

Does a utilization rate of 50% usually trigger a consideration of closure motion?

A utilization rate of 50% does not trigger a consideration of closure motion. The utilization rate is one of many factors that could result in a consideration of closure motion. The departments of Community Engagement and Operational Planning and Capital and Urban Planning, review student accommodation on an annual basis and identify schools with low utilization. They meet with the Area Director in order to review accommodation challenges within identified schools and discuss strategies that may be employed to address the utilization issue.

Why is the proposal for Juno Beach Academy of Canadian Studies to allow them to grow and the proposal for Sir William Van Horne High School to close?

Juno Beach Academy of Canadian Studies is an alternative program as defined by the School Act: “an education program that emphasizes a particular language, culture, religion or subject-matter”. This program has a clearly defined Canadian Studies focus which is not available to the students in any other high school.

Sir William Van Horne High School is not considered an alternative program as defined by the School Act. Should Sir William Van Horne High School be closed, students will be able to access their programming needs in their community high school.

Given that the future proposed use of Lord Shaughnessy High School has necessitated a re-location of Juno Beach Academy of Canadian Studies, Calgary Board of Education is committed to re-locating the program to another site and will, as with every school and program, review enrolment on an annual basis.

Are the K&E classes at mainstream schools bigger than 17 students?

K and E courses are usually between 15 and 20 students and are typically not larger than 25 students. At times they can be smaller depending on the number of students requesting a particular course.

Will Van Horne students experience relaxed attendance standards, hands on teaching (where the teacher works one on one with students, controls work flow through managing and maybe even holding onto assignments so they get handed in), staff that understand individual students' behaviour issues, and have schedules that don't rotate, in their community high school settings?

As students transition they will have an administrator and counsellor who will get to know them, advocate for them and work with them to develop strategies that would enable them to stay in school. Appropriate learning supports would be put in place depending on the individual learning plan or Individual Program Plan of the student. These supports could include: an educational assistant, modifications to assignments, adjustments to assignment completion schedules and a variety of other strategies.

Typically students do not receive one-on-one education assistant allocations in high schools because of the importance of allowing students to work in as independent a setting as possible in preparation for transitioning adolescent learners into the work force.