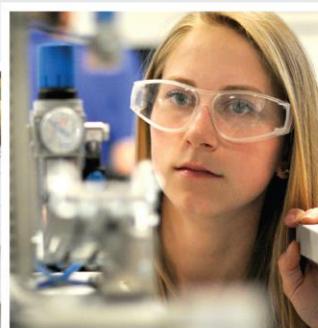


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# Shaping the Future of CBE High Schools

Access • Flexibility • Choice



[cbe.ab.ca/highschoolengagement](https://cbe.ab.ca/highschoolengagement)

*dialogue)))*



Calgary Board  
of Education



# High School Scenarios for The Following Schools:

- Crescent Heights High School
- Forest Lawn High School
- Jack James High School
- James Fowler High School
- Lester B. Pearson High School
- Nelson Mandela High School

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# Introductions: Board of Trustees



- Althea Adams, Trustee, Wards 3 & 4 (Vice-Chair)
- Mike Bradshaw, Trustee, Wards 12 & 14
- Marilyn Dennis, Trustee, Wards 5 & 10 (Chair)
- Richard Hehr, Trustee, Wards 8 & 9
- Julie Hrdlicka, Trustee, Wards 11 & 13
- Trina Hurdman, Trustee, Wards 1 & 2

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# Introductions: Superintendents' Team



Christopher Usih,  
Chief Superintendent  
of Schools



Joanne Pitman,  
Superintendent,  
School Improvement



Darlene Unruh,  
Acting Superintendent,  
School Improvement



Dany Breton,  
Superintendent, Facilities  
& Environmental Services



Brad Grundy,  
Superintendent,  
Finance/Technology  
Services, CFO,  
Corporate Treasurer



Rob Armstrong,  
Superintendent,  
Human Resources



Kelly Ann Fenney,  
General Counsel



Marla Martin-  
Esposito, Chief  
Communications  
Officer



# Introductions: Education Directors, Principals & Engagement Planning Team

- Calvin Davies, Education Director, Area 4
- Michelle Howell, Acting Education Director, Area 6
- Scott MacNeill, Education Director, Area 3
- Teresa Martin, Education Director, Area 2
- Chris Meaden, Education Director, Area 2
- Martin Poirier, Education Director, Area 6
- Lori Pritchard, Education Director, Area 4
- Dianne Roulson, Education Director, Area 3
- Latosia Campbell-Walters, Director, Planning
- Keith Johnson, Acting Director, FES Projects
- Kenneth Chee, Principal, Lester B. Pearson High School
- Ryan Emond, Acting Principal, James Fowler High School
- Matt Fell, Principal, Forest Lawn High School
- Jennifer Gorkoff, Principal, Jack James High School
- Christos Sagriotis, Principal, Nelson Mandela High School
- Michael Wilson, Principal, Crescent Heights High School
- Conor McGreish, Analyst, Planning
- Deb Hamilton, Community Engagement Advisor
- Adele Lowther, Community Engagement Advisor

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# Opening Remarks

- Joanne Pitman  
Superintendent, School Improvement



# Agenda

- Introductions
- Opening Remarks
- Asking Questions & Sharing Comments
- Overview of High School Engagement Process
- Scenario Overview & Comparison
- Question & Answer on Scenarios Overall
- Information on Utilization, Projections & Maps
- Key Changes at Northeast Schools
- Question & Answer on Schools
- Additional for Questions & Answers
- Next Steps & Closing Remarks



# Questions & Answers

- Type questions using the comment bar on the right.
- Please put a thumbs up by questions you also have.
- Questions will be answered verbally during multiple Q&A times.
- A moderator will review questions and comments before they are posted in the chat window.
- Please ensure questions and comments are captured in a respectful way.





# Questions & Answers

- We have noted questions submitted in advance of this session and will respond either in the presentation content or at the start of Q&A times where appropriate (i.e. answer question about Bowness during the Bowness Q&A time).
- As we have limited time, we won't be able to publish questions that have already been asked or will be answered in presentation.
- All comments and questions typed in Q&A window are documented – you don't need to enter more than once.
- We have the overall scenario and six schools to cover in our time together – we need to balance air time fairly and provide time for discussion about all schools.



