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CBE Area V - Schools Impacted by New Schools Openings

John Ware School

Session Notes and Evaluation

October 18, 2016

This summary of the feedback from the John Ware School engagement session on the Area V Scenario opportunities, challenges and other questions and comments was compiled and summarized by Stantec Consulting Ltd.

November 2, 2016



Number of Attendees: 49

Affected Schools: Woodlands School
Woodbine School
John Ware School

Scenario 1 and 2 Discussion

OPPORTUNITIES

- It makes sense to have Woodbine/Woodlands students (coming from Woodbine School) going to John Ware, as it would result in a shorter commute for those students.
- If cohorts can stay together the move could be positive; but it needs to be made clear that keeping cohorts together is a high priority for these program transitions.
- Could provide the opportunity to create larger and stronger regular program school and give students more options; more regular programs and more variety allows students to stay in their home community.
- Keeping the regular program at Woodman School
- Discussion on the Sports Academy incorporated into the options –want to know if the CBE considered this.
- Lots of alternative program choice in these communities, but children that choose the regular program have to travel far.
- It makes sense to have John Ware the designated schools for Woodlands/Woodbine considering many students from those communities already go to John Ware and/or live closer to John Ware than to Woodman.

CHALLENGES

- Concern about over capacity at John Ware in the future if other communities join.
- Concern about staffing; if the population of the schools increase through these program transitions will there be enough staff to maintain the quality of education and ensure all students can get the resources they need?
- It is necessary to consider stability for the students and provide options to stay community based
- Concern with change in grade configuration from K-5 and 4-9/5-9; concern that kindergarten students are too young to be with grade five students, and grade five is too young to be in a middle school.
- Anticipation that the if the French Immersion program moves to Woodman School, the school will still be under capacity.
- Neither Scenario 1 or 2 takes into consideration projections for future growth
- Shortsighted not to consider the student population



Other Questions and Comments

- Consider the feeder schools in planning process to get the most accurate long-term projection so that this process of moving programs and students to different schools isn't happening again in one or two years. Concern was expressed that the shifting of programs and schools is happening too often, using Woodbine/Woodlands and Harold Panabaker/Silverado.
- Focus attention on making regular programs stronger rather than so much attention on the alternative programs; focus on regular programs in home community should trump the focus of alternative programs.
- Consider incorporating advanced learning opportunities into the regular program (e.g. distance learning, classes taught over skype)
- Decreasing commute time was a key point of focus; noted that making John Ware the home area of Woodbine/Woodlands would result in a much shorter commute for those students.
- The discussion would have been more meaningful with the numbers – projections, capacity and longevity of the scenarios. (X 3)
- Can Woodbine and Woodlands go to Panabaker as a home school to avoid overcrowding at John Ware and under capacity at Panabaker in the future? (X 2)
- Discussion on Sports Academy being incorporated into the options. Want to know if CBE considered this?
- Tight timeline, do we have to pick options?
- Can my child come to John Ware if not registered for September 2017?
- Where do the Silverado grades 5 and 6 go? They are not included in either scenario.
- Is it anticipated that French program will grow?
- Need more clarity on the scenarios, the table chart.
- Would increase in class size be taken into consideration, can there be sharing of resources?
- Definite date for implementation, please.
- Regarding Spanish bilingual program, is there a need for all the alternative programs?
- Will Woodlands and Woodbine get bumped again if there is room again and there is over capacity. Why aren't they assigned a home area. If Scenario 1 and 2 go ahead, does it become their permanent home area?
- If kids are in middle school program, will they be able to finish the program or will they have to move? For instance, like how John Ware GATE program was transitioned.
- Do you need to look at boundaries again?
- Can student have option of taking something between regular program and French immersion? For instance, beefed curriculum like a French language arts class?
- Can a teacher move around as a teacher resource, science for instance?
- Why not add French immersion to Acadia from Sam Livingston?
- Do home area kids have priority for getting into school programs?
- Why wasn't Acadia and David Thompson given consideration for alternate program like science? (X 2)
- Why does it make sense for French immersion and science to be housed together?
- Does RTA have a NSA Sports program? Does it exist? What happened to it?



