



Area V Impacted Schools Survey, November – December 2016

Below you will find all comments provided in the survey as they were written and sorted by school. Comments have been edited to ensure anonymity. We also edited or omitted abusive, discriminatory and otherwise inappropriate comments.

Group 1

Maple Ridge School (pg. 1-4):

- 1. Make sure all the students get the busing facility.2. Students should have a choice to select between Science and regular programs.3. Language based programs should be optional. If you are introducing Language programs in a school make sure Regular English programs are also available.
- After reviewing the projected numbers, it would appear that Maple Ridge under scenario 2 would be capped at 50 kids per grade which would not bring the school number up very much and given my conversations with many parents most Maple Ridge kids will stay in either scenario therefore only leaving room for an addition 90 kids to be added to the school so I am not sure this works.
- I am fine with using our community school for an alternative program with the understanding that my child will be able to attend the Science school in our community.
- I chose Options 1 and 2 as neutral as they both affect our kids (Currently Grade 3/8) the same way. They currently go to Louis Riel, and in both scenarios will move to RT Alderman and Maple Ridge for one year before having to move schools, or stay at Louis Riel, depending on where the boundaries are drawn. The CBE has a good knowledge of the projected numbers for kids registering for different programs and should be able to provide a rough boundary map to allow parents to better understand the division of the Science program. This is especially important with children who may have a split household with parents living in different areas of the division. Our preference would be for our kids in Grade 3 / Grade 8 Science to be able to finish their Grade 4 / 9 years, and then move to schools as their grade dictated - RT Alderman (or continuing at Louis for the student entering Grade 5, and then Senior High for the Student entering Grade 10.tldr; Where is the boundary map for the different
- I like the fact that my son goes to a smaller school. He knows just about all the grade one children in his school. I think moving schools would be awful for my son development at the stage of his learning. He is very comfortable with his currently environment. I am open to him attending a science program so he doesn't have to change schools.
- I need to learn the basics first, like math, reading, spelling, writing, and have fun. When I am older and have the skills mentioned before then I will be prepared for choices on how I continue with my education. My parents helped me with this survey.
- I really like that CBE is trying to create more spaces for popular programs e.g. Science in more areas in the city. We live in the SE and the closest Science school is in the SW. We currently live in a community that no matter what school we choose, my son will be on the bus. The idea of walking to school is a luxury that isn't available to everyone.
- I strongly feel that Maple Ridge and RT Alderman should remain COMMUNITY schools (as well as the science program) that will allow the students to develop a sense of community as they share a field with each other, the community centre, outdoor ice rink in the winter, and the community garden. None of the other options offer this sense of community for 10 years (K-9) and this sense of community instills pride in kids.

- I think both options are viable, but I think more information needs to be provided to parents regarding what the science school programming includes. (saying it has a "science lens" doesn't really provide a lot of details to parents). As well, many parents had concerns about the dual stream schools. Again having more information on how these work would have been beneficial to parents.
- I think the way you figure out capacity is ridiculous. Using ancillary space towards a count of teaching space doesn't seem viable. My daughter goes to Sam Livingston, right now stated as room to grow. It's packed, her kindergarten class was out in a portable with no bathrooms, no secondary exit and freezing cold. I think the projected enrollment you have for schools in the Maple Ridge area are low. Right now it is a retirement community but this neighbourhood is on the verge of transitioning right into school age families. You could potentially close the schools only to need them again in four or five years.
- I will have one child moving onto RT Alderman next year and my youngest moving into Maple Ridge.
- I would recommend that the CBE have a clear policy on school council/PTA funds (if not already developed) for these new scenarios and program changes.
- I'm not in the "walk zone" but Maple Ridge is our designated school, would love to know if we have automatic enrolment in new offered alternative program & not have to go thru application process? And I think there are not many Maple Ridge parents that want to move over to Acadia
- If a parent moves from Willow Park or Maple Ridge, will they be grandfathered in for the following years, starting next year, or will they need to move to a different school? What happens to the families that are currently not in Willow Park or Maple Ridge, will they be forced to go to their home communities or will there be an options to be grandfathered in? If not, are there supports in place for children that may be forced to attend a school they are not familiar with?
- It appears that the CBE is trying to meet the ever growing demands of the community. However they may be taking on too much and getting away from the basics. In my opinion the CBE should keep it simple and focus more on the regular program home area. All students could benefit from a regular home program with science, French, Spanish, tlc, etc. offered as options. I.e. each student attends the regular program and throughout the day they have different periods of time where they can attend options of their choice, such as science, French, Spanish, etc. CBE needs to keep its role simple.
- It could not be more important to have neighbourhood children attending their neighbourhood school. We have lived in busing areas and non-busing areas, and it is amazing the difference it makes to their feeling of community, friendship, and attachment to their place of learning. To add a program like Science to the existing program makes sense, in that it seems like it would not be exclusionary to any particular children, nor cause the disruption of unnecessary changes of schools.
- It seems to me that the CBE is trying to cater to too many wishes. There should be no other language programs than the two official languages of our country. Regarding arts and science for example, offer both to the young kids and then by grades 5 or 6 they will be able to focus on arts or science based options in those schools, keeping a base curriculum in all cases.
- It would be ideal if a decision is made soon so that planning can occur
- It's really hard to answer questions on scenario 2 for Maple Ridge school as No one can answer the question of whether community kids will be given priority in the Science program? If they are not given priority then obviously I'm not in favor of scenario 2 as this might mean the moving of schools for my daughter if she doesn't get accepted into the program!! Still a huge lack of information!!!!!!!

- Keep our children at a local school (Maple Ridge/RT Alderman) with quality extra-curricular options. Elementary and Jr. High should be about exploring possibilities rather than specialization.
- Maple Ridge residence students should be given the preferential to the science program if scenario two is chosen at Maple Ridge school! Maple Ridge community kids should be top priority to stay within walking distance instead of busing out to other schools! Please consider that younger families are moving into Maple Ridge as the elders are moving out.
- My concern is that if scenario 1 is chosen and the science program becomes popular then the regular program might have to move somewhere else in the future. That would lead to more disruption. If scenario 2 is chosen, Southland Drive is a very busy road and if Acadia School has the regular program then students from Willow Park and Maple Ridge will have to cross that road every day. What safety measure will be put into place?
- Our community works well because we have a mixture of young families with school age kids and seniors. We'd like to see more families settle in the neighbourhood, which means both schools must thrive for the local kids. If specialty education is set up along side the regular program, ensure the regular program kids have access to whatever facilities the specialty education kids have. For example, if it's science and the science kids have the best lab equipment, then negotiate for the regular program kids to have access. We'd like to see all kids learn & be inspired by one another. Thank you for the opportunity to comment on this big change to our neighbourhood!
- Our family has already gone through one school closure. I do not wish to transition my kids again. I hope that the CBE is being very transparent to parents and the community. If CBE has another agenda that they are not specifically laying out they should let people know ASAP. If these schools become a school of choice, families within the community should be accepted no matter what. I also feel that if this becomes a language school our attendance would be lower.
- Please make Maple Ridge a science school. Children that live in the community should have priority and Maple Ridge and RT should be their designated schools.
- Scenario 1 works well as the local kids in the current regular program can stay at the local school, this is very important for the kids and community. Do not take away the regular program! We choose this community for the local school and to not bus our kids.
- Succession planning in staffing and admin is REALLY important to me after so much change already at Maple Ridge. Can we please take this into account during the staffing process after changes are decided?
- The more committed Maple Ridge elementary is to supporting a science program, the better.
- The most important thing is that children in the community have a school they can go to within walking distance. My preference would be to have Maple Ridge be a community school only even if that goes from K-6 to get numbers up and then make changes to one of the Junior High's in the area as needed.
- The problem is not necessarily with the scenarios. The problem has already been created. Building new schools when existing schools have capacity is a ridiculous waste of money. People choose to live where they live. New communities shouldn't be guaranteed new schools. Kids ride buses all the time. Factor it in when choosing where to live. All of the new schools that have opened just highlight the gross mismanagement of resources. I fully expect to be disappointed with any outcome of these surveys and scenarios.
- There are so few kids in the Maple Ridge and RT Alderman school from the local area at this point that they should be able to attend their neighbourhood schools and benefit from the other programs entering their school. These neighbourhoods are in transition and in the future the student population will grow significantly (if you look at the demographics over the last 3 years you will see the increase in child population) and it makes no sense why they cannot attend a

"regular" school program in their local schools. I will not pay for bussing fees when we moved to this location because there are schools in the area with availability. We are a VERY involved neighbourhood and when the neighbourhood is made aware of the scenario 2 possible move they will be very upset as it will affect their property values and the general dynamic of the neighbourhood. My children and I have already moved to a community one CBE change in the west when we thought we were safe from upheaval and now w

- there has been no discussion on keeping students at their home school as the #1 priority
- Travel time and distance from home contribute to fatigue, loss of community identity and risk (criminal and accidents) to children who are not developing within their own regional community and support network.
- We heavily support a K-4 science program to be run out of Maple Ridge school. We support community schools and progressive alternative programming. Our only community school is a TLC program. We do not support TLC programming and will be leaving our neighborhood, as no other K-4 school is nearby. If we are leaving our neighborhood, we would like to seek a program that aligns with our values, including an inquiry driven science program similar to Langevin.
- We moved to an old community, close to a school, so we knew our kids could walk to both Elementary and Middle School. Now that everything is changing we are really concerned that they might be on a bus if the community school moves to Acadia. We are happy with the science program but want to ensure we get first priority at the school as we are within walking distance.
- We want to keep our children in the community and have a local, balanced regular program for them. We want to attract young families, and one way to do it is to have access to the regular school programs.
- We would support Scenario 2 if kids within walking distance were given priority for registration in the Science program. The program looks like a valuable program within the CBE. Our first preference would be to maintain the current regular program and have the opportunity to register one or more of our kids in the science program if they show aptitude. We currently have a child in grade 3, one in grade 1 and one who will start K in Sept. 2019. We would ideally love for them to be able to attend Maple Ridge and then RT Alderman as both are in walking distance. We don't ultimately care if that's under the auspices of a regular program or the science program.
- Would like also to see teaching second language (French, Spanish) from grade ONE. In our diverse world it is very important! And kids have such an amazing ability to absorb new knowledge at this age.
- year round school to better use current facilities

R.T. Alderman School (pg. 4-10)

- Add a Mandarin option (basic, intermediate, advance) to the Science program.
- Adding French Immersion to an existing regular program school will not all full language immersion. It is better to group alternative programs together, rather than combining with the regular program.
- Advocating for a single track program Concerns with scenario 2 that French Immersion will have to move again because of increased demand for science program & creating a science campus with Maple Ridge.
- After reviewing the projected numbers, it would appear that Maple Ridge under scenario 2 would be capped at 50 kids per grade which would not bring the school number up very much and given my conversations with many parents most Maple Ridge kids will stay in either scenario therefore only leaving room for an addition 90 kids to be added to the school so I am not sure this works.
- As was the case at the open house, it is still hard to choose, or even comment on the viability of, option 1 or 2 when basic questions such as "Will local kids receive priority in specialized programs (such as Science or Late French Immersion) at R.T. Alderman?" as is the case

currently at Willow Park for the arts program. We do believe that these specialized programs are good for the schools, good in the long-term for the local community, and necessary to keep these schools open. But we would be less supportive if our kids did not gain access to these programs (or had to go through the lottery process), and are forced to leave our neighbourhood to attend a regular program in a school that's further away. You're asking us to make an informed decision based primarily on emotion, with very few facts to help guide us.

- CBE is in this situation because they tried to give too many choices to too many communities. Need to get back to the curriculum that counts.
- create a school big enough to offer of programming
- Disappointed older and younger siblings will be separated. Even more concerned that student doing Science K-4 will have to reapply and go through lottery all over again for junior high??
- Diversity and consistency! Keep the local students in their local communities and diversify the schools. Stop bussing the kids from school to school to school. We live in this community because of the schools and how close we are. Now the potential to bus them to another school is on the table and it isn't acceptable. Scenario 2 is disastrous to Maple Ridge and RT Alderman. Keep the kids in their communities and modify the schools. Make every school science and French Immersion and a regular school.....why can't we integrate all of it and make our students stronger and smarter. They have the capabilities to do it all so give them the opportunity to use their sponges for brains. Diversity keeps people engaged and involved. Time to stop being reactive and become proactive!!
- French Immersion middle school in the deep south
- German immersion program
- German immersion program for RT Alderman Art program for RT Alderman
- Gym size and space needs to be taken into account. I am not sure RTA's gym can even hold enough students at once for assemblies or pep rallies. If there are about 800 students with scenario two, what happens when the program grows or demand grows. We would have to do two remembrance day assemblies etc.
- I am fine with using our community school for an alternative program with the understanding that my child will be able to attend the Science school in our community.
- I believe all parents taking part in this engagement process need to recognize there are real system constraints that can't be ignored and no proposed solution will be perfect for everyone. We also all need to remember to be tolerant - we've signed our kids up for an alternative program and should be grateful we live in a place where this request can be accommodated. We are fortunate to have these options.
- I believe it would suit many programs well to make less Dual track schools. Having two programs with regular programming on dual tracks is less efficient and divisive than having 2 new alternate programs sharing a space, thus beginning with partnership.
- I believe the CBE should put a higher importance on French Immersion and understand that a true French Immersion program is most successful when not combined with an English (or other language) program, regardless of what that program is. The French program works best when it stands alone. IMPORTANT IDEA: What if, in Scenario 2, the Science 5-9 program doesn't go to RT Alderman, and instead goes to David Thompson. That would increase enrollment to a decent level at David Thompson, and both the Regular Program and the Science program would be English speaking, and still have some room to spread out. That would allow CBE to make RT Alderman a "French Immersion only" middle school, in a great location, and with a healthy level of enrollment, possibly allowing for Late Immersion students (if not already in the calculation).Scenario 1 is unacceptable, I'm afraid. Aside from the fact that David Thompson is mostly English and makes having a truly French Immersion program impossible, the

- I believe the safety, security & well being of the children attending schools should be given the utmost attention and priority. I have too often seen the CBE operate as a business catering to the parents and what parents may feel or think, rather than putting themselves in the minds of the children attending the school. So I am hoping that teachers or the Area V, I & II Directors would have some form of simplified explanation that is age appropriate & understandable, and ask kids what matters to THEM most.
- I chose Options 1 and 2 as neutral as they both affect our kids (Currently Grade 3/8) the same way. They currently go to Louis Riel, and in both scenarios will move to RT Alderman and Maple Ridge for one year before having to move schools, or stay at Louis Riel, depending on where the boundaries are drawn. The CBE has a good knowledge of the projected numbers for kids registering for different programs and should be able to provide a rough boundary map to allow parents to better understand the division of the Science program. This is especially important with children who may have a split household with parents living in different areas of the division. Our preference would be for our kids in Grade 3 / Grade 8 Science to be able to finish their Grade 4 / 9 years, and then move to schools as their grade dictated - RT Alderman (or continuing at Louis for the student entering Grade 5, and then Senior High for the Student entering Grade 10.tldr; Where is the boundary map for the different
- I do not feel that moving a regular program out to make room for only specialized programs is a correct way of doing it. Community schools are VERY important. I feel enhancing the regular program by adding a specialized/alternative program makes sense and helps diversify a school. But forcing local kids to be bussed to make room for only alternative program in a community, that is wrong and truly goes against the public school accessibility model.
- I drive my children to RT Alderman every day as my son is in the NSA program. I would NEVER put my children in the CBE school that is closest to our neighbourhood. If RTA closes I will return them to the Separate School System.
- I particularly like the idea of sharing a community program with the science program at our school. This would give the students the opportunity to explore their learning in a variety of ways.
- I really like that CBE is trying to create more spaces for popular programs e.g. Science in more areas in the city. We live in the SE and the closest Science school is in the SW. We currently live in a community that no matter what school we choose, my son will be on the bus. The idea of walking to school is a luxury that isn't available to everyone.
- I strongly feel that Maple Ridge and RT Alderman should remain COMMUNITY schools (as well as the science program) that will allow the students to develop a sense of community as they share a field with each other, the community centre, outdoor ice rink in the winter, and the community garden. None of the other options offer this sense of community for 10 years (K-9) and this sense of community instills pride in kids.
- I struggle to understand how this survey translates into sound policy
- I think a good solution - Lake Bonavista remains Montessori K-3, Andrew Sibbald remains regular programming K-6 PLUS Montessori 4-6. This allows Andrew Sibbald to grow, gives the space needed for Lake Bonavista and allows kids that have been together K-3 to stay together at Andrew Sibbald even if some need to move to the regular programming because Montessori is not working for the child (many kids move out of Montessori in grade 4, 5 and 6 because it doesn't work for them and students no longer can remain together).
- I think both options are viable, but I think more information needs to be provided to parents regarding what the science school programming includes. (saying it has a "science lens" doesn't really provide a lot of details to parents). As well, many parents had concerns about the dual stream schools. Again having more information on how these work would have been beneficial to parents.

- I think it would make more sense to have regular program and science together as kids could move from one program to the other. French could have its own school (maybe David Thompson) and put English (regular) and science at RT Alderman.
- I think that Fairview French Immersion students going to RT Alderman is the best choice if they have to leave Fairview.
- I think that it is important to respect that parents who make the choice of being at a walking distance from their school to have access to a regular program. This community is changing and will grow. Having an alternative program like the proposed science program is a great idea. It gives everyone more options and keeps the school growing and active. The school will also have more funds and students for extracurricular activities and options. As long as the staff works as a team for the good of all, I believe it's a great option. I also believe that NSA could benefit from this and also help bring in more students.
- I think the way you figure out capacity is ridiculous. Using ancillary space towards a count of teaching space doesn't seem viable. My daughter goes to Sam Livingston, right now stated as room to grow. It's packed, her kindergarten class was out in a portable with no bathrooms, no secondary exit and freezing cold. I think the projected enrollment you have for schools in the Maple Ridge area are low. Right now it is a retirement community but this neighbourhood is on the verge of transitioning right into school age families. You could potentially close the schools only to need them again in four or five years.
- I will have one child moving onto RT Alderman next year and my youngest moving into Maple Ridge.
- I would like express my strong desire for the CBE to leave the regular program home area program at RT Alderman and to go with scenario 1 which would allow the regular program to remain at RT Alderman.
- I'd prefer French Immersion to be single track for middle school, offering more room for growth, better immersion experience, and still a decent size of student body for extra-curriculars. I do not want more students at Sam Livingston, so please don't add grade five. If I have to choose between the proposed scenarios only I would choose #2, as I think FI and Science are a better fit and Sam Livingston's grades would not be changed. Thanks for the opportunity for input.
- In addition to the important factors considered in this survey, I do think it is important that communities are able to retain a regular school program. It attracts new families to transitioning neighborhoods, allows for lifetime relationships to develop and creates a sense of community.
- In point form and in no particular order of importance Sam Livingston is at capacity and can't fit comfortably another grade. Heard horror stories about Fairview and happy with the change. Believe dual track at RT being both focused curriculums is a good environment for learning. As parents we feel the learning environment is most important and while we appreciate a shorter commute or staying with the same social circle in school, it's more important to learn the skills necessary for the future.
- In scenario 2, French Immersion 5-9 will share space at R.T Alderman with the Science 5-9 program. This puts the school near capacity at 92-98%. However, looking at other scenario 2 information, the Science k-4 program will be the only program at Maple Ridge school, using up to 250 or 450 spaces. To me, this indicates room for growth for the science program and, at some point in the future, another move for the French Immersion 5-9 program to accommodate this growth. Please offer a scenario where French Immersion is prioritized and can stay at a school for the long term.
- Information seems to be scarce on the requirements for admission to the Science school and what it will mean to existing students. Will existing students not interested in Science school be forced out? This issue was repeated numerous times throughout the session notes.

- It is important to preserve the integrity of the French Immersion program by ensuring it is combined with a compatible alternative program (R.T. Alderman Scenario 2), rather than being subsumed in an existing regular program school (David Thompson Scenario 1).
- It would be nice to see a single-track French immersion middle school (grades 5 through 9) for students who currently attend Sam Livingston; this is not a proposed option on the scenarios you have outlined. Thank you for the opportunity for parents to participate so extensively in this decision-making process.
- It's really hard to answer questions on scenario 2 for RT Aldermen school as No one can answer the question of whether community kids will be given priority in the Science program? If they are not given priority then obviously I'm not in favor of scenario 2 as this might mean the moving of schools for my daughter if she doesn't get accepted into the program!! Still a huge lack of information!!!!!!!
- Keep our children at a local school (Maple Ridge/RT Alderman) with quality extra-curricular options. Elementary and Jr. High should be about exploring possibilities rather than specialization.
- Let's make decisions that are best education wise for students, not purely based on travel time. Most parents in alternative schools have already chosen to travel away from their community.
- Maple Ridge residence students should be given the preferential to the science program if scenario two is chosen at Maple Ridge school! Maple Ridge community kids should be top priority to stay within walking distance instead of busing out to other schools! Please consider that younger families are moving into Maple Ridge as the elders are moving out.
- Moving French Immersion students from Fairview to another school with up to 800 students (scenario 2) would be disruptive with no benefit - still a very crowded school, while some schools would still have shockingly low enrollment.
- My concern with having a science and French Immersion school is that the two parts of the school will be segregated - more so than if it was a regular program/science split. School spirit would suffer as a result.
- My concern with two alternative programs (science and French) being moved into the same school is one will be have to be moved when the school hits capacity. I believe the French would have to move again as the science elementary will be sharing the same field as the middle school. It is the same with the TLC situation right now. I am okay with sharing space with another program.
- My son currently attends the NSA program at RT Alderman. I haven't heard anything about how this program may be affected by the changes being considered. Maybe it won't be affected at all, but I haven't heard anything so I really don't know.
- Our community works well because we have a mixture of young families with school age kids and seniors. We'd like to see more families settle in the neighbourhood, which means both schools must thrive for the local kids. If specialty education is set up along side the regular program, ensure the regular program kids have access to whatever facilities the specialty education kids have. For example, if it's science and the science kids have the best lab equipment, then negotiate for the regular program kids to have access. We'd like to see all kids learn & be inspired by one another. Thank you for the opportunity to comment on this big change to our neighbourhood!
- Our family has already gone through one school closure. I do not wish to transition my kids again. I hope that the CBE is being very transparent to parents and the community. If CBE has another agenda that they are not specifically laying out they should let people know ASAP. If these schools become a school of choice, families within the community should be accepted no matter what. I also feel that if this becomes a language school our attendance would be lower.

- Please create campuses like those you have suggested for TLC and Science for all programs - and especially for French immersion, the oldest, most popular, and arguably most important of your alternative programs. Families base their lives around where these programs are located, so please respect that in your decision making. While it can be argued that having a single school dedicated to French immersion yields better learning results, the same can be said for not spending excessive time on a bus (i.e. inactivity also affects learning).
- Please do not move the regular program from RT, it works well and the local kids get to walk to their community school and do not need to be bused. Main reason for buying in the community of Willow Park! Scenario 1 works well and there are more benefits to keeping community kids local while offering an alternative program if needed to keep the school at capacity.
- Please think long and hard about any charges that are made.
- Sam Livingston school is already full enough and adding grade 5 would impact the learning of all students. Single track French Immersion middle school would be the best option with French Immersion & Science program at RT Alderman a distant second
- Scenario two keeps community based French Immersion kids together & local for middle school and aligns like-minded alternative program parents. Fairview is not an effective transition middle school for Sam Livingston kids.
- Students should not be forced to go through language program just because the school is near to home. Free options to either select Science or Regular program should be available. Also make sure eligible students get the busing.
- Thanks for providing the opportunity for offer input.
- The most important thing is that children in the community have a school they can go to within walking distance. My preference would be to have Maple Ridge be a community school only even if that goes from K-6 to get numbers up and then make changes to one of the Junior high's in the area as needed.
- The specialized language programs require an immersive environment to succeed. None of the options provided allow for an entirely French Immersion middle school. It should be the same for each specialized program even if kids have to travel further to access that program.
- There should be a designated French Immersion-only school for grades 5 through 9 in the southeast that corresponds with Sam Livingston. With the potential growth of both the science and French programs in the city, it makes no sense to put them both into one school - as suggested in scenario 2, group 1, for Area V. Lastly, in scenario 1, group 2, Robert Warren would be a dedicated French Immersion school for grades 5-9; would this not make an ideal transition location for the French Immersion students attending Sam Livingston? (ie: Are the boundaries for the 3 groups set in stone, or can there be some flexibility to allow for more viable options and alternatives?)
- This is a pretty poor survey, again CBE is going through the motions to get "feedback" which seems pretty meaningless. I'd like to know why there is no option for a dedicated FI Junior High in the SE like there is in the SW. Both options for the FI move in area V are flawed - Scenario 1 with the Science program means the school is practically near capacity as soon as the kids go in there, and the second scenario has a small regular program sharing the space, where necessity will dictate small class sizes for numbers so the FI kids classes get larger - have seen in happen in Sundance every year. Sundance will be over capacity if they have to have all students for Grade 5 again - that is not mentioned in any scenario, yet Sam Livingston school is included in schools impacted for that very reason. Why is that? I sincerely doubt that parent feedback will have any impact at all on the decisions being made.
- Transportation time for students in the deep south for French Immersion programs is very long. We recognize that by choosing French, our children will need to travel a further distance, however it would be nice to minimize that commute. For example, maybe Sundance could be a K-8 French

Immersion? Considering that there are two elementary schools in the area and one has enough space to take the overflow from Chaparral. Maybe there is a closer middle school than the two options above? Once again, though, I recognize the complexity in organizing the schools and programs. Thanks for all of your hard work!

- Travel time and distance from home contribute to fatigue, loss of community identity and risk (criminal and accidents) to children who are not developing within their own regional community and support network.
- We are very hopeful that our Gr. 4 son might be able to attend Science school! He is currently a student at Ecole Sam Livingston.
- We live in Diamond cove and attend Sam Livingston school, I didn't realize that most kids aren't planning to go all the way to Fairview for their French education. Bonavista people, parkland people and diamond cove people would come to Maple Ridge schools but Fairview has always been to far!! Please consider Maple Ridge for the French program. Thank you
- We need more options for French Immersion schools. We also need more options for Science schools in the south
- We want to keep our children in the community and have a local, balanced regular program for them. We want to attract young families, and one way to do it is to have access to the regular school programs.
- While the two proposed scenarios are much better than the current situation, I would like the CBE to consider a single track French immersion program. The numbers of students in French immersion is high and will likely continue to grow. I feel like moving 5-9 program out of Fairview and putting it into another school where it is just the "other" program is not the best fit for French immersion. Secondly, so many families pull their kids out of French immersion when confronted with Fairview. Now that there will be an easier option to continue with French immersion, then numbers of students in the 5-9 program is going to increase and it may soon outgrow either RT Alderman or David Thompson. Now may be an ideal time to find a home for 5-9 French immersion that will last more than just a few years. Thanks for your work and consideration!
- Why are none of the new schools being considered for alternative programs and the existing schools are being left to solve the problem? Having left the French Immersion system (Fairview) because of over-capacity and crowding issues, I don't understand why French Immersion spots aren't increasing but science spots are. Why are you not considering reclassifying designation areas and opening another French Immersion school?
- Why is there not option for the Fairview French Immersion program to be moved to a single track school? Isn't it the fastest growing program, won't you need more space and have to move the FI program again? Plus with a single track school the FI students could speak French more often and consistently.
- Would like also to see teaching second language (French, Spanish) from grade ONE. In our diverse world it is very important! And kids have such an amazing ability to absorb new knowledge at this age.
- Would like to know if current regular program students at RT Alderman will be permitted to switch into Science if option 2 is approved
- Would the science program emphasize math as well? This curriculum seems to need emphasis

Louis Riel School (pg. 10-15):

- Add a Mandarin options (basic, intermediate, advance) to the Science program.
- Alternative programs such as the science and TLC options offered are very popular and almost impossible to get into. Would it be possible to offer more of these programs in either their own school or in a dual program setting. Whilst I understand why a lottery system is used, it is hard to accept the your child's academic future boils down to a game of bingo. That is unless one

decides to opt out of the public system and pay, which makes these programs even more elitist. What about a choice for all? Why not move away from the 'regular' CBE English school and offer more specialist schooling. Make the CBE areas smaller and increase the options in each area. Good luck.

- Bussing system should improve like short routes and more busses more stops. Science program schools should increase and program should be more stronger and more interactive like more field trips and projects.
- Can't comment on scenarios as I don't know what the new boundaries would be for the Science program.
- Disappointed older and younger siblings will be separated. Even more concerned that student doing Science K-4 will have to reapply and go through lottery all over again for junior high??
- Focus more on English Art (read, write, speak) since early age Grade K and up. Organize English Test every 3 years
- For Louis Riel the changes seem minimal for a family like us who live in Oakridge. We moved to Oakridge 8 years ago so our oldest daughter could attend Louis Riel. If there are less children at the school it would be fine for us.
- Grandfather grade 8 students at Louis to stay with peer group for grade 9. PLEASE look more than 2 years out on science program demand to make sure kids aren't moved repeatedly.
- I am unclear of the new boundaries they are considering for Louis Riel so I am not sure if we are impacted. As of now we are in the boundary but what are the proposed changes to the boundary? How can I comment if this is going to impact us or not?
- I am very concerned about what appears to be a foregone conclusion of my children being moved from Louis Riel. I can certainly appreciate the needs that you have outlined, however, the needs of my children and my family are of higher importance to me. I am concerned about 3 major items. First, the quality of education my children receive at Louis Riel in the Science Program is exceptional -> how will you ensure that the teachers in place at the newly proposed schools are qualified to educate based in the Science Program? Second, having my children at the same school with the same group of friends, bell times, PD days etc from grades K-9 is very important. I do not like a split at grade 4 as I believe grade 5 is too young to be in middle school. Additionally, this puts a larger burden on my family once my children are in separate schools with different bus times (we will still need busing), PD days, etc. Has any consideration been given to altering the proposed split of K-4 and 5
- I answered don't know because the volume of information about the 2 scenarios was too complicated and long and involved to understand without spending more time to read it. It was in a very light grey font which was hard to read. What I am concerned about is that the Gate program moved to Louis Riel only 2-3 years ago and it has crowded the school making the science program the minority. The board must have known that the gate program was going to overfill the school...now you're looking at changes to the science program by splitting it. I feel that the program will become such a small part of the school as a whole, that the purpose of providing a great science program with science specialized teachers working as teams will be lost.
- I cannot find anywhere where it says what the new boundaries will be for the Science program?? I don't see any difference between scenario 1 and 2.
- I chose Options 1 and 2 as neutral as they both affect our kids (Currently Grade 3/8) the same way. They currently go to Louis Riel, and in both scenarios will move to RT Alderman and Maple Ridge for one year before having to move schools, or stay at Louis Riel, depending on where the boundaries are drawn. The CBE has a good knowledge of the projected numbers for kids registering for different programs and should be able to provide a rough boundary map to allow parents to better understand the division of the Science program. This is especially important with children who may have a split household with parents living in different areas of the division.

Our preference would be for our kids in Grade 3 / Grade 8 Science to be able to finish their Grade 4 / 9 years, and then move to schools as their grade dictated - RT Alderman (or continuing at Louis for the student entering Grade 5, and then Senior High for the Student entering Grade 10.tldr; Where is the boundary map for the different

- I don't understand why they think changing the boundary's of the science program is going to fix the over capacity of the program. My kids have attended the science program since Kindergarten. I believe that it is unfair to pull them away from the teachers, friends, resources that this school provides. Will the new science school be giving some of the resources from Louis Riel or will they be starting from scratch. I know a few years ago Louis Riel received a Grant from Samsung will the new school see any of these benefits or will we be starting from the beginning.
- I feel that K-9 is too large of an age group. Cedarbrae and Braeside could be used for K-4 Science/Gate leaving more space for 5-9 and a better age combination in the school. Our kids have attended Louis from K-9 and the largest issue we have is that the rules for K flow up to control the behaviour of emerging teenagers who need more freedom and are continually controlled by the guidelines for the younger ages. Separation of ages should be a major consideration.
- I really like that CBE is trying to create more spaces for popular programs e.g. Science in more areas in the city. We live in the SE and the closest Science school is in the SW. We currently live in a community that no matter what school we choose, my son will be on the bus. The idea of walking to school is a luxury that isn't available to everyone.
- I see the benefits of consolidating resources into the special programs, such as GATE and Science, but acknowledge displacement of community programs has negative impact on local students who may have longer bus times if moved to a different school.
- I think it should be a priority to keep special program kids separate from regular stream.
- I think that Area V needs to be split into two, there are far too many students from the SE travelling to Louis Riel it should stay for SW kids only
- I think the CBE needs to be able to be flexible when moving children to new boundaries. some families with single children have support systems in place with carpooling with other families from within their own community. It may not be as easy as simply drawing a new boundary and having everyone move to a new school.
- I think the CBE should look carefully at the types of programs they put together. A French immersion and science program do not complement each other. The TLC program and GATE program running together would but this is not currently an option. The science program at Louis has had many changes in the last few years so another change is not good for these kids, it would be better to work on building what is there at the school as opposed to uprooting a set of kids all over again. Has any thought been given to split grade teaching this happens at Louis and if not in place at the new school certain kids could miss out on a grade's worth of information. Are any of the current teachers going to move with the new location, to help provide continuity for the kids who have to move. Are there daycares and before and after school care available at the new location, these are often hard to find and need to be carefully thought about for families where parents work and need this service. You can't
- I think the CBE spends too much money on alternative programs and transportation to alternative programs. The CBE should concentrate on providing the highest quality community programs and stop the bleeding of funds and resources into alternate programs.
- I want my kids to stay at their current school and not move.
- I would certainly like to add that upon removing students, they may get friend removal.(Since I am a kid myself, I know how it feels.)
- I would welcome more space being freed up at Louis Riel as it currently feels like it's crammed to the gills!

