

DECISION STATEMENT:

The opening of several new schools in Calgary in the 2016-17 school year will create additional learning space in some existing schools. How can the CBE use additional space in schools to best meet the learning needs of students, families and the community?

DECISION MAKER

The Area Director in collaboration with the Director of Planning and Transportation are responsible for recommendations and decisions with respect to program and grade configurations in CBE schools.

As the CBE moves through this engagement process we will seek to understand what is important to parents, students, community members and CBE staff. Input from these stakeholders will be considered in conjunction with CBE policies to inform student accommodation decisions that meet the needs of students and which align with our core values.

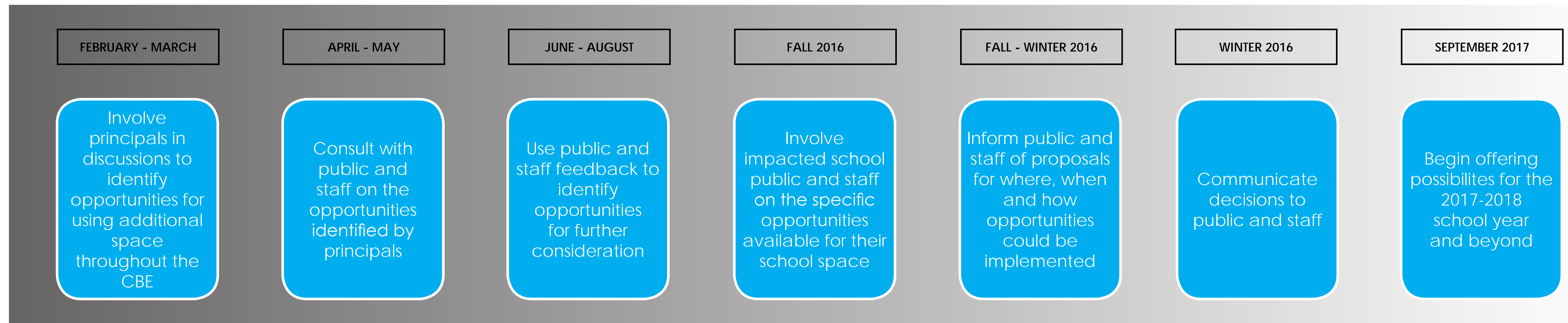
If following public input and feedback, a recommendation is made to consider school closure then the Chief Superintendent decides whether or not to recommend a regulatory school closure process to the Board of Trustees.

SYSTEM PRESSURES

As a steward of public funds, the CBE makes decisions to appropriately manage resources and provide high quality education to students.

Some of the factors the CBE will need to consider while making these decisions may be:

- There is a finite number of students in the CBE system, which means students will have to move from other CBE schools in order to increase the number of students at another school.
- Proximity to other programs and students' homes
- Any of the decisions made will have effects on other CBE schools
- Provincial requests for school space
- Availability of qualified teachers for some of our alternative programs
- Long term sustainability of the opportunity
- Need for specialized learning space for some programming
- We receive funding on a per student basis
- Other system needs - for example: accommodation of Syrian refugees, Chinook Learning



Current CBE numbers

- Approximately 117,000 students attend 227 CBE schools
- Current 87% average utilization rate
- In 2015, 2,500 new students entered the CBE. This would fill 6 elementary schools.
- 9,000 additional students are projected to enter the CBE by 2020

2016-2017 numbers

- 16 new schools in the 2016-2017 school year
- Through the opening of new schools 16,800 spaces were created for students to attend school closer to home
- 80% average utilization rate

No additional funding

- The CBE receives funding per student not per school



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CBE guiding principles for accommodation planning:

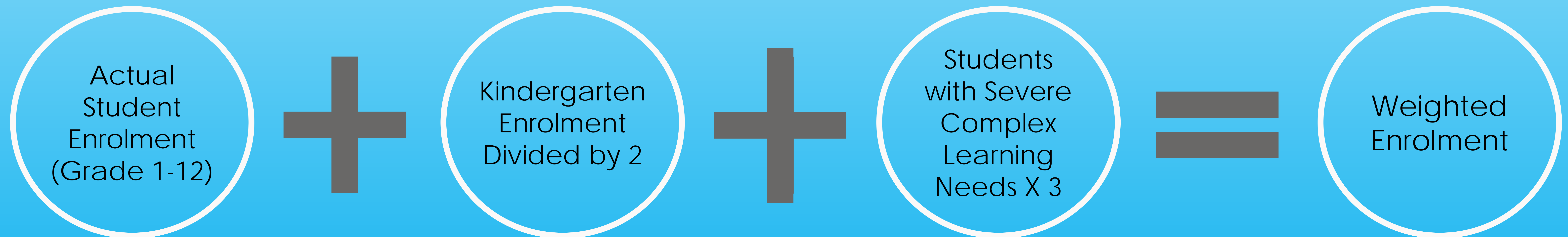
- Balance among equity, access, excellence and choice
- Minimum disruption for students
- Learning continuum
- Attending school as close to a student's residence as possible
- Efficient use of space and resources
- Utilization factors at both the system and school level
- Long term sustainability

Some of these guiding principles are mutually exclusive and it is not possible to meet them all at the same time. When addressing student planning challenges, the CBE strives to meet as many of these principles as possible.