# Detailed Scenario Information

- The [Story Map](#) posted on our website provides comprehensive details about designations for programs in the scenarios. It includes maps, projections, rationale for changes and much more.

See: [cbe.ab.ca/highschoolengagement](http://cbe.ab.ca/highschoolengagement)



# High School Engagement Roadmap

- All community engagement initiatives at the CBE are developed in alignment with the [Dialogue Framework](#).
- A detailed engagement plan, or roadmap, was shared on our website ([cbe.ab.ca/highschoolengagement](https://cbe.ab.ca/highschoolengagement)) in May 2019. It has been updated a few times since then, with the most recent update in February 2021.
- This plan was developed considering and incorporating feedback from our high school engagement advisory group, which includes student, parent, staff (service units and schools) and trustee representatives.



# Objective of Engagement

By fall 2021, the CBE will communicate a sustainable system-wide plan for high schools that continues to offer students access, flexibility and choice in programming given available space and resources. The plan will be developed through consultation with affected students, staff, parents and community members, with full implementation of the plan beginning in 2022-2023.



# Engagement Process Timeline

Phase 1: Engagement Design	Sept. 2018 – April 2019
Phase 2: Awareness & Education	May 2019
<b>Phase 3: Active Engagement on In-Scope Aspects</b>	<b>May – Oct. 2019</b>
Phase 4: Analysis and Review of Phase 3 Input; Scenario Development	Nov. 2019 – Jan. 2021
<b>Phase 5: Active Engagement on Possible Scenarios</b>	<b>Feb. - March 2021</b>
Phase 6: Analysis and Review of Phase 5 Input, Proposed Plan Developed	April - May 2021
<b>Phase 7: Active Engagement on Proposed Plan</b>	<b>June or Sept. 2021</b>
Phase 8: Analysis, Review of Phase 7 Input	Oct. – Nov. 2021
Phase 9: Finalize and Communicate Decision	No later than Dec. 2021



# Common Themes from Fall 2019 Engagement

- Keep high schools Grades 10-12 (except QEHS).
- All high schools continue to offer quality learning opportunities that enable students to meet the requirements to complete high school.
- It is important to attend a school that is easy to get to or close to home.
- Transportation can impact opportunities available to students.



# What Both Scenarios Provide

Both scenarios provide quality learning opportunities that allow students to meet the requirements to complete high school. They do this in three key ways.

1. Provide a more equitable learning experience for all high school students.
2. Maintain a regular program at every high school.
3. Allow for alternative programs and academic enrichment when criteria are met.



# Criteria for Alternative Programs and Academic Enrichment

Choices were made in the scenarios for alternative programs and academic enrichment using the following criteria:

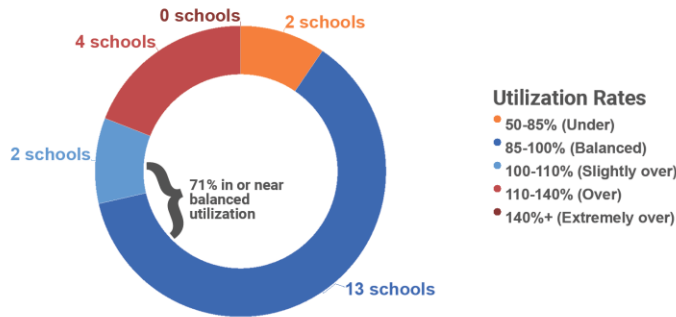
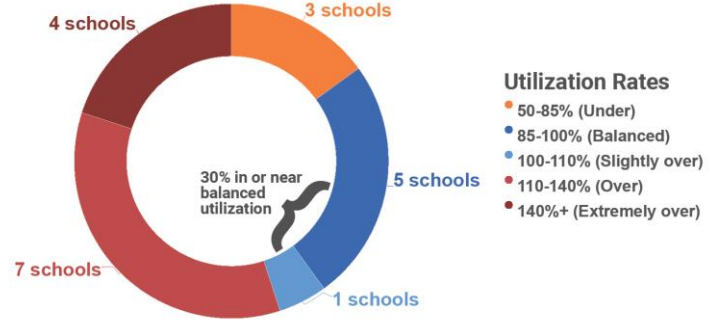
- The learning experience is distinct from other programs.
- Offering the program enables all CBE high school students to have an equitable learning experience.
- Resources are allocated in a cost-effective and sustainable way (i.e. student cohort is large enough).





