



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

Cambrian Heights School

Session Notes and Evaluation

October 25, 2016

This summary of the feedback from the Cambrian Heights 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: 40

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

Scenario 1 Discussion

OPPORTUNITIES

- Growth of TLC program. (X 2)
- Allows Montessori to expand. Does not meet current demand.
- Maintains regular program at Colonel Irvine. Reduces busing.
- Mandarin more central at Colonel Macleod.
- Scenario 1 works for me personally.
- More room for TLC and other alternative programs.
- Location access at Colonel MacLeod is good, appreciate the easy access
- Home kids to stay at Colonel Irvine. No new costs for busing. We live inner city, pay higher taxes, extra fees just add to it if we are moved.

CHALLENGES

- Breaks the cohort for Mandarin K-9.
- Parents in Mandarin would leave the program to stay at Colonel Irvine.
- Mandarin will lose their relationship with Colonel Irvine.
- Regular program will be pushed out by alternative programs.
- Mandarin killer – risk of moving to TLC instead.
- So many moves.
- Value of being walking distance to school. Challenge if greater distance.
- Number of moves for Evanston students over time.
- Disruptive option causes more immediate pain for many people. Guaranteed spots in community school if programs change because they are in the neighbourhood.
- If you choose alternative program, you need to be more flexible.
- Alternative programs do not promote sense of community in many cases in neighbourhood. Some families choose alternative programs because they see things missing in regular programs.
- Most challenges for Cambrian Heights being bused out to other schools.
- Cambrian Heights K-6 does not have enough kids to increase capacity.
- Cambrian and Colonel Irvine population imbalance K-8 to help with utilization.
- Home area for Colonel Irvine going to SJAM.



Scenario 2 Discussion

OPPORTUNITIES

- Good for my family.
- Good for Sir John A. Macdonald communities being added is good for transportation and keeps grades 7-9 together.
- Colonel Irvine and Sir John A. Macdonald moves keep student's groups together (home area 7-9 and Mandarin, TLC 5-9).
- Out of space at Colonel Irvine so scenario 2 opens space up for students.
- Keeps Evanston kids together.
- Community schools important, choice is important.
- TLC and Mandarin together is positive.
- Likes dual track – 2 programs side by side.
- Regular program at Colonel Irvine has been a positive experience.

CHALLENGES

- Taking the community program out of Colonel Irvine.
- Cambrian Heights will be very low in numbers without Evanston.
- Breaking up cohorts at Cambrian Heights.
- Further to travel for Evanston. (X 2)
- TLC/Mandarin will still outgrow Colonel Irvine in 2 years.
- Likes existing diversity currently at Colonel Irvine.
- Limited expansion for TLC, Mandarin.
- Only 2 alternative programs together not regular and alternative.

Scenario 3 Discussion

OPPORTUNITIES

- Mandarin and regular program can share a lot of resources, more than was shared with TLC.
- Room for TLC at Colonel Macleod.
- TLC programs would be closer together.
- Fewer groups moving.
- Synergies with busing Mandarin to Highwood/Colonel Irvine.
- Least ambitious and fewest changes, I like that. Disruption is not helpful. Continuity from existing is best.

CHALLENGES

- Doesn't work well for Midnapore Mandarin.
- Significant change for Evanston. Long distance for Evanston families and multiple transitions.
- Carbon Footprint of buses on road is concern.
- Regular programs won't save schools and schools will close.



Other Questions and Comments

GENERAL COMMENTS

- Is there a more central location for Mandarin?
- Will regular and Mandarin programs be able to continue with complimentary courses?
- More consideration should be given for before and after school care, especially in kindergarten.
- Regarding Cambrian Heights and North Haven, how do the scenarios help with being under capacity?
- Has CBE considered K-8?
- No stats to back up scenarios.
- What data and info went into creating scenarios?
- How do we consider loud voices in relation and equally as those who are quieter?

SCENARIO 1

- Would be helpful to have information for other area's Mandarin program services, i.e. Midnapore in the south.
- Timing of implementation good to know in advance.
- Regarding Cambrian Heights and North Haven, how do Scenarios help with being under capacity? Has CBE considered K-8?
- Implementation timeframe – uncertainty makes it difficult to make decisions. Late year implementation, lottery deadlines.
- Moving Mandarin, have you considered impact for having siblings at different schools? Resource sharing between Colonel Irvine and Highwood?
- Can you guarantee students will stay at Colonel Irvine if moved there?
- Where do families in Mandarin come from?
- Waiting list of 4 years for TLC?

SCENARIO 2

- In Scenario 2, why bus to SJAM when we can walk to school?

SCENARIO 3

- Are the facilities available for TLC at Colonel Macleod?
- Balance between SJAM, Colonel Irvine, Colonel Mac doesn't make sense for distances, transportation, and distribution of students.
- Kincora should be at Simon Fraser. Evanston has a relationship already with Cambrian Heights.
- Is there a way to get Evanston to stay with Cambrian Heights cohorts? Busing efficiencies with this could maintain a 5-12 cohort advantage.
- Need better attention paid to students regarding stress related to the ongoing changes.
- Fear less change now won't last long term. More changes again soon are a concern.
- Impact of change for TLC bigger than appears. Significant change.
- If choose alternative program, I think busing implications to be expected.



Participant Engagement Evaluation

Cambrian Heights School – Host Location: October 25, 2016

Colonel Irvine School
Cambrian Heights School
Thornclyffe School

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

Number of participants in attendance: 40

Number of evaluations completed: 14

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.

12 Agree 2 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.

10 Agree 4 Somewhat Agree 0 Somewhat Disagree 0 Disagree 0 Not Applicable

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

5 Agree 6 Somewhat Agree 1 Somewhat Disagree 2 Disagree 0 Not Applicable

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

8 Agree 4 Somewhat Agree 1 Somewhat Disagree 1 Disagree 0 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.

3 Agree 8 Somewhat Agree 2 Somewhat Disagree 1 Disagree 0 Not Applicable

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

10 Agree 4 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: 10

No Comment: 4

- I did not like the solutions for Cambrian Heights School
- The solutions didn't seem to take the number of students into consideration. It will be a very low number!
- Most – people listened
- Least – lack of numbers, criteria, why scenario choices were made – no information on binding constraints
- Least – no information on how competing priorities were ranked
- Least – do demographics
- Least – no attention to before / after care
- Least – Rosemont is full, no attention to inner city schools that are filling up
- Open supportive forum
- Good facilitators
- Lots of time for discussion
- Positive atmosphere
- Excellent feedback
- Need more quantitative data
- I like the way the session was organized
- I didn't like the fact that the discussion was centralized on certain schools rather than the entire school impacted
- Not seeing the numbers behind the data did not provide clarity for me for each scenario
- I really dislike chair in middle but I used it a lot...but I think it keeps some from speaking
- It enlightened me to the degree of the level of intellectual superiority the Mandarin program, in particular, seems to have in their attitude toward the regular curriculum
- I sensed the regular curriculum sees the value in diversity to a greater degree, than the mandarin program has for other programs
- Need more actual numbers