- It is necessary and great to have a second location for K-9 science program in south Calgary besides the current one at Louis Riel, which will solve the over subscription problem at Louis Riel while providing students of SE a closer location. This scenario will allow the possibility of expansion of GATE 4-9 at Louis Riel while keeping the Science K-9 in this location at a reasonable pace and capacity. With the second location of science program in SE, the students which bus to Louis Riel will be reduced and transportation and traffic problems will be eased. With the capacity provided given by the relocation of some science students to the second location, Louis Riel will have the possibility of providing more programs to the students of GATE and Science in school.
- keep the same teacher for 3 to 4 years
- Knowing the new boundaries for the Science program would have been useful in completing this survey.
- make sure bus rides are fare and minimise the time spent on a bus, follow the "first on first off" rule etc. more rest a student get, the most they learn!
- My son was moved from Canyon Meadows to Eugene Coste already. Part of what we were told during the move was that Eugene Coste would be K-6, so he wouldn't need to move again for a few years. To have him get moved schools yet again, is not fair or acceptable to us. We have another child at Louis Riel. He has been coded for special needs, and Louis Riel and the science program was recommended by our I'm For Kids psychologist. We would be devastated if he was forced to leave this school. We would request that change of boundaries apply for incoming students, as opposed to forcing kids to leave schools they are already established in.
- No. I am agree with the change come, and good to have more option for kids the go school near by the house.
- Our family has experienced first hand, the issues that can arise when programs with different philosophies share teaching staff and 'blend' classes. Some partnerships seem to work well--i.e. Science and GATE. Some seemed terrible--i.e. TLC and French Immersion.
- Overall I believe in the value of community schools. That students should be able to attend a school within their community, regardless of whether it is a regular or specialized program. Thank you.
- Please don't move the GATE program - that program already moved 3 years ago. Great to permit the science program space to grow - science is critical for society moving into the future.
- Sending kids to R.T. Alderman (scenario 2) does not work. You have to cap each grade already because there is another growing program there. You need to find a school that needs students and doesn't have a specialized program PLUS community kids as well. Maple Ridge is facing the same issue. Expect to gain students because many are looking for more from the schools than they are getting in regular programming.
- Simply that we would like to see better planning, well in advance of school openings, etc. Our children are in a school where a Program was just moved last year and now there is a possibility that the other program at the school is going to be moved to another location. We would like to see better projections being made and reduce the number of times children are moved around.
- Since Louis Riel is absolutely packed this year, it will be nice to see some of the pressure relieved by opening up additional science programs in the SE.
- Thank you for asking for input
- Thank-you for your hard work!
- The information provided does not really seem to address the root of the overcrowding at some schools. Schools like Fairview are crowded because the program there has a good reputation. Adding more "average" schools is not going to fix anything and restricting which communities can go to which schools in the same area is going to promote people side stepping the rules and general anger from parents. For example, I found out recently that even though my daughter

goes to Louis Riel that is a feeder for Western, EP Scarlett, Henry Wisewood and so on she had to use Lord Beaverbrook cause Cranston has been assigned that school. Which is weird since I live across the Deerfoot from Auburn Bay that gets Dr. EP Scarlett as well as every other community around us. Why do we get singled out to go to one of the schools with a very poor reputation? (I have had 4 coworkers pull their kids from there due problems with staff there and other environmental issues). Why aren't schools like this aren't

- The most important considerations are small class sizes and excellent teachers. Thank you in advance for putting tireless efforts into supporting the growth and development of our country's most precious resource, our children.
- The need for alternate programing is crucial when you consider the reason some parents are looking into it is their child is unable to learn and is fall through the cracks in a standard program. The frustration as a parent is watching your child's self esteem and marks fall and there is nothing you can do as they continue to get waitlisted on an alternative program. When you move to Calgary after your child has started grade 1 the programs are full. When you are new to the city you did not realize the importance of having to find a home based solely on locations and boundaries of school so your child is provided the learning opportunities they need. Also living in a lower income neighbourhood means the educational standards at the community school is significantly lower, not due to the school but due to children attending.
- The question regarding which scenario works better for Louis Riel is not applicable because both options are the same. Assuming that our family would be moving to Maple Ridge School and RT Alderman, I would prefer that the schools were strictly science program. Of course our first choice would be to stay at Louis Riel where all of my kids can be at the same school all the way up to grade 9. I have some concern about the amenities and technology available to science program kids at Maple Ridge and RT Alderman schools.
- The uncertainty of new boundary worries me a lot.
- There are no actual options presented for Louis Riel...both scenarios are the same. There is no information provided about upcoming boundary changes and options for peer groups/siblings/grandfathering, so it is very difficult to answer whether or not the scenario is acceptable or not.
- There is only one school for GATE at each end of the city. It would be extremely beneficial for our younger GATE students to be able to have their program closer to home. I can see that an attempt has been made to place the South GATE school in a central location but if the school is already at capacity for the community it would benefit everyone to put an additional GATE program at a school in the deep south. Move some of the far south GATE students to a school closer to where they live.
- We have felt that we had to move in order to keep our child in the school he currently attends. It works exceptionally well in that it is a science/gate school. The kids that attend both problems get along extremely well.
- We have really appreciated the GATE program at Louis Riel; the impact on my child has been incredibly positive and I am hopeful that the program will remain intact through these changes. Best wishes for the adjustments!
- We moved from school to school several times, too much. Can you guys just work out a good way or I can help. And I don't like the way last time you guys did for moving the students from one to another school.
- We need more options for French Immersion schools. We also need more options for Science schools in the south
- We want Science school to be in the same school, from Kindergarten to Grade 9, to keep continuity between our children's education. We want the Science program at Louis Riel School

to continue, not have alternate programs offered at one Louis Riel School. Students who have been attending Louis Riel School shouldn't have be relocated due to changing CBE policies.

- What are the proposed boundaries for Louis Riel School?
- While minimizing travel time to school is important for safety, road congestion and time spent in a car/bus, it is far more important to us that our son does not move three times before 9th grade while attending the science program. Currently both scenario 1 and 2 have our son moving from Louis Riel to Maple Ridge and then again at grade 4. If he stays at Louis Riel he can stay in a consistent environment with the same class mates through to Grade 9. Our son has some sensory and audible processing issues that we feel will be negatively impacted with all these moves. He is undergoing assistance for sensory and audible processing disorders and has a hard time adjusting to big changes. He has found a good set of teachers, of which one has a son with the same condition that means she understands. This is very important to us and we feel Louis Riel has become a norm for him that we'd like to maintain. It's also clear that by moving schools 3 times we don't know what level of quality wi
- Why does this survey not consider minimizing the disruption to children? The absolute top priority should be the children and providing what is best for them. Moving the Spanish program to woodman would cause a great decrease in the Spanish program enrollment - it is just not feasible for families to go that distance. This move would be maximum disruption to the children in the Spanish program from k through to 9. So sad to see that this is a consideration. Our children are stressed by this.
- Why is a specialty program (science) being considered for having a closer option for SE students and an specialty education program (GATE), not being considered for a move closer to the centre of Area V? Louis Riel is on the far west edge of the city, yet children who require this special education program come from the entire south, including the far SE. Why has the CBE not considered moving this program to a more central school to allow all students to have a more even bus ride instead of having students on the bus for close to an hour for a program that is an educational need and not a choice as the science program?
- With an additional science school our hope would be that CBE could increase spots in both the science and GATE program. We like the two at Louie Riel because they compliment each other. Both programs have similar needs. My understanding is that GATE does have a greater need then what they have been able to supply.

Acadia School (pg. 15-16)

- As we live very near and my daughter also attends Acadia school I am looking forward for my daughter to keep attending Acadia school and it would be really helpful if all the students at Acadia can continue receiving an Education up to and completing the Grade Five Level here as well and then move over to David Thomson School next and having David Thomson Grade Levels starting from Grade 6 -9 makes more sense
- I wasn't able to comment on David Thompson as we could only provide comments on one school (I chose Acadia, since my son goes there). However, I feel that, if French Immersion is introduced at David Thompson School, the same should be introduced at Acadia School. You could then have children who go to elementary together continue on in middle school and all of them could have the chance at a French Immersion education. Thanks for the opportunity to comment.
- I'm surprised that there are not any arts programs being considered. Making Acadia an arts based program as well as a regular program would attract more students. Willow Park Arts school is currently in high demand. Perhaps there should be an arts based elementary school as well. Willow Park is "Teaching and learning using the arts as a means of understanding the world...accessing and expressing knowledge and experiences in multiple ways...through the disciplines of fine and performing arts."

- Keep regular programs strong and not slowly kill them off by introducing an alternative program into the same school.
- Looking at the progression of schools from elementary to High school and minimising the distances travelled to access each level. I currently have children in 2 levels of schooling and live within a 15 minute walk of the three levels. I chose to live here because I didn't want my children using buses to get to school and I want that to apply as my youngest children move through Middle and High school
- My hope is that whatever decision are a made regarding the school changes, the after school care programs will remain in tact.
- My main concern is keeping enough enrollment for a regular program school to stay open and not be "squeezed out" by a specialized program in the future if there's 2 programs at one school. I have seen it happen in Fairview, where Le Roi Daniels was regular program and TLC but demand for TLC and declining enrollment in the regular program because it was perceived in the community as inferior led the CBE to cut the regular program there. While my children aren't at David Thompson yet, I want them to continue to be at a local school in the future. As it stands, Fairview children already have to bus 1 community over to Acadia. While I appreciate Maple Ridge's wish to keep their kids in their community as well, having everyone go to Acadia and David Thompson is at least in the middle of the 3 communities and the Fairview children aren't having to be bussed 2 communities over.
- The Acadia community has gone through this process already in the last twenty years. Will this always be a problem or will there be a permanent solution?
- What about David Thompson being a K -9 school?

David Thompson School (pg. 16-19)

- Acadia and David Thompson already went through LEAP process where we closed Fred Parker and Alice M. Curtis. No further reduction in education for our community children can be allowed!
- Adding French Immersion to an existing regular program school will not all full language immersion. It is better to group alternative programs together, rather than combining with the regular program.
- Advocating for a single track FI program. Concerns with duo track English programming as challenging to immerse in language
- At this time, my daughter will enter grade six in September 2017, so either alternative for her school won't impact her. Please do what is best for the majority of the children that are being impacted.
- Close Acadia or David Thompson and make 1 school k-9. Close R.T alderman or Maple Ridge and make 1 school K-9 Then kids and a school remain open in their communities.
- David Thompson K-9?
- Firstly I'd like to say that I do appreciate the difficulty the CBE is facing in trying to balance the various needs and preferences and that you can't be everything to everybody. With that in mind I asked myself what priorities stand out for our family: Transportation -- our child already takes the yellow school bus so for us the most critical thing is that his pick up and drop off stop stays the same and that his bus ride doesn't turn into a long journey with a potential change of schools. Also, that you ensure transportation right through to grade 9. Every year there's talk about it being cut for the grade 6 and on, and having them take Calgary transit. However, transit is not always reliable. Even though a main crosstown route runs through our community, this year permanent signs have gone up at the bus stops informing riders that during the winter the route may not be in service. This would mean having to take several transfer buses to get to school and home again, and woul
- French Immersion middle school in the deep south

- i am going to lose the majority of my friends do to designated schools
- I believe it would suit many programs well to make less Dual track schools. Having two programs with regular programming on dual tracks is less efficient and divisive than having 2 new alternate programs sharing a space, thus beginning with partnership.
- I believe the CBE should put a higher importance on French Immersion and understand that a true French Immersion program is most successful when not combined with an English (or other language) program, regardless of what that program is. The French program works best when it stands alone. IMPORTANT IDEA: What if, in Scenario 2, the Science 5-9 program doesn't go to RT Alderman, and instead goes to David Thompson. That would increase enrollment to a decent level at David Thompson, and both the Regular Program and the Science program would be English speaking, and still have some room to spread out. That would allow CBE to make RT Alderman a "French Immersion only" middle school, in a great location, and with a healthy level of enrollment, possibly allowing for Late Immersion students (if not already in the calculation). Scenario 1 is unacceptable, I'm afraid. Aside from the fact that David Thompson is mostly English and makes having a truly French Immersion program impossible, the
- I believe the safety, security & well being of the children attending schools should be given the utmost attention and priority. I have too often seen the CBE operate as a business catering to the parents and what parents may feel or think, rather than putting themselves in the minds of the children attending the school. So I am hoping that teachers or the Area V, I & II Directors would have some form of simplified explanation that is age appropriate & understandable, and ask kids what matters to THEM most.
- I don't think that the CBE thought this out at all before deciding to build a bunch of new schools. I chose to live in the area that I live in, so that my child can go to a specific school and I'm not happy that their school is being affected this way, simply because the CBE felt the need to build a bunch of schools that weren't needed. I don't pay school fees so that new neighborhoods can have new schools, I pay school fees so that the CBE can improve the programming offered at already existing schools. In my opinion, the CBE has failed every child who does not benefit from the new schools.
- I don't understand why the government opened these new schools when it was not necessary. In my situation 2 schools will be under capacity and the new schools opening will also be under capacity. This affects us by lack of funding for fun programs and classes that keep my kids engaged and liking school. Waste of money in my opinion when the money could have been used to build maybe half of those schools and give MUCH needed funding to current schools.
- I think French Immersion is a great idea, provided it allows for current students at David Thompson to enrol as well.
- I think that it is important to keep as many community students attending community schools. Families buy homes in the neighbourhood because there is a school. Taking that community school and providing only programs (eg. language or specialization) is wrong in my opinion.
- I would like to propose a new scenario, where David Thompson becomes a single track, French immersion school for grades 5-9 and Sam Livingston remains Grades k-4. This will put David Thompson at 77-80% utilization. Then combine the David Thompson home area and R.T Alderman home area with the Science program at R.T Alderman school. This will streamline home area resources in one school and still provide the science program to grow.
- I would suggest if the decision is to go with adding RT Alderman's population, with the excess capacity to offer an arts-based learning stream. There is an 18 month waiting list for Willow Park, which is the only arts-based middle school in south Calgary. Please consider that although I agree with supporting language growth, as it is an important facet to learning, there are other equally important streams that are not receiving the same focus or support.

- I'd prefer French Immersion to be single track for middle school, offering more room for growth, better immersion experience, and still a decent size of student body for extra curriculars. I do not want more students at Sam Livingston, so please don't add grade five. If I have to choose between the proposed scenarios only I would choose #2, as I think FI and Science are a better fit and Sam Livingston's grades would not be changed. Thanks for the opportunity for input.
- It would be nice to see a single-track French immersion middle school (grades 5 through 9) for students who currently attend Sam Livingston; this is not a proposed option on the scenarios you have outlined. Thank you for the opportunity for parents to participate so extensively in this decision-making process.
- Moving French Immersion students from Fairview to another school with up to 800 students (scenario 2) would be disruptive with no benefit - still a very crowded school, while some schools would still have shockingly low enrollment.
- My concern with two alternative programs (science and French) being moved into the same school is one will be have to be moved when the school hits capacity. I believe the French would have to move again as the science elementary will be sharing the same field as the middle school. It is the same with the TLC situation right now. I am okay with sharing space with another program.
- New schools have been added to communities to make life easier for students in those communities, now by making changes to the school in the older communities, you will be making life harder for students in those communities! There should be communities schools and we shouldn't have to move students to because the curriculum is changing. Please consider the students in each community.
- Our son needs to be able to attend a school that is close to home, wheelchair accessible, and with his peers. David Thompson School offers all of these things, plus a strong community and student spirit.
- Please create campuses like those you have suggested for TLC and Science for all programs - and especially for French immersion, the oldest, most popular, and arguably most important of your alternative programs. Families base their lives around where these programs are located, so please respect that in your decision making. While it can be argued that having a single school dedicated to French immersion yields better learning results, the same can be said for not spending excessive time on a bus (i.e. inactivity also affects learning).
- Sam Livingston school is already full enough and adding grade 5 would impact the learning of all students. Single track French Immersion middle school would be the best option with French Immersion & Science program at RT Alderman a distant second
- Should there be changes in the school and areas more consideration needs to be made to make before school and after school care available at the schools with the ability for all students who need care to be able to attend. Since child care is difficult to find in the city and the CBE make the conditional rider process challenging to say the least. More awareness and importance needs to be placed on the safety of the children for after school care with both parents working these days. This includes coverage for PD days and days when the school weeks in which the normal school day is closed.
- The move of the French Immersion program from Fairview to David Thompson Scenario 1 makes sense as the regular program at DT would not be disrupted, and the schools are still within the same area. Moving the FI program to Woodman or Robert Warren would increase travel time for students and take them even further from their home communities.
- The specialized language programs require an immersive environment to succeed. None of the options provided allow for an entirely French Immersion middle school. It should be the same for each specialized program even if kids have to travel further to access that program.

- There should be a designated French Immersion-only school for grades 5 through 9 in the southeast that corresponds with Sam Livingston. With the potential growth of both the science and French programs in the city, it makes no sense to put them both into one school - as suggested in scenario 2, group 1, for Area V. Lastly, in scenario 1, group 2, Robert Warren would be a dedicated French Immersion school for grades 5-9; would this not make an ideal transition location for the French Immersion students attending Sam Livingston? (ie: Are the boundaries for the 3 groups set in stone, or can there be some flexibility to allow for more viable options and alternatives?)
- There should have been more opportunity to provide feedback on both scenarios. As well the most important and least important factors to make these decisions should not just be limited to one answer. I am sure the CBE when making their decision isn't only looking at one factor and nor should this survey. From this survey I would gather a decision has already been made and this was just a courtesy that really will not be taking into account. Please don't waste peoples time if you don't want honest feedback in a survey. This survey should have been very similar to how the engagement nights were at each of the schools not just basic information. Very disappointed that the CBE could not take the time to hear all parties and that if you couldn't be at the engagement session that this survey did not provide you an opportunity to have a say.
- This is a pretty poor survey, again CBE is going through the motions to get "feedback" which seems pretty meaningless. I'd like to know why there is no option for a dedicated FI Junior High in the SE like there is in the SW. Both options for the FI move in area V are flawed - Scenario 1 with the Science program means the school is practically near capacity as soon as the kids go in there, and the second scenario has a small regular program sharing the space, where necessity will dictate small class sizes for numbers so the FI kids classes get larger - have seen in happen in Sundance every year. Sundance will be over capacity if they have to have all students for Grade 5 again - that is not mentioned in any scenario, yet Sam Livingston school is included in schools impacted for that very reason. Why is that? I sincerely doubt that parent feedback will have any impact at all on the decisions being made.
- To keep the kids with a neighbourhood school that also allows lots of options as the community has a lot to offer.
- While the two proposed scenarios are much better than the current situation, I would like the CBE to consider a single track French immersion program. The numbers of students in French immersion is high and will likely continue to grow. I feel like moving 5-9 program out of Fairview and putting it into another school where it is just the "other" program is not the best fit for French immersion. Secondly, so many families pull their kids out of French immersion when confronted with Fairview. Now that there will be an easier option to continue with French immersion, then numbers of students in the 5-9 program is going to increase and it may soon outgrow either RT Alderman or David Thompson. Now may be an ideal time to find a home for 5-9 French immersion that will last more than just a few years. Thanks for your work and consideration!
- Why does this survey not consider minimizing the disruption to children? The absolute top priority should be the children and providing what is best for them. Moving the Spanish program to Woodman would cause a great decrease in the Spanish program enrollment - it is just not feasible for families to go that distance. This move would be maximum disruption to the children in the Spanish program from k through to 9. So sad to see that this is a consideration. Our children are stressed by this.
- Would like to see David Thompson have more options and extra curricular activities so the children have the opportunity to try new things. i.e. David Thompson took out the computer technology option that was taught by Mr. Bailey. The kids really loved this option now it is no more. My son had his heart set on taking this for gr 5 but it was cut from the school because not enough enrollment.

Fairview School (pg. 19-31)

- Decades of research has proven, and the CBE (proven by the fact that area 1 students, among others, already attend single track immersion middle schools) already knows that single track schools for immersion programming ARE the "BEST practice"! Yet, the current proposed scenarios only grant that "BEST practice" situation to area 5 students living east of MacLeod Trail. The current proposals for area 5 do not include a single track immersion school for ALL immersion students in area 5. These proposed scenarios create a situation, where SOME students in CBE area 5 will receive "BEST practice" (like other areas within the district), while immersion students living east of MacLeod trail will be receiving SECOND to "best practice"! There ARE dramatic differences in regards to the QUALITY of French language acquisition, particularly in STEM subjects in dual track versus single track immersion schools, with students in single track immersion schools out performing and achieving far beyond
- I believe very strongly that the option for a single track French Immersion school should have been offered for GROUP 1 as it was for GROUP 2!! It would be a simple process, just combine the two half English programs being discussed at one school and create one school for a single track French Immersion.
- A single track French immersion school would serve the purpose of being able to grow the program as well as minimize the chances of having to move French immersion students yet again.
- Add a Mandarin options (basic, intermediate, advance) to the Science program.
- Adding French Immersion to an existing regular program school will not all full language immersion. It is better to group alternative programs together, rather than combining with the regular program.
- All three children in our family are attending TLC program. And we would like to continue this program or any other program with strong academic focus. Travel time is not a concern as soon as transportation is provided. As from grade 10 transportation is not provided, it will be great that a new High School that will be on the construction in Seton community will have alternative programs such as IB- International Baccalaureate, or SP- Special Placement. We are leaving in Auburn Bay Community and our oldest child is in grade 8 now.
- As an experience immersion teacher, I see a great benefit going in a school with only immersion present like for instance Branton or eventually Harold Panabaker. For language acquisition it is proven that having students in a more French setting will be beneficial in the long run especially at high school and will help for future studies such at university. Also, we need to keep our grade 5-9 together. We have all the resources to make sure they progress in a middle school setting but keeping them together will also make our program stronger and the possibility to offer more options and extra-curricular activities.
- As long as the move gives my children a better learning environment, I think it's a good thing. Also wondering how this will effect the start/end times for my children as the current schedule at Fairview is horrific and makes after school activities extremely difficult to manage.
- At Fairview Instead of the TLC program being 4-9, I think the school should be of 7-9 of both French immersion and TLC students, since Fairview is over capacity this scenario will take away approximately 400 students
- At Fairview, if the French Immersion program no longer stays at this school, where would they move to? the school board has been considering two schools for them to move to. R.T Alderman, and David Thompson. Neither of them are truly French schools. If they move to R.T Alderman that means their regular program home area will have to leave to another school; therefore having no home area students. If the French Immersion program moves to David Thompson no matter the scenario the school will be either over populated, or under capacity. so with that i think

Fairview should remain a multi programmed school and be grades 7-9, and Le Roi Daniels since its over populated could be 1-6 instead of k-4.

- BECAUSE OUR CHILDREN ARE BEING FORCED TO LEAVE THEIR SCHOOL (FAIRVIEW) I FEEL IT IS VERY IMPORTANT TO KEEP THE IMMERSION CHILDREN ALL TOGETHER AND TO COMBINE THEIR PROGRAM WITH THE SCIENCE PROGRAM WHICH IS A MUCH BETTER MATCH (SIMILAR TO FI AND TLC) RATHER THAN REGULAR PROGRAM. I BELIEVE THIS WOULD MAKE THE TRANSITION MUCH EASIER FOR THE FI KIDS WHO ARE ALREADY GIVING UP SO MUCH.
- Both options indicate that Fairview changes from grade 5-9 to grade 4-9. I don't like the idea of my grade 4 attending a school with grade 9 kids. Its not safe and they will be subject to attitudes, behaviors and topics that he shouldn't be subjected to. Also the physical hours of Fairview do not match with other schools so many parents would need to make special concessions at work in order to make 2 trips to pick up kids. In this economy, I'd like to cause stress to my employer as little as possible. Thanks
- BUILD ELEMENTARY AND MIDDLE SCHOOLS IN MAHOGANY PLEASE! MAKE OUR DESIGNATED SCHOOLS CLOSER SO WE DON'T HAVE TO LOOK FOR ALTERNATE PROGRAMS.
- Can CBE open TLC program at deep south Calgary (Mckenzie Lake, Mahogany and Auburn Bay area) to full fill student who attend the overflowed Le Roi Daniels and Fairview school with less travel time from home? Open more TLC school!!!!!!
- CBE needs more TLC program close to area code T2Y area, as most of the TLC kids comes from this area and we don't have any near by school. If all those chartered schools gets extra funding why not CBE. I am a big supporter of CBE board but we need more specialized programs.
- Class sizes need to be a major consideration in schools, and that was not one of the options here. My son's school , Fairview is extremely crowded as the TLC program expands. The number one concern as I see it is class sizes. As a parent who lives in the community where our school is, priority must be given to those students who live in close proximity, and not favoured toward ESL students.
- Currently only one TLC school in South Calgary. Lots of kids from Walden, Cranston, Auburn Bay and Mahogany traveling more than 1 hour 30 mins every day to school and back home. My request to open one more TLC school in the south to reduce traveling time for kids.
- Focus more on English Art (read, write, speak) since early age Grade K and up. Organize English Test every 3 years
- French immersion is one of the most important and attended alternative programs in the CBE and also French is one of the two official languages in Canada, but unfortunately, I see that most of the times this program is paired with other programs in schools and it's given lesser importance than other programs (eg. TLC). Single program schools would be expected more for French Immersion Program as this improves the chances that children will speak French in school most of the time.
- French Immersion middle school in the deep south
- French Immersion to RT Alderman works.
- French is the largest alternative program within the CBE and yet it seems like it's shuffled to the side as an inconvenience and that other alternative programs in the scenarios are being given long term, enviable solutions. French is important as Canada's other official language and in neither scenario presented is there room for the program to grow and flourish. At worst the program is moved again within a few years because there isn't room for the pairings as proposed. The notion that stages, libraries/learning commons and staff rooms are acceptable classrooms is simply insulting. As for Sam Livingston - this school has become much more of a community school over the past 6-7 years and it's wonderful to see so many kids for the community and

surrounding local communities choose French. My concern is that with Andrew Sibbald going to K-6, that parents will prioritize the K-6 experience over French and we will see the popularity decline. Rightly or wrongly, parents have a very nega

- Grade 4 at Fairview presents a number of challenges. It splits the school into essentially "two schools" again, with division 2 and division 3. It also makes the transition middle school premature for their social ability and organizational competence. Grade 4 could have a great opportunity to be leaders in their school at Le Roi, but wouldn't have the opportunity to develop that skill until Grade 9 at Fairview. Additionally, Grade 4 students present a number of challenges to inclusion in the school program as a whole - phys. ed, music, extracurricular activities, use of the cafeteria are not designed and can't necessarily accommodate the addition of Grade 4 students. There is NO PLAYGROUND. There is no recess.
- Grade 4 should maybe be in the school but make it be like Le Roi where they have one teacher, no binder, no gym strip, their own desk, 2 recesses, easier to get to bus, and no lockers
- Grade 4's are too young to be in middle school. They'll probably get lost. They won't be able to open their locker, or change for gym. Also, it would be hard for them to go to class to class
- Grade four students at Fairview will create many scheduling difficulties, supervision problems, philosophic differences at Fairview. The creation of an Elementary and a Jr High division in the school will not be good for students or teachers.
- Grade four students should not go to Fairview; they should stay at Le Roi. It would create an elementary school within a junior high, rather than a middle school.
- Has the school board considered opening a second TLC school in the South for grades K - 4 and keeping grade 4 at Le Roi Daniels? We only have one school feeding into Fairview. There are several TLC schools in the north. Programs would run better with more classes at each grade level in the middle school and grade 4 students are better off in an elementary than mixed in with grade 9's.
- Hundreds of parents pay extra to transport their children to alternative schools, because we believe that type to education is best for their child. It is time regular program parents clue in, make choices best for education and NOT convenience. I have six schools walking distance to my home, yet my child goes to a different community to attend school. It is time middle school has a French Immersion school on its own.
- I am very concerned and deeply frustrated that Scenario 1 exists as a scenario at all. I have been a parent with 3 children at Sam Livingston over a course of 9 years. I see very little alignment with CBE's desire to have the least movement from K-9 AND grow the French Immersion program when space at Sam Livingston is limited. This is short-sighted and feels as if the French Immersion program is not considered with the same value as the Science and TLC programs. French Immersion should not even be considered an 'alternative program' in my opinion. K-5 will seem appealing to parents who are new to the school and don't understand that this is a good theory, but not practical. I feel if CBE chose to promote French Immersion as the strong, viable community it is, you will always fill the spaces. I don't feel the 'FI is in decline' study incorporates reasons why it may be in decline in Area V -- which is that Fairview has a terrible reputation for being a poor transition school from Sam Livingston --
- I am very glad that I was given the opportunity to take this survey and say what I think of all that is happening with the CBE and the French Immersion program at Fairview being moved. I have mixed feelings about the situation as I am disappointed that there isn't an option for the French Immersion program to have their own school, but I also would prefer that things could stay as they are. Reason being, I have friends whom have become almost like family that are in the TLC program and the fear of losing such close friends is a terrible thing. I also fear for my little sister, she is now in the fourth grade at Sam Livingston school and I was told that they may become a K to 6 school but having gone to that school myself I know that the school is too small to hold any

more kids, even if they say they are below maximum capacity. Thank you for considering my opinion.

- I believe all parents taking part in this engagement process need to recognize there are real system constraints that can't be ignored and no proposed solution will be perfect for everyone. We also all need to remember to be tolerant - we've signed our kids up for an alternative program and should be grateful we live in a place where this request can be accommodated. We are fortunate to have these options.
- I believe it will be too onerous for Grade 4 kids to move to Fairview school. We had our elder son move in Grade 5 and he felt the transition difficult to adjust. The Fairview school building layout is more along the lines of a college since it used to be one in the past, hence, it can be very overwhelming for a Grade 4 student, this needs to be given serious consideration in any scenario that you plan and I strongly feel you are not doing so.
- I believe moving a French immersion program into an existing English program would create frictions - difficulty fitting in for the incoming program, and resentment for the existing English program. I was part of the move from Andrew Davison to Sam Livingston in 2002 (as a teacher) and the two programs never really mixed well, especially since the French Immersion population moving in was much larger than that of the existing English program. As we know now, the English program was eventually phased out, resulting in two moves rather than one. In my opinion the scenario with the French immersion and Science program moving into an empty school at the same time would be more conducive to a positive, exciting new start for both sides.
- I believe the French immersion program should have its own school given its continued growth and size and given the need for teachers to speak French. Both CBE options combine it with regular programs. Why isn't there an option to house it independently?
- I don't think either scenario presented is a great choice for families with children in French Immersion. I prefer that French Immersion does not share a school with another program, both for space and because of how different the programs are. The numbers also worry me, and I expect that French may outgrow both Sam Livingston School and/or its middle school location soon, forcing yet another move. Scenario 2 is preferable because it means both programs have a fresh start together at a school (not a "second thought" at an already established English school), and opens opportunities for families that might consider the Science program for their child currently in the French program.
- I feel strongly that once the younger children are moved to Fairview, there should be separation among the grades at Fairview, ie 4,5,6, separate from 7,8,9, with graded responsibility. More like traditional elementary and junior high grades.
- I feel very strongly about school start times and know that they are affected by bus sharing between schools and distances students have to travel. My strong feeling is that whatever the scenario, the start time won't be before 9:00 a.m., as this has profound impacts on some student's ability to perform fully in school and in extra curricular activities.
- I have only spent two years here at Fairview and though it has been a very short period of time I have made friends and enjoyed my time here. I hate the idea of leaving but I'd rather a school of our own, I recently learned that the French Immersion program is the majority of the students enrolled in a alternative program, so I ask why can we not have our own school why is it that we must always be moved around can't they find us our own space. I know that it is better for us to have our own school so why do we not? Thank you for considering my opinion and giving me a say on the situation taking place!
- I have really liked having the two alternative programs together at Fairview and I think that it would be better for the French Immersion program to join the alternative program at R.T. Alderman than heading to David Thompson and being joined up with the regular English program.

- I instruct core classes and I have come to note that multiple programs in a school allow for a greater teacher base which, in turn, will allow for more complementary programs offered at the school. In my experience greater interest in the school/school spirit/student motivation often goes hand in hand with the number of options that a student is able to access.
- I know this is not an option but School Board should consider opening one school which is designated for an alternative program, so kids could start it and continue, without facing uncertainty along the way. Every time two programs are combined there will be a point when the enrolment comes to overcapacity of the school. Children, or should I say, parents choose those programs for their children for a reason. It motivates children to learn more from an early age when it does not feel like learning, it gives them creative outlet to express themselves outside the box, it raises kids self-worth (which is extremely important), it gives them sense of pride and accomplishment, it makes it fun to be able to speak and communicate in a different language, it shows children that it's not that difficult to learn new things that they were not so sure about before, it opens children perspective and allows them to validate the other languages that may be spoken at home, it teaches them to be more o
- I like keeping the TLC at Fairview, it makes sense considering it is a popular program. I am concerned about having grade 4 students with grade 9 students. As a parent who has volunteered at Fairview, I am concerned about the language used, the difference in size of the students, bully etc. There should be separate hallways for the different grades or have k-6 in Fairview and 7-9 in Le Roi Daniels
- I like scenario two because it keeps the regular English program together in a campus environment (similar to what TLC and Science kids will have). This should create the opportunity to have the best for the children. As well, in the grand scheme of things, travel to David Thompson is not significantly different than travel time to R.T. Alderman. David Thompson is central. While a campus environment for my French Immersion children would be ideal, it does not appear to be a viable option for now. So please place the two alternative programs Science and FI together so both can have middle school options (band, drama, etc) that other middle school kids have.
- I like the idea that you are considering moving our designated French Immersion middle school closer South. Busing times are a big deal to our family.
- I strongly feel that the French immersion program deserves a school to themselves, one that will accommodate only French immersion students.
- I strongly suggest to CBE to consider the number of students in class (I wish it would be no more than 25 students per class)
- I think a third scenario of a single track French immersion school would be the best option. I believe it should be as close as possible to our elementary school in Lake Bonavista.
- I think learning French and having French immersion schools is extremely important. I think it provides many more opportunities to our children for their future not to mention French is the second language in our country and I believe that is also very important.
- I think moving students out of their current schools will impact them badly. If CBE has to do so, they should consider moving all French students in one school which accepts purely French students. This arrangement will create French language environment for kids.
- I think that Fairview French Immersion students going to RT Alderman is the best choice if they have to leave Fairview.
- I think that Fairview should consist of two programs French Immersion and TLC. The school should be 7-9 of both programs
- I think that moving the grade 4's over to Fairview is a huge mistake. By the adding the grade 4's you will be setting up an elementary wing and junior high. Grade 4's are too young to be in Junior high, and by doing this you will depart drastically from the middle school modal. I also think

that by offering only one program at the school you are going to limit the number of options and extra curricular programs the students will have access to mainly due to the drop in numbers.

- I think the scenario for our school is the same for both. My concern is for grade 4 entering middle school. They need to be separated and even more separated than grade 5s. They should keep to same idea of no lockers, and gym strip and hours are also too late currently at Fairview for grade 4 students. So that should be questioned as well. I feel you younger students should be kept with younger students.
- I thought CBE wanted to protect students and give them every opportunity for success. Have GRADE 4s in a building with GRADE 9s is ridiculous. I don't want ANY children in grade 4 to have to walk past a grade 9 conversation. Our children grow too quickly these days already. Why would we trap 8 and 9 year olds in a building with teenagers who talk about VERY MATURE subject matter in the halls.
- I was wondering why there is not single track schools for French Immersion from K to grade 12? And why this program is not given more importance compared with other programs, considering that French is official language in Canada?
- I would appreciate, specially having just started to take combined classes with students from both of the programs offered at my school. I understand that the easier choice is to separate the programs, but I feel that this is the same as splitting of class of students who have grown up their entire life together into two separate groups who will never see each other again on such a regular basis. I know that I just started to have friends in both programs and would like to keep that connection with those people. Is there any possibility of the consideration of splitting grades instead of programs so that friends can remain together. This would also be very helpful when it comes to teachers trying to pick a program to move with and will allow us to keep some of our favorite teachers. Please consider my opinion and recognize the division you are creating in certain schools.
- I would as a bilingual special needs teacher myself say that at least with the language programs it is crucial that the kids have the chosen school language around them as much as possible, that is the one and only way to emerge the language.
- I would like to ensure that the TLC philosophy and teaching style does NOT follow the French students to their new school. FI students and parents did NOT sign up for this type of learning.
- I would like to see a single track French immersion 5-9 school. Of the two scenarios I prefer #2 but worry science will fill up too quickly like it did at Louis Riel and French will get shuffled yet again. I also worry that the TLC style of teaching that bled out of the TLC program and into the French immersion program will continue if the teachers and/or principal from Fairview move with the program. I want a program that is specifically French immersion not TLC (French). I also worry about capacity as lots of people have left immersion due to culture shock coming into the TLC type environment at Fairview and if the new school is less like that I believe there will be less attrition. I absolutely don't want Sam Livingston crowded by moving grade 5 back to Sam as there is NO ROOM!
- I would like to see more spots open up for the TLC program and if that means having TLC only schools, I am for it. My son was lucky enough to get in via a "lottery" but it shouldn't have to be that way. There needs to be enough spots for all students who are interested in the program. Because there is a big age difference between my son and daughter, there are no guarantees that my daughter will be able to get into the TLC program when she is old enough to start school and that is concerning. Changes need to be made to move programs so they make sense from a capacity perspective.
- I would like to see the French Immersions get their own school and not be in a dual track program.

- I would like to submit that French Immersion should have its own middle school. I think that option has not been given enough attention. Given the FI program is the biggest alternative program, the options for children to attend should be equivalent to what is offered in the TLC or Spanish Bilingual programs.
- I would love to see a French Immersion middle school grouped with a late Immersion program so that the whole school is involved in establishing a French speaking culture.
- I would prefer to be in a school French immersion program only and not too far from my home!
- I would really like to see an option created for a single track French immersion school for grades 5 to 9 in area V.
- I'm disappointed that the only option for Fairview School is for the program to be moved. I'm concerned about the potential lack of experience, as well as the loss of access to programs like music and construction at a different school.
- I'm more positive that many programs in same school going to be utter failure.
- Ideally I would prefer to have French Immersion in its own school but since that doesn't appear to be an option, I would much prefer French Immersion to partner with the science program. Two alternative programs together are a better fit than a community program with a French Immersion program. I also feel the space at RT alderman will allow the French program the room it needs to accommodate their numbers now and in the future.
- If Harold Panabaker is going as a single track in another school only immersion, why not Fairview? It would be beneficial for our kids to be in an only French setting instead. It would be good for the program too. We also want to keep our kids from 5-9.
- In a perfect world, we would like to have a single track school for French Immersion.
- In all scenarios, French Immersion is going from an overcapacity school to another location that will be close to full capacity, if not maxed out, while other programs - including home area options - will have excess capacity to the point where keeping the schools open won't be viable. Wouldn't it make sense to put a thriving program such as French Immersion in a facility of its own, like the CBE is doing for the TLC program, or at least in a facility that won't be bursting at the seams once again? Why isn't this part of the conversation? And I really, really hope that the input is actually being considered and the decision hasn't already been made, a tactic which the CBE has pulled in the past.
- In both scenarios, Grade 4 students of Le Roi Daniels move to Fairview school. Instead, Fairview school can add two more classes per grade from Grade -5 to Grade - 9. More than hundreds of parents attend Fairview school information evening to become prospective students every year. By this way, parents who want their kids study in elementary school near to their residence would be happy to send their kids for middle school.
- In each scenario listed it only mentioned the possibility of relocating the French Immersion program but it didn't mention where it would be relocated. My daughter currently is enrolled in Sundance Grade 2 but I know within the next 4 years she is supposed to be relocated to Fairview for grade 7. If this won't be the case I'd like to know where her middle school will be designated to.
- In my 13 years of experience as a parent with 3 children in French Immersion at CBE, there has never been a decrease in enrollment, only an increase in the program. It is a fantastic program, and people do not leave it. Even if a new school opened in their community, people tend to stay in French, and bus their kids to school. So I cannot see how scenario 1 will work, my Sam Livingston does not have room, I would certainly not expect enrollment to decline. You can check your stats--when has immersion ever declined. Also for Junior high, kids are much more rested, and less grumpy starting later. RT starts at 850 versus David Thompson starting at 8 am.
- In my opinion is better to move French Immersion 5-9 at Robert Warren is close to many new communities in the SE, the only option we have is Fairview and is too far and overcrowded.

