



Westgate Parent Meeting

November 29, 2014

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of Education

Introductions

Frank Coppinger, Superintendent, Facilities & Environmental Services

Calvin Davies, Director Area IV

Design & Property Development

- Eugene Heeger, Director

Planning & Transportation

- Darlene Unruh, Director

Agenda

- ❑ The Changing Landscape
- ❑ Why We Are Here Today
- ❑ Moving Forward
- ❑ Table Conversations
- ❑ What's Next

The Changing Landscape

January 2014 - Eugene Coste

- presented as an option for a stand- alone Spanish Program for Area IV students.
- Feedback received from parents was that this location was too far from where students lived.

February 2014 – Glenmeadows

- Province announced funding for modernization projects which included the Art Academy Charter School located currently located at Glenmeadows School.
- Glenmeadows School will be available for the Spanish Bilingual program when the renovation is complete and the Arts Academy moves to their new location.
- A temporary location for the program was announced as Viscount Bennett Centre for 2015.

The Changing Landscape

June 2014 - Viscount Bennett

- Facility issue at Tuxedo Park School which offers Chinook Learning Services programming will relocate the Viscount Bennett Centre in January 2015.
- No longer an option for Spanish Bilingual Program

June 2014 - Interim Capital Plan

- Requested by the Province in late June
- No time for consultation with the community
- Modular classrooms were requested to ease enrolment pressures

The Changing Landscape

September 2014

- 8 Modular Classrooms were approved for Westgate School
- School Enrolment Finalized, just over 3.700 more students system wide
- Feedback regarding Modular Classrooms at Westgate
- New Schools Announced for West Calgary
 - CBE requests complete school rather than inadequate starter schools.

November 2014

- Letter from Acting Deputy Minister of Education
 - Grants the CBE flexibility regarding the use of the modular classrooms originally intended for Westgate School.

Why we are here today

To share a plan for the use of the modular classrooms approved in September

And

The plan for both the French Immersion and the Spanish Bilingual Programs moving forward.

IAP2 Spectrum of Public Participation



Increasing Level of Public Impact

	Inform	Consult	Involve	Collaborate	Empower
Public participation goal	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
Promise to the public	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