# Both Scenarios Provide More Balanced Utilization

If no changes were made to balance enrolment at high schools. →



← In both scenarios, this is what utilization rates look like.

# Scenario Comparison

	SCENARIO A	SCENARIO B
<b>REGULAR PROGRAM</b>	<ul style="list-style-type: none"> <li>▪ Four out of five students in the regular program will continue to be designated to the same high school.</li> <li>▪ 99 per cent of students currently in the walk zone remain in the walk zone, and some students not previously in walk zone now are.</li> <li>▪ 51 per cent of re-designated students would be closer to home.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Four out of five students in the regular program will continue to be designated to the same high school.</li> <li>▪ 99 per cent of students currently in the walk zone remain in the walk zone, and some students not previously in walk zone now are.</li> <li>▪ 60 per cent of re-designated students would be closer to home.</li> </ul>
<b>IB LOCATIONS</b> Current: Henry Wise Wood Western Canada Sir Winston Churchill Lester B. Pearson John G Diefenbaker	Adjust current boundaries and consolidate from current five current locations down to four locations. Schools offer full and partial with capping of enrolment. <ol style="list-style-type: none"> <li>1. Henry Wise Wood</li> <li>2. Western Canada</li> <li>3. Sir Winston Churchill</li> <li>4. Lester B. Pearson</li> </ol>	Adjust current boundaries and consolidate from current five sites down to four locations. Schools offer full and partial with capping at locations where needed. <ol style="list-style-type: none"> <li>1. Henry Wise Wood</li> <li>2. Sir Winston Churchill</li> <li>3. Western Canada</li> <li>4. John G. Diefenbaker</li> </ol>
<b>FRENCH IMMERSION LOCATIONS</b> Current: Dr. EP Scarlett Western William Aberhart Lester B Pearson	Maintain number of sites but change one location. <ol style="list-style-type: none"> <li>1. Dr. E.P. Scarlett</li> <li>2. Western Canada</li> <li>3. William Aberhart</li> <li>4. Robert Thirsk</li> </ol>	Consolidate from four current sites down to three sites. <ol style="list-style-type: none"> <li>1. Dr. E.P. Scarlett</li> <li>2. Western Canada</li> <li>3. William Aberhart</li> </ol>
<b>SPANISH</b> Current: Dr. EP Scarlett William Aberhart	Consolidate from two current sites down to one site. <ol style="list-style-type: none"> <li>1. Crescent Heights</li> </ol>	Spanish Bilingual Program discontinued.
<b>ARTS-CENTRED LEARNING</b> Current: James Fowler Lord Beaverbrook	ACL Program discontinued.	ACL Program discontinued.
<b>FRENCH IB</b> Current: Western Canada	French IB Programme continues at Western Canada	French IB Programme discontinued.

# Shaping the Future of CBE High Schools



## Program Enrolment at the High School Level



- Regular Program
- French Immersion
- Full IB Diploma Programme\*
- Spanish Bilingual
- Arts-Centred Learning

\* Includes students enrolled in the full diploma programme for International Baccalaureate, French Immersion International Baccalaureate and the IB Career-Related Programme. Students enrolled in partial IB (usually one or two IB courses) are included under Regular Program.



# Regular Program

- If students might be moving from an alternative program into the regular program in future, all CBE students have a designated school for the regular program they are able to attend.
- If students want to attend a school other than the school they are designated to for the regular program for IB or another sequence of courses unique to a school, they will need to follow the [high school transfer process](#). Details are available on our website and links are provided in the Story Map.