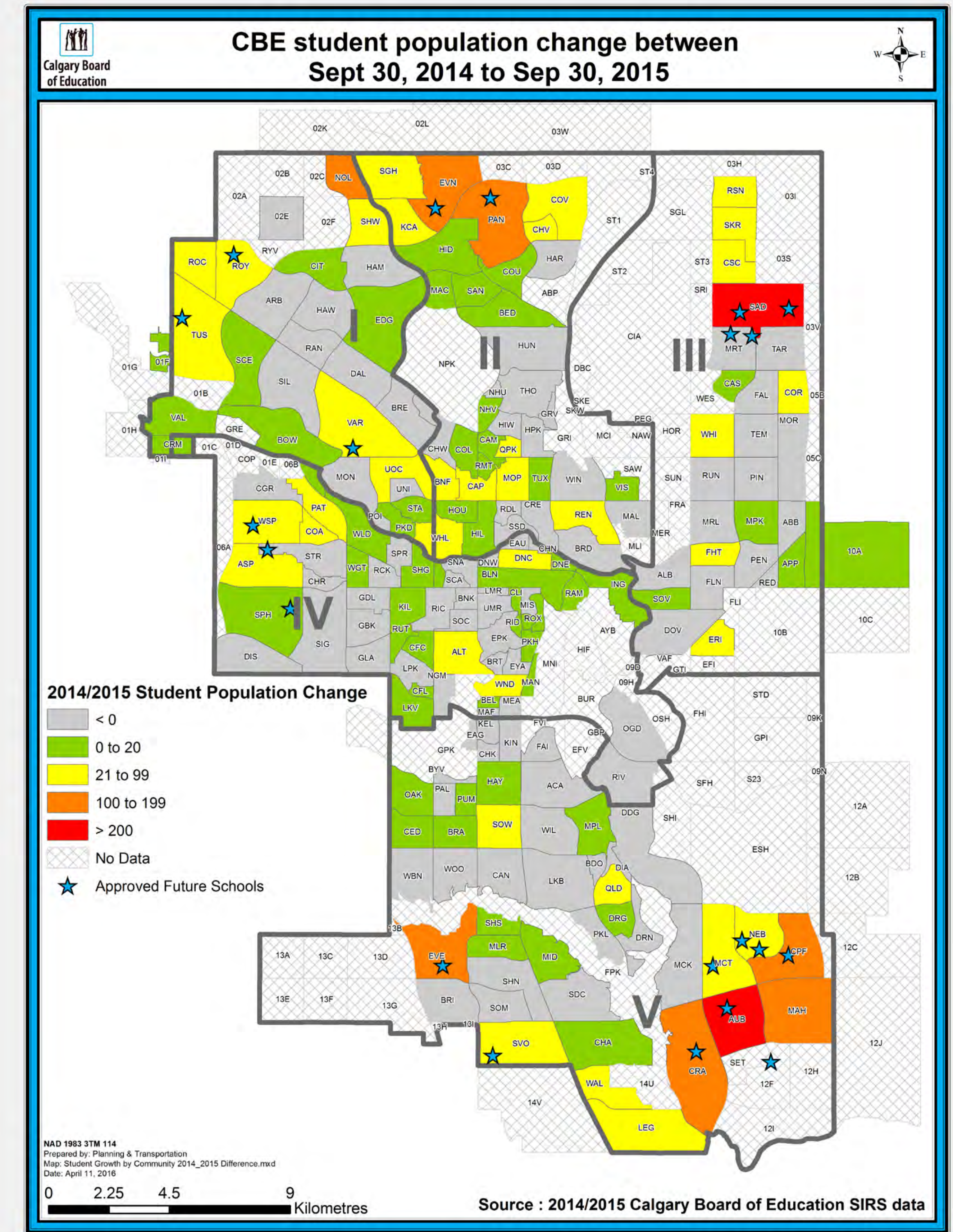
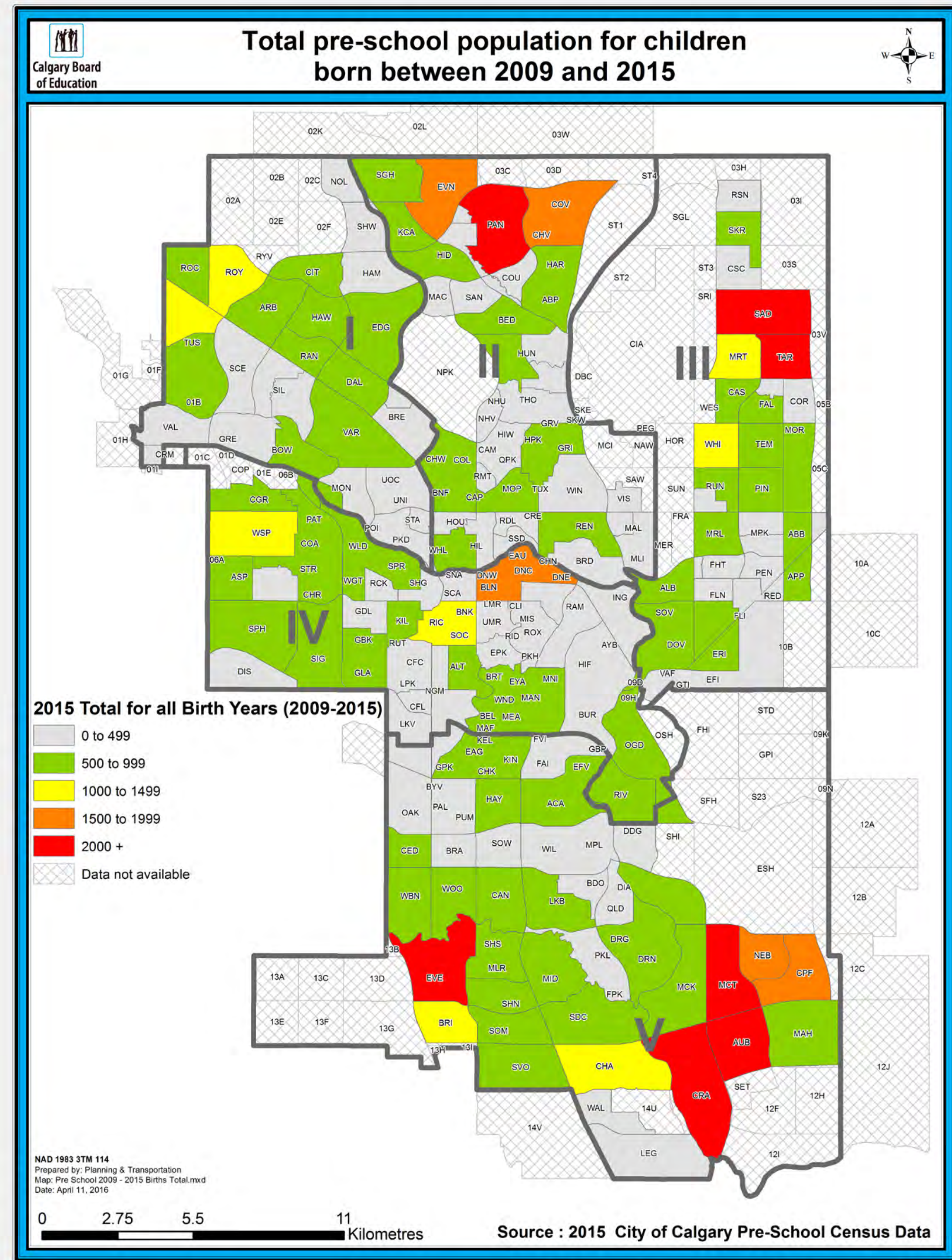
