



Decision: Home Area K-6

Evanston 5-6 students move to Simon Fraser 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 K-6 ▪ Enrolment: Home Area = 116 Evanston = 88 Other = 38 Total = 242 ▪ Available instructional space 400 Issue: Impacted by opening of Kenneth D. Taylor School – under capacity 	<p>Keep students school close to home</p>	<ul style="list-style-type: none"> ▪ Maintains regular program in the community
	<p>Concerns about increased distance and time on bus and potential to increase overall carbon footprint</p>	<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
	<p>Minimize the number of moves students make</p>	<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
	<p>Keep groups of students together as they move from school to school</p>	<ul style="list-style-type: none"> ▪ Keeps home area students together at Cambrian Heights School and keeps Evanston students together at Simon Fraser School
	<p>Sustainability</p>	<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



Captain John Palliser School

Decision: 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



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

TLC 5-9 students move to Colonel Macleod School

	Key factors and what we heard	Response related to key factors and what we heard
<p>Current:</p> <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>Issue: Will be at/over capacity by the 2017-2018 school year</p>	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"> Maintains yellow school bus efficiencies for K-9 Mandarin Bilingual Program at Highwood School and Colonel Irvine School
	Students should continue to have a choice of programming	<ul style="list-style-type: none"> 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
	Minimize the number of moves a program makes	<ul style="list-style-type: none"> 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
	Keep groups of students together as they move schools	<ul style="list-style-type: none"> Mandarin Bilingual students at Colonel Irvine School stay together TLC students move together to Colonel Macleod School
	Effective use of space and resources	<ul style="list-style-type: none"> 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
	Sustainability	<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



Decision: Home Area 7-9, TLC 5-9

TLC 5-9 students from Colonel Irvine School are 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 ▪ Enrolment: Home Area = 50 Saddle Ridge = 75 Other = 20 Total = 145 ▪ Available instructional space 690 Issue: Impacted by opening of Peter Lougheed School – under capacity 	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
	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



Decision: Regular Program K-5

Edgemont Grade 6 students move to Tom Baines 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 K-6 ▪ Enrolment: Home Area = 718 Other = 3 Total = 721 ▪ Available instructional space: 700 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



Decision: 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:	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, French Immersion 7-9 	<p>Keep students close to home and do not move regular programs for alternative programs</p>	<ul style="list-style-type: none"> Maintains regular program in the community
<ul style="list-style-type: none"> Enrolment: French Immersion = 226 Home Area = 70 Evanston = 94 Kincora = 35 Other = 83 Total = 508 	<p>Students should have a variety of options and extracurricular activities available to them</p>	<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 	<p>Students should continue to have a choice of programming</p>	<ul style="list-style-type: none"> Growth of French Immersion (Continuing Immersion and Late Immersion) is possible. Maintains dual-track programming in school
<p>Issue: Will be over capacity in 2-3 years</p>	<p>Minimize the number of moves students make</p>	<ul style="list-style-type: none"> Evanston students attend two schools K-9 instead of three
	<p>Sustainability</p>	<ul style="list-style-type: none"> Dual-track programming allows the regular program to remain in the community



Decision: Home Area K-6, Harvest Hills K-6

Evanston 5-6 students move to Simon Fraser 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 K-6 ▪ Enrolment: Home Area = 101 Harvest Hills = 116 Evanston = 50 Other = 71 Total = 338 ▪ Available instructional space 475 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
	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



Decision: 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 ▪ Enrolment: Home Area = 112 MacEwan/Sandstone = 155 Rocky Ridge/Royal Oak = 74 Other = 38 Total = 379 ▪ Available instructional space: 690 Issue: Impacted by opening William D. Pratt School – under capacity 	<p>Keep students close to home</p>	<ul style="list-style-type: none"> ▪ Maintains regular program in the community ▪ Moves Evanston students closer to their community 5-9
	<p>Concerns about increased distance and time on bus and potential to increase overall carbon footprint</p>	<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
	<p>Minimize number of moves students make</p>	<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>Keeping groups of students together</p>	<ul style="list-style-type: none"> ▪ Allows Evanston students to go to school together for 5-9
	<p>Sustainability</p>	<ul style="list-style-type: none"> ▪ Robust regular program at the school



Decision: Home Area K-6, Kincora K-6

No change

<p>Current:</p> <ul style="list-style-type: none"> Programming: Regular program (Home area and Kincora) K-6 Enrolment: Home Area = 444 Kincora = 206 Other = 57 Total = 707 Available instructional space 700 <p>Issue: At capacity</p>	<p>Key factors and what we heard</p>	<p>Response related to key factors and what we heard</p>
	<p>Keep students close to home</p>	<ul style="list-style-type: none"> Maintains regular program in the community
	<p>Minimize travel time to school</p>	<ul style="list-style-type: none"> Allows many students to continue to walk to school
	<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>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



Decision: 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/Standstone 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



Decision: 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 	<p>Keep students close to home</p>	<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 	<p>Keep groups of students together as they move from school to school</p>	<ul style="list-style-type: none"> Allows several groups of students to stay together
<ul style="list-style-type: none"> Available instructional space: 740 	<p>Concerns about increased distance and time on bus and potential to increase overall carbon footprint</p>	<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"> Minimize the number of moves students make 	<p>Edgemont School is over capacity and enrolment is capped</p>	<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 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
<p>Issue: Edgemont School, which is a feeder school for Tom Baines School, is over capacity and enrolment is capped</p>	<p>Concern with move to middle school model</p>	<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
	<p>Sustainability</p>	<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