# Spanish Bilingual Program

- Many K-9 students in the Spanish Bilingual Program do not continue with the program in high school, which results in low enrolment numbers at high school.
- Numbers are too low to continue offering the program in two locations.
- When we have a lower number of students in an alternative program at a school that also offers the regular program, there can be inequities amongst students in the building. For example, the class size for students in the alternative program may be smaller than for students in the regular program. With a more consolidated approach, we can provide a more equitable learning and class size experience for ALL students regardless of their program.

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# Spanish Bilingual Program

- Both scenarios allow students to pursue Spanish language acquisition.
- In Scenario A, the program continues at Crescent Heights High School.

## Scenario B

- Students may attain Spanish language proficiency through IB Spanish or Spanish language and culture courses. Some courses may be offered online as well.
- Students who have attended a Spanish Bilingual Program (K-9) and wish to receive Spanish language credentialing, may choose to do so through the IB language programme components and/or make arrangement to complete the appropriate DELE examination at [www.dele.org](http://www.dele.org). DELE tests are not a replacement for the Spanish Bilingual Program; they are a means to attain proficiency and credentialing.
- Students would not be eligible for the International Spanish Academy certificate.
- Depending on student course requests, IB schools would determine if Spanish IB courses are offered.



# Phasing Out Programs

- A program can be phased out when costs and resources allow.
- IB, French IB and Spanish students in the high school program in 2021-22 can complete program at school, if there are at least 25 students/grade enrolled.
- Students taking the Arts-Centred Learning 2021-22 can complete the program at the school where they started.
- We may not have the resources to phase out French Immersion at Lester B. Pearson High School. It will no longer be offered and students will be re-designated commencing September 2022.
- Students in the regular program attending a school in 2021-22 can complete high school at that same school, even if their residential community has been re-designated to another school in the scenarios.
- Phasing out will not be provided to siblings at other schools in 2021-22.



# Considerations in Choosing IB Locations

- Access to schools is important to consider, not just the quadrant in which the school is located. This includes considering transportation routes and corridors.
- The number of students in the IB Programme at each school must be considered in providing long-term sustainability.
- Three IB locations are the same in both scenarios: Henry Wise Wood, Sir Winston Churchill and Western Canada.
- Two possibilities are provided for the fourth IB location: one in the NE and one in the NW (approximately 12-14 km apart depending on the route taken). We welcome your feedback to consider in making this decision.





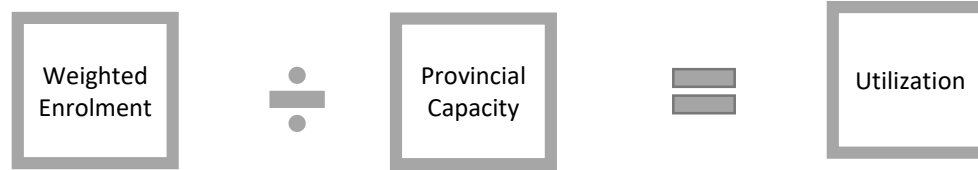
# Questions About Scenarios?

- *What proof will you provide that feedback influenced decisions?*
- *I don't agree that Scenario A provides equality. Specialized programming is prioritized over planning principles. Please explain.*
- *Please tell me more about how changes will impact students with special needs? How are they considered?*
- *Please explain how you expect changes to Spanish Bilingual Program to affect French Immersion Program?*
- *My high school student left the Spanish program to attend Pearson for IB, if the school no longer offers IB can she be accepted back into the Spanish Program?*
- *How did you consider families who cannot afford to drive students to school or pay for transportation? How was regular program considered?*



# Future High School Utilization

- Why is the utilization rate important?
- How is it calculated?