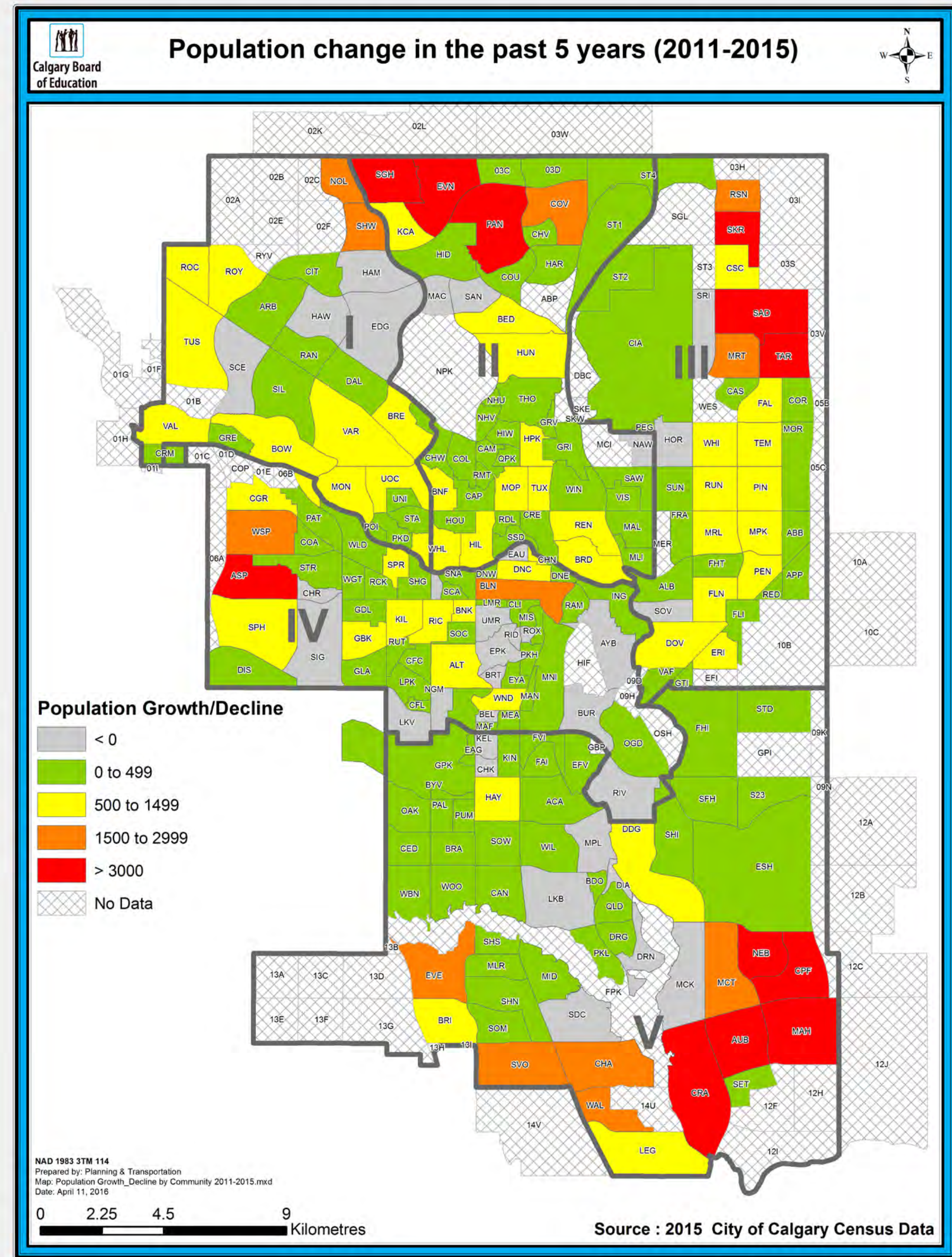
Where can I find more information about how CBE plans for students?

