



CBE Area V - Schools Impacted by New Schools Openings

Le Roi Daniels School

Session Notes and Evaluation

October 20, 2016

This summary of the feedback from the Le Roi Daniels School engagement session on the Area V Scenario opportunities, challenges and other questions and comments was compiled and summarized by Stantec Consulting Ltd.

November 24, 2016



Number of Attendees: 144

Affected Schools: Fairview School
Le Roi Daniels School
Sam Livingston School
Sundance School

Scenario 1 Discussion

OPPORTUNITIES

- Strengthen the regular programming by moving student population.
- Having a smaller school size
- Programs to unify because it is a new start (i.e.: RT Alderman Science and French Immersion)
- Parent sees a robust French program. They don't see the program declining enough to have the space.
- People go out of their way to attend French programs. Question of space.
- Agree, if space is appropriate
- Transporting students or Calgary Transit – duration of bus ride.
- Sam Livingston has dedicated a lot for technology. The move to middle school will provide more opportunities to have access to technology.
- Two programs in one school. Two alternative programs as opposed to regular and alternative.
- Advantage for both French & regular program (English) students for more options.
- See advantages for both scenarios.
- Having younger students stay together longer.
- Scenarios 1 and 2 are the same for TLC students.
- May be leaving resources, but will be gaining new resources.
- Prefer scenario 1. Would like to see Sam Livingston expand and prefer that it be K-6.

CHALLENGES

- How to integrate two different streams (programs such as English & French)
- Parent sees a robust French program, but doesn't see the program declining enough to have the space.
- People go out of their way to attend French programs. Question of space.
- Parents find it hard for students to keep moving from school to school because of needing to change the program.
- For continuity, parents would like the teachers to move over with students and consistency.
- There are not enough teachers teaching French in all subjects.
- Families build lives around suburbs. More convenience to access the French at Fairview. Walkable option to Grade 7.



- Look at long term plans so kids aren't moving and moving.
- French is a large alternative program.
- In both scenarios French is in a dual track school. Dual track competes, needs resources. In dual track, some of the French resource. i.e. office staff is lost.
- Sam Livingston and Sundance are learning at different levels. Continuity is not consistent in dual track.
- Concern about Grade 4 going into middle school environment. Concern about the developmental appropriateness.
- The grade that we transition in middle school. Parents chose non-CBE so students remain at a K-6 in one school.
- In Scenario 1 there is a challenge with students of the French students coming in versus the regular student who has been there all along.
- Shorter amount of time to stay at the same school.
- Unclear of what will happen to the students at Sundance with grade change to Grade 6 to Grade 4.
- Would like the grade configurations to be clearly defined for Sundance students.
- Tension between regular and alternative program in Sundance.
- Two alternative programs with different values cause tension
- Two popular alternative programs could cause capacity issues in the future resulting in another location move.
- Have smaller programs in more locations so students are closer to home.
- Keeping child in alternative program / starting K in alternative program leads to better continuity (i.e. not moving locations).
- Security for younger kids within the school especially during a lockdown
- Blending of multiple grades. i.e. some kids can leave at lunch
- Alternate programs to remain separate.
- Sam Livingston does not have capacity to add grade 5.
- At Fairview, the grade 4 TLC move may be overwhelmed.
- Missed opportunity to split regular program into 2 schools and not pool resources to have a strong program.
- Integration of French program into regular / English school
- How will French immersion be integrated / accepted in school without French class?
- resentment between dual tracks.
- Scenario 1 may not have the longevity and a few years will have to switch to scenario 2.
- Not sure teachers will be sensitive / address the needs of the younger students.

Scenario 2 Discussion

OPPORTUNITIES

- When a new program joins an existing program, resources would already be in place for those students.
- Programs moving into building that already have program in them, not an empty building.
- Fresh start when moving to school with no existing programs.
- Once the remaining new schools open there will be more space for alternative programs to grow.



- Make this the last change for the French Immersion program and other alternative programs. This needs to be permanent.
- Longevity
- New beginnings (Science and French) (X 2)
- Elementary & middle school English program integration.
- Having two new programs start at the same time
- Move the Fairview principal in the program and the band
- Much closer option for travel times
- Possibility for French immersion to have their own school
- Seems easier to combine two programs
- Opportunity that French is integrated with the science program, a positive for students.
- Single program in one school has opportunity to keep resources together instead of sharing.
- Having one program in a school builds a stronger program. i.e. Fairview all French Immersion.