- In terms of moving the French immersion program from Fairview to either RT Alderman or David Thompson neither scenario provided is preferred. Our biggest concern is a dual track school when it comes to a language based immersion program. There will be less of a focus on immersion if half the school is being taught in English. Options, assemblies, music, school announcements are all done in English to accommodate the English speaking half of the school. It would make more sense to put the science and English program together as a dual track and keep the French Immersion program as a single track school. The numbers will accommodate French as a single track school. Or- keep the French at Fairview and move the TLC to be with either regular or science program - also a better fit than French and English together in terms of teaching models and opportunities for true French Immersion to rise to its full potential. If we had to choose one of the current scenarios then putting French and Science
- it appears both options are the same - students must leave the school I hope that some continuity is provided as they do so
- 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. but still i vote AGAINST putting small kids in grade 4 to Fairview school because they re too small and it will be overwhelming and the teachers re not going to be sensitive towards them as in Le Roi Daniels.
- It would be a mistake to keep the grade 5 students at Sam Livingston after the decision to make that school K-4 already happened years ago. Grade 4 students are already looking forward to moving next year.
- It would be better to have the TLC program in the new SE communities
- Just do what is best for the kids.
- Keeping 5-9 French Immersion is important for transition and overall student success. This has been quite evident in my years here. Students do struggle with the change in school and doing this in grade 6 when there are other types of stressors also accompanying the grade such as PAT's or SLA's is not indicative of a successful climate.
- Le Roi Daniels / Fairview were not given any option other than the proposed split K-3 and 4-9. There were no questions in your survey to address the issue of having elementary aged children mixed with junior high. There was no backup information to show that the CBE has looked in to the impact of having younger children mixed with older preteens/ teens to show that it will not be detrimental to their well being (social, emotional, academic).
- Long bus rides up and down the Deerfoot through rush hour in winter weather is not fun for students. After all these years together, it would be nice to keep students together when schools change.
- Make decisions about schools and alternative programs with long term vision. What are the projections for this program to sustain numbers/grow/decline. Many of the comments/issues raised can be attributed to a lack of communication about long term planning. As Science and French Immersion continue to be solid and growing alternative programs, the building(s) they are housed in should be able to address their populations for a long period of time. Placing them together at RT Alderman leaves very little room for growth. Many problems our family experienced at Fairview were due to having young learners in such a huge and overwhelming environment. Scenario 1 seems to address this issue to some degree.
- Mid year changes are a bad idea. Disruptive to families and schools, costly to everyone. French immersion is an important program to maintain. March 2017 is the VERY LATEST decisions should be made. Parents and students need time to adapt. These are little kids we are messing with. Their formal education is not more important than their overall life happiness and learning.
- Minimizing the disruption with the students in the program would go hand in hand with minimizing the disruption with the teaching staff who come with the group
- More TLC campuses available to Area V

- Moving French Immersion students from Fairview to another school with up to 800 students (scenario 2) would be disruptive with no benefit - still a very crowded school, while some schools would still have shockingly low enrollment.
- Moving TLC grade 4 to Fairview will once again fill the school in few years. This will prevent the opportunity for students to enter the TLC program in grades 5 to 8. Parents have expressed frustration at the lack of access to TLC past kindergarten.
- My biggest concern continues to be the addition of grade 4 students into Fairview. I think this will end up removing an entry point at the grade 5 level by seeing the increased enrollment at lower grades at Le Roi. It would not take long before Fairview is once again at the current over subscription level that it currently sits. Maintaining Grade 4 at Le Roi would provide better access to parents interested in joining TLC at a later entry point.
- My child doesn't get off the bus until 4:40 pm, this is ridiculous, I have to take him out of school to attend regular doctor/dentist/optometry appointments! It's very hard to work around such a late dismissal and such a long bus ride home
- My children all attend FI at Fairview currently. Moving the program has some clear advantages, as long as the students will have good option courses available to them. I am not convinced that a single track French school is the overall best option (which I know some parents are seeking), but there are advantages - which, to my mind may be outweighed by the disruption to local families. I am happy with a dual track school option if it means my children still receive good education, AND no longer have to share lockers/have space to move in their school. I'm glad to see the overstuffed Fairview school situation being addressed, but now I'll have to buy new gym strips!
- My concern with two alternative programs (science and French) being moved into the same school is one will have to be moved when the school hits capacity. I believe the French would have to move again as the science elementary will be sharing the same field as the middle school. It is the same with the TLC situation right now. I am okay with sharing space with another program.
- My kids are in French immersion and have an excellent program at Fairview at this time. My concern is that the quality of the program and the global program (including Band and other options classes) are kept with the move. These are my main 2 concerns. There were no questions in the survey regarding these 2 aspects with the move of the program.
- My son started his first year of middle school at Fairview in the French Immersion stream. We have been impressed with the school and very disappointed to be leaving it, we just hope whichever school the French stream is moved to is just as successful as Fairview. We understand the capacity issue, but we partly live where we live because our children would be attending Fairview. I am a little worried about RT Alderman School because of the Sports Academy also being located there. Athletics is not as important to us as a family as academics, and I wouldn't want the focus of the F.I. stream to lose importance in a sports school.
- One of the selling point while having separate school buses for Le Roi Daniels and Fairview school is that Elementary school children should not go with Middle school children. Now, moving Grade-4 children to Middle school is not the best option. Why not have more classes in Middle school. There are a bunch of research thesis or papers suggests that students below Grade-6 should not go to Middle school. In fact, there is not a choice in CBE survey.
- Please also open a Junior high mandarin program in Calgary South around Somerset area.
- Please ensure that there are the same options at the new school as at the previous school, i.e. Concert Band, Jazz Band, etc.
- Please keep grade 4 students out of the middle schools! They are far too young to be in a school with grade 9 students. CBE has been promoting the middle school idea for years now, so let's keep going if it's working well.

- Please plan ahead and we want a strong French Immersion program
- Proposals for Fairview school FI program are very similar (both alternates in close proximity). Why is it that children as young as 10 residing in the far SE require bussing to schools north of Southland Drive? Is there not a more southern school alternative to minimize time children spend travelling, particularly on Deerfoot, on a school bus?
- Re-establishing all of the peripheral activities that a school provides will take time. In making this choice, decision makers should try to look at what best supports their extra-curricular and other educational opportunities that students will be missing out on. At least, on a general school population basis. I only suggest this because all schools should ideally be teaching basic curriculum. The school experience is all about what is not taught in class, and I just hope that we don't steal that away for 2-3 years while we re-establish routines.
- Really like the idea of making Le Roi Daniels -K-3 and Fairview Grade 4-grade 9. This will create a lot more room for TLC program. My son is in Le Roi Daniels (GR 3) and my daughter will be going to school in 2019 in KG. Right now I am so stressed if my daughter could get into this program. This idea will give me and other parents hope that we can enroll our kids to TLC program .Thanks
- Remove grade 5 and 6 or at least 5 to make room to keep French Immersion
- School start times combined with transit times needs to be taken into consideration (ie: 8:00 bell with a half hour or longer bus ride) as it requires teenagers to get up too early in the morning, as per numerous studies:<http://globalnews.ca/news/2211245/teens-are-sleep-deprived-suffering-due-to-early-school-start-times-study/>
- Should there be changes in the school and areas more consideration needs to be made to make before school and after school care available at the schools with the ability for all students who need care to be able to attend. Since child care is difficult to find in the city and the CBE make the conditional rider process challenging to say the least. More awareness and importance needs to be placed on the safety of the children for after school care with both parents working these days. This includes coverage for PD days and days when the school weeks in which the normal school day is closed.
- Since there's many new school built, why is it so hard to reorganize? Programs school should stay with only that program not mixed with other programs.
- Single track French Immersion school, do not stuff us with yet another program, let us have our own like TLC, Spanish, science. Also do not transfer any French teacher from Fairview this school is not our beliefs, the teaching style at this school is pure TLC. I would consider pulling my child from the French program because of the teaching style . They are fear based educators and give WAY TOO MUCH HOMEWORK!! I am glad we are leaving this school!!! The principal is favoring the TLC program.
- Thank you for asking to hear our opinions. I hope our voices are heard and thus doesn't become a simple economic decision
- The amount of bus time needs to be limited. Currently my daughter attends Fairview and we live in Lake Bonavista. It takes 10 minutes to drive from our house to Fairview, but she spends 45 minutes on the bus each morning. This is ridiculous. We are strongly considering pulling her from the CBE system to attend private school. If she's going to spend 45 minutes on the bus it may as well be to a good school.
- The Arts program in Willow Park is in such demand there is a lottery for prospective students. Any chance of expanding this program while the system is being tuned?
- The historic transition enrollment numbers from Sam Livingston (French Immersion only) to Fairview (French Immersion/TLC) are not an accurate baseline for future enrollment into the French Immersion program. After Sam Livingston many are lost to -French Immersion continued elementary in St. Cecilia or Nickle school NOT because it's a community middle but because of

the extreme culture transition to Fairview (Fairview VERY TLC based vs inquiry based). Both our scenarios show immediate capacity issues and our program will grow going forward not being coupled with TLC.

- The number of changes that CBE is making every so and often (including the disastrous 1 to 4 grade system) that negatively impact both kids and parents seem not to come to a stop yet. I would like to remind that my child who is currently in Fairview in French immersion was already forced once to change the original French Immersion school due a similar re-org by CBE few years back and now this is being done again. Why can't you just let him simply finish his French program? Why can't CBE finally settle on changes it makes instead of bringing new ones and stressing kids and their families on almost regular basis? By introducing major changes so frequently, we never give the system we have a chance to work as like anything around us it requires time to prove itself and become better. I also sometime feel like students are being used by CBE to try different things and see what happen and if things do not go the right way then - oh, well, we will try something else. So this time around, the ter
- The scenarios do not discuss if the teacher community that exist at my child's current school will come with them to the new location. This is a critical factor.
- The survey is confusing -- it directs you to indicate which school you are responding about - in this case it is Fairview - but the question regarding the attractiveness of the scenarios is not applicable as my child will be leaving Fairview under both scenarios and it does not give me the opportunity to indicate whether I prefer the David Thompson or RT Alderman scenario. I have no idea how you will gather any data from this. On that note, I prefer the option of the combined French/Science programs at RT Alderman.
- There are no actual options presented for Louis Riel...both scenarios are the same. There is no information provided about upcoming boundary changes and options for peer groups/siblings/grandfathering, so it is very difficult to answer whether or not the scenario is acceptable or not.
- There is no way you could fit more students into Sam Livingston school without drastically sacrificing the quality of instructions ie. class sizes too big, etc.
- There should be a designated French Immersion-only school for grades 5 through 9 in the southeast that corresponds with Sam Livingston. With the potential growth of both the science and French programs in the city, it makes no sense to put them both into one school - as suggested in scenario 2, group 1, for Area V. Lastly, in scenario 1, group 2, Robert Warren would be a dedicated French Immersion school for grades 5-9; would this not make an ideal transition location for the French Immersion students attending Sam Livingston? (ie: Are the boundaries for the 3 groups set in stone, or can there be some flexibility to allow for more viable options and alternatives?)
- This survey was awful. Seriously, determining number allocations for level of importance adding to 100. Is this a survey or a math lesson? If you are trying to annoy people and NOT get them to participate this is the way to do it. Keep the French students together. Allow the school to be a community with only FRENCH students. We should be celebrating an official second language in our city, not shoving it from school to school with little thought. on another note: Maybe we should be reassessing our education system and wonder why the TLC program is so popular....maybe because the old way of doing things works! Please try to make decisions that are not short sighted for our students.
- Though not 100% related, 110% top-of-mind is the dual schedule bussing that came in a few years ago. As a parent of kids who are the second bus to go out/bring home -- THIS IS NOT WORKING!! In the winter, it's a guarantee that the bus will be late, not a question. I feel this is unacceptable, especially this and last year where my 11 year old has a 20 minute walk to the bus stop to wait outside in the cold for a bus that WILL be late.

- To many students in Fairview
- Two of my three kids have been TLC school from Kindergarten. As parents, we really don't want them to change from the TLC school to others. Thank you and appreciate your survey to hear our comments.
- We are very much interested in advocating for a single track French Immersion program. Concerned that scenario 2 will eventually lead to another "science" campus (considering long wait lists for the program) & another move for French immersion. Scenario 1 is also of concern as Sam Livingston will be overcrowded with the addition of another grade level.
- We aren't being offered a choice the 2 scenarios are the same for TLC. I would like to see more detailed communication on the changes. It's a shame the school will lose French Immersion students it created another diversity to the school. Will options be expanded? Will the Band department remain? Will the principal stay? What about sports teams? How will grade 4 kids be protected? Will the two schools align their bell times again? 8 year old's not getting home until 4.45pm is too late. Could Grade 4's be housed at Fairview but actually be part of the Le Roi school?
- We belong to a community by preference. We consider the accessibility and amenities that community can provide our family and kids in particular. Being able to attend a school that is accessible and near where you live makes a difference in our daily lives and routine. If you relocate our kids to other schools outside of our community what's the point of choosing where to live in the basis of your preferences?
- We need more options for French Immersion schools. We also need more options for Science schools in the south
- We would like to see the French Immersion and Science Program in the same school space. These programs complement each other well, and would provide educational opportunities which are in keeping with the motivation and potential for these subsets of students.
- We would really like to see the science program and the French immersion in the same physical space. These programs would complement each other very nicely, my children would really enjoy a school with this combination of programs and I feel it would be to their academic benefit to provide them with this opportunity.
- Why are there no French Immersion programs south of 162nd Avenue? There are an abundance of established southeast communities that are growing rapidly, yet none accommodate immersion. This exclusion is unacceptable.
- Why does this survey not consider minimizing the disruption to children? The absolute top priority should be the children and providing what is best for them. Moving the Spanish program to Woodman would cause a great decrease in the Spanish program enrollment - it is just not feasible for families to go that distance. This move would be maximum disruption to the children in the Spanish program from k through to 9. So sad to see that this is a consideration. Our children are stressed by this.
- Why is there not option for the Fairview French Immersion program to be moved to a single track school? Isn't it the fastest growing program, won't you need more space and have to move the FI program again? Plus with a single track school the FI students could speak French more often and consistently.
- Why not include a scenario in which the Fairview School French Immersion program would be moved in a school in order to have enough space for Continuing Immersion, Middle Immersion and Intensive Immersion programs.
- Why not introducing TLC program in Evergreen/ Bridlewood schools, that will cut short 100 + students from Le Roi and Fairview right away and will also reduce cost on transportation for CBE and parents?

- Would like to know that the possibility of a French Immersion only middle school is on the table. We are being placated to and its frustrating. Parents feel a decision has already been made to satisfy the groups who incur the most funding and not to the language schools. We have made a decision as a family to send our children further away from home to reap the benefits of a second language - Canada's Second Language - and we feel we are not being considered.

Le Roi Daniels School (pg. 31-

- 1. Hoping that there will be playground equipment available to the Grade 4's moving to Fairview School for TLC program.2. Hoping that the current Grade 4 teachers will also be moving over to Fairview so they will be 'familiar' with the students.
- All of our children in our family are attending TLC program. And we would like to continue this program or any other program with strong academic focus. Travel time is not a concern as soon as transportation is provided. As from grade 10 transportation is not provided, it will be great that a new High School that will be on the construction in Seton community will have alternative programs such as IB- International Baccalaureate, or SP- Special Placement. We are leaving in Auburn Bay Community and our oldest child is in grade 8 now.
- Are there considerations for more TLC in Calgary?
- As the TLC and science programs are both oversubscribed and use the lottery system, I hope that both of these programs will be expanded. There are many families who would appreciate these options at the present location or also offering TLC in another location. The uncertainty that by having one child in the system does not allow /guarantee a spot for a sibling, causes concern and I don't believe that should be the case.
- Both options indicate that Fairview changes from grade 5-9 to grade 4-9. I don't like the idea of my grade 4 attending a school with grade 9 kids. Its not safe and they will be subject to attitudes, behaviors and topics that he shouldn't be subjected to. Also the physical hours of Fairview do not match with other schools so many parents would need to make special concessions at work in order to make 2 trips to pick up kids. In this economy, I'd like to cause trouble with my employer as little as possible. Thanks
- Build or convert another CBE school in Calgary south as TLC - which is very popular. We need one school far south - the bus that my kid rides picks up 20 kids from the bus stop. This shows how busy this area is. In spite of the school being overcrowded, there is always shortage of volunteers - school located closer to home will increase the help and participation by parents/volunteers. Also, it will be a less stressful for parents and kids.
- Can CBE open TLC program at deep south Calgary (Mckenzie Lake, Mohagony and Auburn Bay area) to fulfill student who attend the overflowed Le Roi Daniels and Fairview school with less travel time from home? Open more TLC school!!!!!!!
- CBE needs more TLC program close to T2Y area, as most of the TLC kids comes from this area and we don't have any near by school. If all those chartered schools gets extra funding why not CBE. I am a big supporter of CBE board but we need more specialized programs.
- Currently only one TLC school in South Calgary. Lots of kids from Walden, Cranston, Auburn Bay and Mahagony traveling more than 1 hour 30 mins every day to school and back home. My request to open one more TLC school in the south to reduce traveling time for kids.
- Focus more on English Art (read, write, speak) since early age Grade K and up. Organize English Test every 3 years

- Grade 4 should maybe be in the school but make it be like Le Roi where they have one teacher no binder no gym strip their own desk 2 recesses easier to get to bus and no lockers
- Has the school board considered opening a second TLC school in the South for grades K - 4 and keeping grade 4 at Le Roi Daniels? We only have one school feeding into Fairview. There are several TLC schools in the north. Programs would run better with more classes at each grade level in the middle school and grade 4 students are better off in an elementary than mixed in with grade 9's.
- I believe it will be too onerous for Grade 4 kids to move to Fairview school. We had our elder son move in Grade 5 and he felt the transition difficult to adjust. The Fairview school building layout is more along the lines of a college since it used be one in the past, hence, it can be very overwhelming for a Grade 4 student, this needs to be given serious consideration in any scenario that you plan and I strongly feel you are not doing so.
- I do not like the fact that we make our children grow up faster then they have too, why cant Elementary school be k-6 as it was years ago with the CBE. I don't approve of the idea of having 9 year olds with 15 year olds. There are parents who have kids in three different schools because of this new model the CBE has adopted.
- I find the option to change Le Roi Daniels to k-3 terrifying.. As a child of the age of 7,8 or 9 going into grade 4 should not be sent to a school with grade 9 children aging from 13 to 15.. They need more time to mature and be able to have the confidence to stand up for themselves and even a year later is better than a little grade 4 child.
- I just want a school that my kids can walk to. It can be a regular program or TLC. I value their ability to be close to home.
- I love the idea of keeping corresponding programs together and close, that being said the School's should be running on the same time schedules if that happens. Most specifically for families with children in both schools. An example would be Le Roi Daniels and Fairview start at same time rather than separate times for the TLC program or Acadia and David Thompson same thing. Also with the extra room that will be at either Le Roi Daniels/Fairview is there a possibility of starting up a before and after care program? Many families have a lot of conflicts with regards to the different school hours. And last why not open and entirely new additional TLC program in the deep south to take the load off these two schools and grow the program? Would definitely help with the over capacity issue's of this rapidly increasingly popular education choice????
- I struggle to understand how this survey translates into sound policy
- I think the scenario for our school is the same for both. My concern is for grade 4 entering middle school. They need to be separated and even more separated then grade 5s. They should keep to same idea of no lockers, and gym strip and hours are also too late currently at Fairview for grade 4 students. So that should be questioned as well. I feel you younger students should be kept with younger students.
- I thought CBE wanted to protect students and give them every opportunity for success. Have GRADE 4s in a building with GRADE 9s is ridiculous. I don't want ANY children in grade 4 to have to walk past a grade 9 conversation. Our children grow too quickly these days already. Why would we trap 8 and 9 year olds in a building with teenagers who talk about VERY MATURE subject matter in the halls.
- I'm more positive that many programs in same school going to be utter failure.
- In both scenarios, Grade 4 students of Le Roi Daniels move to Fairview school. Instead, Fairview school can add two more classes per grade from Grade -5 to Grade - 9. More than hundreds of parents attend Fairview school information evening to become prospective students every year. By this way, parents who want their kids study in elementary school near to their residence would be happy to send their kids for middle school.

- 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. but still i vote AGAINST putting small kids in grade 4 to Fairview school because they re too small and it will be overwhelming and the teachers re not going to be sensitive towards them as in Le Roi Daniels.
- It would be better to have the TLC program in the new SE communities
- Le Roi Daniels / Fairview were not given any option other than the proposed split K-3 and 4-9. There were no questions in your survey to address the issue of having elementary aged children mixed with junior high. There was no backup information to show that the CBE has looked in to the impact of having younger children mixed with older preteens/ teens to show that it will not be detrimental to their well being (social, emotional, academic).
- moving grade 4 four student to the joiner high school is the most bazar decision the CBE going to make. we have the chance to discuss the plan with couple school teachers and both are against it. We are not sure how you going to fit grade four kids with grade nine almost adult grade...our kids will be exposed to lots of not pleasant issue, starting from the bus ride to reassess space sharing and more. funny thing when parent trying hard to protect and control their kids access to tv & internet and above 14 things and CBE put them in this situation, treating them just like rats lab. WE ARE WORKING ON MOVING OUR KIDS OUT FROM THE TLC next year if CBE MOVING ON WITH THIS ridicules plan.
- My daughter is in Grade 2 and will be moving up to Fairview earlier, so I think it is critical to create a separation at Fairview between the younger and older children, and also to ensure not to place too much responsibility on these younger kids at Fairview.
- My personal belief is that the TLC program should be discontinued. Uniforms are from a bygone era. And excessive homework at such a young age is counter productive. Plenty of research proves that.
- My son goes to elementary school. According to both scenarios, my son will be transferred to a middle school in grade 4. We were not comfortable with my older child going to middle school in grade 5. Starting grade 4 in middle school is something that we as a family are not at all comfortable with due to difference in their needs, maturity, and understanding. We feel that the children at that age are still young and vulnerable to handle the exposure they will get at school. If a separate wing is created from grades 4-6, with separate beginning and end times and a minimum interaction between older and younger kids, will still be acceptable.
- None of the questions in this survey address the issues that the parents are having with the scenarios that you presented. Grade 4 is too young to be in a school with grade 9, and taking the older kids away from the younger takes away the positive influence that the (marginally) older can have on younger children. This concern was voiced clearly in the open house, but is ignored here? Both of the scenarios provided for TLC are the same. So there is really no choice for us. I am very disappointed this.
- On of the selling point while having separate school buses for Le Roi Daniels and Fairview school is that Elementary school children should not go with Middle school children. Now, moving Grade-4 children to Middle school is not the best option. Why not have more classes in Middle school. There are a bunch of research thesis or papers suggests that students below Grade-6 should not go to Middle school. In fact, there is not a choice in CBE survey.
- Please also open a Junior high mandarin program in Calgary South around Somerset area.
- Prefer TLC over regular program
- Really like the idea of making Le Roi Daniels -K-3 and Fairview Grade 4-grade 9. This will create a lot more room for TLC program. My child is in Le Roi Daniels (GR 3) and my other child will be going to school in 2019 in KG. Right now I am so stressed if my daughter could get into this program. This idea will give me and other parents hope that we can enroll our kids to TLC program .Thanks

- The scenarios for Le Roi Daniels are the same; grade 4 students moving to Fairview. Is this safe? Will they be separated from older kids? Will the school be as safe/secure as LRD? There is no choice here since the scenarios are the same.
- There are lots of new school open around postal code T2Z , It is nice to move TLC program to one of the school to take of burden from Le Roi Daniel and Fairview. It also allows students to commute less and have time to morning breakfast with family, participate in extra activity not sponsor by school. Less Commute = Reduce Carbon emission help our environment
- Two of my three kids have been TLC school from Kindergarten. As parents, we really don't want them to change from the TLC school to others. Thank you and appreciate your survey to hear our comments.
- We aren't being given a choice. The 2 scenarios are the same. Parents want more detailed information quickly about grade 4 kids in a junior high school.
- Why not introducing TLC program in Evergreen/ Bridlewood schools, that will cut short 100 + students from Le Roi and Fairview right away and will also reduce cost on transportation for CBE and parents?
- Would the times with Le Roi Daniel's and Fairview school day be the same if they are both the TLC program?

Sam Livingston School (pg. 35-43)

- As a French Immersion parent with a child at Sam Livingston, I like both scenarios. My favourite part of Scenario 1 is that it keeps the grade 5 students in elementary school, which I think is better for students that age. My favourite part of Scenario 2 is the combination of the Science and French Immersion programs at RT Alderman, which I think has some interesting possibilities for both groups. I do think that many parents at Sam Livingston in particular are putting too much emphasis on having a single track French Immersion program. Although I am not a teacher myself, I'm an alumni of the CBE's French Immersion program and have lived with teachers all my life (parents and spouse) and I feel like there are zero advantages to single track - all the schools I attended were dual track regular and French, and I always felt like the entire school was a community regardless of what program people were in, and had friends across all programs, since we shared many classes including options. I wor
- As a parent I am not interested in paying additional taxes to keep a specific school open. My son loves his current school and the kids he is with. They have grown together and keeping them together in a French immersion program is paramount. Thank you for the input. You have to do what is best for the system. My push is do not compromise the current level of education he is receiving.
- As a parent of a grade 1 Sam Livingston student and two more future students (2017 and 2019) as well as a Lake Bonavisa Resident I feel that scenario 1 is completely short sighted as much as I think grade 5 belongs with elementary over junior high. The school is already full and adding another entire grade will only cause the school to be over capacity very quickly. I think that parents who had previously considered pulling their kids from the French Immersion program because of issues with the Fairview school (size and strong TLC focus) will keep their kids in the FI program longer only quickening Sam Livingston's rise to becoming over capacity. Our family moved to Lake Bonavista (from Douglasdale) in large part to be closer to our elementary school and I truly hope the CBE can find a solution that long lasting and requires minimal (NO) changes during the course of my children's education. Scenario 2 is somewhat better in that I align my educational values more towards a Science program than a regular o
- Capacity would mean children eat lunch on the floors/larger class sizes. Sam Livingston is currently running at 80% capacity which is ideal (why change that?)

- CBE should seriously consider an Area V Single Track French Immersion. The class sizes would be horrible should scenario 1 be implemented. It needs to be remembered that these young children aren't just learning the standard curriculum, they are endeavouring to learn Canada's second official language. 25+ children per grade 1 class would be extremely detrimental to the child's fair chance at this option.
- Decades of research has proven, and the CBE (proven by the fact that area 1 students, among others, already attend single track immersion middle schools) already knows that single track schools for immersion programming ARE the "BEST practice"! Yet, the current proposed scenarios only grant that "BEST practice" situation to area 5 students living east of MacLeod Trail. The current proposals for area 5 do not include a single track immersion school for ALL immersion students in area 5. These proposed scenarios create a situation, where SOME students in CBE area 5 will receive "BEST practice" (like other areas within the district), while immersion students living east of MacLeod trail will be receiving SECOND to "best practice"! There ARE dramatic differences in regards to the QUALITY of French language acquisition, particularly in STEM subjects in dual track versus single track immersion schools, with students in single track immersion schools out performing and achieving far beyo
- don't want to do survey for EACH school, however, GROUP 1 schools--in general scenario 1 allows for fewest disruptions and KEEPS MORE KIDS IN THEIR AREA to decrease bus costs GROUP 2--scenario 2 allows for more Spanish (scenario 1 where are gr 5-6 to go???)GROUP 3--scenario 2--again to KEEP MORE KIDS LOCAL
- For the group 3 schools - in scenario 2 it appears there would be an opportunity to add additional students to Andrew Sibbald. Is there any programs that would be considered there to fill the seats?
- French immersion I feel is not only important to me, and my children but it should be important to this country. French is our country's second language and will provide our children with several better opportunities and I think everyone should embrace that and expand the French immersion programs in all of Canada.
- French immersion should be strongly considered for a single track school, before other alternative programs. Not only do multiple studies show that this is better for the students long term, but it is the largest alternative program in Calgary (therefore we contribute the most tax dollars), and it is our other National language, part of our Canadian identity and provides students with a distinct and incredibly useful skill that is relevant in this country. Many students leave the program in middle school because of the dual track system (specifically when paired with TLC), not because they no longer want instruction in French, but because in dual track environments the French immersion students are not being as valued, and their academics suffer compared to single track schools. It makes no sense for TLC to be offered a single track school before French immersion has one that is well established.
- French is the largest alternative program within the CBE and yet it seems like it's shuffled to the side as an inconvenience and that other alternative programs in the scenarios are being given long term, enviable solutions. French is important as Canada's other official language and in neither scenario presented is there room for the program to grow and flourish. At worst the program is moved again within a few years because there isn't room for the pairings as proposed. The notion that stages, libraries/learning commons and staff rooms are acceptable classrooms is simply insulting. As for Sam Livingston - this school has become much more of a community school over the past 6-7 years and it's wonderful to see so many kids for the community and surrounding local communities choose French. My concern is that with Andrew Sibbald going to K-6, that parents will prioritize the K-6 experience over French and we will see the popularity decline. Rightly or wrongly, parents have a very nega

- Given the growing number of French immersion students, I'm not sure why there is an option to add Grade 5 to an already full school (Sam Livingston). In addition, I don't understand why there isn't an option to have a dedicated French immersion school for Grades 5-9 (vs. sharing with a regular or science program). This is one of the fastest growing student populations yet it doesn't feel like the CBE is planning ahead for the future.
- Have heard negative reviews about switching teaching styles (e.g. French Immersion to TLC) so would like to avoid changes in style as student progresses
- How would the CBE add another grade to Sam Livingston? The school is already full. If the CBE wanted to add another grade, it should consider moving the K-5 French program to a larger school.
- I am concerned that in both scenarios, the French Immersion program will be placed into schools that are close to capacity as soon as the programs move in. In scenario 1, Sam Livingston takes on more students. I know that it is not near capacity right now, but it fills awfully full and it is hard to imagine where the additional students will fit. I'm assuming the smaller class sizes we've enjoyed the last several years will disappear, as more students are crammed into the existing class rooms, which is unfortunate, as smaller classes are a big benefit to teaching French to students this young. Also, there is already no space for the existing student body to eat lunch, so not sure where more students will fit. Concerned that changes will need to be made again in a year or two, when these newly filled schools reach capacity.
- I am concerned that when there are multiple programs in a school, one dominates how both are run. For instance, the TLC teaching style is not what a situation I want my child in. Fairview has a bad reputation for creating stressed out kids. Here-say isn't perfect but when most parents you talk to say that the TLC program has effectively taken over how the school is run, it causes concern for how the language program will be treated in another multiple program school. If French and Science or a regular program are put together, how are the differences in the programs accommodated? Another aspect of this is how over-subscribed the science program is rumored to be. Will the French program be on the move again before long?
- I am very concerned about the transition from Sam Livingston to the next stage, whether it's at Fairview, David Thompson or R.T. Alderman. Many parents that I've talked to that have children go on to Fairview that struggle intellectually and emotionally with the difference in teaching style and the 'high school' atmosphere. I'm extremely happy with the way Sam Livingston is run and would like continuity going forward from there. I don't believe that will happen at David Thompson. I don't know enough about the Science program, but seems possible it could fit. Ideally, I would like to see a single track program for French Immersion in Area V. We have the largest enrollment for the alternative programs.
- I am very concerned and deeply frustrated that Scenario 1 exists as a scenario at all. I have been a parent with 3 children at Sam Livingston over a course of 9 years. I see very little alignment with CBEs desire to have the least movement from K-9 AND grow the French Immersion program when space at Sam Livingston is limited. This is short-sighted and feels as if the French Immersion program is not considered with the same value as the Science and TLC programs. French Immersion should not even be considered an 'alternative program' in my opinion. K-5 will seem appealing to parents who are new to the school and don't understand that this is a good theory, but not practical. I feel if CBE chose to promote French Immersion as the strong, viable community it is, you will always fill the spaces. I don't feel the 'FI is in decline' study incorporates reasons why it may be in decline in Area V -- which is that Fairview has a terrible reputation for being a poor transition school from Sam Livingston --
- I believe all parents taking part in this engagement process need to recognize there are real system constraints that can't be ignored and no proposed solution will be perfect for everyone. We also all need to remember to be tolerant - we've signed our kids up for an alternative program

and should be grateful we live in a place where this request can be accommodated. We are fortunate to have these options.

- I believe that adding a 5th grade to Sam Livingston would result in overcrowding at the school and the children not receiving as much time with teachers and resources as necessary.
- I believe the CBE should put a higher importance on French Immersion and understand that a true French Immersion program is most successful when not combined with an English (or other language) program, regardless of what that program is. The French program works best when it stands alone. IMPORTANT IDEA: What if, in Scenario 2, the Science 5-9 program doesn't go to RT Alderman, and instead goes to David Thompson. That would increase enrollment to a decent level at David Thompson, and both the Regular Program and the Science program would be English speaking, and still have some room to spread out. That would allow CBE to make RT Alderman a "French Immersion only" middle school, in a great location, and with a healthy level of enrollment, possibly allowing for Late Immersion students (if not already in the calculation). Scenario 1 is unacceptable, I'm afraid. Aside from the fact that David Thompson is mostly English and makes having a truly French Immersion program impossible, the
- I don't think either scenario presented is a great choice for families with children in French Immersion. I prefer that French Immersion does not share a school with another program, both for space and because of how different the programs are. The numbers also worry me, and I expect that French may outgrow both Sam Livingston School and/or its middle school location soon, forcing yet another move. Scenario 2 is preferable because it means both programs have a fresh start together at a school (not a "second thought" at an already established English school), and opens opportunities for families that might consider the Science program for their child currently in the French program.
- I have no issues with the changes proposed for Sam Livingston School.
- I have some very strong concerns about what is happening and the scenarios. We have been a family in French immersion as well as GATE for 10 years and 3 children. We have been pushed around many times between Sam Livingston/Sundance/Fairview/Nellie/Louis Riel. It is very frustrating to see our school Communities repeatedly torn apart. Loss of connection and identity along with loss of technology and tools are just two issues that come to mind. Why is there no attempt/priority towards French immersion while TLC is being favored for a single track program school. We live in a bilingual country. I do not view French immersion in the same category as other "alternative" programs for this reason. I also do not believe that the CBE understands WHY the middle school French immersion populations in area V decline. Fairview has been very negatively viewed among the families as they approach the end of grade 4 at Sam Livingston. I am a professional. My husband and I are both engineers and both like
- I like scenario two because it keeps the regular English program together in a campus environment (similar to what TLC and Science kids will have). This should create the opportunity to have the best for the children. As well, in the grand scheme of things, travel to David Thompson is not significantly different than travel time to R.T. Alderman. David Thompson is central. While a campus environment for my French Immersion children would be ideal, it does not appear to be a viable option for now. So please place the two alternative programs Science and FI together so both can have middle school options (band, drama, etc) that other middle school kids have.
- I really want a strong French Immersion program that is continuous and fair to all communities. I would hope all plans are thought out for more than 5 years from now.
- I support the development of a single track program for French Immersion in Area 5. Having disparate programs running simultaneously at one middle school seems very challenging and less than ideal to meet the needs of both groups.