- 3 Year School Capital Plan
- 3 Year System Student Accommodation Plan (SSAP)
- Student Accommodation and Facilities Strategy 2015-2024

The CBE prepares these documents annually. They contain a wealth of information and are available to the public on the CBE website.



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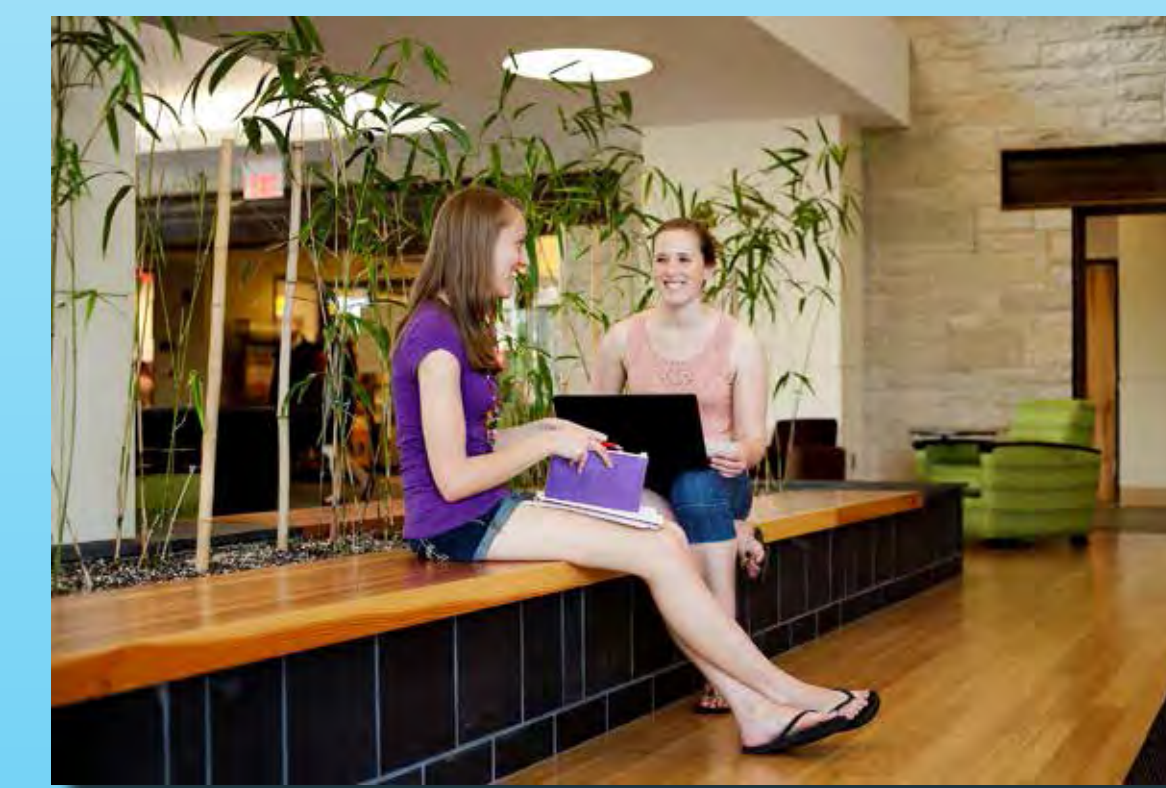
The opening of new schools will draw students from existing schools.

This decrease in the number of students will have impacts on existing schools.

Each principal will work with their school community and the CBE to identify specific priorities and necessary changes for the upcoming school year.

Some of the possible impacts of lower enrolment are:

- A lower overall budget for the school
- More flexible space
- Fewer teachers and/or support staff
- Multi-grade classrooms
- Different complementary course offerings
- Changes to extra-curricular activities
- Opportunities to partner with other schools
- Smaller school community for supporting school initiatives, e.g. fundraising

