



CBE Area I/II - Schools Impacted by New Schools Openings

Colonel Irvine School

Session Notes and Evaluation

October 26, 2016

This summary of the feedback from the Colonel Irvine School engagement session on the Area I/II Scenario opportunities, challenges and other questions and comments was compiled and summarized by Stantec Consulting Ltd.

November 9, 2016

Number of Attendees: 80



Participating Schools: Colonel Irvine
Dr. J.K. Mulloy
North Haven
Thornccliffe
Cambrian Heights
Rosemount

Scenario 1 Discussion

OPPORTUNITIES

- Only one that works. Best scenario. (X 5)
- More students closer to their communities.
- TLC and Mandarin are closer.
- Mandarin shares resources with regular program.
- Compensates for growth that is occurring.
- Only scenario for TLC growth.
- Expansion of alternative programs is important.

CHALLENGES

- Mandarin does not want to move. Keep middle school next to elementary school so siblings can stay together.
- We have lost Mandarin students with each move.
- Resources are cut, leading to more hiccups.
- Mandarin is more challenging to transfer from than other programs.
- Distance from Mandarin is further. Will have to take a bus.
- Mandarin siblings are split. Highwood, Colonel Macleod are not on the same campus.
- Might see quality of Mandarin teaching go down.
- Feel the Mandarin program will die.
- Colonel Macleod may be a short-term solution (not as much a long-term solution).
- If Mandarin isn't here, that is hard for those parents that may have more than one child in the program.
- Splitting Mandarin will increase number of buses required.
- No opportunity to place alternative programs in new schools.

Scenario 2 Discussion

OPPORTUNITIES

- Works well with Highwood (proximity).
- Resources between two schools are shared and it works out well.

CHALLENGES

- Distance for home area if they move (X 3).
- Not being able to go to a regular high school in their community.
- Programs segregated.



- TLC and Mandarin not good choice to be together due to growth.
- Planning seems short-term for all programs.
- Home students have to travel further.
- TLC numbers are consistent, but Mandarin is not.
- Students from home area will need to be bused.

Scenario 3 Discussion

OPPORTUNITIES

- Less impact on more students (X 4).
- Community for Mandarin will remain.
- Mandarin works well with regular program.
- Better utilization of resources, buses, teaching, etc.
- Students that will experience change are already bused.

CHALLENGES

- Not solving problems with staying status quo. Does not work.
- Every time program moves the philosophy of program declines. Need to ensure integrity of program.
- Students may drop off if program moves. Enrollment may decline. (X 3)
- No solutions for problems.
- Having 2 TLC programs close together doesn't make sense.
- Might negatively impact Mandarin in the south.
- Band room equipment not available.
- Not a lot of room for alternative programs to grow.
- Kincora grades 7-9 seems like a short-term solution.
- There has been so much change already.
- Don't want to change every 2 years.
- Too far for all south families.
- It took 4 years to build band room. Too long to create that in new school. This is mandated by TLC.
- Not keeping cohort groups together.
- Only keeping students in for 2 years. Awkward!

Other Questions and Comments

SCENARIO 1

- What is the timeframe to reach capacity at school?
- Where are TLC students coming from?
- Have they thought about building schools for alternative programs in the suburbs?
- Sometimes parents choose alternative schools that are further and we all have to make compromises.
- Try and find a balance for all communities.
- Where are the Mandarin students coming from?



- Convert local school to just TLC.
- Make sure there is an accessible pick up and drop off for all parents.
- If program moves to Colonel Macleod, how would busing work?
- Has CBE considered offering Mandarin in the south to leave Colonel Irvine alone?
- What is happening in Junior High?
- Money has been put into band program by TLC, bricks and mortar. Where does it go? How?

SCENARIO 2

- Do Principals get moved when their program moves?
- CBE builds schools. Are they planning for capacity at new schools?
- Will busing be provided to Colonel Irvine for home area students?
- Is the CBE considering population growth in community schools that feed in?
- Would like to see regular mainstream programs remain vital.
- Not buying any scenario until they see data. Not a lot of faith in numbers.
- How far in the future are projections?
- Big numbers coming here in a few years?
- Will we lose Mandarin students if they have to bus too far?
- Does CBE want to end programs?
- What will happen in four years?

SCENARIO 3

- If attending as an out of boundary student not able to use the bus now and if there is a move, does this still hold true?
- If implementing this for next year, how does that affect registration in January for choices?
- Teachers and resources need to move with program.
- What will the impact be by moving a large program? Numbers, data?
- Need a GIS map to see where students are coming from.
- Process is pitting programs together. We are not talking about students, only programs and buildings.
- This group feels the CBE has a preference and is not transparent.
- No option for all 3 programs to stay and cap all programs?
- What is the long-term plan for alternative programs?
- What is sustainable and why offer all things to all?
- Feels the need for regular program in community and not alternative programs in new schools.
- Do you have to open/expand alternative programs if the numbers call for it?
- Need numbers.
- If I would have known the mess, I would have not enrolled.
- Why not cap?
- Need continuity and flow over time.

GENERAL COMMENTS AND QUESTIONS

- Why aren't portables on the table?
- Projections have been wrong in the past.