- I think that given the number of enrolled students in French Immersion, that there could stand to be an option for a French Immersion-only middle school for kids leaving Sam Livingston akin to how TLC will have its own middle school. I think it is difficult to maintain an immersive environment when one-third of the students and presumably staff are not speaking French.
- I think that there should be a single programming option for French Immersion Middle school.
- I think the way you figure out capacity is ridiculous. Using ancillary space towards a count of teaching space doesn't seem viable. My daughter goes to Sam Livingston, right now stated as room to grow. it's packed, her kindergarten class was out in a portable with no bathrooms, no secondary exit and freezing cold. I think the projected enrollment you have for schools in the Maple Ridge area are low. Right now it is a retirement community but this neighbourhood is on the verge of transitioning right into school age families. You could potentially close the schools only to need them again in four or five years.
- I would far prefer having scenario number two. I think that the combination of two alternative programs (Science and French) is a much better combination than adding French Immersion students to the regular program at David Thompson.
- I would like if the new school in New Brighton (Grade 5-9) will be also offering French Immersion. it will be very helpful as my son now goes to Sam Livingston and he really enjoy the French Immersion program. it will be very convenient if for his 5th grade the school will be closer to us and its French Immersion, as he would like to continue in this program. we also have a 2 year old daughter that will go to school soon, we don't know if she will be interested in an alternative program like the French Immersion, but it would be nice if we don't need to pay for the bus (for my son) as he will be walking to school, or we could drive him directly to the school. thanks
- I would like to ensure that the TLC philosophy and teaching style does NOT follow the French students to their new school. FI students and parents did NOT sign up for this type of learning.
- I would like to see a school just for French Immersion. Not mixed with any other programs.
- I would like to see elementary schools go back to K-6 and keep kids (siblings) together longer. It gets to be cumbersome travelling between 2-3 schools to get my kids where they need to be
- I would like to submit that French Immersion should have its own middle school. I think that option has not been given enough attention. Given the FI program is the biggest alternative program, the options for children to attend should be equivalent to what is offered in the TLC or Spanish Bilingual programs.
- I would much rather see students transition to their middle school at grade 5. 5s and 6s were initially moved from Sam Livingston because of a lack of space, it seems counterintuitive to return them to Sam Livingston when space did not exist. I also believe mixing programs is a strength for students as it brings a different perspective to their school. A single track school also would typically mean lower enrollment which would make having specialist in the complementary areas harder to justify. Complementary courses are truly something that we look forward to participating in.
- I wouldn't want to see grades added to Sam Livingston. As much as I like the school, I would rather sacrifice number of years at Sam Livingston and keep class sizes tolerable. Turning Sam Livingston into K-5 or even K-6 would require silly things like double classes and huge class sizes. Do NOT do that.
- I'd prefer French Immersion to be single track for middle school, offering more room for growth, better immersion experience, and still a decent size of student body for extra-curricula's. I do not want more students at Sam Livingston, so please don't add grade five. If I have to choose between the proposed scenarios only I would choose #2, as I think FI and Science are a better fit and Sam Livingston's grades would not be changed. Thanks for the opportunity for input.
- If French Immersion children (Sam Livingston) will need to move to a larger/distant school to complete their Elementary years, it would be preferable to add an extra year at Sam Livingston

(i.e. K-5) to allow for more growth and development prior to this change. However, with the understanding that adding another grade/group of children would likely lead to overcapacity at Sam Livingston.

- I'm equally liking both scenarios because they both offer wonderful advantages to us. Scenario #1 - Our daughter in grade 4 this year is super excited for the possibility of having one more year at the same school as her sister who is in Kindergarten at Sam Livingston. Scenario#2 - my daughter in grade 4 is a lover of science, so a school that offers two programs would be most beneficial for her. I'm happy with both options. Personally, I would like Sam Livingston to add a grade 5 for next year, and the following year, move to RT Alderman! Lol. RT Alderman is also a little bit closer to home. On a personal note - why do all the CBE schools start at different times? Transportation and other issues? Could French Immersion schools, no matter what grade, start at the same time whether they are K-4 or 5-9? Child care and before and after school care could possibly be effected with different start times (if both children have approximately the same distance to school) - and children that go to differe
- In point form and in no particular order of importance Sam Livingston is at capacity and can't fit comfortably another grade. Heard horror stories about Fairview and happy with the change. Believe dual track at RT Alderman being both focused curriculums is a good environment for learning. As parents we feel the learning environment is most important and while we appreciate a shorter commute or staying with the same social circle in school, its more important to learn the skills necessary for the future.
- It is important to preserve the integrity of the French Immersion program by ensuring it is combined with a compatible alternative program (R.T. Alderman Scenario 2), rather than being subsumed in an existing regular program school (David Thompson Scenario 1).
- It is wonderful to see the CBE taking parental input so seriously. Although it is certainly true that many families with young children are living in the communities close to the city limits, the learning needs and emotional well-being of children in the older communities are just as important. It is unjustifiable to close programs and schools serving the children in these older communities. We look forward to seeing how the CBE will maintain its commitment to providing the best educational opportunities for all students.
- It would be nice to see a single-track French immersion middle school (grades 5 through 9) for students who currently attend Sam Livingston; this is not a proposed option on the scenarios you have outlined. Thank you for the opportunity for parents to participate so extensively in this decision-making process.
- It would be preferable for the French immersion students to attend a single-track program from Grade 5 - 9. If not, pairing us with another alternate program might be a good idea to give students an option to switch to another program in junior high.
- If there is absolutely no way we should add grade 5 back to Sam Livingston. I don't believe grade 5 should be in middle school as they are too young but I also know that adding grade 5 back to Sam Livingston would dramatically reduce the quality of education and the overall experience for all grades at Sam Livingston. Class sizes would be way too big and there is already no room for events at the school like concerts, dances, etc let alone anywhere for 75 more kids to eat lunch. It is not worth ruining Sam Livingston to keep grade 5 one year longer.
- Keeping younger students learning a second language in an elementary setting for grade 5 better meets their development. Moving grade 5 students to a 'Mega-School' (800+ students) is very difficult for them to manage and actually cannot be embraced by anyone involved other than accommodation planners. Moving French Immersion out of Fairview is a good idea. The capacity for programming has been affected by the whole school population. Often families are told of programming that can't be done, activities the students can't participate in because there are too many students, as well as simple logistics of lack of space. Scenario 2 will lead to the

exact same problem in a short period of time. Placing two alternative programs (Science and French) that continue to grow within one campus will lead to over-capacity issues that will need to be readdressed before long. It seems that Scenario 1 attempts to solve this with longer-term thinking.

- Mid year changes are a bad idea. Disruptive to families and schools, costly to everyone .French immersion is an important program to maintain. March 2017 is the VERY LATEST decisions should be made. Parents and students need time to adapt. These are little kids we are messing with. Their formal education is not more important than their overall life happiness and learning.
- My child doesn't get off the bus until 4:40 pm, this is ridiculous, I have to take him out of school to attend regular doctor/dentist/optometry appointments! It's very hard to work around such a late dismissal and such a long bus ride home
- My concern with two alternative programs (science and French) being moved into the same school is one will be have to be moved when the school hits capacity. I believe the French would have to move again as the science elementary will be sharing the same field as the middle school. It is the same with the TLC situation right now. I am okay with sharing space with another program.
- My son attends Sam Livingston. I would love for Sam Livingston to have kids attend up to grade 5 or 6, however realistically there is no space in the school. My understanding of Scenario 1 is that Sam Livingston would take grade 5 kids, however there is no additional space being added to the school; this scenario does not work for that reason. I have a daughter in French Immersion middle school and would really like to see a French only middle school; Early French Immersion combined with late French Immersion would be perfect. I think it is very important in second language learning for the whole school to provide a culture of French learning. I would also like the change that is being proposed in Area V schools to be a change that can last beyond the next 5 years to minimize the number of changes that children are going through.
- Neither of the options offered are optimal. My oldest didn't like going from an all French school to a dual track school. If I could avoid that issue for my child currently in Grade 4 at Sam Livingston that would be optimal. I feel Group 1 should have the option of a single track French school like Group 2 was given. Instead of choosing between two half English schools why not combine them make one English middle school and one French middle school. By making RT Alderman the full French school then Sam Livingston isn't impacted as well.
- Please consider making Nickel the SE middle school.
- Please create campuses like those you have suggested for TLC and Science for all programs - and especially for French immersion, the oldest, most popular, and arguably most important of your alternative programs. Families base their lives around where these programs are located, so please respect that in your decision making. While it can be argued that having a single school dedicated to French immersion yields better learning results, the same can be said for not spending excessive time on a bus (i.e. inactivity also affects learning).
- Sam Livingston is packed with kids as it is. Grade 5 would be great to keep them young one more year but they need to trim down how many kids they accept.
- Sam Livingston does not have room to accommodate K-5. Keep it K-4.
- Sam Livingston is currently at the ideal system utilization rate of 80-83%. In Scenario 1, adding grade 5 will bring the school to 96-100% capacity. This will leave no room for the program to grow.
- Sam Livingston school is already full enough and adding grade 5 would impact the learning of all students. Single track French Immersion middle school would be the best option with French Immersion & Science program at RT Alderman a distant second
- Sam Livingston to go to Grade 6. K-6 is ideal.

- Scenario two keeps community based French Immersion kids together & local for middle school and aligns like minded alternative program parents. Fairview is not an effective transition middle school for Sam Livingston kids.
- Since there's many new school built, why is it so hard to reorganize? Programs school should stay with only that program not mixed with other programs.
- Single program schools would be expected more for French immersion program as this improves the chances that children will speak French in school most of the time. Also French immersion is one of the most important and attended alternative programs in the CBE and also French is one of the two official languages in Canada.
- Single track French program is a must. This program is so overlooked by the CBE, it really is a joke how you say you have a strong French program, meanwhile you don't support our kids with a single track school but offer it to TLC, Spanish, science. This is an OFFICIAL language of Canada!! Fairview school is run so poorly, that the students drop out of the program or the parents pull them just to get out of that school. It is a TLC school and the French program is just in its way. Don't even get me started on the teachers at that school, i think they forget that they are 10 years old in grade 5 and they think 1.5 hours of homework is acceptable..... If this program wasn't being moved we would be pulling our kids out of this school, my kids loved school before they went to this school. Fairview can keep all the teachers they have and give the French kids teachers that actually enjoying teaching. Numbers for the French program drop and I can guarantee it's because of this middle s
- Thank you for doing these surveys. I know you are probably filtering through a lot of unkindness in the comment section, and I know it's a lot of work. I know that in either scenario my child (and in the future, my younger children) are going to be given excellent educations from teachers who support and value their learning needs.
- The CBE should have a single track French program combining French elementary schools (e.g., Sam Livingston and Sundance) into one French middle school.
- The specialized language programs require an immersive environment to succeed. None of the options provided allow for an entirely French Immersion middle school. It should be the same for each specialized program even if kids have to travel further to access that program.
- There is no way you could fit more students into Sam Livingston school without drastically sacrificing the quality of instructions ie. class sizes too big, etc.
- There should be a designated French Immersion-only school for grades 5 through 9 in the southeast that corresponds with Sam Livingston. With the potential growth of both the science and French programs in the city, it makes no sense to put them both into one school - as suggested in scenario 2, group 1, for Area V. Lastly, in scenario 1, group 2, Robert Warren would be a dedicated French Immersion school for grades 5-9; would this not make an ideal transition location for the French Immersion students attending Sam Livingston? (ie: Are the boundaries for the 3 groups set in stone, or can there be some flexibility to allow for more viable options and alternatives?)
- This survey was awful. Seriously, determining number allocations for level of importance adding to 100. Is this a survey or a math lesson? If you are trying to annoy people and NOT get them to participate this is the way to do it. Keep the French students together. Allow the school to be a community with only FRENCH students. We should be celebrating an official second language in our city, not shoving it from school to school with little thought. on another note: Maybe we should be reassessing our education system and wonder why the TLC program is so popular....maybe because the old way of doing things works! Please try to make decisions that are not short sighted for our students.
- TLC and FI don't work well housed in the same school.

- We are very much interested in advocating for a single track French Immersion program. Concerned that scenario 2 will eventually lead to another "science" campus (considering long wait lists for the program) & another move for French immersion. Scenario 1 is also of concern as Sam Livingston will be overcrowded with the addition of another grade level.
- We moved to Lake Bonavista so that our children could walk to a French Immersion school. I think changing Sam Livingston to include grade 5's is a positive change so that more neighbourhood children can continue to walk to school. I suggest moving the grade 6's back to Sam Livingston also!!
- We need more options for French Immersion schools. We also need more options for Science schools in the south
- While the two proposed scenarios are much better than the current situation, I would like the CBE to consider a single track French immersion program. The numbers of students in French immersion is high and will likely continue to grow. I feel like moving 5-9 program out of Fairview and putting it into another school where it is just the "other" program is not the best fit for French immersion. Secondly, so many families pull their kids out of French immersion when confronted with Fairview. Now that there will be an easier option to continue with French immersion, then numbers of students in the 5-9 program is going to increase and it may soon outgrow either RT Alderman or David Thompson. Now may be an ideal time to find a home for 5-9 French immersion that will last more than just a few years. Thanks for your work and consideration!
- Why does this survey not consider minimizing the disruption to children? The absolute top priority should be the children and providing what is best for them. Moving the Spanish program to Woodman would cause a great decrease in the Spanish program enrollment - it is just not feasible for families to go that distance. This move would be maximum disruption to the children in the Spanish program from k through to 9. So sad to see that this is a consideration. Our children are stressed by this.
- With 2 children currently enrolled at Sam Livingston, and one more who will be going there in a few years, having the grades go higher would be a great benefit for our family. Thank you.
- Would like French Immersion from grade 5 to 9. If overbooked open more seats. That's what my taxes are for. Why sent my children to k-4 French Immersion just to boot them out at grade 5. From someone who is tri-lingual from Montreal i know it would be counter productive
- Would like more information on how Sam Livingston would increase capacity to accommodate K-5 as it currently is K-4 and already overcapacity.
- Would like to know that the possibility of a French Immersion only middle school is on the table. We are being placated to and its frustrating. Parents feel a decision has already been made to satisfy the groups who incur the most funding and not to the language schools. We have made a decision as a family to send our children further away from home to reap the benefits of a second language - Canada's Second Language - and we feel we are not being considered.

Group 2

Woodman (pg. 43-56):

- 1. Number one concern is the overcrowding of the current school as the principal has already indicated that there will not be enough space for the kids to have daily Physical Education already next year. 2. Speaking with the Principal at Robert Warren we realize that that school would also be much too crowded under Scenario 2 as the Spanish program brings very high numbers of students. They already have issue accommodating the numbers they have. They indicated that there are not enough WASHROOMS to for the number of kids predicted under scenario 2. 3. Speaking with parents, teachers and admin at Woodman, they indicate that they are clearly set up for the numbers of kids predicted in scenario 1 which would alleviate the issue of overcrowding, washrooms, and space for extracurricular activities.

- Add a Mandarin option (basic, intermediate, advance) to the Science program.
- Adding a French program would be wonderful, with the primary grade French school being only a few blocks away.
- As I am sure many, many other parents have noted, we purchased our home based on the availability of schools within walking distance for our children. I am aware that all areas of the city are currently going through waves of change with the current economic downturn and will continue to change. Playing musical chairs with our community programs is a no win situation and unfortunately those that will feel the long term effects will be our kids.
- As long as my son gets to stay with his friends it's okay.
- Building a sense of community with local kids attending local schools should be kept paramount to adding specialized programs for the minority.
- Busing to the designated schools, with the shortest amount of travel time, is my biggest concern. It is also important to keep groups of students together to help them feel secure. As I have a child in special programming, I feel that special programs should be definitely offered in regular school settings so that children are able to associate with their typical peers and for ease of transitioning to regular programming as they are able to do so. Offering a variety of options in schools is also beneficial as it offers children a subject of interest that makes them feel special belonging to.
- CBE has lost its focus on education. They are trying to accommodate too many specialty options and minority groups while the average kid is falling through the cracks. CBE needs a school to help kids that have learning challenges like ADD. One third of kids suffer but there are no options or designated schools that focus on alternate learning methods. Haysboro School is a dump and needs major upgrades. This school should be closed and Woodman School should become K-9 regular programming.
- CBE should focus on what it can and should do best - community, regular English programming. This program is being compromised by the desire to offer other versions in K-9 grades, making travel times far and eliminating the feel of a community school. Small class sizes <20 within walking/biking distance from houses should be gold standard. Pay teachers what is required to attract high level, dedicated teachers & respect our students by maintaining adequate class sizes & school space for proper learning. Creating a system where teachers go get their masters degrees and move up into admin to earn higher wage creates a top heavy business. Learn from AHS.
- Could students attend Harold Panabaker School instead of John Ware School at parent request?
- Could the CBE make more effort to improve the quality of inner city schools and not build so many in the outer limits of the city? By building so many schools in the suburbs, this amplifies the root problem- that young families are continuing to buy homes in the suburbs! Thank you.
- Currently using child care within Eugene Coste School. It is very convenient for one pick-up drop off and not worrying about child being stuck in transit (which can occur frequently given winters and other seasonal weather occurrences). Has any thought been given to pre and post school care for Grade 5-6 at Woodman School?
- Decisions are hard. Thanks for the chance for me to give my input.
- Decisions should be made and announced ASAP so parents have the most time to plan.
- For us it's really important that the regular program stays in place. We decided to live here so our children would have a school nearby in a walkable/safe distance. The sense of Community will be lost. Our Community has a good spirit and is safe. Our children feel safe, and their feeling of growing together with the same neighborhood friends gives them a sense of belonging to a group that we think is really important. Something that is so important like school shouldn't be affected for the regular programs. If families have decided to have their children in special programs, they should be willing to take them wherever they have to, if this is their choice. Thank you
- Going from Chinook Park School to Woodman School

- Has the CBE considered moving students from Silverado (attending Janet Johnstone School) to Sundance School? It is the closest French school to the area. Moving school age students from Silverado to Woodman School, which is almost at Glenmore Trail, seems ridiculous due to the travel time, safety of students and added road congestion.
- Have you looked into the numbers of families that will no longer attend the Spanish program if it is moved to Woodman School? CBE needs to get a grasp of the numbers. Is it going to be a 25% dropout, or a 75% drop out? Woodman is a pretty big school for only 100 Spanish students. Pulling the Spanish program out of Robert Warren School and replacing it with a French program means that we no longer have a school close to our home. We moved to Canyon Meadows so that our children could walk to school K through Grade 12. This forces us to put our children on the bus and bus them out of our community. Forcing the children of Canyon Meadows community onto the bus adds one more stressful situation and financial burden. It is one thing to pull the Spanish out, but to not even give us the option of English, forces us away from our home community. Children that are already being bused into Robert Warren will have to be bused further to get to Woodman – adding ½ hour per day for the majority of children - forcing families
- How was this not figured out well before now??!! We knew when the schools would be built and which programs would be affected. The possible scenarios could and should have been communicated while the new schools were being constructed.
- I am excited to hear that the CBE is working so diligently to ensure what is best for the children in these areas. I do not think change is a bad thing- but do hope that the changes for the programs and children is minimized. Additionally, we selected our home- where we live based on the elementary AND middle school our children would attend. We are concerned about some of the options on the table. And do hope that our children can enjoy the independence and responsibility of walking to and from school with friends in their community.
- I am really concerned about the Grade 9s (next year) at Woodman. In both scenarios, these regular program kids are going to lose out. If it changes to a Spanish school (scenario 1) and the Grade 9s stay, they will be in the same building, but the program will completely change as will most of the teachers. In Scenario 2, they won't be able to attend with the French students. In the interest of consistency for the students and keeping this group together before they endure another major change of high school, I strongly believe that the students should attend Marshall Springs. The principal from Woodman will be there, and probably some teachers as well. This will give the students the most continuity for their program. Of course, the other option is to leave Woodman as is, at least for another year. I really feel like if you send these kids to a school that is fundamentally different in programming (and since my daughter attended Robert Warren I know it is very different) or a co
- I am very disappointed about this survey because it does not even list the school my kids attend or even highlight that the changes to my kids program in the scenarios. The mandarin bilingual program has been completely left out of the discussion but yet we are being asked to fill out a survey that is somehow supposed to reflect our input? All the scenarios listed in area 1, 2 and 5 don't even reflect the challenges we are facing or even give any consideration to them at all. I am very disappointed as to the purpose of "community engagement". It appears to be perception-driven only.
- I appreciate the long term planning that CBE is trying to accomplish. This planning has taken place several times over the last 5 years and has still resulted in numerous school changes to students attending the French Immersion program at Harold Panabaker. There is no immediate need for change at Panabaker and I would ask that change not take place for 2 more years to give the current students some stability in their education experience. The school still has over 25% empty space and a program shift for this school's population is not immediately required. This is a crucial learning age for children who are already going through so many physical and

social changes and stability is so important. Please don't disrupt their learning environment yet again just to address facility issues. Student learning is supposed to be CBE's primary goal and the French Immersion program (and the students feeding into it) at Harold Panabaker has juggled too many times already. Another shift will

- I believe a community school is very important to the development of youth. Growing up belonging and being a part of a small school community and the bigger community they live in, only makes for stronger contributing citizens. Community schools should be supported and thought of as highly as a specialized programs and schools.
- I believe regular program children should be given priority when considering keeping a community school within walking distance. I think parents who want to register their kids in alternative programming should be more willing to bus their kids in order to receive this specialized learning environment.
- I believe strongly in the community based school where children can walk to school and have friends in their own community. The regular programs should take first priority to stay in the community. If you want an alternative program, then you may have to travel for that program.
- I believe the importance of community connectivity to its school(s) is of utmost importance and should be placed at the highest priority. We live in a community that is currently vibrant with school aged children walking to elementary school (Haysboro School) and middle school (Woodman School) in the mornings and afternoons. The ability to walk to school has so many benefits, including but not limited to: increased unstructured physical activity (play in the school yard with friends after school instead of loading onto a bus – free and easy exercise!), social and mental health benefits (know our neighbours, walk/bike to friends' houses, build independence, parents can connect with other parents), and pride in community: we take care of the places in which we live. I also believe that the CBE is an important partner in maintaining an active community that is alive with members of its youngest demographic. To use Woodman School as an example, it currently sits fairly cent
- I currently walk to Woodman
- I didn't realize, until my son started junior high in grade 5, what a good idea it was. By grade 5 it is a very good idea to move the kids out of their comfort zone, I am glad the CBE made this change. As my daughter reaches grade 5, I think it would be a real step backwards if she were to stay in elementary school.
- I feel strongly that smaller kids should NOT be piled in with older kids (example Woodman scenario 1); that the Spanish bilingual program shouldn't be diluted to fill Woodman; the cost of mixing programs is losing the strong Spanish culture and feel of Canyon Meadows/Robert Warren. Also many families planned their lives around location of schools & many are already bussing their kids a long distance-bussing them further seems wrong; & others who bought homes in Canyon Meadows, believing that their children would be within walking distance of schools. Please take into account all of these points and listen to the people, it's not always the best solution to look at only capacity & how to fill up schools with fewer students; this is short sighted & harms the CBE's reputation as a trusted education provider.
- I feel that CBE offers too much choice which in my opinion takes away from the community school and the sense of community.
- I found this survey to be more effective than the public consults as people were very mad about the scenarios and it was difficult to get to the root of the issues. The reality is, schools have to be utilized best for space and there is interest by parents for additional programming like immersion, bilingual schooling, etc. Maintaining community schools while accommodating the specialized programs is in my opinion the best way to achieve both. As Calgarians we all have a deep sense of community and service within our communities thus maintaining neighbourhood schools for our

kids allows them to experience this at a young age. Thank-you for keeping our community informed and for all the input considered.

- I have been following the engagement process for the decision making for the schools in Area V ever since I found out on October 14th that our Spanish may be moved out of our community. It has been a frustrating and extremely stressful time. Why are so many of our concerns that we brought up at the engagement session not included in the “dialogue” results? It is frustrating to read the “dialogue” when so many of our concerns that we brought up at the engagement session are not included. Why is this? It is also frustrating that the “dialogue” is not communicating the amount of stress that the Spanish school families are going through. It does not convey the fact that community of Canyon Meadows has been built around this Spanish program for over 15 years. We have a wonderful and strong school community with children now in all three schools in the Spanish program. To remove the middle school from this scenario is going to tear us apart. Why is ‘Minimizing the disruption
- I hope this is the last time such significant changes are contemplated for the next 6-8 years. It would be important for us that IF the Spanish program continues to grow it remains centered at Woodman (i.e. we don't change schools AGAIN!).
- I know that many of the newer schools are all moving towards the K-4 system. But I do not like this. It puts too much responsibility on little 5th graders. It also throws 11 year-olds with 14 year-olds, which I believe exposes them to ideas beyond their age too early. We live in Canyon Meadows, and we chose the Spanish bilingual program in part because we knew our girls would be attending two schools within our community, (Robert Warren, Scarlett). When we didn't get into Canyon Meadows elementary, we were very disappointed. But we were willing to give Eugene Coste a try if it meant that our children would eventually make their way back to our community in later grades. It is very disappointing to now find out that junior high might still be a commute, and who knows whether or not our high school will stay within our community. I also think it's short sighted to assume that the interest in the Spanish program will continue to rise indefinitely. With these new schools opening, I think i
- I like the idea of combining additional programming and home area regular program in scenario 1 for Woodman School. My concern is putting a small number of grade 5 and 6 age students (in the Spanish bilingual program) with a larger population of older students (both regular and Spanish bilingual program combined). I think a small number of young kids mixed with a vast majority of older kids leaves the younger ones quite vulnerable.
- I like the idea of the Spanish program moving to Woodman as there will be more room and opportunity for students, however I'd like the Spanish program to remain capped and go k-5 or 6 for elementary and 6 or 7-9 for Jr High, especially if the Jr High regular program at Woodman is staying 7-9. Woodman regular program should not have to move to another school.
- I live very close to my school and I would like to stay at Robert Warren. Walking to school is very important to me because it helps me calm down on the way to school or after a hard day at school. I would like to also stay with the same group of friends because they are very important to me. I like Robert Warren being close to Canyon Meadows school because after school I can walk to Canyon Meadows to see my brothers.
- I love public/regular school and i also see the importance of language and exposure to culture. I would love for woodman to be a "regular" school with a strong Spanish and French optional class. No immersion or Bilingual - just a place where kids can start or continue their language studies whether it's French or Spanish, and it would just be an optional class. This to me would make Woodman inclusive to everyone who lives in the area, and be a great way to introduce the "regular" program kids to language.
- I noticed in the compiled evaluations/reports from the community consultations this fall that some of the results noted as Opportunities for Scenario 1 were really Opportunities for Scenario 2.

Likely you will have noticed that and have just documented what parents shared in each discussion, even if they were speaking to the benefits of the other scenario. Also, I aim to keep apprised of attending any community consultations about school changes and I don't believe parents were made aware in the spring that there were consultations taking place as I would have also participated in that. I am a parent of Robert Warren students. In the summary document I read during this survey with (5 or 6 bullets) on the themes, for both scenarios for Group 2 in Area V, I do not think this is fully representative of all the comments shared and that should be taken into consideration. If Scenario 2 is implemented in our area, we will be very upset.

- I really like the idea of community schools. Kids living close together and a having minimal commute.
- I see no need for languages other than Canadian official languages to be offered as part of public school programming. If parents want their kids to know languages other than English and French, they should do that outside of *public* school.
- I think that it is imperative that regular community programming be the priority of the CBE. It seems ridiculous to me that in an established neighbourhood like Haysboro my child may not be able to complete his education at these long-established community schools because alternative programs have crowded them out.
- I think that it is very important to provide some stability for both the students and parents. My children are both in Jr. High and there are so many things that are changing for them during this time - new school, new teachers, new friends as well as physical and emotional changes related to puberty. The disruption that these changes will cause is coming at a time when they are just settling into a new school and just as they are starting to become comfortable it is all going to change for them again. My son is worried about where his friends are going and if he is going to lose his favorite teachers/programs. It is one more thing he should not have to worry about.
- I think that minimizing the disruption to regular program home areas is a very important factor in supporting student and parent community and school engagement. Parents might be more inclined to enroll students in a regular program if an additional class, such as one language class a week, was added to the regular curriculum. I believe that community schools strengthen the community and socially support the students engagement and welfare.
- I think the CBE currently puts far too much emphasis on specialty and language programs at the expense of having walk-able local schools.
- I think the proposed changes in having Woodlands/Woodbine students be in John Ware's designated area is correct
- I understand that there is also Scenario 3 which I would support. The MOST important thing is that the Spanish Bilingual program retains the continuity it has between the three levels of schools. It has taken many years to build the Spanish Bilingual program with many, many families busing from the far SE quadrant of the city. If the program moves further north there is a very real possibility that program will not survive. Many of these families are already facing very long bus rides and are simply not willing to make it even longer. These families also have alternatives with new schools recently opening in their neighbourhoods.
- I was not able to access the scenarios via the link (tried on 2 different browsers) so was not able to answer that question properly which I feel is a critical question in this survey. This does not allow participants to fully provide feedback or be engaged in decisions that impact their family and children. I even went on the CBE website directly, found the scenarios but was not able to access them. Very disappointing and further strengthens our pull towards the private school system.
- I would like to see a Spanish Jr high school that houses only the Spanish program. I feel that it is important to maintain the culture of the school to have a Spanish bilingual program be the only one in the school. Even if it needs to be in a different location than Woodman or Robert Warren, I think keeping the Spanish program on its own is the most important factor. We are not a Spanish

speaking family at home but we enrolled in this program for a reason and we love the culture that the only Spanish elementary school brings. We also did not want our daughter in a regular stream program so for her to be attending a school with a mainstream program would be disappointing. They have lots of time to integrate with regular stream programs in high school. If the Spanish students went to Woodman with the regular program I would not want to see classes being mixed, for example Phys. Ed. with student from both programs in the same class.

- I would like to see capacity plans for the Spanish Immersion schools for scenario 1 & 2. A quick count of available classrooms at Eugene Coste, with the current enrollment rate leads to the conclusion that if scenario 2 is implemented, by the time it is K-6, there will be no unused instructional space (no library, no staff room, no music room, no art center), larger class sizes and gym time would be restricted to twice a week. Also unfortunately, no capacity plan is known for E.C. as a K-4; if intake were to be 120 per year, then it might end up looking the same. It might sound good to plan to be at 100% capacity, but the reality of that experience when discussed with any parent (and principal), is that it detracts significantly from the quality of the experience for each student. This survey, and your documents don't provide a way to provide measured feedback how the schools and space will be utilized, which is just as important a question to ask as how parents feel about minimizing mov
- I would prefer my child to attend the middle school closest to our home (Woodman) but am concerned that the potential move of the large Spanish program into the school will leave the English program grossly outnumbered and perhaps not focused upon. I am unsure of the benefits that may come from this English-Spanish program combination so find it difficult to comment on what benefits may arise. We moved into our community as we had elementary, middle and high schools within walking distance and a disappointed that may change.
- I'd like to see if CBE open mind to add on more programs like TLC or Chinese bilingual (2 tracks) to Woodman instead of closing it for local community kids who can walk to school.
- I'd like to see the English kids from Panabaker move to Woodman and keep the French program at Panabaker. This would cause the least chaos in my mind.
- I'm not opposed to having the Spanish program alongside the traditional learning program, however grade 5 seems young to be in a school with grades 7-9. Is this the only option for the Spanish program at Eugene Coste?
- If the feeder schools, i.e.: elementary schools in the area offer French immersion, so too should the closest junior high school, or at least another immersion program like Spanish that would build on skills acquired, while allowing non-immersion students the opportunity to participate if desired. I believe there will be more emphasis on free or inexpensive after school care for children of working parents and on alternative programs, moving forward
- If the Panabaker French program is moving regardless, it makes sense to minimize disruptions to Woodman by allowing them to stay at their school in the neighbourhood. My kids were already moved from Eugene Coste to Haysboro School, just to have Eugene Coste reopen a couple of years later. I don't want my kids moved multiple times. We live in this area because of the abundance of schools. They can walk to school and we would like to maintain that. The Panabaker French program will not have more students than the proposed Woodman scenario one, so it would just lead to unnecessary disruptions for Woodman to have them move to Panabaker, and have Panabaker move to Woodman. It's a ridiculous idea.
- I'm concerned for the future of regular/community programs in a system where the demand for specialized programs is so great. I'm sad that the value of "regular" programs seems appears to be diminished through this process (in comparison to alternative, opt- in specialized programs) Thank you for the high level of engagement on this process. I've attended the CAG meetings and greatly appreciate the CBE's efforts.

- It would be great if the current Grade 8's could finish their Grade 9 year at Woodman, rather than move to another school for only 1 year before moving again to high school.
- It would be great if these plans were made for the longer term. Not a change every couple of years. Also, there is space in Haysboro if the Area V offices are moved out.
- It's hard to argue with demand, but I'm surprised at the number of Spanish bilingual schools in Area 5.
- Key things for kids should be staying with their friends and proximity to home. If they want to do other programs, then they can choose to travel further. The base requirements should be keeping with friends/class and keeping close to the child's home. It's ridiculous that my child, as it sits, will have to take the bus to get to a school so far away. It even looks ridiculous on the attendance area maps.
- Kids in the regular program should be able to attend a local, close to home school that is within walking distance and should not have to move and travel a distance to attend school. Parents who make the choice to attend an alternate program should be prepared to have to travel for their program as each alternate program could not possibly be offered in every community for each grade level.
- Kids who have attended a school in their neighborhood for the last 9 years should be able to finish school in their neighborhoods. There are 4 schools (elementary-Jr. High) in our neighborhood. Couldn't we find a way to make it work so that kids don't have to be bused to school. As a parent, we made the choice to purchase our home in a community that offered schools within walking distance so that our community could play a role in our child's life. Being bused takes the community feeling away and adds additional travel risk for these kids. Kids' walking to school also helps them develop healthy lifestyles rather than spending time sitting on a bus or in a car. It is also very strange that the scenarios that were presented in earlier documentation (including this one) don't match the scenario in this survey. (7-9 Woodman area kids go to John Ware and this one has them at Panabaker) - very confusing.
- Looking at the big picture: what is best for students when we are looking from a holistic point of view? What is best for their mental, physical, and intellectual well-being?
- Many Haysboro School parents have, or will have in the next couple of years (myself included), children at both Haysboro and Woodman - these schools are currently so close together (within a couple of blocks), that it would be extremely inconvenient for parents to be dropping and picking up siblings at different school locations, should the regular program be eliminated from Woodman. I bought a house in an area with all school levels within walking distance - I expected this to remain the case, as our plan is to remain in the regular program for all levels and we live in an established area. If I'd chosen the French option, I'd understand that due to lower demand than the regular program, French schools are not located in all neighborhoods and driving to school would be likely. Moving kids who can walk to their current school (Woodman) to one they have to bus or be driven to (Panabaker) just to accommodate a program where the majority of kids are from a larger catchment area anyway (
- Mixing programs is the biggest concern to me, mainly on learning efficiency, quality control and staffing. It is much easier to establish an environment that is consistent and engaging students better learning experience. Everything seemed second considerations.
- More engagement is really needed. Feels like decisions were finalised prior to the consultation phase. Need to consider phasing in any changes so as not to disrupt students that would be entering in their final school year, as two moves in a row is disruptive to students. Acknowledgement that people purchase homes based on community schools where their children can walk throughout their school years. Families that have purchased within walking boundaries of school should not be required to pay transportation fees if new transportation needs are due to CBE forced changes. Those that choose to enroll their children in alternative

programs are doing so, knowing that at some point their children will need to be considering options that do not include walking to school.