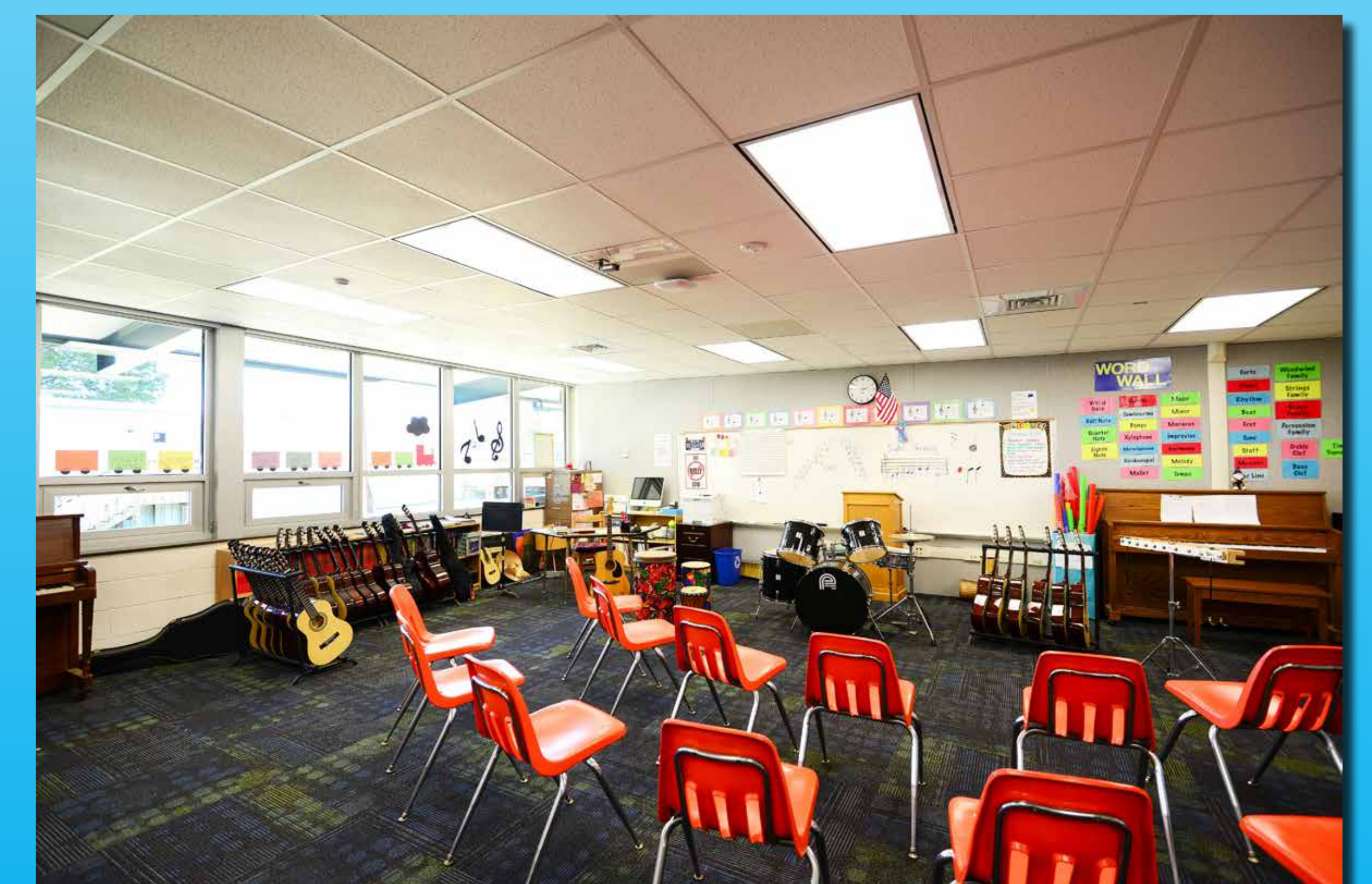
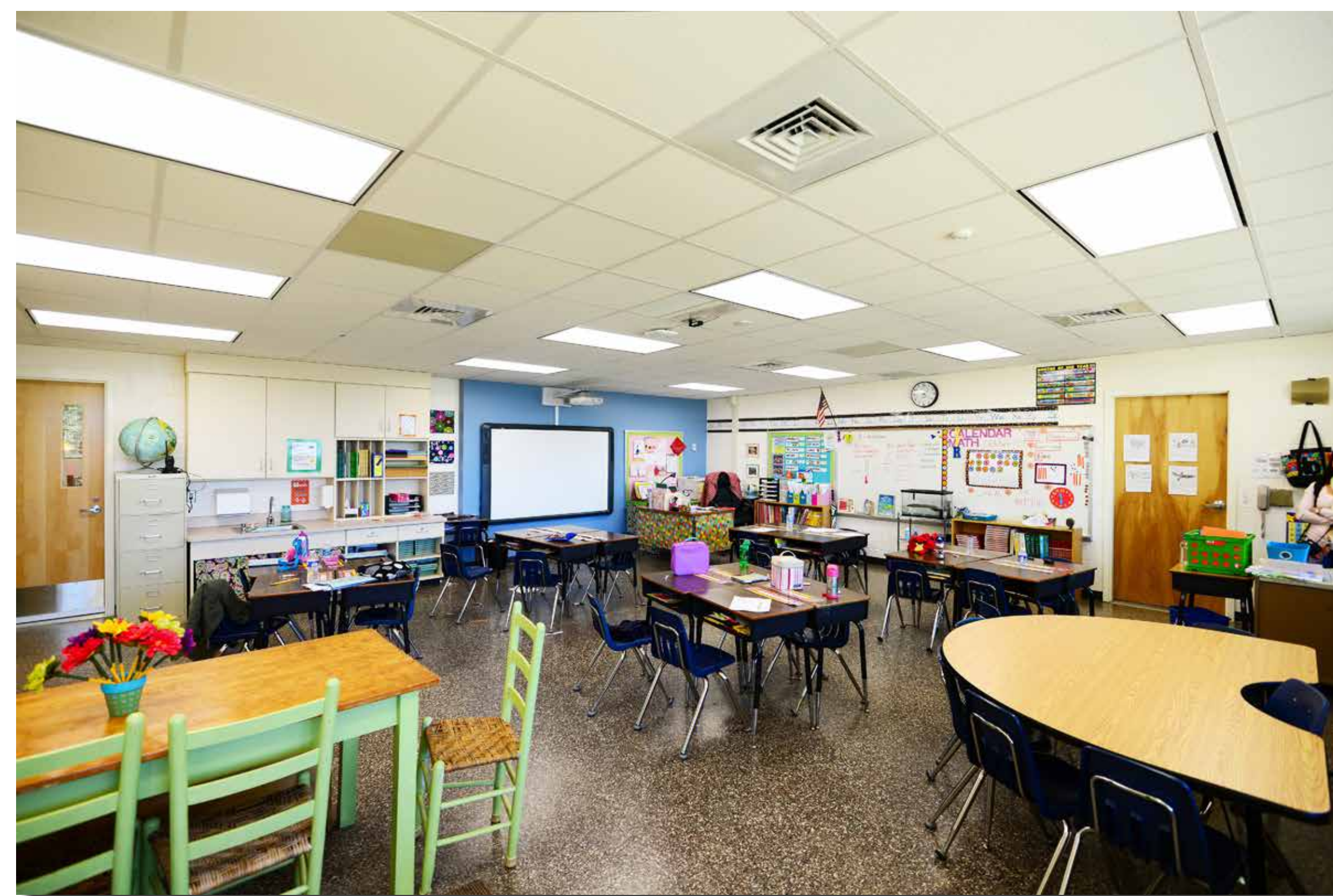