- Regarding resources, what moves with the program? School Council funds that were raised? What about iPads, band equipment, laptops, etc.?
- Regarding science programs creating space, how will this be implemented. Grandfathered?
- Does the CBE have the staff to support these alternative programs, e.g. expansion of science?
- With Scenario 1, will kids have all the options?
- If we go with Scenario 2, if numbers are still low, what are they going to do?
- Where would regular program students go from Maple Ridge school if regular program closes in Scenario 1?
- How are start times affected?
- How far out did CBE consider the future for these scenarios?
- What is the difference between French immersion and a French class?
- How are volunteers and support staff affected by French immersion in the school (language barrier)?
- How are the different alternate programs run? How do they run as a dual track?
- For Scenario 2, what are the projections for the different schools/scenarios? What is the ideal number for each school? What is the minimum population to sustain a program? What are the more opportunities for combining regular programs in a single track?
- What are the changes to high school feeder patterns?
- Why are some alternate programs K-9 and regular programs are not? Was it considered as an option for group 1 schools?
- Request to contact parent to discuss his situation. Name withheld. Can we have the option of allowing our grade 7 child to continue to progress with studies at John Ware (a non-designated school) and could our other child join them for the one year they would overlap, i.e. when one is grade 9 and the other is grade 7? Other questions as well.
- In 5-6 years, will John Ware be over-subscribed? (X 2)
- Why are these scenarios the same for this school? (X 2)
- Questions about presentation, name withheld
- Does CBE have a Data Journalist or Analysis on staff? This evenings consultation and engagement would have been improved and enhanced if a data journalist had been engaged to tell the story. The CBE's decisions are influenced by available school spaces, current enrolment and projections for future growth; however, none of that information has been presented here. As a result, participants do not believe that the scenarios which have been presented actually work. Telling the story behind the numbers is what Data Journalists are trained to do and involving someone with that background in future CBE engagements would enhance the experience for participants. Name withheld.
- More time should be given to allow parents and students to make a decision.
- Students within close proximity to a school should take precedence over an alternative program
- Concrete numbers would be helpful to know when contributing to this discussion;
- Consider the expansion of the TLC program in Group 2 on the other side of Macleod Trail.
- Consider the ring road for transportation efficiencies for the alternative programs.
- Provide a definite date for implementation of these changes.
- Transition planning from grade 6 to grade 7, both internal (farewell parties for students within their school), and external (CBE system-wide transition planning).



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- Provide an opportunity this year for students and parents to identify intended enrollment based on scenarios which include a decision tree outlining choices/consequences for each option.
- More clarity about the scenarios should be presented in the tables



Participant Engagement Evaluation

John Ware School – Host Location: October 18, 2016

- John Ware School
- Woodlands School
- Woodbine School

Number of participants in attendance: 49

Number of evaluations completed: 9

To what extent do you agree with each of the following statements:

P1) I was encouraged to share my thoughts and/or feedback during this engagement.

9 Agree 0 Somewhat Agree 0 Somewhat Disagree 0 Disagree 0 Not Applicable

P2) I was able to ask questions and learn about the opportunity for input/feedback prior to my participation in this engagement.

5 Agree 1 Somewhat Agree 2 Somewhat Disagree 1 Disagree 0 Not Applicable

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

6 Agree 2 Somewhat Agree 0 Somewhat Disagree 1 Disagree 0 Not Applicable

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

6 Agree 2 Somewhat Agree 0 Somewhat Disagree 0 Disagree 1 Not Applicable

P5) I clearly understand all of the factors being considered in the decision making process and which of these factors I can and cannot influence.

1 Agree 6 Somewhat Agree 2 Somewhat Disagree 0 Disagree 0 Not Applicable

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

9 Agree 0 Somewhat Agree 0 Somewhat Disagree 0 Disagree 0 Not Applicable

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

Comment: 7 No Comment: 2

- I liked the fact that we are being consulted and that the CBE is acknowledging that Woodlands/Woodbine students have to travel far to school.
- What I liked the least was that the emails about the engagement process didn't provide any specific information about what was being proposed so many parents didn't know how important it was to attend this meeting.
- Ability to listen and participate in an open manner.
- I liked having the opportunity to share thoughts and concerns. The discussion would have been infinitely more meaningful with numbers about capacity, projections, longevity of the scenarios. Fear was based in uncertainty about the sustainability of the scenarios.
- Approach to both the larger picture (Area 5) as well as specific scenarios for "my children's" school.
- Facilitator was great (Arora) at clarifying information to make suggestions tangible.
- Facilitators had good information and were able to answer most questions.
- Excited to see changes.
- Positive process. Moderator's message not specific to group invited.
- Surprised that computers were not used to write the notes from the audience
- Surprised the leader of the group wore jeans
- Flip charts were messy, too small = use computers, projector, screen or smartboard