- Moving the French Immersion students from Janet Johnstone in Grade 5 to Woodman, would be incredibly disruptive and a huge barrier to students from the deep south being able to remain in French Immersion as the distance is just unfathomable for 10 year olds. Harold Panabaker would have been far enough, but Woodman is twice as far from Janet Johnstone. We don't expect our child to be able to walk to school as we chose a French Immersion program, so are fine with it being a community away, but half way across the city is simply too far; we would likely have to switch our child to English so that he can attend the middle school in Evergreen. A middle ground would be preferable where French Immersion students from Janet Johnstone can remain in a middle school that is below Fish Creek Park.
- My child goes to Woodman and I would like to have her continue at Woodman. She walks to school and I want that to continue. My son attends grade 6 at Chinook Park, we who would like to attend Woodman also. Keep The English Program at Woodman!
- My children will need to move to either John Ware or Harold Panabaker, with one child moving for the next 2017-18 school year. As a parent I prefer Harold Panabaker as it will be their designated school for the regular program with busing, however, their preference is John Ware as friends in the English program would normally be transferring to this school. Scenario 1 or Scenario 2 actually would suit us either way for John Ware, and would be a benefit to my children if friends transferred to Harold Panabaker, if John Ware were to be only French immersion (Scenario 2). My personal thoughts however are that all schools should offer both regular and alternative programming to be fair to all the children that live in proximity of the schools, so children in the regular English programs can walk or have a short bus ride to school. Parents who wish to enroll their children in alternative programs (e.g. language, Science, Montessori) must be willing to transport/bus their children out of
- My son will be attending grade 7 next year and his current designated school is Woodman. I filled out this survey and marked "Woodman" as the school I was commenting around. I marked that I was satisfied with the scenarios presented for Woodman even although neither have my son attending there. I assume that in saying that I'm satisfied means that my son would be attending John Ware in these scenarios.
- None necessary school bus travel is not environmental friendly. I could walk to school if Woodman is not going to close to community students.
- Of the scenarios presented, only scenario 1 is reasonable for Woodman school. I believe that the decision makers are doing the best they can with a less than ideal situation. I am aware that there are budgetary, resource, and likely bureaucratic restraints at play when developing the scenarios. This feedback is given in good faith you indeed are open to our feedback and our opinions can affect the decision. I sincerely hope that the CBE and other decision makers take the following feedback to heart – I know there are many in the community who would be impacted as we will be and may not know to comment on your survey, with their kids being young and not yet in school. The highest priority for my family is walking access to a community school. Children should be able to attend the regular program in their community. We made a major life decision and huge investment - where to make our home and how to educate our children - based on having schools offering a regular program within walki
- One of the main reasons we moved into the area of Chinook Park was so that our children would have the opportunity to walk school grades K-12. We also enrolled our daughter in the English program just for this reason. Please keep the English program at Woodman. I know many families who will be very upset if this is no longer an option for our and surrounding communities.
- Option 1 - absolute disruption in the lives of the children of the Spanish program - we are settled in our community and option 1 would have most of the students leaving the Spanish program for

other options, ripping our community apart. Option 2 - no disruption to our Spanish program children

- Please don't let overly aggressive parents co-opt the process, many inappropriate comments and outbursts at last meeting. Poisoned the atmosphere and emboldened the alternative program parents to be more militant.
- Scenario 2 is not applicable in 2017 due to space restraints, but if done in stages...2017 should be Eugene Coste and Canyon Meadows K to 5 and Robert Warren 6 to 9, 2018 should be Eugene Coste and Canyon Meadows K to 6 (with cap applied if needed) and Robert Warren 7 to 9. Scenario 1 is an absolute mess! Destroys everything that has been built and adds lots of stress on busing and commuting.
- Students entering Grade 9 this September 2017/2018 school year should NOT be forced to move to a different school (their choice whether they finish off their grade 9 at existing school or at the 'new' designated. Let them experience the 'top dog' year before they are shipped off to become freshman at high school.
- Suggestion of Scenario 3 - to consider Canyon Meadows as a K to 5 bilingual program. Ideal scenario considering the school infrastructure and resources.
- Thank you for letting parents be involved. Both scenarios look good for our family, either way our child will be traveling less than before.
- The ages of children that are grouped is very important to me. I feel nervous about a grade 5 being placed in a predominantly grade 7-9 school as scenario 1 does in Woodman. I prefer the clear separation on Elementary and Junior High K-6 / 7-9 / 10-12 these age ranges help separate different maturity levels. Teachers cannot always be around, this helps protect the younger students until they are more at an age to handle themselves.
- The available space at Woodman would allow for 440-460 French plus 130-160 Home Area English students - and room to grow.
- The community we live in was decided on by the proximity to schools so that our child could walk to and from school. A number of families in our area did the same. Now there is a potential that our children will now be bussed to school (is CBE providing free bussing for these students?). It would be interesting to see how CBE determines enrolment projections. For example, the street we live on went from 90% seniors to about 50% young families, yet it seems this is not taken into consideration. When an information session was attended, this information was not shared and it was indicated it would not be. This would help everyone understand how decisions are being determined.
- The fact that our community didn't have a choice in scenarios was not a great approach. We are concerned about our child currently attending school at Woodman. Is he going to be able to finish grade 9 there? Nothing is mentioned in any scenario what happens to the students currently attending the programs.
- The reason both scenario 1 and scenario 2 don't work for us is because the capacities of the school (Eugene Coste) are ridiculously high and they will negatively affect my children's ability to learn when the school gets to capacity. In scenario 1 you have capacities set so that the school is at 600 kids and in scenario 2 the caps are set so the school will have 560 kids. I know that in our school that means that my kids will have classrooms in the library, they will lose their music room and they will only get a shared gym time 1-2 times a week. Neither of these scenarios have the best interests of my kids learning in mind. I think that the capacities need to be adjusted and lowered and if that happens, then I think that scenario 2 is the best option long term for my kids and for the program as a whole. But to be clear, I think that the capacities need to be adjusted.
- The school board also needs to provide numbers of students in schools and busing in current, Scenario 1 and 2. Thus far all of my children have walked to school. How am I supposed to pay for Junior High busing...\$650 for a city of Calgary Transit bus pass.

- The sooner we have a concrete plan as to where school programs are moving for September 2017 the sooner we can prepare our children for the changes ahead (which for some children that do not deal with change well can be very demanding). Please consider making the decision earlier than March should that be possible. Parents will also be interested in connecting with the parent councils and parents in general at new schools should their children be allocated to new facilities. This early partnership will make the transition for all easier and provide opportunity to align values and priorities should programs be sharing the same facility (such as scenario 1 for Woodman with Spanish Bilingual and Regular Programming). Perhaps putting a write up together for parents and children going through changes to their child's school scenario to provide ways to ease the transition. i.e. visit the new school's website, contact the principal, tour the new school facility ahead of time, attend a parent
- The tax base in the inner city communities is greater than the new communities. The CBE should make sure that operational funding is proportionate for older established communities and the new community schools/programs are not receiving higher percentage of the funding/resources. As Calgary expands through residential development, better planning needs to be done for education in new communities and developers and new home owners in the new areas need to take on more financial responsibility for the infrastructure (including education) in the new communities.
- There is currently no reason to make any changes to Canyon Meadows Elementary/Eugene Coste Elementary/Robert Warren Middle School Spanish programs in the 2017/2018 school year. With the current situation all 3 schools would be well under 80% capacity. For that matter Robert Warren could run as a 6-9 school for at least 2018/2019 and 2019/2020 years and still be under 400 students – even if not one student leaves the program over the next 3 years. With the addition of all the new schools opening, a 6-9 grade configuration at Robert Warren would be feasible for all future years. In addition to removing the stress on the children, families, and community, this would eliminate the expenses of adding additional gym equipment to Canyon Meadows School for at least the next 3 years (or ever) – while Calgary gets through this recession. Grade 6 students could continue at Robert Warren with the benefits of the band program, sports teams, drama and other options available to them. I ask that
- There needs to be value placed on students walking and staying in their community with students from the area - getting on a bus to travel to a non-walkable school when you live in a community where there is a walkable option is insane. We are not asking too much for our child to attend a "Regular Program" (should be called English Program because that's what it is). If parents and students to attend other options outside the Regular program, they should be prepared to make concessions and be willing to travel to attain these alternative programs.
- There was not mention of the impact of young children attending school with much older peers in a very different stage of social development and maturity. I have worked in a school where grades 5 and 6 attended the same school as grades 7-9 and I was extremely concerned about the behaviour and language they were exposed to. I do not think this in any way is beneficial for children and needs to be seriously considered.
- This might be the worst survey I've ever done, what a joke.
- This survey was a challenge. I have a child in the French stream and one in the English stream. The most important thing to me in these scenarios is to keep them as close to home as possible. For that to happen, I need Woodman English stream to move to Panabaker and Panabaker French stream to move to Woodman. So, Scenario 2 for Panabaker and Scenario 1 or 2 for Woodman. It is important to keep the community tied to the school, for parents to know each other, for children to play after school, and to keep commuting times and busing fees at a minimum. If there are scenarios that maximize school use and capacity for future growth AND keep kids in their communities, then why would you choose to bus them?

- Too many programs! Why do my tax dollars go towards other language programs, I'll never understand. It's bad enough there's a Catholic system; but at least I get to choose if I want to support them or CBE!
- We applied our, out of bounds, son to John Ware. We were rejected! Ok fine, but now we find out that the most likely scenario is that after a very successful so far, year at Woodman my son will now have to transfer to John Ware for grade 8. This is a complete slap in the face! If there was even a minuscule chance of this move happening, next year John Ware should have been more open to out of bounds kids! Sadly my son has already made some friends that live within walking distance to Woodman but next year will be separated. Complete disregard for the friendships and social areas of these kids!
- We bought in this area so our children could walk to school and know the children in our neighborhood. It's sad that these old schools keep coming up for closure etc. Why do we need to specialize all the schools and not just try to teach our children so they can compete to get into our own university and colleges?
- We chose our home and school and program within the school based on the fact that our children could walk--that is, we chose English programming. This was the most significant factor in our decision making process. Families who choose specialized programming (languages, dedicated subject areas) know and expect that they might have to travel outside of the community. A student who is in specialized programming that is near their home has options in a situation like this: They can choose to move with the program or attend a regular program that is closer to home. Regular students don't have options: They must go wherever their designated school is, and that dedicated school should be their local community school.
- We chose our home specifically to be close to and support our local public schools and community from K-12. My oldest has walked to school for 11 years, and we want and expect the same for our youngest. People who choose alternative programs make different choices where their priority is alternative programming which cannot be offered, or expected, at every local school.
- We chose to live in Haysboro because of the established schools available. The schools near our home are all in walking distance for our son. Our son will be in grade 7 next year, and it is profoundly disappointing that Woodman may not be available to him. I feel that the regular program, in which so many students are enrolled, is being relegated to "second class" in favour of alternative programs. It seems to me that an established inner city neighbourhood should be able to provide a "regular program" for its school age children.
- We feel that the CBE is diluting its public education mandate by splintering into/catering to special interest schools. Special interests can be met through the charter and private school systems, and through out-of-school services (e.g. Sunday language schools). Community schools provide children with a sense of cohesion, belonging and independence. These are factors that help to support learning and citizenship throughout early years. Many of us chose the location of our homes based on their proximity to the public schools. Working parents are not able to provide children with transportation to and from school. School bussing for short distances imposes an extra cost, has eligibility criteria that many of the students in the affected areas would not meet, and is not aligned with the urgent need to get and keep our kids more physically active. If parents are choosing alternative programs for their children within the CBE, and these programs are not part of the original core mandate of
- We have children that attend the French Immersion program and are thrilled with it. We believe that isolating that program will build an even stronger sense of French identity. Our main concerns are if the program will be moved again once other schools are available and travelling time.

- We have just gone through this process...we planned our lives around the results of the last moves - why are you doing this to us? Please just leave the Spanish program where it is. Woodman is too far away.
- We move to the inner (middle) city to be close to our kids schools. I think being able to walk home at lunch is very important. Thanks.
- We moved to Canyon Meadows over 10 years ago because of the schools in the area. You can walk to an elementary, Jr. High and High School. Then the schools became Spanish Bilingual which was fine with us as that's a bonus. Now to have our kids need to be bussed or driven instead of walking is heartbreaking. Please choose Scenario 2 or we will be switching schools and possibly not using the CBE anymore.
- We moved to Haysboro because of the schools (from Elementary to High School) being walking distance. I am very upset and frustrated that parents who have chosen to send their children to specialized programs are not the ones inconvenienced. I am equally frustrated that the CBE has diluted public education. If parents chose a specialized program, they can pay for it. I have spent the last two years listening to how excited Woodman's principal is about starting fresh at Evergreen and not once does he mention the students and parents left behind. It's very disheartening and confusing. I have been an advocate for public education even in the face of complete incompetence. I truly believe CBE has already decided what will happen and the surveys are both a requirement of policy, as we
- We purchased a home in the community of Chinook Park because there was an elementary school, junior high and high school all in the same established community, and we never thought there would be changes to the schools. We specifically selected this community for the schools and now have the risk that our kids could be bused to a community, 3 communities away.
- We will have 2 students, one in elementary at Chinook Park and one in Junior High. We are worried that the two schools will end up being far apart thus making transportation difficult. We would prefer having the school at Woodman for Junior High French so that the two schools are still close together and make our family life easier for getting students to and from school.
- We would love to see a French Immersion program at Woodman School. Many of the children in the neighborhood attend Chinook Park School and it would be great if they could then walk easily to Woodman. We will end up having children at two different schools (an older and a younger) and it will be tricky if the schools are far apart. It would be so great to keep the kids close and together for their formative years as teenagers, and make it easier on the parents who will have students at both the elementary and junior high level if the schools are closer. Chinook Park and Woodman are much closer together and it would be much easier to transport children between these two schools than having one child at Chinook Park and the other at Robert Warren.
- What will actually happen to the impacted schools? All you're saying is that we will be impacted. Yeah. That's SO specific. You are making us so confused? We don't even know what's going on anymore. My parents are involved at school but they were surprised that something (WE STILL DON'T KNOW WHATS GOING ON) is happening to our schools. PLEASE. Tell us.
- When parents put their children in alternative programs they should understand that their children may need to be bussed. My child is in a regular program and you may have to bus her to Panabaker while also bussing the French kids to Woodman. This scenario makes no sense! Children should be walking or going to a school close to home rather than bussing whenever possible. To put all the kids on a bus unnecessarily is lacks thought. We are three blocks from Woodman and had bought in this area because of the schools. Kingsland School was closed and now our children may not be able to attend Woodman if Scenario 2 is chosen. Come up with a long term plan for this area to provide certainty to parents and students. Do not bus my child for km's when their community school for decades has only been a few blocks away. Putting kids on

the roads and buses not only creates unnecessary risk but also takes away from time they could be dedicating to their studies.

- While there is value in alternative programming, it shouldn't be the key factor driving decision making. Parents have many choices through Charter and private schools. Public education should focus on community and community schools.
- Why does this survey not consider minimizing the disruption to children? The absolute top priority should be the children and providing what is best for them. Moving the Spanish program to Woodman would cause a great decrease in the Spanish program enrollment - it is just not feasible for families to go that distance. This move would be maximum disruption to the children in the Spanish program from k through to 9. So sad to see that this is a consideration. Our children are stressed by this.
- Why must my neighbourhood and children suffer because new areas are getting brand new schools? Unacceptable!!!!!!
- Why wasn't a science or art based program selected? Why is all language? When a kid is in JR High, there is no point in changing them to a language at this point. It is way too disruptive.
- Woodlands/Woodbine students have no options!!!! This is not fair. You are forcing our children to go to John Ware.
- Woodman as our designated French immersion junior high works great for our family...we could walk to Jr High! However, I understand change is necessary and it's important to teach our children how to navigate change. I am sure CBE will make many people angry no matter what you do....I don't envy having to be on the end of the tirades. Please be transparent about your decision making.
- Woodman is a great school that my son loves. The teachers are great, the variety of options and extra-curricular activities are awesome. It seems the students currently attending Woodman will be the ones really losing a lot by transferring to John Ware.
- Woodman would be the best option for the Chinook Park School students. I also like the idea of Chinook Park School becoming less populated and not having the split classes. I think the split class is a terrible option for students.

John Ware (pg. 56 – 58)

- Any school allocation based on programs should be very aware of costs. I understand a large cost to the CBE is the highly subsidized bus service provided to CBE students. I have no issue with subsidized busing for children to a designated school. However, take issue with optional programs with long bus rides that cross many neighbourhoods that are highly subsidized. Education dollars should be spent in the classroom.
- Busing to the designated schools, with the shortest amount of travel time, is my biggest concern. It is also important to keep groups of students together to help them feel secure. As I have a child in special programming, I feel that special programs should be definitely offered in regular school settings so that children are able to associate with their typical peers and for ease of transitioning to regular programming as they are able to do so. Offering a variety of options in schools is also beneficial as it offers children a subject of interest that makes them feel special belonging to.
- Give families the option to still attend out of area school, so kids can finish junior with friends
- Glad that John Ware School will get additional students. It is an exceptional school with great amenities including Southland Leisure Centre. More kids should have the opportunity to attend, which will increase the number of options and extra-curricular activities for my daughter.
- I am concerned about the number of additional students that will be sent to John Ware School (potentially 200-300) and how the school will be able to accommodate these students. I am particularly concerned about how the school could provide quality sports programming and other events that require a large space.
- I am happy about the proposed changes and feel that this will have a positive impact on my children entering Junior High School.
- I am thrilled at the prospect of my children attending John Ware. I have always found it very frustrating that children from Woodbine have to travel so far to junior high. We have a very strong sense of community at our school. Our family walks to school, we stay and play after school, and having a junior high as close to our neighbourhood as possible is a huge priority for me. John Ware feels like a more natural extension of our community as many of the children at our school have gone to preschool with children in the communities that feed into John Ware, they play sports together - it just feels like a natural fit. My two main concerns are definitely keeping the Woodbine children together and keeping them as close to home as possible.
- I had to choose between two identical scenarios. So basically there is no choice?!
- I personally like the potential of moving students from Woodman to John Ware. John Ware is closer and would make more logistical sense for the families in the Woodbine/Woodlands area. My son is currently attending Woodbine School (Grade 5) and would be delighted to attend John Ware in the next few years.
- I think junior high children should be able to attend schools close to their home. Also the 2 scenarios for John Ware School are identical - so we are not really being given a choice of alternatives. Also I am concerned that John Ware school will be oversubscribed - which your numbers show as a possibility.
- I think the CBE spends too much money on alternative programs and transportation to alternative programs. The CBE should concentrate on providing the highest quality community programs and stop the bleeding of funds and resources into alternate programs.
- I think the proposed changes in having Woodlands/Woodbine students be in John Ware's designated area is correct
- I'm very happy about the possibility of John Ware Junior High becoming the designated school for the Woodbine community. I have a son in Woodbine School, and another son who currently attends John Ware. John Ware is a great school and much closer to home than Woodman, which

is the current designated school. I believe it a fantastic choice for our family and look forward to sending my younger son there when he completes grade six.

- It would necessary for busing be available for students living in Woodbine going to John Ware.
- John ware is a great learning institute and i don't want this institute to get affected by anything.
Thanks
- Making or adding more schools with alternatives to the regular program is not a good idea. When students attend a different program it sometimes alternates their way of learning, which is okay, but people should also think about the students still in the regular program. How will they feel if there are other students learning more or different things than them?
- More PLP classes. We need one in every school.
- My oldest daughter is currently not at her designated school (Woodman) and is attending John Ware. We are thrilled to have her at John Ware and closer to home. I am happy that both scenarios allow for her to attend the same school next year and in the future her siblings. My only concern is the student teacher ratio. It is important to me that the current school environment maintains the same or improves. Teachers and students do better with smaller classroom sizes. I hope we can be careful not to over fill John Ware.
- Our priority is staying rather close to our community, Woodlands. Going to John Ware would allow our kids to remain close to our community, and with all of their friends there, they would feel more at ease going to a new school.
- Please allocate Woodbine into a home area. The community elementary schools are terrific, but there is nowhere for our children to go after Grade 6. Woodbine has NO Junior or Senior High School designated within reasonable distance and keep getting shuffled around, this is NOT acceptable.
- Thank you for letting parents be involved. Both scenarios look good for our family, either way our child will be traveling less than before.
- The fact that our community didn't have a choice in scenarios was not a great approach. We are concerned about our child currently attending school at Woodman. Is he going to be able to finish grade 9 there. Nothing is mentioned in any scenario what happens to the students currently attending the programs.
- The most important thing to myself and my children is that my kids receive a well-rounded education in a safe and open environment. Thank you.
- Too many alternative schools and programs, seems to be a planning nightmare and is causing too many changes for parents, teachers and students every few years. I'm sure a large part of Calgary's traffic problems are as a result of alternative programs/schools with parents driving their kids to schools outside their home neighborhoods. It's time to re-evaluate the true benefit of these programs/schools.
- When making the decisions, hopefully projections of numbers from feeder schools are being incorporated into the process. Some schools are having communities added, and it would be disappointing to go through this whole process only to end up being over capacity and having to reshuffle programs again in a few years. Long term numbers need to be factored in and even shared with the public. Future stability is an important consideration. People make decisions on where to live etc. based on the schools/programs available. Moving and having kids adjust to new schools/ friends with the expectation that they will then move with a certain cohort to a particular school are serious and carefully considered decisions families make.
- Woodlands/Woodbine students have no options!!!! This is not fair. You are forcing our children to go to John Ware.
- You say that John ware school is under capacity now; but I remembered two years ago CBE said that John ware school has too many students and did lots of effort to take GATE students to other

school. I confused that which size is the right size for John ware school. If you just want to find an excuse to do whatever you are planning, to be honest, no need to do the survey.

Robert Warren School (pg. 58 –77):

- I believe the CBE is attempting to please too many special interests. A public school system funded by tax payer dollars must follow a democratic ideal. Certainly as demographics change the system must adapt, but attempting to cater to all individuals is likely impossible. Offering choices that serve the majority of citizens, based on a community school where students may attend school within their Calgary neighbourhood, is to my thinking, a desirable goal. Thanks for providing the opportunity to have some input into this issue.
- 1. Number one concern is the overcrowding of the current school as the principal has already indicated that there will not be enough space for the kids to have daily Physical Education already next year.2. Speaking with the Principal at Robert Warren we realize that that school would also be much too crowded under Scenario 2 as the Spanish program brings very high numbers of students. They already have issue accommodating the numbers they have. They indicated that there are not enough WASHROOMS to for the number of kids predicted under scenario 2.3. Speaking with parents, teachers and admin at Woodman, they indicate that they are clearly set up for the numbers of kids predicted in scenario 1 which would alleviate the issue of overcrowding, washrooms, and space for extracurricular activities.
- A strong community has built up between Canyon Meadows School and Robert Warren School. Having both schools dedicated to the Spanish Bilingual program ensures a strong cultural aspect to the learning. In addition, many families have moved to Canyon Meadows specifically because of this strong school community. Removing this school relationship from the community will not only impact the students, it will impact the entire community. Many of the families who moved here for this program value school in the community very highly. Scenario 1 moves Spanish middle school out and French Immersion in. It does not give families in currently in the Spanish Immersion program any alternative to keep their children going to school in their community. If they choose to leave the Spanish program because of the move, they will still be forced to travel out of community for middle school. It would require a community that has had schools in place in the community and no bussing, to bus their kid
- All the effort that has been put into the Spanish program at Canyon Meadows and Robert Warren and years of building a community would be damaged, possibly beyond repair just as it is achieving a critical mass. Tearing down a successful program that is already situated in a community seems counterproductive with 2 French immersion schools already within blocks of these schools and one south of Fish Creek park. We moved to Canyon Meadows for the Spanish program and it seems to make no sense to move the schools when most of the people living here moved into the area for the same reason. People moved and will move to an area for a school moving a school away from those residents seems nuts. The Spanish program is successful (more so than the French immersion which is in decline in enrollment) the Spanish program is also experiencing growing pains not being able to find staff so the existing buildings fit well as expansion is limited by staffing concerns.
- All the Spanish courses should stay in Canyon Meadows, as per the plan in the beginning. If the elementary has to be K-6, that's ok. Robert Warren 7-9 and Dr. E.P. Scarlett 10-12. Bussing should continue from Auburn Bay for these schools as well.
- Another alternative for Canyon Meadows / Robert Warren School could be to make Canyon Meadows K-5 and Robert Warren 6-9. This would alleviate the capacity issue at Robert Warren.
- Another option that works well and beneficial to consider would be Canyon Meadows K-5 and Robert Warren 6-9. This way it keeps siblings together longer and keeps the program in the community. It is such a positive asset that we currently are able to have 3 levels of school that all

work together in the Spanish program. Keeping it in the community, within walking distance for all three is an excellent learning tool to use.

- Another scenario could be to have K-5 at Escuela Canyon Meadows and 6-9 at Robert Warren School. Having Robert Warren remain in the Spanish Bilingual program is important to the residents of Canyon Meadows. It provides our children with a real sense of community in the middle of a large city. Please keep the Spanish Bilingual program at Robert Warren. Thank you.
- As a French Immersion family, this will be our fourth move in schools before grade 8. This is not well communicated to families as a realistic expectation of being in an "alternative" program. In the pie chart demonstrating usage of alternative programs, I noted 6 different programs that serve less than 5% of the population in area V. The CBE ought to consider offering less alternative programs and optimize the planning capabilities for those that are more established and utilized. Students of less than 200 in a quadrant may mean the program is not viable and should not be supported, with limited resources. I currently do not feel my voice is considered at all as indicated on this survey. We have been through this 3 times now, each time our children are shuffled from one non-optimized facility to another. Fortunately one of them is very good with change. The other is not, and has had her learning experience compromised. While we pursue the French language for the intellectual sti
- As a resident of Canyon Meadows with both of our children in the Spanish Bilingual program, we would like the program to remain in our community. The CBE builds schools in newer communities so the students do not have to be bussed to a school located in a different community. The Spanish Bilingual program has been in our community of Canyon Meadows for the past 12 years. It is part of our community. If the CBE moves grades 5-9 to Woodman, our children will have to be bussed. How many CBE students living in Canyon Meadows are in the Spanish program versus how many are in French Immersion? If Robert Warren becomes French Immersion, the CBE will have taken away our community school.
- As a student at Robert Warren it's important to keep the community together. Making kids take a bus to school makes it harder (financially and time wise) for families. There are lots of kids with siblings that go to Canyon Meadows or EP Scarlett and moving ROBERT WARREN would make it harder for families because woodman is farther away. I understand that Robert Warren will become fuller when Eugene Coste starts coming in, but why don't we let kids for Eugene Coste kids go to Woodman and leave Canyon Meadows kids to go to Robert Warren. It is more important for kids and families to be connected with their community than to increase the size of the school.
- At present, Canyon Meadows/Robert Warren and Scarlett act as a mini-campus of 3 schools. They are distinct in their proximity to each other. There is a cultural vibe across these schools. Inserting a French program into the mix will serve to break that synergy. Moreover, currently all 3 of my children travel on the same bus. If the Spanish program is moved to Woodman, their buses will likely be split. The fact that my older 2 can help my youngest one off the bus and walk home together is huge to our family. Not only that, they will be adding a significant amount of time to their commute as Woodman is much further away than Robert Warren (which frankly is already very far from our home in New Brighton). Also, with Woodman being sharing both a Spanish and English program may ostracize the Spanish kids. Every aspect of the identity as a Spanish program will be diluted. How will they celebrate Spanish activities and events? Something as simple as a Spanish flyer would be construed
- Canyon Meadows should go K-6 and Robert Warren 7-9. That keeps students in age appropriate groups. Adding a regular or French immersion program is ridiculous. We signed our children up for more than the Spanish language but also for the Spanish culture. This will be lost if other programs are added.

- Consideration should be given to children that need out of school care. Changing care can be traumatic to children as well. Some of these children have been in the same child care their entire lives and will require not only a change of school in Scenario 1, but a change of child care. Families chose Canyon Meadows for the school options available. Not only will you be doing a disservice to those families in Scenario 1, but potentially reducing property values as children no longer have all 3 levels of school within walking distance of their home.
- Even if a regular program school can't suite to have the Spanish program alongside it at least offer more languages as single classes as electives embedded into the regular program. I'd offer Spanish language etc. classes in regular school program especially in the areas where a new school is opening off it from the beginning etc.
- Has the CBE considered moving students from Silverado (attending Janet Johnstone) to Sundance School? It is the closest French school to the area. Moving school age students from Silverado to Woodman School, which is almost at Glenmore, seems ridiculous due to the travel time, safety of students and added road congestion.
- Have you looked into the numbers of families that will no longer attend the Spanish program if it is moved to Woodman? CBE needs to get a grasp of the numbers, is it going to be a 25% dropout, or a 75% drop out? Woodman is a pretty big school for only 100 Spanish students. Pulling the Spanish program out of Robert Warren and replacing it with French means that we no longer have a school close to our home. We moved to Canyon Meadows so that our children could walk to school K through 12. This forces us to put our children on the bus and bus them out of our community. Forcing the children of Canyon Meadows community onto the bus adds one more stressful situation and financial burden. It is one thing to pull the Spanish out, but to not even give us the option of English forces us away from our home community. Children that are already being bused into Robert Warren will have to be bused further to get to Woodman – adding ½ hour per day for the majority of children - forcing famili
- Having a single track school is extremely important to our family. Having a multi-track system would make our family have to re-access if this program is best for us.
- Having my two children in the same language system is a wonderful advantage to learning and providing structured instruction is extremely important. The leadership between the schools is above and beyond and we are going to have leaders coming out of the Spanish Bilingual system. Having the schools close together provides leadership among the children and the teachers can better communicate to support these kids. This is a strong community because of the development and programs they offer within. I did not have these options in rural Alberta and wish I had this growing up. I feel these kids have an advantage of staying together and creating community for life. If this gets separated, we are only hurting their future and taking away the opportunities we want as teenagers and adults. The infrastructure is amazing and funding within is very strong. Let's not break something that is not broken, and try to enhance it.
- Having my two kids in the Spanish bilingual is an amazing opportunity and something I was never allowed living in rural Alberta. All we had was French, and Spanish is a growing language and something my kids will use for the rest of their lives. Having the 3 schools close allows the kids to grow as a community and also provide direction and leadership between the kids at each school. This creates community and trust among the children and mentor-ship with for the kids. We have a serious issue with lack of continuity and this program creates that for parents and the children as they grow together. We are trying to build future structure and this has all of it. The kids have the ability to get involved with many programs and the instruction is better than all the other schools I have seen. Seeing the kids grow together is a wonderful opportunity and helps to strengthen the learning they are doing going forward. They can share experiences and help to guide each other as they grow, and av

- Having the Spanish Bilingual program at Escuela Canyon Meadows, Robert Warren and EP Scarlett remain in Canyon Meadows is very important to our community. Being in such close proximity, the students are able to easily interact with one another. The younger children benefit greatly from this experience in helping them learn Spanish. The Spanish Bilingual program needs to remain at Robert Warren. A lot of families have moved to Canyon Meadows only because it is possible to be in the Spanish Bilingual program from K-12 and our kids can walk to school. The Spanish Bilingual program has been in Canyon Meadows for at least 15 years. Please let it remain at Robert Warren School. Thank you.
- Having the Spanish bilingual school all remain in Canyon Meadows is a huge draw for the community as well as families. It is one of the reasons we chose to start our kids in the Spanish program, knowing our kids would continue their school in Canyon Meadows. Community - we want our kids and community families to have that sense of community, which would drastically decrease if they are moved around - why would we move an entire school program further away from the where a great majority of the families attending the school live?
- I agree with scenario 2, but our family is very open to the third option of making Canyon Meadows a kindergarten to grade 5 school and therefore Robert Warren becoming a grade 6 to grade 9 school. It's great that new schools are being opened to allow kids to go to school in their own neighbourhood. HOWEVER, why make kids in existing schools currently attending in their own neighbourhood start having to bus to a school out of their community. This would cause much disruption to the kids and families and certainly does not minimize changes, which is one of the key planning principles that clearly would not be met.
- I am a parent of children in Canyon Meadows Elementary and Robert Warren Middle School in Calgary. I have been following the engagement process for the decision making for the schools in Area V ever since we found out in October that our Spanish may be moved out of our community. I understand that you do not make the immediate decisions with regards to the Calgary Board of Education - however, I do believe that you should be aware of the colossal waste of tax payer money at this time. It has been a frustrating and extremely stressful time witnessing this process waste our tax dollars and simultaneously add to the stress of our community. Removing the Spanish program from Canyon Meadows (and putting it into the Woodman School) does not address any of the key principles in a positive manner: Minimizing disruption for students, moving the Spanish program from Robert Warren to Woodman, as well as moving the French students maximizes the disruption for our students. Why would CBE move bot
- I am a strong believer in community based education where a child can receive a quality education within their own neighbourhood. Understanding the CBE is catering to a diverse group of citizens, I believe we still must limit the available choices in a public school system. Choices based on secular demographic majority and official languages. Special needs programs for those students struggling with adverse physical or mental needs should also be provided. Families having needs outside of those parameters may have to seek alternative solutions outside the public system.
- I am deeply concerned on how this scenario is shaping up. CBE has flopped from previous announcements on how the Spanish bilingual program is executed. We moved into our current house at great financial expense and moved into a smaller home so we could ensure enrolment in the Spanish Program and be close to our past, current and future schools. Now the CBE is considering changing Robert Warren to French Immersion and is not willing to discuss potential changes to EP Scarlett. I feel like the Spanish program in South Calgary is at risk in long term due to these recent changes. There is a real sense of community in the Spanish program not only because our children go the same school but because they are often our neighbours. I did attend the consultation at Robert Warren and I thought the summary posted online did not reflect how

strongly the entire group of parents felt and how uniform the parents' options were. I picked a round table group that I did not know anyone and found we

- I attended the session held at Robert Warren in October and ALL parents felt the same way. I don't understand why scenario one is even being proposed; it's very disappointing. There is a sustainable option for the Spanish program without uprooting our children out of Robert Warren. There was a great turnout which should prove to you we are invested in our child and the schools they attend. I hope you truly take our feedback when making decisions.
- I believe that the Spanish bilingual schools should all be kept in the same area, as it has originally been set up for years now. Many individuals have bought houses in this area strictly because of the access to these schools being so close in proximity. This keeps the children attending these schools in their neighborhood, and within walking distance. The new schools that opened this year in the newer communities were built to give these families this benefit, so I believe the older communities should be treated in the same manner. I don't see how splitting up the Spanish program schools makes sense at all. Put the French Immersion program at Woodman and keep Canyon Meadows the Spanish bilingual program all around. I've also heard that scenario 2 may not work because Canyon Meadows Elementary may not be able to hold K - 6. If this is the case, I suggest an Option 3 is implemented in order to have the Elementary school house K - 5 and Robert Warren 6 - 9. Thank you.
- I didn't realize, until my son started junior high in grade 5, what a good idea it was. By grade 5 it is a very good idea to move the kids out of their comfort zone, I am glad the CBE made this change. As my daughter reaches grade 5, I think it would be a real step backwards if she were to stay in elementary school.
- I do not believe that the school board would show be well served to change the plans in place for the current programs. We have all made concessions and changes to our current buildings/schools to accommodate the growth and shrinkage of programs offered over the years. We intentionally purchased a home in our community so that our children would be able to attend k-12 in our community. That option quickly changed when the English program was removed from our school. We then chose to use the alternative Spanish offered as it was in our community. By bringing in the French to replace the Spanish we will have no choice but to bus our children to a different community.
- I find that the survey ignored a very important factor that was the primary focus of the majority of the conversations had at the community engagement meeting that I attended which was the importance of grouping grades in developmentally appropriate ways. The majority of parents who attended the sessions I was at did not agree with grouping kids in grades 5-9 together. I find it interesting that a question about this did not even make it on to the survey. It makes me doubt the validity of any information you get from the survey as the questions seem biased at the start.
- I have been following the engagement process for the decision making for the schools in Area V ever since I found out on October 14th that our Spanish may be moved out of our community. It has been a frustrating and extremely stressful time. Why are so many of our concerns that we brought up at the engagement session not included in the "dialogue" results? It is frustrating to read the "dialogue" when so many of our concerns that we brought up at the engagement session are not included. Why is this? It is also frustrating that the "dialogue" is not communicating the amount of stress that the Spanish school families are going through. It does not convey the fact that community of Canyon Meadows has been built around this Spanish program for over 15 years. We have a wonderful and strong school community with children now in all three schools in the Spanish program. To remove the middle school from this scenario is going to tear us apart. Why is 'Minimizing the disruption
- I have heard that CBE has a specific amount of \$ they need to spend (or they will not be granted the same funding in following years) so will be choosing scenario 1 regardless of what is best for

the students or families. Will CBE be transparent and lay out their reasons for the choice they make?? Or will they just do whatever they want without justification??

