Coffin School</li> <li>■ Buchanan School</li> <li>■ Midnapore School</li> </ul> | <ul style="list-style-type: none"> <li>■ Catherine Nichols Gunn School</li> <li>■ Stanley Jones School</li> <li>■ Belfast School</li> <li>■ Mayland Heights School</li> <li>■ Vista Heights School</li> <li>■ Beddington School</li> <li>■ Marion Carson School</li> </ul> | <ul style="list-style-type: none"> <li>■ Mount View School</li> <li>■ Huntington Hills School</li> <li>■ Thorncliffe School</li> <li>■ The Hamptons School</li> <li>■ Rosemont School</li> </ul> |
|--|--|--|

### Potential Area I and II Scenarios

Currently, a number of schools in Area I and II are over or nearing capacity, while others have capped their enrolment or are under capacity. Planning is underway to make changes in the best interests of all students. Recommendations for student spaces are informed by several key principles, including:

- Minimizing disruption for students
- Keeping cohort groups of students together from kindergarten through to Grade 9
- Ensuring students can attend schools as close to home as possible
- How full a school is, and the efficient use of financial and human resources

In addition, stakeholders told us they would like the CBE to consider factors such as the following when making recommendations about use of space:

- Offering alternative programs
- Keeping students in schools for more grade levels by changing grade configurations
- Changing student designations or school boundaries to minimize transitions
- Adding classes for students with exceptional needs
- Looking for leasing opportunities, once learning needs are met

The CBE has developed three potential scenarios for Area I and II schools that consider our planning principles, and the needs and desires of our communities. Each scenario would involve changes at six to eight schools.

### Opportunities and challenges

#### Scenario 1\*

- Room to expand the Montessori, Mandarin and TLC programs
- Reduced need to overflow students outside of their community
- Fewer transitions between kindergarten and Grade 9 for some students
- To keep some student groups together as they move from school to school, students may need to travel further

#### Scenario 2\*

- No room for expansion of TLC and Mandarin programs
- Reduced need to overflow students outside of their community
- To keep some student groups together as they move from school to school, students may need to travel further
- Fewer transitions between kindergarten and Grade 9 for some students
- Room for limited growth of Montessori and French Immersion programs

#### Scenario 3\*

- Some students will still need to be designated to three different schools between kindergarten and Grade 9
- To keep student cohorts together as they move from school to school, some students may need to travel further
- Room for limited growth of French immersion, Mandarin and TLC programs

\*Detailed information about the proposed changes for each school can be found in the accompanying chart.

# Scenario Overview

- Three scenarios to discuss
- NOT a vote
- Focus on CONCEPTS, not NUMBERS
- Scenarios only work as a whole

## Scenario 1 Highlights

- Room to expand the Montessori, Mandarin and TLC programs
- Reduced need to overflow students outside of their community
- Fewer transitions between kindergarten and Grade 9 for some students
- To keep some student groups together as they move from school to school, students may need to travel further



## Scenario 2 Highlights

- No room for expansion of TLC and Mandarin programs
- Reduced need to overflow students outside of their community
- To keep some student groups together as they move from school to school, students may need to travel further
- Fewer transitions between kindergarten and Grade 9 for some students
- Room for limited growth of Montessori and French Immersion programs

## Scenario 3 Highlights

- Some students will still need to be designated to three different schools between kindergarten and Grade 9
- To keep student cohorts together as they move from school to school, some students may need to travel further
- Room for limited growth of French immersion, Mandarin and TLC programs

# Scenario(s) overview

School	Issue	Current	Scenario 1	Scenario 2	Scenario 3
Tom Baines	Edgemont elementary is over capacity	Edgemont 7-9 Hamptons 7-9	Edgemont 6-9	Edgemont 6-9	Edgemont 7-9 Hamptons 7-9
Edgemont	Over capacity	Edgemont K-6	Edgemont K-5	Edgemont K-5	Edgemont K-6
Simon Fraser	Impacted by opening of William D. Pratt - Under capacity	Home Area 7-9 MacEwan/ Sandstone 7-9	Home Area 7-9 Hamptons 5-9 Kincora 5-9	Home Area 7-9 MacEwan/ Sandstone 7-9 Hamptons 7-9 Kincora 7-9	Home Area 7-9 MacEwan/Sandstone 7-9 Evanston 7-9
Captain John Palliser	Montessori capped	Home Area K-6 Montessori K-6 Hamptons 5-6 Edgemont overflow K-6	Home Area K-6 Montessori K-6	Home Area K-6 Montessori K-6 Hamptons 5-6	Home Area K-6 Montessori K-6 Hamptons 5-6 Edgemont overflow K-6
Sir John A. MacDonald		Home Area 7-9	Home Area 7-9 MacEwan/ Sandstone 7-9	Home Area 7-9 Harvest Hills/Country Hills Regular Program students from Colonel Irvine	Home Area 7-9
Georges P. Vanier	Will be over capacity in 2-3 years	French 7-9 Home Area 7-9 Evanston 7-9 Kincora 7-9	French 7-9 Home Area 7-9 Evanston 7-9	French 7-9 Home Area 7-9	French 7-9 Home Area 7-9
Colonel Irvine	Over capacity	Home Area 7-9 TLC 5-9 Harvest Hills/Country Hills 7-9 Mandarin 5-9	Home Area 7-9 TLC 5-9 Harvest Hills/Country Hills 7-9	TLC 5-9 Mandarin 5-9	Home Area 7-9 Harvest Hills/Country Hills 7-9 Mandarin 5-9 Kincora 7-9
Colonel Macleod	Impacted by opening of Peter Loughheed - Under capacity	Home Area 7-9	Home Area 7-9 Mandarin 5-9	Home Area 7-9 Evanston 5-9	Home Area 7-9 TLC 5-9
Cambrian Heights	Impacted by opening of Kenneth D. Taylor - Under capacity	Home Area K-6 Evanston 5-6	Home Area K-6 Evanston 5-6	Home Area K-6	Home Area K-6 Evanston 5-6
North Haven	Impacted by opening of Kenneth D. Taylor - Under capacity	Home Area K-6 Harvest Hills K-6 Evanston 5-6	Home Area K-6 Harvest Hills K-6	Home Area K-6 Harvest Hills K-6	Home Area K-6 Harvest Hills K-6
Simons Valley		Home Area K-6 Kincora K-6	Home Area K-6 Kincora K-4	Home Area K-6 Kincora K-6	Home Area K-6 Kincora K-6

## Impacted schools in Areas I & II



The scenarios above have communities colour coded.

- Black means no change
- Blue means the community is being added to the school
- Red means a grade change from the current grades offered for that community



# Tell us what you think

- Discussion:
  1. What are the opportunities of each scenario?
  2. What are the challenges of each scenario?
  3. Do you have any questions or comments about specific aspects of the scenarios?

# Area I & II engagement opportunities

- School-based engagements: Oct. 25-27
- Online engagement later this year
- Public event to learn about recommendations



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