CHALLENGES

- When a new program joins a school, it creates a challenge for parents & students.
- Busing, class sizes, school start and end times. Prefer later start times for students with longer bus rides – would like to see more information.
- Coordination of school start / end times for students in same program / different schools. i.e. one elementary / one middle or junior high (X 3)
- Two programs combined create two smaller programs with no opportunity to grow.
- Younger children find it difficult to be in schools with large populations.
- Middle school students need less change.
- NSA transfer in the program or stay at the school
- Children wearing uniforms (TLC) mixed with children not wearing uniforms.
- TLC has wait list. It should have own school in scenario 2. That makes sense.
- As programs are being moved, many parents will move their children back to the regular program due to frustration.



Other Questions and Comments

- What are the capacities of the schools? (specific numbers)
- Will size of schools be comparable in capacity? Utilization rate of the school.
- What scenario is being used? Long term or short term?
- How many kids are moving in each scenario?
- What is the capacity of Sam Livingstone? How will it be affected in the future?
- How to integrate two different streams (programs such as English & French)?
- Will Sundance still have option to switch at grades 5, 6 or 7?
- Will the classroom sizes be affected?
- Will there be physical separation between grades 5 through 9?
- What is the percentage of students that have changed schools or areas since last year? Percentage of population?
- For Scenario 2, what values are being used to determine the enrollment projection?
- Is the in-school programming for all grades changing if they move into an elementary school, i.e. band class?
- Have open house for TLC so parents can see what is offered so parents can make informed decision.
- Are there resources available to help make decisions regarding program and school selection?
- What are the best practices for moving and rearranging schools?
- Rationale behind placement of French immersion? Why?
- What is the long-term viability of the placement of the French program? And for all programs?
- According to the pie chart provided, why isn't French immersion given the option to have its own facility?
- Can the length of the wait list be published? Numbers?
- Will the option to attend out of area schools be available?
- How will faculty and resources be divided between programs (Science, French, Regular)?

SCENARIO 1

- Does Sam Livingstone have the space?
- Is there a risk for children leaving to join the new school opening?
- Will French "decide" to make space for program?
- Questioning the assumption that Sam's enrolment will decline; and by how much when the new school opens.
- Would be nice to see what Alberta Education says about what space is available.
- Are the teachers going to move over with the program?
- What is the capacity, enrollment, and projection and what are the projections based on? Validation?
- At Sam Livingstone, we don't believe the numbers are dwindling; where are the numbers to suggest this?
- In both scenarios, French immersion leaving Fairview. Fundraising parents in the French track - will the resources and the fundraising items i.e. transplant, does it stay or move with the students? How does the money move? It shouldn't stay behind. (X 2)
- Why Science Not French?



- What are options that are available? Not each school has the capacity to offer options i.e. band, outdoor, woodshop at Fairview.
- Will CBE offer resources to continue these programs?
- Sundance French immersion. If David Thompson moves, what would the ratio of French – English be at David Thompson?
- Unclear of what will happen to the students at Sundance with grade change to Grade 6 to Grade 4?
- Would like the grade configurations to be clearly defined for Sundance students.
- What happens to staff in a two-program school when one program is relocated to another school?
- Why could Scenario 1 accommodate Grade 5 at Sam Livingston & Scenario 2 does not?
- Why wasn't the Sam Livingston under capacity included in the scenarios?
- Why is the French Immersion program moving from Fairview and not the TLC Program?
- Can the CBE guarantee that there will be class sizes 25 or less at Sam Livingston?
- Why aren't the French Immersion students kept in the feeder schools until Grade 6 – wouldn't this prevent schools from being oversubscribed?
- Would like to see the grade configuration for all schools in the scenarios – i.e. RT Alderman.
- Is there space at Sam Livingston – understanding that it is full.
- Why only one scenario for Le Roi?
- Will younger students at Fairview be kept separate from the older students?
- If students are closer to home, will there be CBE transit or traditional transit?
- Are current programs in French immersion be moving with the students?
- How will French immersion be integrated / accepted in school without French class? (X 2)
- Will kids be able to take CBE transit? *CBE MUST provide transportation
- Will teachers be sensitive / address the needs of the younger students?