- I have one daughter in Robert Warren and one daughter still in Canyon Meadows. Scenario 1 where my older daughter goes to Woodman would mean splitting them up into two different directions on two different busses, and no opportunity for their schools to collaborate or interact because they are so far apart. Since we have been "zoned out" of the Canyon Meadows bussing zone, we need special approval for our younger girl to get bussing. I wonder if she would get approval for bussing to CM from now on, or if they would expect us to switch her to Eugene Coste which is in our new catchment area. This is too much upset. Plus, I don't like the idea of my older daughter, who will be only 11, going to a large junior high at Woodman, with unfamiliar programming in the French bilingual confusing things. If Scenario 2 took place, my older daughter would go back to Canyon Meadows for grade 6, where she is already familiar, joining her younger sister again, and being in the leading grade of that
- I hope I get to attend Robert Warren in grade 5 or 6. I have been to the school many times to visit and feel comfortable there. Thanks.
- I hope that a Gr. 6-9 Robert Warren configuration could be considered, with the potential for a Gr. 7-9 configuration being considered in the future if lack of space demands it. Such a grade configuration solution has already been implemented in the NW and deemed to be highly successful. Similar to the SW, the NW has three elementary feeder schools of the Spanish bilingual program that all feed into Senator Patrick Burns. Sometimes, huge engagement processes are implemented for a future date and when that future date arrives, new scenarios and complexities make the original thinking irrelevant. For the next few years, Robert Warren will be OK. Deal with the Robert Warren numbers and capacity with a 3-5 year view. I think Robert Warren could nicely fit Gr. 6-9 for a few years still without needing to make a change to Gr. 7-9 now.
- I hope this is the last time such significant changes are contemplated for the next 6-8 years. It would be important for us that IF the Spanish program continues to grow it remains centered at Woodman (i.e. we don't change schools AGAIN!).
- I know that many of the newer schools are all moving towards the K-4 system. But I do not like this. It puts too much responsibility on little 5th graders. It also throws 11 year-olds with 14 year-olds, which I believe exposes them to ideas beyond their age too early. We live in Canyon Meadows, and we chose the Spanish bilingual program in part because we knew our girls would be attending two schools within our community, (Robert Warren, Scarlett). When we didn't get into Canyon Meadows elementary, we were very disappointed. But we were willing to give Eugene Coste a try if it meant that our children would eventually make their way back to our community in later grades. It is very disappointing to now find out that junior high might still be a commute, and who knows whether or not our high school will stay within our community. I also think it's short sighted to assume that the interest in the Spanish program will continue to rise indefinitely. With these new schools opening, I think i
- I like having access to students in the elementary and high school in the same community, scenario2 supports this. If the English kids are mixed with the Spanish kids than negatively affect the culture we have adopted as our own. I like how the assemblies are in Spanish but if there were English people than we couldn't do them in Spanish.
- I like how all the three Spanish schools are in my neighborhood. I like that I can have a buddy and can be a buddy to someone in one of the other schools in the neighborhood and they know Spanish as well. We learn a lot from those visits and its nice seeing them at the other schools close by. I like that I can walk home or walk to Canyon Meadows School to meet my mom picking up my brother after his school is done. I hope Robert Warren can stay a Spanish school.
- I like my current school so please don't make a huge change; it might impact our learning a lot!!

- I like that Woodman has a lot of extracurricular activities but since there are more people in Woodman, there will be a less chance of being with my friends.
- I like the idea of the Spanish program moving to Woodman as there will be more room and opportunity for students, however I'd like the Spanish program to remain capped and go k-5 or 6 for elementary and 6 or 7-9 for Jr High, especially if the Jr High regular program at Woodman is staying 7-9. Woodman regular program should not have to move to another school.
- I like the idea that I've heard of Canyon Meadows being K-5 and Robert Warren being 6-9. Then neither school would be packed but we wouldn't have to move schools. I like being able to walk to Canyon Meadows to do leadership stuff with those students and walk to Scarlett to do things like see the play and hear the high school band play and get familiar with the school that I will go to for High school.
- I live in Somerset and have always been dismayed that my son must sit through 9 pickups before he reaches school, and 9 stops on the way home. His commute is already 45 minutes, an already unacceptable time for a child from 6 years old to have been riding a bus. Now at 12, and in middle school, the thought of him moving to an even further school is completely unacceptable. After 7 years in the program, if this move takes place - I will be forced, sadly to move him to a closer school, possibly private. I am saddened that the Calgary Board is even considering removing students from their long-time home of Robert Warren and giving it another program. I am even more upset that my son may not be able to complete his Spanish learning program due to inaccessibility (distance). It would be impossible for his parents to even pick up and drop off for extracurricular activities. We all have time and travel limits and Woodman simply is out of the realm of reasonable commutable practica
- I live very close to my school and I would like to stay at Robert Warren. Walking to school is very important to me because it helps me calm down on the way to school or after a hard day at school. I would like to also stay with the same group of friends because they are very important to me. I like Robert Warren being close to Canyon Meadows school because after school I can walk to Canyon Meadows to see my brothers.
- I love my school. I am in grade 7. I have been at Robert Warren for the last few years and I am happy there. I walk to and from school with my friends. I enjoy that. I like my teachers and I know where everything is, I don't want to lose that. I don't know why you are considering moving my program.
- I noticed in the compiled evaluations/reports from the community consultations this fall that some of the results noted as Opportunities for Scenario 1 were really Opportunities for Scenario 2. Likely you will have noticed that and have just documented what parents shared in each discussion, even if they were speaking to the benefits of the other scenario. Also, I aim to keep apprised of attending any community consultations about school changes and I don't believe parents were made aware in the spring that there were consultations taking place as I would have also participated in that. I am a parent of Robert Warren students. In the summary document I read during this survey with (5 or 6 bullets) on the themes, for both scenarios for Group 2 in Area V, I do not think this is fully representative of all the comments shared and that should be taken into consideration. If Scenario 2 is implemented in our area, we will be very upset.
- I really don't want my child to have to go back to Canyon Meadows for 1 year. Can't grade 6 stay at Robert Warren for 1 year and grade 5 stay at Canyon Meadows and the next year Grade 6 stay at Canyon Meadows rather than switch all grade fives back to Canyon Meadows for 1 year?
- I recently moved my grade 2 child into Canyon Meadows School specifically for the Spanish program and its location. I liked the fact that she would go to Robert Warren in the same neighbourhood. It is part of a bilingual community of Spanish and it would be nice to keep it that way instead of switching to the French school. The community and program are thriving and I think it should stay that way.

- I think it's a good idea to have Canyon Meadows School go to grade 5 and then have Robert Warren be grades 6-9.
- I understand that a scenario 3 has been proposed. This scenario (Canyon Meadows/Eugene Coste K-5 and Robert Warren 6-9) would see the three schools within close proximity of each other (including the High School). Having all of the Spanish programs together and within relative walking distance has created an opportunity for students to connect - which is important when it comes to language learning. This would most likely become impossible with the 7-9 Spanish schools moving further away to Woodman.
- I understand that there is also Scenario 3 which I would support. The MOST important thing is that the Spanish Bilingual program retains the continuity it has between the three levels of schools. It has taken many years to build the Spanish Bilingual program with many, many families busing from the far SE quadrant of the city. If the program moves further north there is a very real possibility that program will not survive. Many of these families are already facing very long bus rides and are simply not willing to make it even longer. These families also have alternatives with new schools recently opening in their neighbourhoods.
- I understand the capacity issues with Canyon Meadows and Eugene Coste being K-6 and feeding into Robert Warren as 7-9. I believe another alternative of CM & EC being K-5 and Robert Warren 6-9 would be a better option. This would address the capacity issues and have all 3 schools at the ideal 80% capacity that CBE aims for. My children as well as their friends are experiencing unnecessary stress wondering if they will have to go to Woodman as it is far from siblings and friends they know in both the elementary and high school. I have tried to ease their concerns and am putting full trust in the CBE to keep the Spanish program together. I believe a move to Woodman would affect the Spanish program negatively. It would cause more problems trying to expand a program that is already having difficulty finding quality staff. Keeping the middle school at Robert Warren would naturally cap the program and it would be easier to fix current issues and keep the quality and sustainability of the Spanish program.
- I want to go to Robert Warren next year not Woodman and keep the Spanish in one school close to my sister at Canyon Meadows and all on one bus
- I want to keep the kids sense of community and the bonds they have developed intact. The kids are already stressing out about not having their friends going to the same schools with them. It's caused lots and lots of stress not knowing what's going to happen. We are also a Latin family from my side and I would like to keep the Spanish program for both my kids, specially my youngest one who would be going to Robert Warren soon. Her brother is always telling her how much he likes the school and she is really looking forward to that. She has already met the teachers there and some of them know her because of her brother. I want a comfy and happy environment for her just like her brother.
- I want to say that I would like to stay longer at Canyon Meadows School I can be there for my sister and play at the playground with our friends and be close to our home
- I would like a cohesive community for my children. They have done well in their schools. I would like to see that continue.
- I would like the zone for Escuela Robert Warren to include Inglewood.
- I would like to learn more about the Woodman facilities. My opinions could possibly be swayed depending on the programs and facilities being offered at Woodman and the opportunities my child would have if Scenario 1 was selected vs Scenario 2.
- I would like to see a K-5 scenario vs K-4 or K-6
- I would much prefer the Spanish program to stay in Canyon Meadows within the scenario 2. It seems very silly and illogical to move the grades 5 to 9 or grades 7 to 9 Spanish from Robert Warren and then move IN a different language program.... this to me seems very

counterproductive for bus transportation and for children living in the community. Simply stated place the other language program into Woodman.

- I would prefer that Scenario 2 be chosen to maintain our community of learning between all 3 Spanish program schools in the South (K-12 in a radius of a few blocks from each other). I would strongly encourage the CBE to consider a grade configuration of K-5 at the elementary level (Canyon Meadows and Eugene Coste) and 6-9 at the middle school (Robert Warren) to address some capacity issues and, at the same time, keep our community together.
- I would really like to see Robert Warren stay Spanish bilingual and go to 7-9. I like the fact that my children can ride on the same bus to Canyon Meadows and Robert Warren and that the schools are so close together
- I'll be extremely disappointed if scenario 1 is approved. My daughter attends Robert Warren, she is happy there; uprooting middle school aged children is extremely disruptive and un-supportive of their learning. Middle school aged children are impressionable, they're just building confidence and allowing them a safe environment in which, to grow is beyond important. I fear a disruption and a school transfer will be far more damaging than the CBE would have us, as parents, believe. The Spanish schools in this area are within walking distance of each other, this promotes a community of learning, encourages volunteerism and global citizenship. Moving the middle school portion out of the community completely destroys this principle. A principle promoted by the CBE. I am fully in support of Scenario 2.
- If the need to move Canyon Meadows kids to either Woodman or Robert Warren, please keep it purely a 7-9 Jr. High. The kids staying together all through elementary is so beneficial, especially at a young age.
- If the Spanish bilingual program moves from Robert Warren to Woodman, our community of Canyon Meadows will have no middle school anymore. In the newer communities, the CBE builds new schools for children living in that community to attend. We want to have a middle school even if it means moving grades 5 and 6 (or only 5) back to Escuela Canyon Meadows. Please consider this option and leave the Spanish bilingual program at Robert Warren.
- If the Spanish program can handle the capacity within the Spanish community of keeping all students and schools together that is what is best for the students. Scenario 2 is a no brainer
- If you move Robert Warren Spanish program to Woodman, I will pull my child from CBE and attend Catholic instead.
- It is important to my family that the Spanish Bilingual program remains in Canyon Meadows and the Robert Warren School.
- It would, be simpler to move the French program to Woodman so, that we don't have to move Robert Warren unnecessarily. There is a sense to community three Spanish schools being close together, and being able, to work together. And this would definitely change if the school, were to be moved. Also a lot of kids would, be shuffled around and uprooted, as we have to guarantee that parents will continue to enroll their children in the Spanish program if the school were to be moved. We would also like to see the grades stay as they were.
- It's hard to argue with demand, but I'm surprised at the number of Spanish bilingual schools in Area 5.
- Just be wise in your implementation of this and put the students first before your budgets.
- Keep the scenario 2. It's way better
- Keeping the Spanish program in Canyon Meadows from K-12 makes sense in building a strong community. The new schools scheduled to open in other communities serves purpose for students being able to attend schools in their communities, the Canyon Meadows community should not have to sacrifice this purpose for the new schools.
- Like many people now living in this neighbourhood, we relocated our family to Canyon Meadows when our daughter (who is now in grade 8) started kindergarten, after we fell in love with the

Spanish program and also with the idea that our children would be attending school in the community until at least grade 9. We now have two more children currently attending Canyon Meadows School. It seems like a perfect scenario, and it really has been. Having EP Scarlett offer the program also in the neighbourhood, made it all even better. All three schools work together. Kids walk to and from each school for various programs. Kids from the high school mentor at both the elementary and middle school. Teachers work together. Families get to enjoy an experience that is all too unique these days where kids get to go to school close to home for 13 years, and enjoy a great program on top of it all. This has transformed and revitalized the neighbourhood, again, making it all even better. As peop

- Looking at the big picture: what is best for students when we are looking from a holistic point of view? What is best for their mental, physical, and intellectual well-being?
- Many people have moved into the Canyon Meadows community because of the bundling/proximity of Spanish Language programs in elementary, junior, and senior high. The very character of the neighborhood has changed. Why there would be a consideration of eliminating the Spanish program from Robert Warren seems like the program itself is being punished because of its success. It seems really like the families who supported these programs are in line to be punished.
- Mixing programs is the biggest concern to me, mainly on learning efficiency, quality control and staffing. It is much easier to establish an environment that is consistent and engaging students' better learning experience. Everything seemed second considerations.
- Moving programs hurt families who carefully planned their home purchase around existing schools and programs. We made sure that we have all levels of schools within walking distance when we moved to Canyon Meadows. Having the Spanish component was a welcome addition, as the quality of public education is poor. Moving the program away from our neighbourhood causes hardship on the families who live close to the school. This is an older district with changing demographics, as mostly young families move into this established community. It makes no sense taking parts of the Spanish program away from Canyon Meadows. I sincerely hope that the decision is not going to be made purely on a fiscal perspective.
- Moving the French Immersion students from Janet Johnstone in Grade 5 to Robert Warren, would not be too disruptive if they stay together as a cohort as it is still a school that is relatively close to Janet Johnstone (so the parents have already committed to the SW area). However, it would be better for the students' learning if they are in a dual-track school rather than being in a French only school, as it is good to have the option of mixing and resources may be more available with dual-track schools.
- Music and band programs are important! It is the reason my son has started taking education seriously again. Whatever happens, Robert Warren School needs a strong band program.
- My child is currently in grade 8 and if Robert Warren converted to French Immersion as per Option 1, then the students will be moved in their final year to a new school with new teachers who do not know them, their learning styles, abilities, etc. and the students will lose out on being with their friends for graduation as some will move to alternative school because of the move and will lose ability to get teacher reference letters for private school enrolment applications for high school as the new teachers will not have known them for long.
- My children are enrolled in the Spanish program and I am very concerned about the changes suggested. We are proud of the community we have built in Canyon Meadows, having 3 levels of schools within walking distance of each other. This provides the students with the ability to be able to learn and share together at all grade levels. If the middle school was moved to Woodman, this would poorly affect the relationships that are built between these schools. The busing would be affected negatively for parents and the culture that we have chosen for our children would be

interrupted by having an English program alongside the Spanish program. Scenario 1 does not work for our program, our children, our community and our families.

- My family has already had huge impacts as Auburn Bay was re-zoned out of Canyon Meadows School when my son was in grade 2 (in grade 4 currently). We liked the school and the program and are potentially moving to solve the bus problem and are quite concerned about Robert Warren switching from Spanish bilingual to French immersion. If scenario 1 is selected we will not attend Woodman and will have to look at removing my kids from the Spanish program in which they are both thriving.
- My greatest concern is the switching of programs too many times creating confusion for my kids. The reason I chose Robert Warren and Canyon Meadows was for the Spanish bilingual program, being a Spanish speaker myself, and for the benefits of it being a school in the community that my kids can grow up in and associate with their friends in the area. Moving Robert Warren to Woodman creates a wedge because of distance and community as many of the kids will not live near or close to the school which makes it harder to have community with their friends outside of school hours.
- My issue isn't with keeping my kids in the same schools so much as keeping them on the same bus. If my kids have to travel on different busses at different times, and my older children can't walk my youngest child to and from the bus, then keeping my children in the Spanish program may no longer be viable. In that case, I may have to move both of my younger kids to a different program where they DO travel together on the same bus.
- My kids currently attend Canyon Meadows/Robert Warren. I like the idea of K-5 in Canyon Meadows, 6-9 Robert Warren.
- My main area of support in Scenario 2 for my children is keeping them in close proximity within the same community. Currently shared learning is supported not only within the school but within the program itself. The schools currently are in walking distance of each other which for us, if changed, may mean looking at other options including the private or catholic school systems.
- My main concern is that my children will not be in the same school once my grade 3 son reaches grade 5. I would like them to be together even if it's for one year. I also think that their bus ride is already so long, and I do not want it to be any longer.
- My son is now grade 11 at EP Scarlett. He had the wonderful opportunity of being able to attend Canyon Meadows, Spanish Bilingual then transition to Robert Warren and end up at Dr. EP Scarlett. The continuity of this path has been really valuable. The three schools worked wonderful together. Students have been able to walk back and forth between the three schools. Elementary students to both Robert Warren and the high school for different activities. The elementary students of Canyon Meadows have been able to walk to Robert Warren for plays. I have been able to support thought this through volunteering and was able to witness how great this experience this is. It has also been great for the high school students to support the elementary school students through their leadership programs. Robert Warren students have been able to attend the high school for enriching activities such as plays. There has been a great spirit of community and the students overall were able to enjoy this
- No comments really except I find the survey format to be limiting. For example, when asked to choose the most important or least important issue, I am limited to only one selection. This is unfortunate because in reality there are a variety of considerations going into my choosing a scenario.
- None except if it isn't broken. Don't fix it!
- Option 1 - absolute disruption in the lives of the children of the Spanish program - we are settled in our community and option 1 would have most of the students leaving the Spanish program for other options, ripping our community apart. Option 2 - no disruption to our Spanish program children

- Please consider a third option: Canyon Meadows/Eugene Coste - K to 5 Robert Warren - 6 to 9. This scenario minimizes transportation issues arise as busing is already set for these schools, keeps our community of schools together (and siblings attending different schools in close proximity), keeps all 3 schools at a manageable capacity (no over or under capacity issues). Thanks!
- Please consider an alternate scenario for the Spanish bilingual program in which grades 1-5 attend Canyon Meadows Elementary and grades 6-9 attend Robert Warren. Maintaining the Spanish bilingual school in the Canyon Meadows community is necessary to the continued vibrancy and community involvement in the school.
- Please keep Robert Warren and Canyon Meadows Spanish.
- Please keep the Spanish bilingual program in Canyon Meadows...including Robert Warren, Canyon Meadows elementary school, and EP Scarlett. The junior high could be grades 7 to 9 ideally, but other options are acceptable as long as the Spanish program stays in Canyon Meadows. Thanks
- Please keep the Spanish program in the community of Canyon Meadows. Much like the new communities with their schools, we would like our children to go to school in our community as well. Thank you.
- Quality of instructional offerings, strong leadership and academic focus are not mentioned in the survey, but are definitely something our family would take into consideration. The novelty of alternative programming should not take precedence over planning for continuity and making use of the teaching community's strengths. While we have chosen to send our children to an alternative program, and accept that this requires a sacrifice of convenience in location (over our community school), we would not want to make further sacrifice in terms of quality of learning, exceedingly long bus routes or loss of program continuity in order to learn in Spanish.
- Regarding the Spanish Bilingual programs and options presented. There are several issues with both scenarios that I would like to comment on regarding the options presented and currently available. A) Canyon Meadows will be at and most likely past an optimal capacity under the k-6 scenario. I support changing the grade configuration to k-5 to have more space for kids to learn with less noise level. My oldest son attended when the school was over 100% capacity and there were many problems that arose which I would like to avoid and NOT in favor of. B) As a parent of a student also at Robert Warren I am more concerned with both scenarios specific to this part of the Spanish Bilingual program. I know that for 10 years Robert Warren has been on the list of schools for modernization. It is not designed as a middle school and we have been advocating for that school to get properly modernized to fit the population. As of a year ago, it was taken off the list and is now currently being put on
- Right now in Canyon Meadows, students can attend the Spanish Bilingual program from K-12 in the same community. This has affected our decision of where to buy a home & what after school provider we can have that is available for both of our children in the Canyon Meadows and Robert Warren schools. I am strongly opposed to having the bilingual Spanish program in a school, where grade 5 and 6 children will be in a school with traditional program kids in grades 7-9. In the already difficult junior high years, subjecting kids to being the "other Spanish kids" doesn't seem like a good idea and I fear the bullying that could result, despite the best efforts of the teachers. This on top of the extra busing and logistical issues will make keeping my kids in this program that we value very much, not something that we will be able to continue with. If the French immersion program has to move in either of their 2 scenarios, then why impact another program as well? That simply does not
- Scenario 1 does not meet 3 of the 4 Key Principles for the students in the Spanish Program. Scenario 2 however, does a better job of meeting the 4 Key Principles for this Program. Scenario 2 minimizes the disruption for Students and Families in the Spanish program and allows the

wonderful school community that has been built between these schools to continue to flourish. The Spanish program in Canyon Meadows was chosen by many families, first because of the amazing schools and also because of the relationships that have been built between these schools. Having the 3 schools so close together has given many opportunities for the older children to bridge with the younger grades. High School buddies from Scarlet to Canyon Meadows, trips to Robert Warren for the younger grades, trips to Scarlet from the grades 7, 8, 9's. Scenario 1 takes the middle school piece and moves it away - effectively "breaking" the school community that has been built here. Scenario 2 keeps cohort groups of student

- Scenario 1 in this case is just going to delay the problem for a couple years and this whole issue will need to be revisited, with both staff and students being displaced. The grade 5-9 format just does not work well for in-demand programs. Scenario 2 with a true Junior High of 7-9 would be much preferred, would have less of an impact on the staff and students having to move and an entire school having to change language programs.
- Scenario 2 is not applicable in 2017 due to space restraints, but if done in stages. 2017 should be Eugene Coste and Canyon Meadows K to 5 and Robert Warren 6 to 9. 2018 should be Eugene Coste and Canyon Meadows K to 6 (with cap applied if needed) and Robert Warren 7 to 9. Scenario 1 is an absolute mess! Destroys everything that has been built and adds lots of stress on busing and commuting.
- Scenario 2 is the best because I am able to spend more time at home with my family.
- Scenario 2 works best because I enjoy walking to and from school and taking the bus or driving pollutes the air.
- Scenario One disrupts the majority of the students as well as essentially destroying a hard-earned and long-standing vibrant community at Canyon Meadows/Robert Warren. Keep the Spanish bilingual program as it is with Scenario Two. Thank you!
- Some of these schools are VERY run down and filthy. There needs to be major refresh as I was shocked to go into the girls washroom in the school and I thought I had walked into a school in the Bronx. If CBE is looking at these capacity increases, they also need to seriously look at facility maintenance and refresh and sufficient cleaning. I have volunteered at the school and it is filthy.
- Specifically why we chose Canyon Meadows to live in was so our children could go to a community school. The program changed to Spanish before they started preschool and we have loved the introduction of the Spanish language & culture to our lives. Although my husband and I are not Spanish speaking we embraced the fact that our children could learn another culture.
- Suggestion of Scenario 3 - to consider Canyon Meadows as a K to 5 bilingual program. Ideal scenario considering the school infrastructure and resources.
- The ages of children that are grouped is very important to me. I feel nervous about a grade 5 being placed in a predominantly grade 7-9 school as scenario 1 does in Woodman. I prefer the clear separation on Elementary and Junior High K-6 / 7-9 / 10-12 these age ranges help separate different maturity levels. Teachers cannot always be around, this helps protect the younger students until they are more at an age to handle themselves.
- The available space at Woodman would allow for 440-460 French plus 130-160 Home Area English students - and room to grow.
- The CBE should consider that due to Calgary's economic situation that there could be a large body of students leaving the Spanish Bilingual program as they may move areas or leave the City. Speaking with other parents, many would prefer to have middle school start in grade 7-9. This will have Canyon Meadows School from Kindergarten to grade 6. Children already being bused could move to other Spanish Bilingual schools leaving open spaces for those in the community with priority. Having only 2 or 3 classes per grade vs the 4 classes per grade will maximize this opportunity. Many students seem to drop out of this Alternative Language Program by grade 6-7. Perhaps a survey would assist in the decision making process as to who will be

returning to Robert Warren next year. Children are and families are far better off keeping the Elementary and Middle School Spanish Programs within the area as this keeps continuity and a. Closer community and network with the students and educators. There are

- The idea that you would have a Spanish bilingual program open and close in this school in the past 10 years is nonsensical. My eldest son was in the 2nd all Spanish bilingual class to be put through the neighbourhood in 1996 and now the proposal is to move it. People have moved her for this program and the unique advantage it has that all 3 levels of school in the neighbourhood have been designed for Spanish bilingual learning. There are few communities in Calgary where children can attend k-12 in one neighbourhood, scenario 1 removes entirely that option for Canyon Meadows, which is the reason many of us purchase homes here. Additionally it allows parents to plan childcare, transportation, and busing etc. for children in the 3 levels of school. This is not feasible in scenario 1. It lacks insight that we would spend the past 10 years building this program and the schools in order to disrupt and change this mid-way through children's education. It will put unnecessary burdens on the
- The possibility of having a K-5 program instead of a K-6 is also appealing for our family. I do not favour the 5-9 middle school model, so a K-5 or K-6 model is more attractive. Robert Warren is also in bad need of a modernization. I attending Robert Warren as a student many years ago, and was disappointed to see that it looks so run down, dirty and unkept. Our children deserve better. They spend many hours a day in a school environment. Current research shows how important the learning environment is to student success. It seems as though many alternative programs end up in the older buildings that require improvements. This is disappointing to those of us that choose such programs for our children. A lack of modernizations and frequent changes in the program and locations of the program have caused us to seriously consider leaving the Spanish program and returning to our community school. It is a shame the CBE has not been able to be more pro-active with these issues.
- The reason both scenario 1 and scenario 2 don't work for us is because the capacities of the school (Eugene Coste) are ridiculously high and they will negatively affect my children's ability to learn when the school gets to capacity. In scenario 1 you have capacities set so that the school is at 600 kids and in scenario 2 the caps are set so the school will have 560 kids. I know that in our school that means that my kids will have classrooms in the library, they will lose their music room and they will only get a shared gym time 1-2 times a week. Neither of these scenarios have the best interests of my kids learning in mind. I think that the capacities need to be adjusted and lowered and if that happens, then I think that scenario 2 is the best option long term for my kids and for the program as a whole. But to be clear, I think that the capacities need to be adjusted.
- The scenarios do not tell the benefits of one school over the other. For instance, are the facilities at Robert Warren better than at Woodman? If one school's facilities are better, then my opinion could be swayed a lot for the better school. I have not been to either of these schools but my kids will be going to one of them. All this entire issue is built on seats per grade. What a horrible way of determining what is best for our children. I want to know which school is the better. How old is the schools? Is there asbestos in the school? Does the roof leak? What are the different facilities like; gym, science lab, art studio, industrial arts, drama room, computer room, etc. See this is way more important than "we can fit this many kids in a class room".
- The selections provided for what is important do not list the most important thing for our family - keeping elementary school for Grades K-5 at a minimum, K-6 would be more preferable. Our son will be 9 when he goes to Grade 5 next year, which was supposed to be at Robert Warren. We did not feel entirely comfortable with this, however, given that the school was smaller and the kids were feeding in only from the Spanish program, it made it more palatable. The students and parents of Canyon Meadows, Eugene Coste and Robert Warren are a community. If the Spanish program is moved to Woodman (a much bigger school) alongside a regular stream of Grade 7-

9's, aside from destroying the community that's been built at Robert Warren, ourselves and many of the parents we've spoken to will likely remove our Grade 5 kids from the program. Our son is too young at 9 years old to be put in that situation. This will be heartbreaking for us and our son, but you only get one shot at their primary sch

- The Spanish Bilingual program has been in the community of Canyon Meadows for 15 years. There are many children in Canyon Meadows in this program. Please keep Robert Warren as Spanish Bilingual. It is our community school and we would like it to remain so. Thank you.
- The Spanish program has always been in the Canyon Meadows community and has created a wonderful environment for bilingual Spanish learning. I believe that it is vital to keep the Spanish program at Robert Warren to allow for children in elementary school to easily transition to the middle school. Many children, including my own are able to be dropped off at the elementary school and then dropped off at Robert Warren for the middle school. If the school moves to woodman I will be unable to drive my kids to school and forced to bus them- which is worse for everyone involved. The proposed third scenario of K-5 at Canyon Meadows and 6-9 at Robert Warren will alleviate crowding issues at allow students to easily transition to a middle school close to their existing program in the strong Spanish cultural community of Canyon Meadows.
- The Spanish program has been an incredible CBE program that has offered a unique learning experience for our children that is small, close knit, and thriving within the Canyon Meadows community. Having 3 children in the program the current location is not only viable; it is the only way this program will work for our family. Maintaining the program structure within a 1 block radius supports a community feel that allows for transportation, accessibility, mentoring between programs, educational visits between the three schools, and continuity. To relocate the middle school breaks up this community and creates chaos and stress for the families involved. Should this happen we would seek to put our children into a private school closer to our home that keeps them on the same campus long term and alleviates our transportation and timing concerns.
- The Spanish program in Canyon Meadows works great the way it is. We were through the turmoil of possible change a few years ago before Eugene Coste was added. At that time, we were told to expect that the 2 elementary schools would change to K-6 and Robert Warren would be 7-9. We prefer this (as in scenario 2) instead of having to relocate the program as in scenario 1. There are many ties to the community with all 3 schools within walking distance. There is also a lot of concern regarding losing the culture that has been built at Robert Warren if the program moves and is mixed with an English program. Looking at the projected numbers, it does not make sense that the Woodman home area program would have to move out if the school adds French Immersion (since it has fewer numbers than if Spanish was added). In either scenario, the French Immersion program moves. It seems to disrupt the least amount of students if French Immersion moves to Woodman, the Woodman home area stays where
- The Spanish programs at Canyon Meadows, Robert Warren and E.P. Scarlett all help to promote community. It helps with community engagement at large. I think by uprooting the Spanish program and putting in a French program will negatively affect the community as well as the children in their transitions from school to school. It's not the language but rather the duration of the people who come into the community stay in the community. We live in Woodbine but we have community memberships to both Canyon Meadows as well as Woodbine. We sled and skate and spent quite a bit of our time in Canyon Meadows as we feel connected to both neighbourhoods. The buddy systems the elementary have with the other school is so helpful. Having our children who are in different schools but within the same community is also very helpful when arranging childcare. From a cost point and logistic point of view I can't see how uprooting the Spanish program and moving it to another school in order to put an already
- The topic of keeping specialty program schools in close vicinity to each other was not a topic brought up in this survey. The beauty of the Spanish program is that Canyon Meadows, Robert

Warren, and Dr. EP Scarlett are within walking distance. Eugene Coste is not far away and can easily be bused to Canyon Meadows or Robert Warren and can walk to the other school if there was ever a true "community of Spanish" day. The scenario which has been discussed with great enthusiasm at Robert Warren and Canyon Meadows is the K-5 and grade 6-9. This is a wonderful option as it allows the middle school to continue, minimizes the amount of changes on the children and families, and continues to keep the "family of Spanish Schools" together. I think that many families who have only young children are nervous of having them attend a 'junior high', but if these parent were informed of the benefits and drawbacks of both a grade 6-9 and grade 7-9 then a better (by being more informed) decision can

- The value of having our language based program contained in a single community is immeasurable. It has fostered such a sense of belonging between the grades as they are able to be involved with students younger and older throughout their school career. The parent groups (general and band) have dedicated considerable time and efforts to accumulating significant resources to support and enhance our program. The importance of having a single track program when you are dealing with a second language is considerable. The Spanish culture currently fostered in our school would be difficult to maintain in a larger school with multiple programs.
- There is a strong community between the 3 Spanish Bilingual schools in Canyon Meadows. Many families have moved to the neighbourhood because of the opportunity to take advantage of this program while also having community school. For a fair number of those families, the value of 12 grades of school in the same community is actually the highest value, not the language alternative program. The language program is the bonus. Breaking this school relationship will also have detrimental effects on the community, as families switch programs to attempt to stay closer to the community, or leave. Until October 14 of this year, all communication from the CBE with regard to this program to our community (both within and outside the school) was that it would be in Canyon Meadows. When we went through a consultation process 2.5 years ago with regard to capacity at Canyon Meadows school, there was no mention of concerns around capacity at Robert Warren - in fact we were all assured that there
- There is currently no reason to make any changes to Canyon Meadows School/Eugene Coste School/Robert Warren School Spanish programs in the 2017/2018 school year. With the current situation all 3 schools would be well under 80% capacity. For that matter Robert Warren could run as a 6-9 school for at least 2018/2019 and 2019/2020 years and still be under 400 students – even if not one student leaves the program over the next 3 years. With the addition of all the new schools opening, a 6-9 grade configuration at Robert Warren would be feasible for all future years. In addition to removing the stress on the children, families, and community, this would eliminate the expenses of adding additional gym equipment to Canyon Meadows Elementary for at least the next 3 years (or ever) – while Calgary gets through this recession. Grade 6 students could continue at Robert Warren with the benefits of the band program, sports teams, drama and other options available to them. I ask that
- There is so much of the population in Area V that is in the deep south and would appreciate a decreased commute to middle/junior high schools - especially those offering alternate programs.
- There should be a designated French Immersion-only school for grades 5 through 9 in the southeast that corresponds with Sam Livingston. With the potential growth of both the science and French programs in the city, it makes no sense to put them both into one school - as suggested in scenario 2, group 1, for Area V. Lastly, in scenario 1, group 2, Robert Warren would be a dedicated French Immersion school for grades 5-9; would this not make an ideal transition location for the French Immersion students attending Sam Livingston? (i.e.: Are the boundaries for the 3 groups set in stone, or can there be some flexibility to allow for more viable options and alternatives?)

- There was not mention of the impact of young children attending school with much older peers in a very different stage of social development and maturity. I have worked in a school where grades 5 and 6 attended the same school as grades 7-9 and I was extremely concerned about the behaviour and language they were exposed to. I do not think this in any way is beneficial for children and needs to be seriously considered.
- This CBE program has created a community of continuity and creative, culturally infused education that is thriving in its current locations. The proximity of the 3 schools makes it easy to have three children in the various stages and we love the mentor ship and leadership that is fostered by the inter-school relationships that have been built. Moving the middle school jeopardizes this community and would make it unmanageable to have children in the three grades.
- This process is causing massive stress on children and parents in a very stressful economic time. Our children are going to bed in tears. So many of the students that are currently in the Spanish program will not continue with Spanish if it is moved to Woodman. It's just too much further. We moved to Canyon Meadows so that we could have Spanish from K to 12. The stress of taking this away now is just too much for our family. Please just leave the Spanish in Canyon Meadows. We cannot afford to move again and Woodman is just too far away, we can't afford the extra commute or bus fees. We have a wonderful community within our school. Please do not rip this apart. Woodman is just too far for children to travel and they won't go, they will go elsewhere and our children will lose their friends. As mothers and fathers we have built a support system over the years, we need this especially now.
- This Spanish program has become so popular that ever few years ... maybe you need this program in more than one school in the South Calgary? First, it's difficult when kids moved into "Jr. High setting in grade 5!!" now you want to move the same kids again ... for us, it's WAAAY too far to bus. As it is, bussing takes an hour (or more on the way to school). This is awful, my poor kids spend more time on the bus then at home with all the after school activities. So if you want to destroy the bi-lingual community, move the kids again :-
- This survey doesn't address key points that were stated repeatedly in our information sessions, and not recorded by our moderator. During the session, I addressed this, saying "Excuse me - you haven't written that down" - more than once - and these were issues every parent in the room was concerned about. It appears these comments and concerns have been dismissed, as they don't appear anywhere in this survey. The concerns not represented are (1) the proximity of schools within the same program, allowing children and their families, to progress through a program with ease and limited disruption as each child graduates from elementary, to junior high, and to senior high. Having all of the Spanish program schools within blocks of each other allows for the children in a family to share the same bus (on the same schedule, at the same stop), to walk together to school if they live in Canyon Meadows, or to be driven to school by one parent - not two parents trying to rush in different dir
- We along with hundreds of other families over the last 13 years have made financial sacrifices to move into Canyon Meadows for the schooling. We have created a community. Please to not rip our community apart. This process is causing massive stress on children and parents in a very stressful economic time. Our children are going to bed in tears of worry. So many of the students that are currently in the Spanish program will not continue with Spanish if it is moved to Woodman. It's just too much further.
- We also support the option of making Canyon Meadows Elementary a K-5 school and having Robert Warren a grade 6-9 school to help manage the numbers. We moved to Canyon Meadows so our kids could participate in the Spanish bilingual program. We would like to see the three schools in our neighbourhood remain Spanish bilingual.