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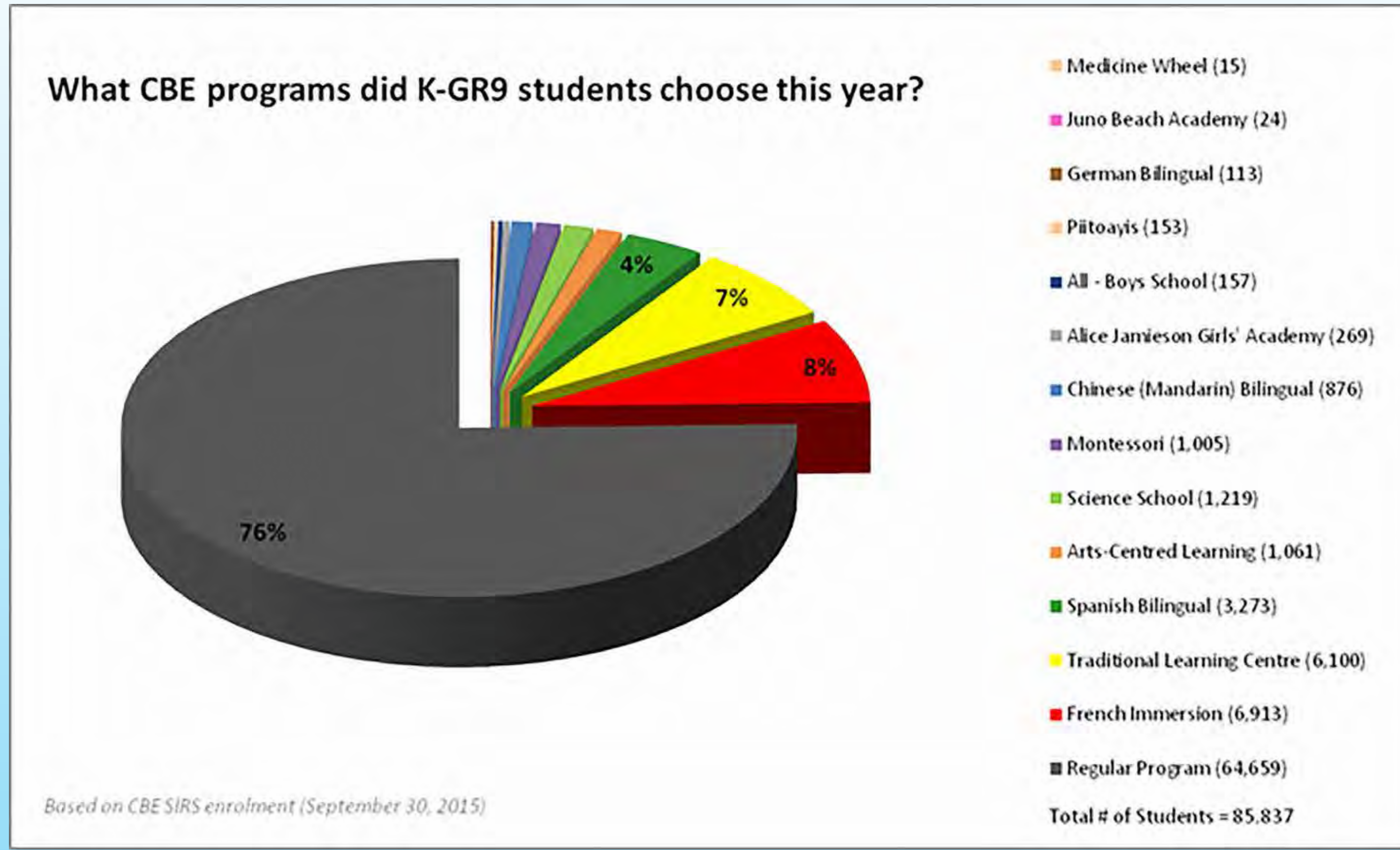
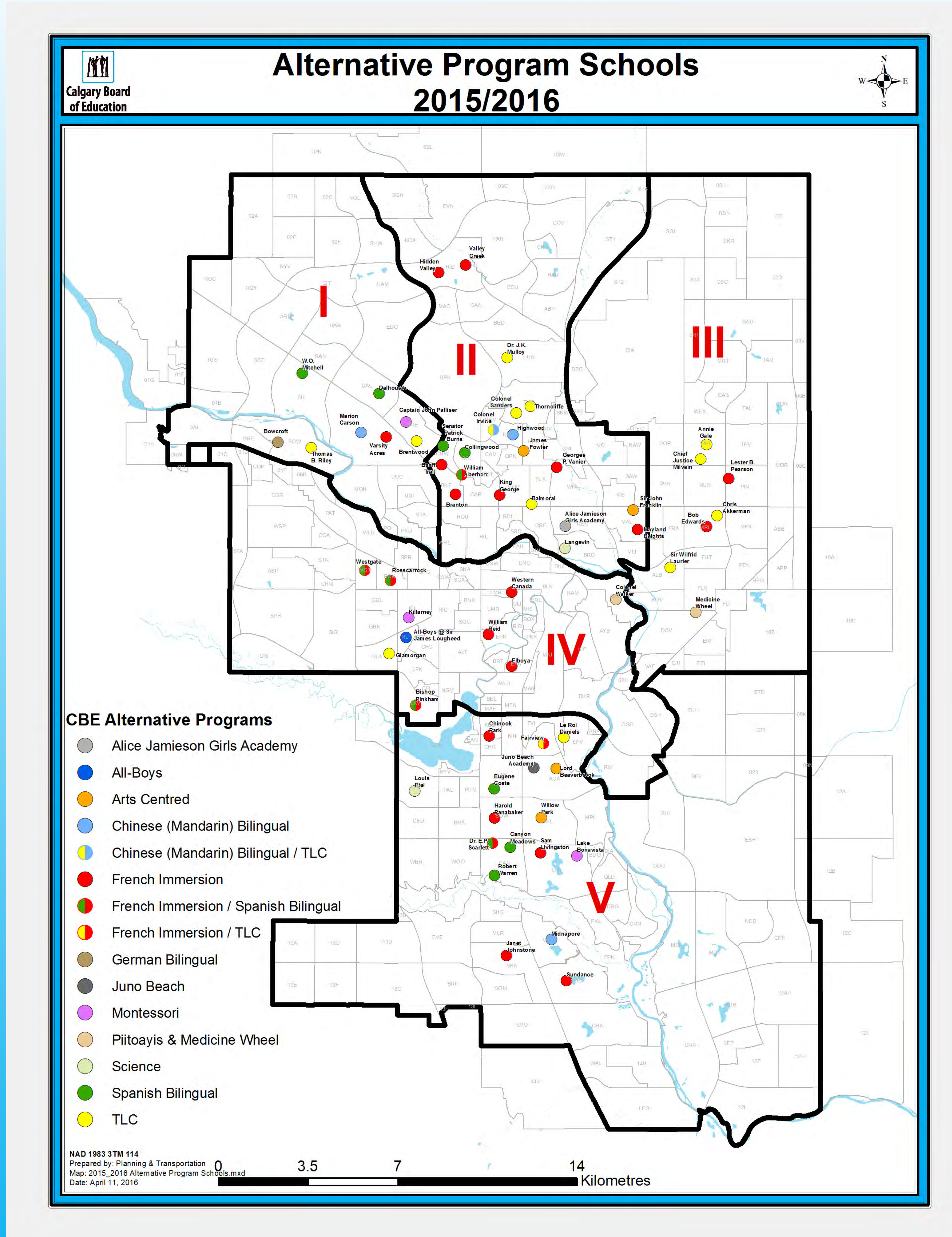
With the opening of new schools across the system, changes will have to be made in order to appropriately manage resources and continue to provide high quality learning environments for our students.