- $WeightedEnrolment = K * 0.5 + Kc * 1.5 + GR1 - 12 + GR1 - 12C * 3$

<https://open.alberta.ca/publications/school-capital-manual-updated-march-2015>



# Enrolment Projections & Maps

- Available in Story Map and in printable PDF format
- Developed considering:
  - Census data
  - Trends of growth and attrition in programs
  - Growth or decline in residential communities
  - Forecast of housing and residential land supply
  - Age of a community and community lifecycle

# Shaping the Future of CBE High Schools



# Crescent Heights – Scenario A

## Scenario A



Regular Program

Chinatown  
Eau Claire



Crescent Heights High School



Regular Program

Country Hills Village  
Coventry Hills  
Hidden Valley



New north high school



Spanish Bilingual  
Program

All communities



Crescent Heights High School



Students in Chinatown and Eau Claire are close to Crescent Heights High School. Once the new north high school opens, students in Country Hills Village, Coventry Hills and Hidden Valley will attend school closer to home.



Students in the Spanish Bilingual Program attend a larger program consolidated at one school that is central with good transit access.



The high school is projected to be in the balanced utilization range of 85 to 100 per cent.

# Shaping the Future of CBE High Schools



# Crescent Heights - Scenario B

## Scenario B



Regular Program

Cityscape  
Redstone  
Skyview Ranch



Crescent Heights High School



Regular Program

Rosemont



James Fowler High School



Regular Program

Capitol Hill (east  
of 14 St. N.W.)



William Aberhart High School



Regular Program

Country Hills Village  
Coventry Hills  
Hidden Valley



New north high school



Crescent Heights High School is accessible from northeast communities using BRT and LRT routes. Once the new north high school opens, students in Country Hills Village, Coventry Hills and Hidden Valley will attend school closer to home. Redesignated communities are furthest from Forest Lawn High School.



Forest Lawn High School is too full and some communities need to be redesignated.



Capitol Hill (east of 14 St. N.W.) and Rosemont - keeps students from the community together for high school.



The high school is projected to be in the balanced utilization range of 85 to 100 per cent.



# Crescent Heights

Questions about what is proposed for Crescent Heights High School?

- *With the Spanish Bilingual Program at the school in Scenario A, there may be more students parking at the school. With minimal parking at the school, what is the plan?*
- *Will school have space for all Spanish Bilingual students in Calgary?*
- *Why do projections suggest a decline in student in the Spanish Bilingual Program into the future?*
- *What is the impact on Crescent Heights staff if Spanish Bilingual Program is offered at the school*
- *Crescent already supports Spanish, German & Chinese. If Scenario B is chosen, will more "out of attendance area" students be accommodated to access the Spanish language classes?*



# Forest Lawn – Scenario A

## Scenario A



Redesignations reduce enrolment and utilization at the school.



Redesignated northeast communities are furthest from Forest Lawn High School. Forest Lawn High School is close to the new community of Belvedere. Ingleswood and Ramsay have good BRT access to Forest Lawn High School.



Redstone and Skyview Ranch - provides different school designation between the scenarios.



Complex classes aren't affected. Locations of classes are reviewed and determined annually.



The high school is projected to continue to be over-utilized at between 110 and 140 per cent.

# Shaping the Future of CBE High Schools



# Forest Lawn – Scenario B

## Scenario B



Belvedere (new  
community)



Forest Lawn High School



Cityscape  
Redstone  
Skyview Ranch



Crescent Heights High School



Redesignations reduce enrolment and utilization at the school.



Redesignated communities are furthest from Forest Lawn High School. Crescent Heights High School is accessible from northeast communities using BRT and LRT routes. Forest Lawn High School is close to the new community of Belvedere.



Redstone and Skyview Ranch - provides different school designation between the scenarios.



Complex classes aren't affected. Locations of classes are reviewed and determined annually.



The high school is projected to be in the balanced utilization range of 85 to 100 per cent.





# Inglewood and Ramsay to Forest Lawn High School & School Utilization

- There are two scenarios that provide choice for residents of Ramsay and Inglewood. The feedback you provide now will be considered in decision-making.
- There is an upstairs portion of the school that is currently unused (the space above the Area office) where recent developments regarding the cancellation of a federally-funded program will allow the school capacity to be increased slightly.

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# Forest Lawn

Questions about what is proposed for Forest Lawn High School?