- We bus to Canyon Meadows from Lake Chaparral for Spanish - to bus all the way to Woodman for Spanish would be too far - we would discontinue Spanish. Option 1 to move Spanish to woodman is moving both the French and the Spanish - it makes no sense to cause this much disruption and stress in the lives of children. Please just leave the Spanish out of the moves.
- We chose Chinook Park as our "forever" community, having moved from Altadore. A huge part of this decision was the fact that our kids could walk to school and not spend time on school or public transport. Both parents in our home work full-time meaning our 3 children (2 currently in public school and one that will be going to public school in 2018) would have to rely on CBE or public transportation with Scenario 1. The 45 min-1 hour EACH WAY wasted on the bus cuts into impacts the time they will need to wake up (cutting into their sleep/rest), and the time left to play and do homework time after school time - these are things that should not be sacrificed in children's already over scheduled, busy lives. We do not see the value in supporting the CBE when these factors are not of paramount importance in the CBE's decision making.
- We have children that attend the French Immersion program and are thrilled with it. We believe that isolating that program will build an even stronger sense of French identity. Our main concerns are if the program will be moved again once other schools are available and travelling time.
- We have had our children in the Spanish program since they were in kindergarten and we live in the community and now for my child's 9th grade if scenario 1 is chosen she will have to be bused to another community. We don't understand the logic behind moving this whole Spanish program and I will be very unhappy if my child has to move schools!
- We have just gone through this process...we planned our lives around the results of the last moves - why are you doing this to us? Please just leave the Spanish program where it is. Woodman is too far away.
- We live where we do, mortgage and all, in order to be close to this amazing school system of Canyon Meadows, Robert Warren, E.P. Scarlett. Why is the CBE considering these changes? It seems Scenario One will do much more damage than good. Why mess with a good thing?! I feel the impending changes are really stressing out the community. Such a bad time to be stirring the pot. CBE should do the right thing and leave the schools in Canyon Meadows as they are. The Spanish program is outstanding and not to be messed with!
- We love the Spanish program as is. We commute to the schools in Canyon Meadows - but we cannot afford the extra commute nor could we afford bus fees.
- We moved to Canyon Meadows over 10 years ago because of the schools in the area. You can walk to an elementary, Jr. High and High School. Then the schools became Spanish Bilingual which was fine with us as that's a bonus. Now to have our kids need to be bussed or driven instead of walking is heartbreaking. Please choose Scenario 2 or we will be switching schools and possibly not using the CBE anymore.
- We really feel strongly about the importance of keeping the Spanish bilingual community together, Canyon Meadows, Robert Warren and EP scarlet students all near each other so they can continue to work together. There is a sense of community there that will be lost if the Robert Warren kids move to Woodman. There are a lot of families as well that live in the Deep South that would pull their kids from the Spanish program if it were to move to Woodman. We'd also like to see the Spanish bilingual school stay solely a Spanish bilingual school. There is definitely concern that if it were to be divided again, that the kids wouldn't all come together in the school. For example there will be activities for the "Spanish program" kids or vice versa that the other kids / families won't attend, and there will be a divide in the school. Moving the Robert Warren to Woodman would mean that
 - a. A lot of kids would be going to different schools and parents would no longer enrol their kids in the Spa

- We support the possibility of having a K-5 program instead of a K-6. We do not support the 5-9 middle school model. Robert Warren is in need of a modernization. A lack of modernizations and frequent changes in the program and locations of the program have caused us to seriously consider leaving the Spanish program. Does the CBE have plans in place to support students who leave their alternative program and attend their neighbourhood school?
- We were extremely disappointed to hear about the drastic move being proposed for the Spanish Bilingual program, to move from Robert Warren. It is difficult to believe that there is not a more reasonable solution to the challenges currently being faced by the CBE. A separate note, I also believe that Grades 7-9 option for children at Robert Warren would work really well and would be far better than having Grade 5s, who in many cases, would be challenged to move at that age, but to consider having them now grouped in with a school the size of Woodman, in a school with a higher proportion of students in Grades 7-9s, is a very unsettling thought. If the consideration of putting learning and students first, then it is hard to imagine that this would be a solution. At the engagement session, every parent expressing their opinion strongly felt that K-6 would be an excellent choice - versus the alternative. Thank you for involving parents in this major decision.
- We would like to support scenario 2 with the change that the school is a grade 6 to nine or stay as it is. We'd also like to see the school stay an exclusively Spanish school and not add a regular program again. It would, be very inconvenient to have some kids in Canyon Meadows and some in woodman vs. Robert Warren. I feel like things are being judged on the number of students currently attending, but there will be a shift in who will still attend he Spanish program once things are decided and parents may choose to enroll their kids in a school closer to home, instead of taking them to woodman. We live in Braeside and my kids already sit on the bus for 45 min just to get to Robert Warren. There will be traffic in the mornings on elbow and we feel, this will make the ride even longer. We would like the grades and schools to, stay where they are, so, that we don't have to disrupt kids' community and routine!
- When we moved into Canyon Meadows there was an English track in all three levels of school. When the Spanish program moved into Canyon Meadows Elementary we were promised that there would always be an English track. Within a few years we had Spanish bilingual only. When our daughter was school aged we decided that we would put her in the Spanish program so that she would be able to attend the neighbourhood schools from K-12. Now you are considering changing to a completely different language program, which she will not be able to attend. Not English, which we would settle for, but French, which she would not be able to enter at this stage in her education. Many people have moved into this neighbourhood because of the Spanish program, and many others chose to put their children in the program so that they could attend school in their own community. To me, the fact that the CBE is considering yet another change to the schools in this neighbourhood shows a completed disregard for t
- While I understand that individual school capacities are an important factor to this issue. If it helps to make a Scenario 2 decision, consider an alteration to Scenario 2: Canyon Meadows be Spanish Bilingual K-5 and Robert Warren be Spanish Bilingual 6-9. Perhaps any capacity/enrolment issue relative to the Spanish Bilingual program can be alleviated with this adjustment. Our Family moved to the community of Canyon Meadows specifically to "plug" into the Spanish Bilingual opportunity which Canyon Meadows, Robert Warren and, in part, Dr. E.P. Scarlett provide. Please keep our community, families and children together.
- Why change what it working at Canyon Meadows/Robert Warren now? Why disrupt what parents/students are familiar with, with a move that seems costly and drastic? I am very content with the alternative/Spanish program at Canyon Meadows and Robert Warren. For those who are no longer zoned in these schools but children still attend because of older siblings, it is great to see the students growing up together/attending school together and moving between

classes/grades each year. It is wonderful to see the Spanish alternative program gaining so much attention and interest the last few years!

- Why does this survey not consider minimizing the disruption to children? The absolute top priority should be the children and providing what is best for them. Moving the Spanish program to Woodman would cause a great decrease in the Spanish program enrollment - it is just not feasible for families to go that distance. This move would be maximum disruption to the children in the Spanish program from K through to 9. So sad to see that this is a consideration. Our children are stressed by this.
- Why is there not option for the Fairview French Immersion program to be moved to a single track school? Isn't it the fastest growing program, won't you need more space and have to move the FI program again? Plus with a single track school the FI students could speak French more often and consistently.
- Will CBE consider opening another Spanish program in deep south Calgary?
- Your video shows increased growth in the schools, but is this taking into consideration the current economic situation and the fact we will likely have people migrating out of the province due to lack of employment? It would make sense that the whole Spanish program experience K-12 be in one community versus being spread out in the SW. People base their housing decisions on the school programs they wish their children to attend. Frankly, it is upsetting that every few years parents have to fight to keep the program in the location they have chosen for their children.

Harold Panabaker School (pg. 77 –86):

- 1. The biggest concern is related to whether the current teachers will move with the French program or not. Currently, the teachers of French Immersion at Harold Panabaker are great teachers therefore I would like my child to be able to continue having them as teachers going for Robert Warren and. 2. Another big concern is that apparently none of the offered scenarios will allow my child to have enough options/extra curriculum activities available at a new school (including team sports). Currently, my child has got a variety of options/extracurricular activities to choose from and is able to participate each year in teams sport and compete. I believe that these concerns should be considered carefully and in the first place before adopting any new school scenarios. Otherwise, the move will lead is a great risk that the level of education will substantially decrease with the move. Also, there should be more transition time offered to kids/ parents to be able to adapt to the changes.
- Add the number of students attending Harold Panabaker
- After going to several information meetings, it's still not clear to me why it would make sense to split Harold Panabaker into two smaller schools. The current school is functioning well and is not overcrowded, and also offers to the students a variety of options, as well as the opportunity to interact with students of various backgrounds in different programs (French immersion and regular). With some of the proposed scenarios, we would end up with two schools at half capacity (one for regular program, one for French immersion).
- As a staff member who is currently away on a teaching exchange, I'm finding this process very stressful. I'm not sure how much information I'm actually getting and I'm unsure as to what will happen with my position moving forward, as a teacher who teaches French Immersion students in English (though I do speak French). In principle, I think the proposed scenarios are beneficial for students, but I am worried they will greatly affect me and that I will have no input or recourse. I am also concerned that I may not be able to say goodbye to my students, whom I promised to return to.
- As mentioned at the open house, I think it would help if CBE shared a ten year plan with families so there could be trust in the system that these changes in schools and programs won't keep coming up again in future years. Distance from home is a major factor as it also helps students

develop friendships more easily outside of school when their school friends are relatively close by.

- At one of the community forums, it was mentioned that doing nothing is not an option, yet Harold Panabaker and Woodman are only 2/3rds full relative to instructional space - meaning there is time yet. Another option is to wait 1-2 more years before implementing and see how the trends go. With current economic climate in Calgary, there is limited likelihood of an influx of new people into Calgary and more likely an exodus. This is VERY disruptive to kids and should not be undertaken unless absolutely necessary. There are no critical situations described. Schools at 95 or 100% capacity are critical. Not schools at 2/3rds described as nearing capacity. Use this great detailed work as the building block but do not force this disruption on kids in 2017 or 2018.
- Both scenarios for Panabaker FI involve changing schools to single track. I worry about the extracurricular and option availability and quality for a single track alternative school as it's like the icing on the cake for my kids.
- CBE has already made their decision on what they are going to do. Why are these surveys being sent out now? They should have been sent out when the new schools were being built. Parents do not have a voice in this process and this is extremely poor planning on CBE part.
- Currently late French immersion is only offered at Harold Panabaker. Will this be changing when the French immersion school moves? We live close to both French immersion schools in group one but this doesn't help if no late immersion program is offered.
- Don't really care what happens in Panabaker, it all sounds terrible
- Even though I'm just a kid, these moves are very stressful for us they can lead to really HIGH stress levels. Please don't make me move!!!
- First my comments pertain solely Group 2 within the scenarios. They should not be interpreted as supporting either scenario with regard to Group 1 or Group 3. You ask how I/my student/my community are affected; only Group 2 pertains to me. You ask for the single most important factor, yet do not offer it as a choice. The most important factor for Group 2 is ensuring that the schools are right sized for the programs in them for as long as possible. Perhaps that is encompassed by 'programs move as little as possible'. FI programs have been shuffled multiple times in the recent past. Looking at the data you propose in Scenario 2 putting a current FI population of 275 into a school for 855 but don't provide any information on where kids are coming from to bring the future population up to 440-460. Conversely you indicate that for scenario 2 you'd cap enrollment for Spanish at 150 k/1 kids per year, but only indicate you'll have 275-300 kids in g7-9 : $150 \times 3 = 450$ kids; Scenario 1 you c
- French immersion is best if it's in its own school, provided all current options are available.
- From a personal view I want schools close to home. From a community view a worry that by placing alternative programs on their own it undermines the community school system, generates elitism, and removes diversity in the schools.
- Harold Panabaker School has a hard won reputation and excellent teaching staff that have built and elevated the French program and established strong relationships with the community. Moving the children to a new school with a staff that doesn't currently provide a French program and is outside the community (for many of the children that attend the school) is a mistake. If you have to move the program, keep it close and at Woodman, don't send us all the way out to John Ware School. My children walk to school, I moved to the neighbourhood for that reason. Moving schools and teachers all the time makes it very difficult to build relationships with administration and that's a critical component.
- I am concerned about the changes to the French immersion program schedule. The schedules at Robert Warren and Woodman schools are quite different and will affect our children's extra curricula activities. The decreased number of students at either school will affect school teams and programs.

- I am hopeful that the decisions made regarding school shuffling are thoughtful, focused and above all logical. I sincerely hope that teachers and strategic thinkers are behind these moves as a large number of students and family lives will be impacted.
- I am in band at school, and I'm worried that if I move schools, I won't have the options I currently have, like band. I also want to be able to have sports teams and before and after school activities like: cross country, volleyball, basketball, etc. I love the teachers that I have now and don't want them or the school to change.
- I am profoundly disappointed that "maintaining school culture" was not listed as a key factor for CBE to consider when making these changes. Also, yet again, an option/scenario 3 has not been listed for Harold Panabaker School. CBE suggested that this would be considered. Clearly, it has not been considered to the point that it has been listed as a viable option for students and parents. Alas, our family begins the process to move our one remaining child out of the CBE system. You folks may want to start considering doing exit interviews for those families who leave CBE and do interviews for the many disenchanted and disillusioned parents who feel forced to 'stick it out' with an unaccountable and non-transparent organization like the CBE.
- I believe that there could be a third scenario where Harold Panabaker stays as it is while moving the Silverado students (7-9) to Woodman rather than moving the entire French Immersion program to another school. I also believe as a parent, who is very involved at Janet Johnstone that the projected numbers of students moving up for the next 5 years is greatly inflated as there is currently no room for growth for the French Immersion program at that school as it is currently over capacity. Even taking the maximum numbers you have for Harold Panabaker home area and the French Immersion program, leaving the school as dual track will still leave 45 spaces as the capacity is 615, the total would be 570. With moving the Silverado students to Woodman, it will give Woodman a total of 230 students with the maximums you have given and would keep a regular program for home areas students at both schools. It also would leave Woodman with a higher number of enrolled students than you were willi
- I don't think any move should be made until the impact of the Silverado school opening is fully realized. All of these students leaving Panabaker will most certainly impact these scenarios, and it would be extremely unfair to move this group of students twice. Also, there should be some kind of partnership with Calgary Transit to ensure students in the communities of Cedarbrae and Oakridge do not have to take more than one bus to school.
- I have 2 children in French immersion at Janet Johnstone. I like them being in a mix of learning solutions (French and English). Offering both an English and French helps fill the school and the bussing routes to these schools. When we segregate, the transportation would become too costly to schedule and implement.
- I have a comment that applies to both proposed scenarios. It seems that in both scenarios, Harold Panabaker school is split, with the regular program staying there (about half of the current students), and the French immersion program (half of the students) moving to a different school all by itself. So we end up with two schools now at half capacity (about 200 students each). I don't see how that makes things any better, since the budget allocated to each school is based on the number of students. So both of these schools would have to operate on half the current budget. This would also drastically limit the opportunities for options and extra-curricular activities such as sports team, etc.
- I hope that the students in current grades can be kept together, and ensure that they have the programming, space to grow within the school and funding to support the school as the current school my child is in is over capacity and the system needs to address that need.
- I personally think this is the trashiest idea you guys can make. It's absolute garbage! I have friends in the English program too you know! You need to think of a better idea than this because this is just ridiculous, I don't want my parents to pay anything to the CBE of this move is to

happen! I want to stay at Harold Panabaker School because I just got there and want to stay! I am a student who takes PUBLIC TRANSIT because the school bus is not an option! Currently, I only have to take ONE BUS because the stop is within walking distance, however, if you guys decide to make this piece of garbage happen, me and my friends will have to take 2 Buses! I want to stay with my friends in the English program, I hope you know that you are ruining friendships and causing ridiculous unnecessary moves to kids and their schools, I will also part ways with man

- I really don't like the idea of single track schools. I think dual track is very valuable. Also, from Woodman's perspective - and any school with the regular track - I believe these should be kept in their community. This of us in "specialty programs" should expect to have to make some concessions.
- I really want to go to Harold Panabaker because my sister goes there now and she says the teachers are really good. Also, I like the options and activities there. Please keep it how it is.
- I think it is absolutely ridiculous that students from Silverado are designated to Harold Panabaker. We pass by TWO junior highs on our way to Panabaker. The CBE needs to take more time and care to utilize schools appropriately to address the populations in nearby communities. Specialized programs should be designated to schools AFTER community students have been designated to nearby schools. If a school is already full with local students, then that alternative program should be placed at a different school. I am fed up with a system that charges fees for 'public' education and that is more concerned with looking good and offering fancy options for people who are too cheap to send their kids to private schools. The focus should be a quality free public education for students. If the CBE spent less time trying to fund expensive bussing to programs that have little subscription (IE Juno Beach) then perhaps more money could be put towards individual schools, and fees wouldn't be so high
- I think it only fair that children should be able to attend their local area public schools, therefore both regular and alternative programs should be offered in same schools, so children do not need to be bused out of the community. Currently my children cannot attend our community school as it is designated only for an alternative program.
- I want to make sure that late French immersion remains (grade 7 entry).
- I would like the option for Panabaker to remain as is to be considered.
- If scenarios are provided with the rationale and supporting data it may be easier for the parents to accept
- If this change takes place to the French program at Harold Panabaker my child will have been in 4 different schools by grade 7 and we have not moved. This is not fair to these children to continue to be shuffled around between schools. It doesn't help in establishing a community in the schools when children are constantly moved.
- Is it possible for Woodman to be a French and English program school? If not- then I advocate for either French to stay at Panabaker, or be moved to Woodman. Moving to Robert Warren is absolutely not workable for my family.
- It is important to me that the school still provides good sports teams with coaches that know what they are doing and can coach me what I need to know.
- It is very concerning to see the French program leave Harold Panabaker School. The school has a wonderful culture and excellent feeling with a good group of teachers. Creating this chemistry is difficult and it's a shame to sacrifice it unnecessarily. Moving the French immersion kids to Woodman and then moving the English Woodman kids to Harold Panabaker doesn't seem very logical. That being said, our family lives in Chinook Park and would not want to see our children have a long commute to Robert Warren School. Preserving the culture at Harold Panabaker is the preferred option, and moving the French immersion program to Woodman would be the next best, as many of the Chinook Park students live in the neighbourhood. Schools should be a place

to build community, but when students come from so far and wide because schools are a single program does not make a lot of sense. Creating more schools with dual programs will allow more children to go to school in their community.

- It seems students are being moved to balance numbers in some way, while taking no account of the learning communities that are being disturbed. Offering students diverse programs and rich options is very important to Calgarians. Individual school communities and learning environments should be carefully considered before changes are made to provide continuity and stability to students and their education. Many dual track schools provide incredibly engaging learning communities where students learn about diversity and work together to reach common goals. Narrowing options to two "random", unconnected groupings for people to vote on makes it feel all the more as though the very different learning communities involved are not important or being considered. We hope you will listen to people (staff, students and parents) from each of the actual schools involved and consider making changes that positively impact learning in these unique communities.
- Leave Harold Panabaker as is - it is functioning effectively on a dual track, is at a good capacity, offers great options, extra-curricular and it is not fair on the students to move them within their 3 short years, especially as they have just gotten used to their new school, a new language, new friends, etc. All the schools with capacity issues should be looked at, but Harold Panabaker should be left alone, as it is a wonderful model at the moment. Don't ruin a good thing!!!!
- Leaving the French Immersion at Harold Panabaker is ideal - they have developed a great culture and have set up the program to accommodate the grade 5 - 9 French Immersion exceptionally well. If change is needed to accommodate an increase in English only students, Woodman is large enough to add more English. putting only the French Immersion in that great big school makes one wonder what other community programs are going to get mixed in with the children in order to fill up the building is a concern. If it is absolutely necessary to disrupt so many schools and so many programs, then moving the French Immersion to Robert Warren is a better fit. If the choice is to move the French Immersion to Woodman, our family will be leaving the program as Woodman does not work for us in any way, shape or form. Very sad given both our children and our family have been committed to the French Immersion program since they each were 3 years old and first started attending school. Our choice when buyin
- Moving and bussing kids from city core locations to the outskirts and more suburban areas of the city is against the building up principal. This would be the worst and most disappointing result of the new schools opening. Closing inner city schools to make way for suburban sprawl is not intelligent planning. Building up our communities and enabling more walking and less bussing should be considered a top priority. Combining French and Spanish is a terrible plan. I'd like to see both French and .English at Woodman
- My daughter attends the French Program at Harold Panabaker. She is in Grade 7. I planned a move to a different area of the city at the end of Grade 6 so she would be a) close to her school and b) won't have to move again to another school until Grade 9 is complete. She is comfortable at Harold Panabaker, comfortable with taking the short transit there and excited about the programs offered at the school and this change has added a level of anxiety for her that I tried to avoid in the first place. There should be a grandfathering option so existing students can complete their years there without moving them. These changes are unfair to parents that plan ahead for their kids and at no time during the open houses and conversations I had with the school leading up to her enrollment was this brought up. I did attend the Open House that was in October as that was the first I heard about this. I don't like how the options are either moving to Woodman or Robert Warren. There is no stay the sam
- My daughter has liked being at Harold Panabaker and has both English and French friends, and we don't live in the area the school is in. It is a shame that we didn't hear about this sooner and

more notice wasn't given to parents as we may have tried to move into the community as she won't see her friend anymore going to the school in the French immersion program. Very disappointed as not having more notice about these changes. Seems that there was a lot of sudden decisions put upon us with no notice.

- My daughter is in grade 8 and would like to finish junior high at the same school that she started junior high at. This situation has caused a lot of stress for the students as well as for the parents and administration. Harold Panabaker is an excellent school with great admin and a great student population as it is. It is not over crowded. We don't want any change, at least for next year.
- My opinion: Harold Panabaker keeps French 5-9 for current zones (and keeps English preferably); Woodman stays English and Silverado students go there; Robert Warren keeps Spanish (only changes to 7-9).
- My son had to move grade 5 and 6 to Harold Panabaker which he loves now in grade 7 - and he wants to join the badminton team to move again for grade 8 & 9 is not fair
- My son in grade 7 lives 50% of the time with me, & 50% with his dad. While my house is close to both schools considered in scenario 1 & 2, he would be considerably far from his dad's house should scenario 2 come in, adding A LOT of time in the bus (definitely undesirable). No change would be even better!
- My son was very excited about being able to attend a school for his continuing French immersion education that is within walking distance from our house, that being Panabaker as we live in Southwood. If the French program is moved from there, we will likely keep him in the catholic system as bussing him to St Mathieu's is the same as getting him to Robert Warren or Woodman. We are disappointed that these two latter scenarios have been prioritized for consideration. We were really hoping for a smaller school than ST Matts and one with a French program within our home community.
- My son will be in grade 9 next year. It is of critical importance to him and our family that he not be separated from his friends (most of whom he has been in school with since kindergarten) in his last year of junior high. He is currently in the French immersion program at Harold Panabaker. We have no preference on whether the program moves to Woodman or Robert Warren. He takes the city bus because the school bus route is terrible. I suspect that he will do the same next year unless the bussing situation dramatically improves.
- No matter what happens, there is going to be a group of unhappy people. No one is going to get 100% of what they want. Some people are just going to be louder about it not being perfect. I know that there is a very organized, loud group in Area V insisting that single-track French immersion is the highest priority. French Immersion *tends* to appeal to parents who are much more involved in their children's education and there is a resulting demographic difference from regular community programs. There are many parents out there like us, parents who put their children in immersion programs who are NOT interested in a homogenous environment - parents who value diversity and inclusion. We are parents who value the experience of learning another language and how it rewires the brain - how it encourages little brains to diversify the way they think - who prioritize those things over the degree of actual technical fluency. I realize French is Canada's second language - but in preparing
- Not really, looks like you have a good start on sorting out a mess that no one is going to be 100% happy with.
- Our child was moved 2 years ago and we were assured this would be for the long term. The school, teachers, parents and children all had to adjust. They have now done that and you are moving them again. It feels like a betrayal of trust and complete disregard to the students. They have two years to go before high school and will spend the first six months adjusting which is a complete waste of time and a massive loss of learning time.

- Our children have been in the French Immersion program since Kindergarten, and we have had many different moves, and disruptions within the 10 years of our experience. At one point my children were in different schools because of the programming changes. What is of utmost importance is that my children receive the best education they can get. Disruptions and moves make life very complicated and things such as bussing times and quality of options and sports teams are VERY important to us. We do not want to see a single track system put into play and very much like to see a French immersion Middle school or Jr High further south than what is currently available.
- PLEASE, PLEASE, PLEASE DONT MAKE ME SWITCH SCHOOLS ;)
- Providing teachers with more information about what will be happening to them and the program specific school resources.
- Scenarios 1 and 2 have the French program on its own. I want to see dual stream
- Special programs require more specialized teachers. i.e.: autism
- The big concern I have as a teacher is the options and extracurricular activities that will be offered to the kids if we only have French immersion students, which would total about 300 students. We wouldn't be offering many options and may sports outside school as we wouldn't have enough kids. Lots of French immersion kids have friends in both program and love to be mixed with them during options classes. Also, these kids in French Immersion have been moving school a lot and that is not fair to them. We need to have another program combine with them.
- The CBE doesn't really care about the students and the way that it affects us, only how it affects the CBE. based on the numbers for the French program over the next five years shows that we are still within capacity to stay within dual track at Harold Panabaker. It's not just about the space but the culture and what we have built over the last few years. I am one of the original Grade 5 students that came over to Harold Panabaker and see no benefit in changes things again to fill a different school.
- The changes proposed do not make sense. CBE wishes to move the alternative programs due to less enrolment at a regular program school. Changing the boundaries may make more sense for this school but changing it to alternative programming is not the solution. You will likely lose students in the alternative programming and have to deal with other issues next year. This plan was not well thought out and no warning given to parents. My son changed schools in grade 6 and now is told he will change in grade 9 then again in grade 10. There is no benefit to him by changing schools in grade 9. The program offered will not be better and in fact will likely be worse. It will likely be further from home, meaning a longer bus ride and less options and less friends. How will this encourage him to stay in school?
- The French program has had far too many changes. By the time my daughter gets to Grade 10 she will be in her 5th school because of CBE changes made. My other daughter has just been moved into Harold Panabaker and will be there for one year before she's moved again. The Spanish students have never had to make any adjustments at all. A lot of French Immersion parents feel that the CBE is careless with the decisions made in this program and our kids are paying the price.
- The kitchen "tuck shop" is really a wonderful asset at Harold Panabaker and it would be best to be able to "move" her specifically as she is amazing!!!! And makes the school a homey warm and welcoming place for students.
- The open house, and the information available for review, did not provide answers to basic questions. An example would be whether the Panabaker French Immersion staff is moving as a group to the new school if a move happens. Students and parents in our family are happy with the staff, and this is a major source of concern. Not having answers to such basic questions is very concerning, as it suggests information is being withheld from the decision making process, or a lack of full planning and thinking of the aspects of significant changes to people's lives.

Option #3 of leaving the Panabaker French Immersion program in place should be strongly considered. This was raised by many people at the open house, as is noted on the feedback sheet for that open house. The details suggested by people about this topic appeared to address the needs of the CBE in this process, with less communities impacted.

- The regular program has been ghettoized by the situation with dual track French immersion and regular programming. Regular classes have been huge while French classes much more manageable. Students in the regular program feel like, and are often treated, like second class citizens in their own community. I'm a big fan of everybody at their community school and bussing only for communities that don't have schools yet. Save the transportation money and put it into the classrooms for everyone, not just the "special ones."
- To move the students from Harold Panabaker, (Southwood) to Canyon Meadows and then take the students who live and go to school in that neighbourhood and move them to Woodman in Haysboro really makes no sense to me. Let's try and keep them as close to their original school as possible, that makes the most sense.
- Under both scenarios what you are proposing is to leave Harold Panabaker with as few as 160 students. How is this a Junior High? How can you offer diverse options and learning opportunities? A lot of the success of HP is because it's a dual track school, that values diversity, inclusion etc. Why is it OK for HP to be only 23% full, but you can't have Woodman at 35% This is moving students around for NO REASON AT ALL. And the fact you didn't consult EMJ parents is unconscionable. They have a huge stake in this process. CBE must stop this process right now. Start over with the schools on the West side and if you need to make changes, make a much better argument for why they are required.
- Unfortunately, having been actively involved in all the discussions up to now, I truly believe that the CBE isn't taking into account their #1 core value, the Students. This clearly is a move that best works for the CBE and their student to space ratio and not how it works for the students. I do understand that there is some need for restructuring of some schools as a result of the openings of the new schools but there are so many holes in the information provided that this whole process has been extremely taxing. I don't believe that all is being considered as there are over capacity schools that have not been included on the scenario discussions and the information that has been provided to some schools is a blatant lack of respect, for example, telling Janet Johnstone school that nothing in these scenarios directly impacts them when in-fact any French student is directly impacted by these options as their next school is no longer the one they have planned for. It is clear tha
- We appreciate that the board is doing their best to manage their resources and school space appropriately. We are hopeful that our child could finish out middle school/junior high at Harold Panabaker, as the move from Janet Johnstone was already somewhat disruptive and she seems to be very settled and happy with her Panabaker experience at this time. Being that the transition to high school is just around the corner, the thought of having another move in under a year is somewhat frustrating. That being said, honestly, do your best. If a move needs to happen September 2017...so be it. Good Luck....you will meet with far stronger opinions than mine on this issue and the process can't be easy.
- We appreciate that the CBE is trying to engage parents in this decision. From the public forums, I understand that the Spanish program is upset they may need to move.... we feel that moving the Spanish program once is much better than moving the French program multiple times, and having the French program at Robert Warren is a significantly shorter commute for the many, many families south of Fish Creek, allowing for more extra-curricular and parent volunteering too.
- We have great concerns with the French program being moved into a single track school. We are worried that moving the program will limit the number of options and extra-curricular activities our children will have access to thereby reducing their sense of community and belonging within the

school. We strongly believe that diversity in student population through mixed program offerings allows for a more rich educational experience for students. The environment that our children learn in is, to us, as important as the curriculum itself. Our child was already moved from his elementary school prematurely due to program expansion and many of these students at Harold Panabaker have had to switch schools from Sundance into Janet Johnstone mid elementary school.

- We live in the community of Woodbine and our son is enrolled in French immersion. He is currently in grade 6. My son moved from Chinook Park School (his designated French immersion school up to grade 6) to Harold Panabaker School (his designated junior high school for grade 7-9) this school year due to some issues we had experienced at Chinook Park. This move has been extremely beneficial for both his development and his enjoyment while learning. It was however, not easy for him to make this transition. He's been positive and has made the best of it and has just now settled into his new environment and is succeeding in his studies and social relationships. We are very concerned and upset that the CBE has decided to remove the French immersion program from Harold Panabaker School in both scenarios offered, forcing us to move our son yet again. Upon reviewing the studies and compiled data, we see absolutely no reason for this at all. It affects my son's life and his education. Asking h
- We should have the option of leaving the Panabaker French immersion students as they are.. I have not been presented with a strong and valid reason for moving them.
- We would love to keep Harold Panabaker how it is. My child already had to move early from Janet Johnstone in grade 5 to Harold Panabaker, and now she will be moving again? She is very upset about both of these scenarios. If change needs to be made, there must be the same quality of teachers and options and extra-curricular activities available for my child. Robert Warren would be the better choice because Woodman is too far away.
- We would prefer for the French Immersion program to remain at Harold Panabaker. We would consider remaining with French Immersion at Robert Warren. We would drop French Immersion if it moves to Woodman.
- What will happen with the teachers? How will they be re-allocated?
- Would prefer to keep the current configuration, there have been too many changes already (Sundance, Janet Johnson, Harold Panabaker, ???)
- You said Scenario 3, status quo is not an option, but me and many of the parents at Harold Panabaker School are happy and think no changes should be made. What is the point of this exercise if all you want to hear is how we agree with your decisions and that this survey won't change affect what has already been decided?
- You should have a scenario to leave Panabaker as is. There is no growth challenge; everyone will fit for foreseeable future. (Your student projections don't make any sense.) How can you have a scenario that leaves Panabaker with only 180 kids? How can FI School operate with just 260 kids? Where are the options? The sports teams? You say you need to fill schools, but you have scenarios that will leave others EVEN more empty!!!. You haven't even brought EMJ parents into this discussion, which is simply wrong. Dual track schools work very well. They are diverse, welcoming learning places where kids with differences learn to work together. I have no idea why you want to create isolated programs. This will not serve students as they transition to HS and Post-secondary which will have a variety of learners and programs. You are also impacting thousands of students - all because you have some empty space at Woodman. Fill that space by adding an extra Spanish program if necessary, but don't
- You've changed schools too often already. I want to stay at my same school (Harold Panabaker) with all the other programs.

Canyon Meadows School (pg. 86- 103)

- I believe the CBE is attempting to please too many special interests. A public school system funded by tax payer dollars must follow a democratic ideal. Certainly as demographics change the system must adapt, but attempting to cater to all individuals is likely impossible. Offering choices that serve the majority of citizens, based on a community school where students may attend school within their Calgary neighbourhood, is to my thinking, a desirable goal. Thanks for providing the opportunity to have some input into this issue.
- 1. Maintaining the Spanish bilingual school in the Canyon Meadows community is necessary to the continued vibrancy and community involvement in the school. 2. Please consider an alternate scenario for the Spanish bilingual program in which grades 1-5 attend Canyon Meadows Elementary and grades 6-9 attend Robert Warren
- After going to the parent meetings there were a lot of people focused on having specialized schools close to their house. Many of these people stated that this is why they moved to the community in the first place. I think that this should not factor in a whole lot in the decision making process as eventually the children of these families will be out of school. Are these families going to sell their houses once their children are out of school? Decisions should be made so that the capability for growth is maximized as well as students should be provided with the most choices as possible.
- All I know is that if my child is moved to Robert Warren in grade 5, I will seriously consider exiting the Spanish program. They need to keep these kids at Canyon Meadows till grade 6. End of story.
- The entire Spanish course should stay in Canyon Meadows, as per the plan in the beginning. If the elementary has to be K-6, that's ok. Robert Warren 7-9 and Dr. E.P. Scarlett 10-12. Busing should continue from Auburn Bay for these schools as well.
- Another option that would work well and be beneficial to consider would be Canyon Meadows k-5 and Robert Warren 6-9. This way it keeps siblings together longer and keeps the program in the community. It is such a positive asset that we currently are able to have 3 levels of school that all work together in the Spanish program. Keeping it in the community, within walking distance for all three is an excellent learning tool to use.
- As a grandparent and a retired elementary teacher, I strongly believe that when parents choose to move to a community to enable their children to walk to the school which offers the program they desire for their children, it does more harm than good to the entire community to uproot these children requiring them to be bused or driven daily to another school. Parents lose faith in the CBE and the additional time required by children getting to and from school and the stress on parents takes its toll on families. Children, who are bused or driven to school, have a longer day and it shows in the classroom. Happy children need to be the goal and parents who are content with the choice of school they have made for their children is the key.
- As a resident of Canyon Meadows with a child in the Spanish program, my family would be greatly impacted by program moving. One of the main reasons we bought a home in the community (and the walk zone) was so our children could walk to the schools and would be first on the list for enrolment. Also, it does not make sense to spend the time, effort and money to disrupt and move a program out of a school where it is functioning wonderfully and has capacity for the grades to shift and the program to grow. With the Harold Panabaker School closer to the Woodman school, shifting the French program between those two schools will be less disruptive to the students in those areas, with them remaining closer to home.
- As a resident of Canyon Meadows with both of our children in the Spanish Bilingual program, we would like the program to remain in our community. The CBE builds schools in newer communities so the students do not have to be bussed to a school located in a different community. The Spanish Bilingual program has been in our community of Canyon Meadows for

the past 12 years. It is part of our community. If the CBE moves grades 5-9 to Woodman, our children will have to be bussed. How many CBE students living in Canyon Meadows are in the Spanish program versus how many are in French Immersion? If Robert Warren becomes French Immersion, the CBE will have taken away our community school.