The following possibilities, as well as other possibilities that may be identified through the engagement process, are currently being considered:

- Offering a language or non-language alternative program
- Changing school boundaries. Changing the boundaries of one school will change the boundaries of other surrounding schools.
- Changing the grade configuration (grades offered)
- Combining neighbouring community schools
- Programming for students with exceptional needs
- Accommodating adult education
- Closing program space and/or schools
- Adding before and after school and child care programs
- Changing optional programming for high schools



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The regular program at community schools provides opportunities for students to engage in various extra-curricular and curricular activities that support classroom learning. All of our community schools are unique and offer Alberta Education's mandated curriculum through their own school focus, optional courses, and school activities.

Some of the ways to ensure that a community school will have a large enough student population to create and maintain a vibrant program for many years to come are:

- Changing the grades offered
- Changing the school boundaries
- Combining neighboring community programs
- Running dual track programs with a language program
- Running dual track programs with a non-language alternative program



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Our alternative language programs provide students with the opportunity to acquire skills for listening, speaking, reading and writing in both English and the program language.

The following language programs are currently offered by the CBE:

- French Immersion
- Chinese (Mandarin) Bilingual
- Spanish Bilingual
- German Bilingual

When expanding or moving alternative language programs, we must consider:

- The availability of qualified language teachers
 - Kindergarten and Grade 1 for each program
 - Grade 7 for Late French Immersion
- Student interest in the program must be high enough to keep it viable over the long-term
- The opportunities and challenges of maintaining both a language program and a community program in the same school
- Access and cost to high quality learning resources.



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Our non-language alternative programs focus either on learning through the lens of a particular subject matter or on a particular teaching philosophy.

The following alternative programs are currently offered by the CBE:

- Traditional Learning Centre (TLC)
- Juno Beach
- Montessori
- All-Boys
- All-Girls
- Science
- Art-Centred Learning
- Piitoyis Family School

When expanding or moving non-language alternative programs, we must consider:

- If student interest in the program is high enough to keep it sustainable over the long-term.
- The opportunities and challenges of maintaining both an alternative program and a community program in the same school
- Availability of teachers with program-specific qualifications



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CBE high schools work together to provide students with access to various program options that allow students to fully explore an area of interest deeply or learn in different ways.

Some of these programs include:

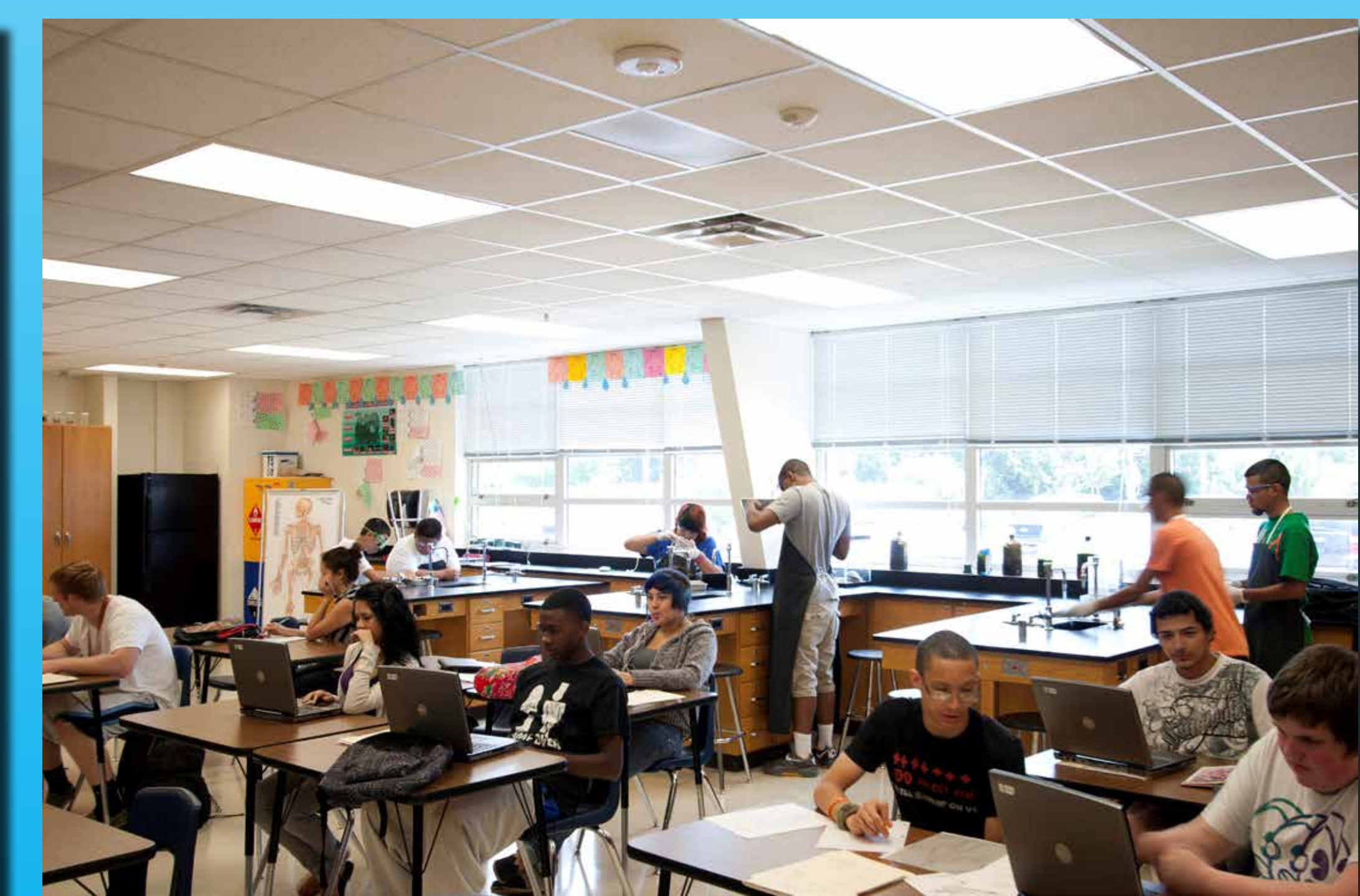
- Advanced Placement
- International Baccalaureate
- Career and Technology Studies
- Arts-Centred Learning
- Performing Arts
- Canadian Studies (Juno Beach Academy)
- Outreach programs