Inform

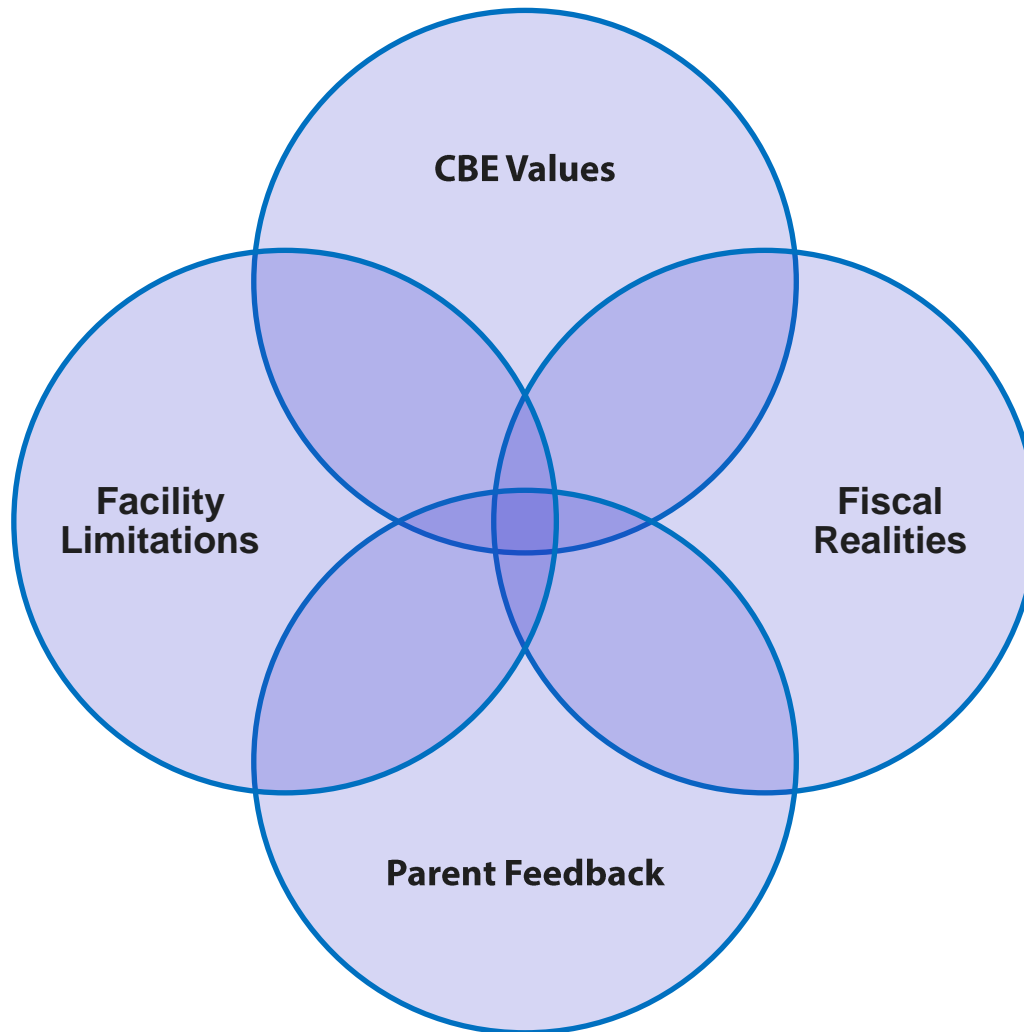
By *inform*, we mean that

- Our goal is to provide you with balanced and objective information to assist in understanding the problem, opportunities and solution
- Our promise is to keep you informed

What we heard from parents since we started

- ☐ Keep the two programs together
- ☐ Consider splitting the programs
- ☐ Move regular programs at other schools to make room for us
- ☐ Keep both programs together in younger grades
- ☐ Kindergarten at another location
- ☐ Open a new location
- ☐ Allow room for growth – don't cap enrolment
- ☐ Use charter school
- ☐ K-6, 7-9 learning continuum

Criteria That Influence the Decision Making Process



Scope of influence

Your input may influence

- ☐ Implementation of the decision



Moving Forward & Contingency Plan

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Moving Forward

- ❑ Elementary stand alone site for each program by 2016.
- ❑ We have the opportunity to re-examine the allocation of modular classrooms approved for Westgate School.
- ❑ Modular classrooms at Glenmeadows School.

Moving Forward

Implementation Plan Assuming 6 Modular Classrooms added to Glenmeadows School

September 2015

- ☐ Kindergarten French Immersion and Spanish Bilingual at Rosscarrock School
- ☐ Grade 1-5 French Immersion and Spanish Bilingual remain at Westgate School

September 2016

- ☐ Kindergarten - 6 Spanish Bilingual at Glenmeadows School
- ☐ Kindergarten - 6 French Immersion at Westgate School

Moving Forward

- ❑ Bishop Pinkham and A.E. Cross Schools
- ❑ Grade 7-9 Spanish Bilingual Program will transition to A.E. Cross School starting with Grade 7 in September 2017.
- ❑ Students currently in Spanish Bilingual at Bishop Pinkham School will not be asked to move to A.E. Cross School.

Contingency Plan

- Development Permit
- Availability of Glenmeadows

Contingency Plan

Implementation Plan if no additional modular classrooms are added to Glenmeadows School

- ❑ If the development permit is not approved for the addition of modular classrooms at Glenmeadows School, Glenmeadows School would only have space to accommodate a Kindergarten – Grade 4 Spanish Bilingual program.
- ❑ A.E. Cross School would accommodate Grade 5-9 students in the Spanish Bilingual program.
- ❑ Students currently in Spanish Bilingual at Bishop Pinkham School will not be asked to move to A.E. Cross School.



Table Conversations

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Why a table conversation?

- ❑ Each person's feedback is important.
- ❑ We would like you to hear as many view points as possible.
- ❑ As you move to the different tables you will be able to reflect on opportunities and challenges, respond thoughtfully and offer suggestions.

Process

2 of rounds of conversation in 20 minutes each

- ❑ Introduce yourselves
- ❑ Assign a note-taker
- ❑ Each person takes a turn providing an opportunity and challenge
- ❑ CBE representatives will be circulating to answer clarifying questions

Table 1

The plan moving forward with modular classrooms at Glenmeadows School.

Table 2

The contingency plan if modular classrooms are not available at either school.

Process

At your table you will have:

- ☐ Charts that detail what each program will look like depending on the grade your child is currently in and the timing of the relocation to Glenmeadows.

As you look at the options consider:

- ☐ What are the BENEFITS?
- ☐ What are the CHALLENGES?



What's Next

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What's Next

CBE will keep you informed as we move forward.