



Reference



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Frequently Asked Questions

What happens to current out-of-boundary students when a group of students or an entire program moves from one school to another?

Acceptance of out-of-boundary students is decided by the school's principal, in consultation with the Area Director, and depends upon the availability of space and resources at the school. Check with the school principal.

How are athletic teams grouped city-wide?

Athletic team groupings are based on the size of the school population, not the school's location. We do try to keep schools as close as possible. Most divisions, at the very least, are grouped around north and south.

How does a Grade 5-9 setting work?

School principals are responsible for the day-to-day decisions for their middle school. Decisions may include lunch hours, integration of students, recess and others. Contact your school principal for specifics.

As a system, middle years learning refers to education offered to students between the ages of 10-15. These years are critical in keeping our students on the path to high school completion and their career futures. All middle years teachers and principals understand the complex and unique learning needs of this age group. Students in a middle school setting:

- will gradually make the transition from one teacher to multiple teachers
- may be mentored by student leaders in the higher
- can make course selections in the areas of second languages and the fine and performing arts
- can participate in intramural, extra-curricular and co-curricular activities
- will be supported as they transition from elementary to middle school and then from middle school to high school

See the Middle Years information on our website for more information.

How much homework is assigned at middle school?

Homework assignments are at the discretion of the teacher. AR 3066 - Homework states:

- Division II: no school requirement should exceed 20 minutes in length.
- In junior high school, pupils are expected to study from one-half to one hour per school night.

How will class sizes be affected by changes?

Class sizes are dependent upon the number of students in each grade level registered in a program or school. Classroom configurations, including class size, are decided by the school administration each year and reflect the funding available through their school budgets.

Do students have the option of participating in both regular program classes and alternative program classes offered at the school?

No, students are enrolled into one program or another.

Why are most junior high French Immersion Programs in single-track schools?

They are not. Six in seven junior high French Immersion Programs in Calgary are at a dual-track school alongside a regular program. Junior high French Immersion requires that French Language Area, Mathematics, Science and Social Studies are taught in French. All other subjects are taught in English so operating in a dual-track school allows for more efficient use of resources.

How does a dual-track school work? What about special events and assemblies?

Dual-track schools have more than one program in their building. It could be a regular program with an alternative program or two different alternative programs. The two school communities share the building and participate in school-wide events that include all students. Dual-track schools share a principal and school resources.

All schools, regardless whether dual or single-track, work towards establishing a strong sense of community with all students who attend the school.

The amount of integration across programs varies depending on the age and grade of the students, the learning outcomes of each of the programs and the potential language requirements of the program. All other activities (i.e. assemblies) and school events are opportunities for all students to come together as one community.

What happens to the money raised by parent societies and associations when students move from one school to another?

The CBE's guiding principles regarding closure of a program (in this case for the purpose of relocation) states:

- All equipment and supplies specifically realized and identified through fundraising by students and parents will follow the students to their designated school(s). These decisions will be made by the school principal in consultation with the School Council.
- The school's financial resources will be dispensed equitably based on the movement of students to the new designated CBE school(s). In the event that students will be returning to multiple schools, decisions regarding disbursements of such equipment and supplies shall be made by the principal in consultation with the Area Director and School Council.
- The Area Director will develop guiding principles that will help in the decision-making process regarding disbursement of assets i.e. casino funds, resources purchased by the parent group, special collections etc.

Is a maximum travel time/distance for busing part of the consideration?

The CBE tries to keep ride times within one hour each way. Children who attend special setting schools or who choose an alternative program may experience longer ride times due to the distance they reside from the school.

Do community (home area) students have priority when registering for programs?

The CBE has system wide priorities for acceptance into programs if a school is full (at capacity). The priority levels for acceptance are described in the CBE lottery which can be found on the website at:

<http://www.cbe.ab.ca/registration/registration/Pages/Lottery-Information-for-Parents.aspx>

What will the utilization rate of my child's school be after the changes?

School utilization rates are available in October each year.