SCENARIO 2

- Why would you split programs in both schools? Make only 1 school split, not both. The schools are them VS us.
- Is there room in both schools for both programs? RT Alderman will get full and need to be capped?
- Is CBE looking at challenge of having dual programs in schools? Have they (CBE) looked at if this works or not?
- Are French and Science kids able to get along with other? Parent sees it that as a positive.
- Is there a model for dual tracks? Or does it take time (years) to implement?
- Room in either scenarios for French? Does either scenario allow for growth in Science program?
- What is RT Alderman start and end times?
- When an alternative program grows when shared with another program i.e. regular program, how are resources allocated?
- Will the new location have everything that the old program has?
 - Band Construction
 - yoga -outdoor education



- Will the CBE understand who prefers which scenario? How will this happen? Poll to see who prefers which scenario – numbers based decision.
- What is the communication plan for students? Teachers are discussing the issues with students – causing stress when a decision has not yet been made.
- Clarify if the sport program at RT Alderman moves or stays.
- If science continues to grow, where will French immersion go?
- Does the science program have uniforms?
- With the TLC program increasing numbers, how will it impact the next school (i.e. adding grade 4-9)
- Why does TLC only have one option?
- Does Le Roi have the capacity for 7-9?
- Is TLC opening anywhere else in the south?



Participant Engagement Evaluation

Le Roi Daniels School – Host Location: October 20, 2016

- Le Roi Daniels School

Number of participants in attendance: 144

Number of evaluations completed: 34

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.

29 Agree **5** 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.

19 Agree **4** Somewhat Agree **3** Somewhat Disagree **7** Disagree **1** Not Applicable

- By inquiring on my own last year!
- a little cumbersome

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

7 Agree **13** Somewhat Agree **5** Somewhat Disagree **9** Disagree **0** Not Applicable

- Need bussing, start times, predicted capacity.
- Capacity and program numbers make a difference!
- We really need more numbers and info in detail

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

15 Agree **10** Somewhat Agree **5** 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 **14** Somewhat Agree **5** Somewhat Disagree **5** Disagree **1** Not Applicable

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

27 Agree **6** Somewhat Agree **0** Somewhat Disagree **0** Disagree **0** Not Applicable



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

Comment: 26 No Comment: 8

- It seems pointless as decisions will be made regardless of our input. This is an exercise to say that the process is followed and parents were engaged.
- I like how it encouraged individual conversation with no interruptions
- Most was to learn other perspectives. Least -CBE didn't have much presence!
- Not enough raw data!
- Everything
- Very organized and Civilized process. Enjoyed the talking circle process
- Like: It was very well organized and created an equal opportunity for everyone to share their thoughts. Dislike: No answers.
- Extremely well organized, very well managed. Very impressed and thrilled to be a part of this discussion.
- You should be asking for preference and counting the # of responses. This should be part of the process.
- The main facilitator was excellent. He encouraged participation by all. Non-Judgemental and respectful!
- I liked the smaller group discussion as it allowed us to share thoughts and idea more easily
- Like: Small groups are better for discussion. Dislike: Lack of answers to specific / simple questions
- I liked the "talking chairs". We need numbers & data to develop informed questions and concerns
- I thought it was a positive way to hear multiple opinions. Having someone to answer some questions would have been valuable. How would stakeholder preferences truly be tabulated? On-line?
- Great: Lots of opinion gathering. Disliked: We needed actual data on capacity at each scenario to make an informed decision.
- Liked the small group format, it lead to positive interactions
- Lack of answers
- Interactive
- I appreciate the opportunity to give feedback
- Would have been helpful to have a better understanding of the historical pros and cons of choosing each scenario based on past experience for the CBE and comparable situations from other school boards
- I liked the circle with chairs in the middle. I wish there was an open discussion time.
- Pro: The opportunity to provide feedback. Con: lake of info around the capacity and enrollment in programs
- Most: facilitator was lovely (Zoe) overview was good. Least: We just want more infor to inform decisions.
- Everyone was respectful and cooperative. We all have the same goal - what's best for kids; that showed.
- Thank you. I've been through 2 accomodations in 6 years and this was the most well done. Previous were trifolds with no opportunity for discussions/enagement. Appreciated the round table discussion.
- Hearing other parents input - helped me define what was important to me. Lack of representation from regular program parents and lack of numbers/ capacities at schools