To ensure our high schools offer vibrant and sustainable programs we can look at:

- Where programs are offered
- Changing the attendance areas of schools
- Changing to a Grade 9-12 grade configuration

When expanding or moving these programs, we must consider:

- If student interest in the program is enough to ensure it is sustainable
- Availability of teachers with program specific qualifications
- The specialized learning space and equipment that some programs may require
- The cost of creating a specialized learning space and acquiring equipment



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The CBE provides programming for students with exceptional and complex needs in many of our community schools. Some of these specialized classes are operated at specific sites. Centralized programs require students to travel to schools hosting these programs.

When expanding or moving these programs, we must consider:

- Funding for these programs is required for their operation
- Some programs require additional staffing resources
- Some programs require alterations to facility space



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The CBE provides the following programs to early learners throughout the CBE:

- The Early Development Centre is a program for pre-school children with exceptional needs. This program focuses on preparing learners for kindergarten and beyond.
- The Family Oriented Program provides opportunities for families of children with exceptional needs to learn together through engaging sessions.
- The Medicine Wheel Preschool program is offered through the Métis Calgary Family Services Society in collaboration with the CBE. The program has an Aboriginal focus and supports child and family development in a balanced manner covering the physical, emotional and spiritual aspects of life and development.



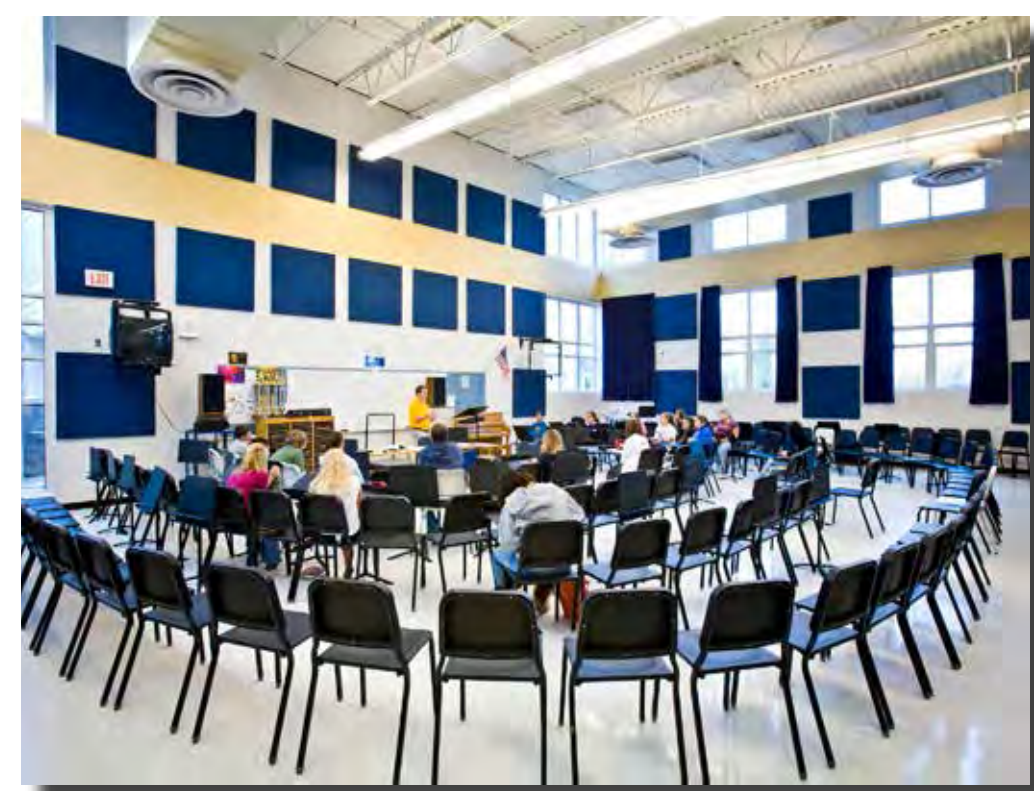
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- Before and After School Care

Third parties offer child care or before and after-school programs in some CBE schools. This is dependent on space availability, community interest and the interest of a third party service provider.

- Adult Learning

Chinook Learning Services provides adult education. There may be the opportunity to review the location for these programs or add program offerings at different locations.



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- On flipcharts and sticky walls located around the event
- On the feedback form provided when you arrived
- On the project MetroQuest site

cbe.metroquest.ca