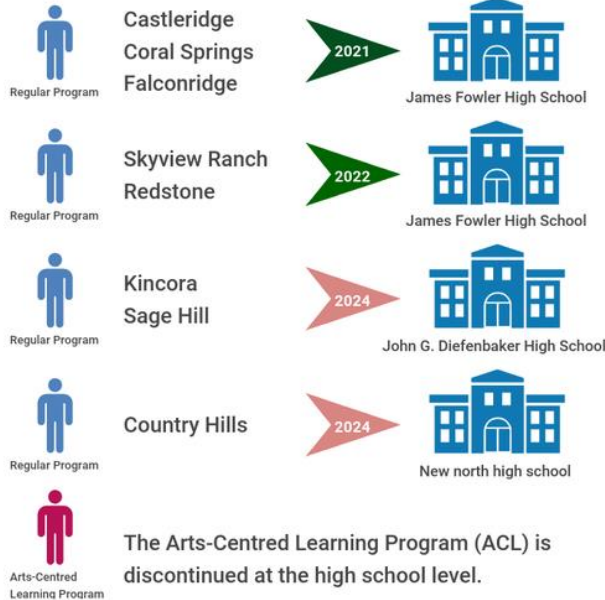
# Jack James

- The scenarios do not include any changes to Jack James High School.
- Students across Calgary are designated to Jack James High School for Knowledge & Employability (K&E). This remains the same in both scenarios.



# James Fowler – Scenario A

## Scenario A



- Nelson Mandela and Forest Lawn high schools are too full; some communities need to be redesignated.
- Communities redesignated to James Fowler High School are the furthest communities from their current high school. Once the new north high school opens, students in Country Hills, Kincora and Sage Hill will attend school closer to home.
- Redstone and Skyview Ranch - provides different school designation between the scenarios.
- Castleridge, Coral Springs and Falconridge were previously designated to James Fowler High School, which has created familiarity and relationships between the communities and the school.
- Projected enrolment in ACL is low and there is a need for additional space for students in the regular program into the future. Current and future programming allow students in the regular program to have flexibility and opportunity to incorporate the arts within their other courses through interdisciplinary studies.
- Utilization is projected to be over 110 per cent in some years.



# James Fowler – Scenario B

## Scenario B



Regular Program

Rosemont  
Cornerstone



James Fowler High School



Regular Program

Evanston



John G. Diefenbaker High School



Regular Program

Country Hills



New north high school



Arts-Centred  
Learning Program

The Arts-Centred Learning Program (ACL) is discontinued at the high school level.



Once the new north high school opens, students in Country Hills and Evanston will attend school closer to home.



Cornerstone - provides different school designation between the scenarios.



Rosemont - keeps students from the community together for high school.



Projected enrolment in ACL is low and there is a need for additional space for students in the regular program into the future. Current and future programming allow students in the regular program to have flexibility and opportunity to incorporate the arts within their other courses through interdisciplinary studies.



Utilization is projected to be between 50 and 85 per cent, meaning the school will be under-utilized.

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# Jack James & James Fowler

Questions about what is proposed for Jack James and James Fowler high schools?

# Shaping the Future of CBE High Schools



# Lester B. Pearson – Scenario A

## Scenario A



New partial IB requirements and high school transfer process are in effect.



Cornerstone - provides different school designation between the scenarios.



The small French Immersion cohort is not sustainable. Students will attend larger and more robust programs at other high schools.



French Immersion is discontinued at the school and students redesignated to other schools in fall 2022 (no phase out).



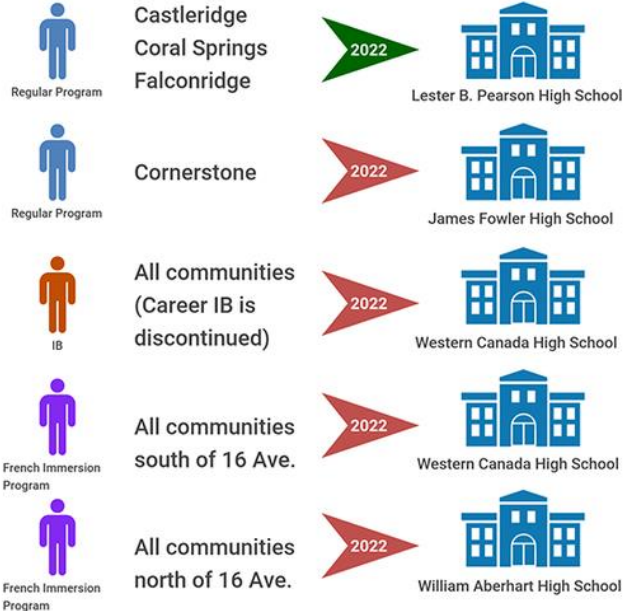
The high school is projected to be in the balanced utilization range of 85 to 100 per cent.