- What is the 15-year plan?
- Why don't they over build capacity for new schools?
- Why doesn't the CBE look at single-track schools?
- Need a south Mandarin school
- Area V parents (Mandarin) have not been consulted on Area V options.
- Mandarin parents need translation if ESL. Some parents get 5 e-mails.
- Phase 1 wasn't as visible to parents.
- Information isn't getting to parents and the information is buried in the web site.
- Need numbers now, not later.
- Too much jargon and volume of e-mails. They are cryptic and follow chains. Please simplify.
- CBE really doesn't want to hear from us.
- Inconsistency in communication from principals.

Participant Engagement Evaluation

Colonel Irvine School – Host Location: October 26, 2016

Colonel Irvine School
Cambrian Heights School
Thornccliffe School

North Haven School
Dr. J. K. Mulloy School
Rosemont School

Number of participants in attendance: 80

Number of evaluations completed: 47

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.

44 Agree 3 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.

22 Agree 6 Somewhat Agree 8 Somewhat Disagree 8 Disagree 0 Not Applicable

- Buried in CBE jargon
- "Three" no answeres

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

9 Agree 9 Somewhat Agree 17 Somewhat Disagree 12 Disagree 0 Not Applicable

- Not enough direct speech of what's happening
- Want stats
- We don't have numbers



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

19 Agree **22** Somewhat Agree **3** Somewhat Disagree **2** 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.

9 Agree **9** Somewhat Agree **9** Somewhat Disagree **19** Disagree **0** Not Applicable

- Being told what will be – already decided – all “scenarios” poor – not thinking of long-term
- “One” no answer

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

32 Agree **12** Somewhat Agree **1** Somewhat Disagree **0** Disagree **1** Not Applicable

“One” no answer

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

Comment: 32 No Comment: 15

- Good process
- Open forum format is a plus
- I think we need information about the percent kids program affect in each school
- Lack of information (i.e., no facts presented to show projected growth. Facilitator mentioned that in each scenario student population would be maxed (80-90%) full in each....
- Easy situation to speak with others
- The discussion between the group members was great
- Transparency:
 - full disclosure or sharing data
 - on where students are coming from for TLC / Mandarin program?
 - current capacity at each school?
 - Without numbers, we can't make / provide meaningful input for **YOU**
- I learned a lot about the different scenarios but not as much about reasoning behind them. It would have been helpful to understand projections of how long these scenarios will remain viable. Will we be back here in two years because of similar issues?
- I did not like that this process essentially pitted programs against each other
- The input from all parents!
- There were not enough facts and numbers presented to the group. The whole process looked like the decision had already been made. Some scenarios presented does not even solve the issues noted. The process only trades different programs argue and justify their convenience in those scenarios. Not a good process at all. The process made everyone feel like CBE wanted us to feel we were a part of the decision making process, even though the scenarios made it pretty obvious that the decision has already been made. SUGGESTION: If the decision has been made already, please announce the decision as soon as possible, so that parents affected and their children can prepare better and make arrangements to reorganize their life yet again. Colonel Irvine Session Wednesday, Oct. 16, 2016. The



only viable and sustainable solution to these issues is Scenario 1. Unless, CBE is willing to have a separate school for TLC from K-12.

- I dislike this process as it tends to pose programs against each other
- Most – good to hear others viewpoints
- Least – too much tension and fighting between the Mandarin and TLC programs
- It's good to hear everyone's concerns. However there is not enough info provided to really understand all the issues and have sufficient insight. I feel that the REAL issue and priority is not to maximize learning or on the kids but to put priority on not exceeding CBE's budget.
- Rules of engagement. No numbers. No info on how the CBE came up with the scenarios. No information given on long-term feasibility of these scenarios. 3 years? 5 years? Plans?
- Conversation is useful
- Most - Open discussion.
- Least liked is real facts and numbers to back-up the scenarios. Pending decision should be share, especially the capacity and program projections
- I feel the facilitators did the best they could. I also feel this "engagement" is only for the benefit of the parents to "feel" they've been heard. The CBE could have had better representation if they truly cared what we had to say. Instead, a third-party was hired to "engage" us. There is lack of transparency
- Everyone had the opportunity to voice their concerns and/or support. Also respect for those speaking (no distractions)
- Most – hear different point of views
- Least – didn't have enough information to provide meaningful input (i.e., what schools / programs are feeding into specific schools). Will choices detrimentally affect any one program significantly – seem to pit alternative programs against each other – adversarial. Comment – I suspect if mandarin – at Highwood / Colonel Irvine are split apart, it will be the beginning of the end for the continuity / longevity of the program
- Lack of info
 - E.g., fraction of student in program
 - Growth, shrink rate
 - Programs that children in Highwood community go to
 - Busing population and distance travelled
- Although encouraged to share thoughts/ideas, it still feels a decision has been made and this is just a "pat on the head"
- I liked the opportunity to speak
- I did not like that there was no numbers involved
- I liked that everyone able to have a voice at the talking circle
- Lack of clarity from CBE
- The interaction with other parents and hearing their views, impacts and ideas
- Like – small groups and engagement rules
- Liked – ability to hear the other side of the story (from parents in other programs). Ability to share concerns with scenarios
- Disliked – it would have been nice to get an idea about numbers to consider (future projections and space availability)
- Hear what other parents have to say
- No reason provided behind the scenarios
- Facilitators did fine to keep it timely and progressing the process
- Information was too much to digest in a short time
- Like: we are able to speak our mind



Calgary Board
of Education

dialogue)))

- Dislike: felt limited with the options offered, not practical and not realistic
- Input from the parents