# Shaping the Future of CBE High Schools



# Lester B. Pearson – Scenario B

## Scenario B



Nelson Mandela High School is much too full; some communities need to be redesigned.



Lester B. Pearson High School is the next closest high school to Castleridge, Coral Springs and Falconridge.



Cornerstone - provides different school designation between the scenarios.



Changes are phased out for the regular program and IB. French Immersion cannot be phased out and is discontinued and students designated to other schools in fall 2022.



Gain efficiencies as the quality of learning can be maintained at fewer sites for those students interested in French Immersion and IB.



The small French Immersion cohort is not sustainable. Students will attend larger and more robust programs at other high schools.



The high school is projected to be between 100 and 110 per cent utilization.





# French Immersion at LBP

- Student cohort is small and not sustainable into the future.
- In one scenario, the student cohort is kept together and attend Western Canada High School. In the other, the cohort is divided between William Aberhart and Western Canada. This is your opportunity to provide feedback on which you prefer.

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# Lester B. Pearson

Questions about what is proposed for Lester B. Pearson High School?

# Shaping the Future of CBE High Schools



# Nelson Mandela – Scenario A

## Scenario A



Regular Program

Castleridge  
Coral Springs  
Falconridge



James Fowler High School



Nelson Mandela High School is too full; some communities need to be redesignated.



Redesignated communities are furthest from Nelson Mandela High School.



Scenario A maintains the 2020 interim decision in its entirety.



These communities were previously designated to James Fowler High School, which has created familiarity and relationships between the communities and the school.




Even with these redesignations, utilization remains above 120 per cent.

# Shaping the Future of CBE High Schools



# Nelson Mandela – Scenario B

## Scenario B

  
Regular Program  
Castleridge  
Coral Springs  
Falconridge



Nelson Mandela High School is too full; some communities need to be redesignated.



Redesignated communities are furthest from Nelson Mandela High School. Lester B. Pearson High School is the next closest high school to these communities and a closer school than scenario A



Even with these redesignations, utilization remains above 120 per cent.

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# Nelson Mandela

- Questions about what is proposed for Nelson Mandela High School?

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# Discussion

- Other questions or comments?



# Other Ways to Provide Feedback

- Scenario information is available online through the video, scenario overview, Story Map and printable PDFs.
- We are offering virtual sessions for the other school groupings.
- Idea boards are available until March 17.
- It's very important that you complete the online survey, which is available until March 17. There are surveys for parents, students and staff.

All available at: [www.cbe.ab.ca/highschoolengagement](http://www.cbe.ab.ca/highschoolengagement)



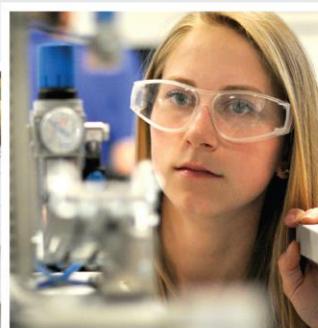
# Next Steps

- Recording of this session will be posted on CBE website.
- After gathering feedback on scenarios, we will provide one last opportunity for feedback before a decision is made.
- The proposed plan will be presented publicly June to September 2021.
- Anything that appears in the plan will be something represented in these two scenarios. If it's not shown in A or B now, it won't be in the proposed plan.
- The decision will be communicated no later than December 2021.
- Thank you for your participation in this session and taking the time to share your feedback with us.



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