- At present, Canyon Meadows/Robert Warren and Scarlett act as a mini-campus of 3 schools. They are distinct in their proximity to each other. There is a cultural vibe across these schools. Inserting a French program into the mix will serve to break that synergy. Moreover, currently all 3 of my children travel on the same bus. If the Spanish program is moved to Woodman, their buses will likely be split. The fact that my older 2 can help my youngest one off the bus and walk home together is huge to our family. Not only that, they will be adding a significant amount of time to their commute as Woodman is much further away than Robert Warren (which frankly is already very far from our home in New Brighton). Also, with Woodman being sharing both a Spanish and English program may ostracize the Spanish kids. Every aspect of the identity as a Spanish program will be diluted. How will they celebrate Spanish activities and events? Something as simple as a Spanish flyer would be construed
- Canyon Meadows Kinder-Grade 5 & Robert Warren Grades 6-9 works very well for the Spanish Community.
- Canyon Meadows should go k-6 and Robert Warren 7-9. That keeps students in age appropriate groups. Adding a regular or French immersion program is ridiculous. We signed our children up for more than the Spanish language but also for the Spanish culture. This will be lost if other programs are added.
- Combining English and Spanish program will kill the Spanish community that we built. Parents will pull their kids from the program. We were promised 2 years ago that Robert Warren would be turned into 7-9 and now we have that taken away from us along with everything our children have worked towards. Very frustrating to say the least
- Consideration should be given to children that need out of school care. Changing care can be traumatic to children as well. Some of these children have been in the same child care their entire lives and will require not only a change of school in Scenario 1, but a change of child care. Families chose Canyon Meadows for the school options available. Not only will you be doing a disservice to those families in Scenario 1, but potentially reducing property values as children no longer have all 3 levels of school within walking distance of their home.
- Could we look at K-5 at Canyon Meadows and 6-9 at Robert Warren? Seems like an alternative that should be considered.
- Even if a regular program school can't suite to have the Spanish program alongside it at least offer more languages as single classes as electives embedded into the regular program. I'd offer Spanish language etc. classes in regular school program especially in the areas where a new school is opening off it from the beginning etc.
- Have Canyon Meadows School become a K-5 school
- Have you looked into the numbers of families that will no longer attend the Spanish program if it is moved to Woodman? CBE needs to get a grasp of the numbers, is it going to be a 25% dropout, or a 75% drop out? Woodman is a pretty big school for only 100 Spanish students. Pulling the Spanish program out of Robert Warren and replacing it with French means that we no longer have a school close to our home. We moved to Canyon Meadows so that our children could walk to school K through 12. This forces us to put our children on the bus and bus them out of our community. Forcing the children of Canyon Meadows community onto the bus adds one more stressful situation and financial burden. It is one thing to pull the Spanish out, but to not even give us the option of English forces us away from our home community. Children that are already being bused into Robert Warren will have to be bused further to get to Woodman – adding ½ hour per day for the majority of children - forcing famili

- Having "other" bilingual programming such as Spanish, was a HUGE factor in deciding which school our son would begin his academic journey with! Smaller class sizes and individual attention is why we stayed from Kinder to G.1 and will all the way through! With the way information is available at our fingertips; we are bridging the gap that generations before us struggled to do. We are making learning fun again!
- Having k-6 in the same school for the Spanish bilingual program would be great for us as we have 3 kids who will attend this school, and thereby be together in the same school longer.
- Having my two children in the same language system is a wonderful advantage to learning and providing structured instruction is extremely important. The leadership between the schools is above and beyond and we are going to have leaders coming out of the Spanish Bilingual system. Having the schools close together provides leadership among the children and the teachers can better communicate to support these kids. This is a strong community because of the development and programs they offer within. I did not have these options in rural Alberta and wish I had this growing up. I feel these kids have an advantage of staying together and creating community for life. If this gets separated, we are only hurting their future and taking away the opportunities we want as teenagers and adults. The infrastructure is amazing and funding within is very strong. Let's not break something that is not broken, and try to enhance it.
- Having my two kids in the Spanish bilingual is an amazing opportunity and something I was never allowed living in rural Alberta. All we had was French, and Spanish is a growing language and something my kids will use for the rest of their lives. Having the 3 schools close allows the kids to grow as a community and also provide direction and leadership between the kids at each school. This creates community and trust among the children and mentor-ship with for the kids. We have a serious issue with lack of continuity and this program creates that for parents and the children as they grow together. We are trying to build future structure and this has all of it. The kids have the ability to get involved with many programs and the instruction is better than all the other schools I have seen. Seeing the kids grow together is a wonderful opportunity and helps to strengthen the learning they are doing going forward. They can share experiences and help to guide each other as they grow, and av
- Having our child in a secondary language school is an amazing opportunity, but with living in the SE of the city it means bussing to the SW. Currently he is on the bus for approximately 40 minutes each way to and from school, with moving the junior high school further north to Woodman it's adding a lot of extra time sitting on a bus for those students that are in the SE quadrant of the city. In addition it would be nice for those kids that are in grade 5 and 6 to maintain an elementary type of setting instead of trying to jump into a junior high setting so early with changing classes and teachers constantly throughout the day. Having the two elementary schools go to K-6 would be nicer option for the kids.
- I am a parent of children in Canyon Meadows School and Robert Warren School in Calgary. I have been following the engagement process for the decision making for the schools in Area V ever since we found out in October that our Spanish may be moved out of our community. I understand that you do not make the immediate decisions with regards to the Calgary Board of Education - however, I do believe that you should be aware of the colossal waste of tax payer money at this time. It has been a frustrating and extremely stressful time witnessing this process waste our tax dollars and simultaneously add to the stress of our community. Removing the Spanish program from Canyon Meadows (and putting it into the Woodman school) does not address any of the key principles in a positive manner: Minimizing disruption for students, moving the Spanish program from Robert Warren to Woodman, as well as moving the French students maximizes the disruption for our students. Why would CBE move bot
- I am a strong believer in community based education where a child can receive a quality education within their own neighbourhood. Understanding the CBE is catering to a diverse group

of citizens, I believe we still must limit the available choices in a public school system. Choices based on secular demographic majority and official languages. Special needs programs for those students struggling with adverse physical or mental needs should also be provided. Families having needs outside of those parameters may have to seek alternative solutions outside the public system.

- I attended the session held at Robert Warren in October and ALL parents felt the same way. I don't understand why scenario one is even being proposed; it's very disappointing. There is a sustainable option for the Spanish program without uprooting our children out of Robert Warren. There was a great turnout which should prove to you we are invested in our child and the schools they attend. I hope you truly take our feedback when making decisions.
- I believe having students in the Spanish program for k-6 would help solidify the language skills being developed. I think it's a wonderful idea to keep the elementary grades k-6 together longer, before having to make the jump into a junior high setting.
- I consider reasonable the consideration of a Scenario 3 where Canyon Meadows is K-5 and Robert Warren 6-9. So they can attend High School in EP Scarlett remaining within the community at all times during the student's school life and within the Spanish Bilingual Program.
- I didn't realize, until my son started Junior high in grade 5, what a good idea it was. By grade 5 it is a very good idea to move the kids out of their comfort zone, I am glad the CBE made this change. As my daughter reaches grade 5, I think it would be a real step backwards if she were to stay in elementary school.
- I don't agree with Scenario 1 for Canyon Meadows School. It's just making us- parents- more stressful to find child care for 2 children going to 2 different schools in 2 different neighborhoods, and adding more transportation that it's not necessary at this time. I am very upset about the whole situations. It's been mentioned and promised before (3 -4 years ago) to us that Robert Warren will welcome the kids from Canyon Meadows and Eugene Coste, what happened to that plan? Why are we changing once again. Introducing Scenario 1 it's unbelievable and unacceptable.
- I feel strongly that smaller kids should NOT be piled in with older kids (example woodman scenario 1); that the Spanish bilingual program shouldn't be diluted to fill woodman; the cost of mixing programs is losing the strong Spanish culture and feel of Canyon Meadows/Robert Warren. Also many families planned their lives around location of schools & many are already bussing their kids a long distance-bussing them further seems wrong; & others who bought homes in Canyon Meadows, believing that their children would be within walking distance of schools. Please take into account all of these points and listen to the people, it's not always the best solution to look at only capacity & how to fill up schools with fewer students; this is short-sighted & harms the CBE's reputation as a trusted education provider.
- I firmly believe that the third option of a k-5 at Canyon Meadows and 6-9 at Robert Warren is the best solution for everyone particularly the students. It allows the students to remain in an elementary setting for a year longer and doesn't create the crowding issue at Robert Warren. I believe this is the best option and would like this opportunity to be discussed.
- I have a good teacher.
- I have been following the engagement process for the decision making for the schools in Area V ever since I found out on October 14th that our Spanish may be moved out of our community. It has been a frustrating and extremely stressful time. Why are so many of our concerns that we brought up at the engagement session not included in the "dialogue" results? It is frustrating to read the "dialogue" when so many of our concerns that we brought up at the engagement session are not included. Why is this? It is also frustrating that the "dialogue" is not communicating the amount of stress that the Spanish school families are going through. It does not convey the fact that community of Canyon Meadows has been built around this Spanish program for over 15

years. We have a wonderful and strong school community with children now in all three schools in the Spanish program. To remove the middle school from this scenario is going to tear us apart. Why is 'Minimizing the disruption

- I know that many of the newer schools are all moving towards the K-4 system. But I do not like this. It puts too much responsibility on little 5th graders. It also throws 11 year-olds with 14 year-olds, which I believe exposes them to ideas beyond their age too early. We live in Canyon Meadows, and we chose the Spanish bilingual program in part because we knew our girls would be attending two schools within our community, (Robert Warren, Scarlett). When we didn't get into Canyon Meadows elementary, we were very disappointed. But we were willing to give Eugene Coste a try if it meant that our children would eventually make their way back to our community in later grades. It is very disappointing to now find out that junior high might still be a commute, and who knows whether or not our high school will stay within our community. I also think it's short sighted to assume that the interest in the Spanish program will continue to rise indefinitely. With these new schools opening, I think I
- I like having access to students in the elementary and high school in the same community, scenario2 supports this. If the English kids are mixed with the Spanish kids than negatively affect the culture we have adopted as our own. I like how the assemblies are in Spanish but if there were English people than we couldn't do them in Spanish.
- I like my friends staying together
- I like that we can walk to watch shows and do stuff at Robert Warren. I also like that the kids from Scarlett come to do games and read with us. It is also nice to ride the bus with my older sister and have the same holidays.
- I like the idea of the Spanish program moving to Woodman as there will be more room and opportunity for students, however I'd like the Spanish program to remain capped and go k-5 or 6 for elementary and 6 or 7-9 for Jr High, especially if the Jr High regular program at Woodman is staying 7-9. Woodman regular program should not have to move to another school.
- I love my school and am super upset that I could lose my friends and have to sit on the bus longer than I do now. I don't want to mess up the awesomeness of Escuela Canyon Meadows! I want to study Spanish at Robert Warren. I am sad that you are trying to change things too much.
- I really like the idea of Canyon Meadows going to K-6 and then having Robert Warren 7-9. I believe that would be the best scenario by far!
- I recently moved my grade 2 child into Canyon Meadows School specifically for the Spanish program and its location. I liked the fact that she would go to Robert Warren in the same neighbourhood. It is part of a bilingual community of Spanish and it would be nice to keep it that way instead of switching to the French school. The community and program are thriving and I think it should stay that way.
- I think it's a good idea to have Canyon Meadows School go to grade 5 and then have Robert Warren be grades 6-9.
- I think it's important to keep kids in elementary school longer than grade 4. We've experienced the transition to middle school with one of our children who is a very good student, and she struggled. Grade 5 is not included in many of the extra programs at the school (such as extra-curricular sports), and they've been moved from Elementary school at the point in time in which they are mature enough to shine as leaders. A strong community has built up between Canyon Meadows School and Robert Warren School. Having both schools dedicated to the Spanish Bilingual program ensures a strong cultural aspect to the learning. In addition, many families have moved to Canyon Meadows specifically because of this strong school community. Removing this school relationship from the community will not only impact the students, it will impact the entire community. Finally, please consider alternative grade configurations for Canyon Meadows and Robert Warren if a different split is required to address

- I think it's a big waste of money to move Spanish program from Robert Warren to Woodman and creating French program here. Leaving Spanish where it is makes the most sense. Many families, including my own, moved to the neighbourhood because all 3 levels of school are Spanish bilingual and all are within walking distance. Switching Robert Warren to French immersion will force lots of people to move programs, boards or moving out of the neighbourhood. Students out of the neighbourhood were aware of the need to travel before they signed up for the program.
- I think that Canyon Meadows should be k-5 and Robert Warren should be 6-9 :)
- I think the K-5 scenario is also a good solution for Canyon Meadows School.
- I understand that there is also Scenario 3 which I would support. The MOST important thing is that the Spanish Bilingual program retain the continuity it has between the three levels of schools. It has taken many years to build the Spanish Bilingual program with many, many families busing from the far SE quadrant of the city. If the program moves further north there is a very real possibility that program will not survive. Many of these families are already facing very long bus rides and are simply not willing to make it even longer. These families also have alternatives with new schools recently opening in their neighbourhoods.
- I understand the capacity issues with Canyon Meadows and Eugene Coste being K-6 and feeding into Robert Warren as 7-9. I believe another alternative of CM & EC being K-5 and Robert Warren 6-9 would be a better option. This would address the capacity issues and have all 3 schools at the ideal 80% capacity that CBE aims for. My children as well as their friends are experiencing unnecessary stress wondering if they will have to go to Woodman as it is far from siblings and friends they know in both the elementary and high school. I have tried to ease their concerns and am putting full trust in the CBE to keep the Spanish program together. I believe a move to Woodman would affect the Spanish program negatively. It would cause more problems trying to expand a program that is already having difficulty finding quality staff. Keeping the middle school at Robert Warren would naturally cap the program and it would be easier to fix current issues and keep the quality and sustainability of the Spanish program.
- I want to go to Robert Warren next year not Woodman and keep the Spanish in one school close to my sister at Canyon Meadows and all on one bus
- I want to say that I would like to Stay longer at Canyon Meadows school I can be there for my sister and play at the playground with our friends and be close to our home
- I will be great to open a new Spanish bilingual school in the SE close by to new communities such as McKenzie Town, New Brighton, Copperfield, Auburn Bay, Cranston, Mahogany etc). Five schools were open in our area none bilingual.
- i will pull my children from the Spanish program to my new community school if it is moved from Canyon Meadows. We have already had our lives largely impacted by the boundary changes that were implemented a few years ago. It's been a huge struggle and we have already planned a move back into Canyon Meadows boundaries. Our bus ride would be way too long if the middle school is moved and I will not do this to my children
- I would be very happy if my daughter could stay at Canyon Meadows till grade 6
- I would like a cohesive community for my children. They have done well in their schools and I would like to see that continue.
- I would like my child to stay at Canyon Meadows School till Grade 6. Thank You
- I would like to learn more about the Woodman facilities. My opinions could possibly be swayed depending on the programs and facilities being offered at Woodman and the opportunities my child would have if Scenario 1 was selected vs Scenario 2.
- I would like to see a K-5 scenario
- I would like to see Canyon Meadows be a K-5 school and Robert Warren a 6-9. I feel like keeping these little one's together as they move to middle school is helpful for their transition into older schools.

- I would like to see the Spanish Bilingual schools stay in Calgary. I would be on side with Canyon Meadow going to grade 6 and Robert Warren starting at grade 7. I'm am not in favour of more French schools.
- i would like to stay K-6 because i love my teachers, principle and other students that i go to school with. It will be hard for me to adapt to another school. I'd also like to go to school with my younger brother. thanks
- I would much prefer the Spanish program to stay in Canyon Meadows within the scenario 2. It seems very silly and ill logical to move the grades 5 to 9 or grades 7 to 9 Spanish from Robert Warren and then move IN a different language program.... this to me seems very counterproductive for bus transportation and for children living in the community. Simply stated place the other language program into Woodman.
- I would prefer that Scenario 2 be chosen to maintain our community of learning between all 3 Spanish program schools in the South (K-12 in a radius of a few blocks from each other). I would strongly encourage the CBE to consider a grade configuration of K-5 at the elementary level (Canyon Meadows and Eugene Coste) and 6-9 at the middle school (Robert Warren) to address some capacity issues and, at the same time, keep our community together.
- I've been reviewing the Scenarios, and in attempt to look at it objectively from the CBE standpoint, it is difficult to understand where the benefit, for the CBE is, in Scenario 1. All kinds of disruption and moves - of two different programs to move, sounds like quite a costly endeavor (as a taxpayer - that is concerning!) and secondly for the end result of Scenario 1, administering two programs - and further - elementary/junior high under one school, seems that it will be either more costly, less efficient - or it will be of less quality in comparison to the amazing quality of program we currently have now. From my standpoint, it is also very concerning to send my son, when he's only in Grade 5, to a school comprised of a majority of Grades 7-9 students. Thanks for your consideration on this matter.
- If the Spanish program at Eugene Coste/Canyon Meadows and Robert Warren can be reworked by changing the grade levels at Canyon Meadows and Robert Warren (scenario 2), I do not understand why they cannot be factored of the equation. The amount of uproar and stress scenario 1 is causing not only the parents but the students, is completely unnecessary. Also, I personally believe that if a child is to learn a 2nd language to the point of being bilingual at the end of grade 12, they need to be immersed in that culture; they are less likely to communicate in the language being learned if they are hearing and speaking English throughout the day. I do not believe grade 5/6 should be in the same school as grade 8/9's. They are not on the same level mentally or emotionally and should be allowed to be children.
- If Canyon Meadows scenario 2 is chosen for K-6 then there doesn't seem to leave enough kids left at Robert Warren for scenario 2 of K 7-9. If Canyon Meadows and Robert Warren will both have additional space, why keep Spanish Bilingual at Eugene Coste also?
- If the need to move Canyon Meadows kids to either Woodman or Robert Warren, please keep it purely a 7-9 Jr. High. Kids staying together all through elementary is so beneficial, especially at a young age.
- In reality both Scenario 1 & 2 are not the optimal choices for Canyon Meadows and the Spanish stream. I believe another scenario of having Canyon Meadows and Eugene Coste change to a K-5 structure and Robert Warren change to 6-9 would be best suited for the program. My whole family including my children are stressed and anxious thinking about the middle school moving to Woodman as it introduces as huge obstacles such as transportation issues, timing for after school activities and also being far away from the Spanish community built within walking distance between Canyon Meadows, Robert Warren and EP Scarlett. I'm not sure I would logistically be able to juggle children in Canyon Meadows and Woodman and might have to pull my children out of the Spanish program. I would also hate to see the program suffer as I see the

point of moving the middle school to Woodman would be to expand the program. I believe a natural cap would benefit the program more as there are already staffing issues

- It is extremely undesirable to consider moving our graduating grade 4 students (9/10 year olds) to an extremely large middle school combined with grades 7-9 in a different program. The possibilities of negative student interactions, difficult transitions and students getting "lost" in the system are too high. It is important to foster the sense of community and flow of transition we have currently between grades 1 through 12 by keeping the schools within walking distance. It is more cost effective and efficient to share bussing to the elementary and middle schools. It is important to families to have synchronized school and vacation schedules. It is also desirable to maintain a single stream administration to address the unique learning environment of a second language and to truly be an international language academy at the middle school level.
- It looks like, logistically, moving the Spanish program Grades 5-9 from Robert Warren to Woodman, would increase congestion around the Heritage/Elbow Drive corridor. The area is already very busy.
- Keep the Spanish bilingual program going, but K-6 may be better.
- Keeping the Spanish program in Canyon Meadows from k-12 makes sense in building a strong community. The new schools scheduled to open in other communities serves purpose for students being able to attend schools in their communities, the Canyon Meadows community should not have to sacrifice this purpose for the new schools.
- Like many people now living in this neighbourhood, we relocated our family to Canyon Meadows when our daughter (who is now in grade 8) started kindergarten, after we fell in love with the Spanish program and also with the idea that our children would be attending school in the community until at least grade 9. We now have two more children currently attending Canyon Meadows School. It seems like a perfect scenario, and it really has been. Having EP Scarlett offer the program also in the neighbourhood, made it all even better. All three schools work together. Kids walk to and from each school for various programs. Kids from the high school mentor at both the elementary and middle school. Teachers work together. Families get to enjoy an experience that is all too unique these days where kids get to go to school close to home for 13 years, and enjoy a great program on top of it all. This has transformed and revitalized the neighbourhood, again, making it all even better. As people
- Looking at the big picture: what is best for students when we are looking from a holistic point of view? What is best for their mental, physical, and intellectual well-being?
- Mixing programs is the biggest concern to me, mainly on learning efficiency, quality control and staffing. It is much easier to establish an environment that is consistent and engaging students better learning experience. Everything seemed second considerations.
- Moving the Spanish middle school farther away from the Spanish elementary and high school would be a very bad decision for multiple reasons. The most important being that currently all three schools are within walking distance to each other. It builds so much confidence in our little beginning Spanish speakers to have the older kids walk to their school and be their "buddy". The little kids look up to them and look forward to when they will be able to do that too. Moving the middle school farther away means even more time tacked onto an already hour long bus ride for my kids (one of whom is in a wheelchair). We would have even less family time because they would be leaving earlier and getting home later. We put up with the current distance because it is important that our children learn a second language and if scenario 1 happens and they move we may have to consider moving them out of the program. Part of the charm of attending the Spanish school is really being able to experience it
- My biggest concern is class size and school utilization. I do not want so many children in the school (regardless of grade configuration) that class sizes are too high or the kids miss out on regular physical education and/or music class. It is very important for there to be extra "space" in

the school and not have a class in every nook or cranny just so you can fit more children into the program. We were at Canyon Meadows when the enrolment was over 500 children and that was simply too many children. We had over 70 children (3 classes) in an area that was meant for only for 2 classes. It was always too noisy, too much movement, just not an ideal learning environment. Under scenario 2 CBE would have Canyon Meadows go K-6 with a total student population between 450-475. Pushing that 500 number is not a good idea, and I believe it will result in additional discussions in a year or two because of frustrations with class sizes, school crowding/instructional space, and loss of access

- My children are enrolled in the Spanish program and I am very concerned about the changes suggested. We are proud of the community we have built in Canyon Meadows, having 3 levels of schools within walking distance of each other. This provides the students with the ability to be able to learn and share together at all grade levels. If the middle school was moved to Woodman, this would poorly affect the relationships that are built between these schools. The busing would be affected negatively for parents and the culture that we have chosen for our children would be interrupted by having an English program alongside the Spanish program. Scenario 1 does not work for our program, our children, our community and our families.
- My family has already had huge impacts as Auburn Bay was re zoned out of Canyon Meadows School when my son was in grade 2 (in grade 4 currently). We liked the school and the program and are potentially moving to solve the bus problem and are quite concerned about Robert Warren switching from Spanish bilingual to French immersion. If scenario 1 is selected we will not attend Woodman and will have to look at removing my kids from the Spanish program in which they are both thriving.
- My issue isn't with keeping my kids in the same schools so much as keeping them on the same bus. If my kids have to travel on different busses at different times, and my older children can't walk my youngest child to and from the bus, then keeping my children in the Spanish program may no longer be viable. In that case, I may have to move both of my younger kids to a different program where they DO travel together on the same bus.
- My name is XXXXX and I am in kindergarten at Canyon Meadows. I don't want to ride on the bus. I want to play with my friends after school and I don't want to miss them.
- No comments really except I find the survey format to be limiting. For example, when asked to choose the most important or least important issue, I am limited to only one selection. This is unfortunate because in reality there are a variety of considerations going into my choosing a scenario.
- Option 1 - absolute disruption in the lives of the children of the Spanish program - we are settled in our community and option 1 would have most of the students leaving the Spanish program for other options, ripping our community apart. Option 2 - no disruption to our Spanish program children
- Our daughter is currently enrolled in Canyon Meadows School. We have attended the community engagement sessions as well as parent council meetings and have made a substantial effort to fully understand both the decision making process and the available options. Like many families that live in Canyon Meadows we chose this community so our children could attend school close to home. Canyon Meadows is one of the few communities in Calgary where children can walk to school K-12. As children we were both forced to attend schools far from our homes and we specifically sought out a community where our child does not have to go through the same dislocation. Option 1/K-4 would have our child put on a bus that takes her far from family, friends, and home. This is unacceptable. It is completely unacceptable to remove children from a community that provides a superb K-12 program with a vibrant and close-knit cohort of friends, parents and teachers. It is unacceptable for our daughter to spend an

- Our family chose Canyon Meadows School specifically because of the Spanish program and location, meaning the Jr. High and High School would all be located in Canyon Meadows. We do not live in Canyon Meadows so have chosen this school which is out of the way and an effort to get to because of the location, culture and language program. We could have chosen our designated schools within walking distance. We have had to re-locate to a new daycare program which provides transportation and we are not interested in carrying on with this school after grade 4 if the Jr. High is moved over to Woodman. We also feel strongly that an elementary school should be K-6 and almost didn't chose this school because it only goes K-4 however we were told that it would be changing to K-6 by the time our sons would be affected. I have not heard any real positive stories from other families whose kids go to Jr. High in grade 5. To me their mental and emotional capacities are not yet ready to be in the sam
- Our family would also be in favour of a third scenario of making Canyon Meadows a K-5 school and Robert Warren becoming a grade 6-9 school. The Spanish program in Canyon Meadows is something unique to have all three schools in the same neighbourhood. The sense of community you get from the crossover of three schools from different buddy and mentoring programs is something that would be difficult to lose. Scenario 1 does not promote less disruption to families and children and keeping siblings together for longer. It would also put more strain on the bussing system. We are fully in favour of keeping the three Spanish schools in Canyon Meadows therefore Scenario 2 is our choice or the third scenario mentioned above.
- Please consider a third option: Canyon Meadows/Eugene Coste - K to 5, Robert Warren - 6 to 9. This scenario minimizes transportation issues arise as bussing is already set for these schools, keeps our community of schools together (and siblings attending different schools in close proximity), keeps all 3 schools at a manageable capacity (no over or under capacity issues).Thanks!
- Please consider alternative grade configurations for Canyon Meadows and Robert Warren required to address any capacity issues. Keeping children in elementary school longer is better, which is one reason why I'm in favour of scenario 2. However, I think it is grade 5 that is at a real disadvantage in the current middle school grade configuration. Grade 6 seems more integrated. A scenario that includes K-5 at Canyon Meadows and Eugene Coste and 6 to 9 at Robert Warren would work very well. When the CBE started the Spanish Bilingual program in Canyon Meadows with a plan to have grades K to 12 in the same neighbourhood, there must have been a goal of creating a strong school community and a strong relationship between that school community and the wider neighbourhood. Well, it worked! This is a great place. Many families have moved to Canyon Meadows specifically because of this strong school relationship and how it interacts with the neighbourhood community. Removing the strong sch
- Please consider an alternate scenario for the Spanish bilingual program in which grades 1-5 attend Canyon Meadows Elementary and grades 6-9 attend Robert Warren. Maintaining the Spanish bilingual school in the Canyon Meadows community is necessary to the continued vibrancy and community involvement in the school.
- Please don't send me to Woodman. I am scared that I may lose friends and I will be far away from my sisters at Canyon Meadows. My mom says I might have to take a bus and would have to walk to the bus stop alone and I am scared to be alone. I don't think I will speak as much Spanish and can't see my buddy from EP Scarlett. I want to go to karate and piano but my mom is worried she can't get us there on time. Please don't send me to Woodman. I would be really sad about the move.
- Please keep Robert Warren Spanish
- Please keep the Canyon Meadows School and Robert Warren with Spanish, our kids feel very sad if they attend other schools. These two schools stay closer is very good for a family with more than 2 kids, bussing or drop/ picking up kids are very convenience. Please!!!!!!

- Please keep the Canyon Meadows trifecta of campuses. It works and it is perfect for kids being able to walk to school! And learn their Spanish program the whole way through!
- please keep the fully functioning trifecta of Canyon Meadows k-4 (or K-6) and Robert Warren 5-9 (or 7-9) and Dr. EP Scarlett 9-12! This system works and should not be affected!
- Please keep the Spanish bilingual program in Canyon Meadows...including Robert Warren, Canyon Meadows elementary school, and EP Scarlett. The junior high could be grades 7 to 9 ideally, but other options are acceptable as long as the Spanish program stays in Canyon Meadows. Thanks
- Please keep the Spanish program at Canyon Meadows, going from k-6, with middle school at Robert Warren, finishing off at E. P. Scarlett. The culture and enthusiasm for the program exists now in the schools in amazing spirit, moving the program to a new school, mixed with the current English program at Woodman is a huge step backwards. The resentment from students and families of the Spanish program at Woodman will be like the beginning days at Canyon Meadows. The English program vs. The Spanish program. Students, facility and parents worked hard to build the community our students are fortunate to be part of now. It took time to get to where we are. Moving the program to Woodman is a huge step backwards, it will take 5 years to replace that sense of belonging. Students & families will leave the program if there is not the sense of belonging and acceptance, the Spanish program students will be the small minority. Please don't make the 2017-2018 Grade 5 students the guinea pigs
- Quality of instructional offerings, strong leadership and academic focus are not mentioned in the survey, but are definitely something our family would take into consideration. The novelty of alternative programming should not take precedence over planning for continuity and making use of the teaching community's strengths. While we have chosen to send our children to an alternative program, and accept that this requires a sacrifice of convenience in location (over our community school), we would not want to make further sacrifice in terms of quality of learning, exceedingly long bus routes or loss of program continuity in order to learn in Spanish.
- Regarding the Spanish Bilingual programs and options presented: There are several issues with both scenarios that I would like to comment on regarding the options presented and currently available. A) Canyon Meadows will be at and most likely past an optimal capacity under the k-6 scenario. I support changing the grade configuration to k-5 to have more space for kids to learn with less noise level. My oldest son attended when the school was over 100% capacity and there were many problems that arose which I would like to avoid and NOT in favor of. B) As a parent of a student also at Robert Warren I am more concerned with both scenarios specific to this part of the Spanish Bilingual program. I know that for 10 years Robert Warren has been on the list of schools for modernization. It is not designed as a middle school and we have been advocating for that school to get properly modernized to fit the population. As of a year ago, it was taken off the list and is now currently being put on
- Scenario 1 does not meet 3 of the 4 Key Principles for the students in the Spanish Program. Scenario 2 however, does a better job of meeting the 4 Key Principles for this Program. Scenario 2 minimizes the disruption for Students and Families in the Spanish program and allows the wonderful school community that has been built between these schools to continue to flourish. The Spanish program in Canyon Meadows was chosen by many families, first because of the amazing schools and also because of the relationships that have been built between these schools. Having the 3 schools so close together has given many opportunities for the older children to bridge with the younger grades. High School buddies from Scarlet to Canyon Meadows, trips to Robert Warren for the younger grades, trips to Scarlet from the grades 7, 8, 9's. Scenario 1 takes the middle school piece and moves it away - effectively "breaking" the school community that has been built here. Scenario 2 keeps cohort groups of student

- Scenario 1 doesn't benefit anyone. All it does is ruin the Spanish program that we as a community had built for years. Leave the Canyon Meadows/Robert Warren schools be. We can be left out of all shuffling. We dealt with this 2 years ago and thought we had a plan for the future, now you are changing your minds again. It is not fair to us. Having an English and Spanish program in the same school will divide the children and the children in the Spanish Program will lose all the feeling of being fully immersed in the culture that they experience in Canyon Meadows. We chose to put our children in a Spanish School, not a Spanish Class in their spare time. We want to continue with what we have been promised. Had we known this was going to happen we would not have enrolled. Please don't touch the Spanish Program.
- Scenario 2 is not applicable in 2017 due to space restraints, but if done in stages...2017 should be Eugene Coste and Canyon Meadows K to 5 and Robert Warren 6 to 9 2018 should be Eugene Coste and Canyon Meadows K to 6 (with cap applied if needed) and Robert Warren 7 to 9. Scenario 1 is an absolute mess! Destroys everything that has been built and adds lots of stress on busing and commuting.
- Scenario 2 is the best because I am able to spend more time at home with my family.
- Scenario 2 is the best option for both the Spanish and French programs in that they each get their own school. One of the main issues is removing the Spanish program from Robert Warren is that putting the Spanish Grade 5-9 students (especially the Grade 5-6 students) in a much larger school with a traditional Grade 7-9 stream is not in the younger students' best interests. There are parents who have stated they will pull their kids out of the Spanish program if this happens. Woodman is too large of a school for students that young. Our family will seriously consider doing this, even if it means we have to move. We would look for a K-6 school, as this is what we would prefer. We are disappointed in the CBE, as the discussions about the Spanish program a few years ago indicated the CBE's desire to have both Canyon Meadows and Eugene Coste as K-6 and Robert Warren as the designated 7-9 school. Why is the scenario of K-5 not even being discussed, when a few years ago it was part of the plan for t
- Scenario 2 is the best option offered at the moment. Would even consider Canyon Meadows K-5 and Robert Warren 6-9. I am a parent of 2 children that have been enrolled in the program since kindergarten. Let's think about the kids at the effect all these moves would cause in them. They have grown knowing their school, friends and teachers; already sending kids 10 years old to a middle school is a big change. Changing the program to a different location may cause a mayor disruption. Let's invest in modernizing our schools (Canyon Meadows and Robert Warren), it is IMPORTANT to keep our schools within the community. My kids seem to enjoy and benefit from their buddies coming from the other Spanish schools in Canyon Meadows. One of my kids is under an IPP. He needs stability and structure. He has got it from his school and staff. If Scenario 1 proceeds, this option would not match our needs as parents and would seriously consider withdrawing from the program. Moving our older kids to a school far from the actual location (Robert Warren) means logistic
- Scenario 2 will work extremely well for myself and my children. We live in Canyon Meadows. I would be thrilled to have my son continue at Escuela Canyon Meadows until Grade 6. I would be very disappointed if we were to lose the middle school in our community. Having the schools in close proximity to each other is of the utmost importance. The schools are within walking distance of each other. At this point, children are able to move between schools to volunteer and participate in organized activities, such as plays and performances, which promote a level of comfort, especially with the elementary level students.
- Scenario 2 works best because I enjoy walking to and from school and taking the bus or driving pollutes the air.
- Scenario two supports several of the key principles of the CBE as outlined in the document titled "Area V Scenarios", namely: Minimizing disruption for students (e.g. students in the Spanish

Bilingual program). Ensuring students can attend schools as close to home as possible (e.g. students in the Spanish Bilingual program). Additionally, scenario 2:• creates academic and social environments that are more age appropriate for students (e.g. K-6 and 7-9 versus 5-9 for children in the Spanish Bilingual Program).• Minimized travel time for students • Maintains single track programs, therefore significantly enhancing the language programs.

- Scenario two supports several of the key principles of the CBE as outlined in the document titled “Area V Scenarios”, namely:• Minimizing disruption for students (e.g. students in the Spanish Bilingual program)? Ensuring students can attend schools as close to home as possible (e.g. students in the Spanish Bilingual program). Additionally, scenario 2: creates academic and social environments that are more age appropriate for students (e.g. K-6 and 7-9 versus 5-9 for children in the Spanish Bilingual Program), Minimized travel time for student, Maintains single track programs, therefore significantly enhancing the language programs.
- Student safety before student education. Teachers and school administrators think education comes first and safety is somewhere down the line. Managers there are too many and they get paid way too much this is taking education away from the students. Maintenance of the schools is lacking. More funds towards maintenance, less management frees up a lot of cash for this.
- Suggestion of Scenario 3 - to consider Canyon Meadows as a K to 5 bilingual program. Ideal scenario considering the school infrastructure and resources.
- Support other feedback about keeping continuity of Spanish programs in Canyon Meadows (i.e. scenario 2). Have two children that we plan to enroll in Spanish bilingual program in September 2017 & then in 2019. Decision on where to live was influenced greatly by location of Spanish programs. Thank Yolo for opportunity to comment.
- Survey questions are too ambiguous. It's not that Scenario 1 will really "not work"...but that it causes too much disruption in a program that we have worked hard to build. I do not see any advantages with Scenario 1 for our program and for our family I see many problems and headaches ahead if Scenario 1 is chosen. So much so that I may choose to actually home school 2 out of 3 of my kids. Also, it is unfair to try to pinpoint the most or least important factor. This is our children's education, the foundation of learning - not just a location issue!
- Thank you for the survey. There was a strong clear sentiment on this issue at the Oct. 18th engagement session. I believe strongly in the community and incredible program being offered in Canyon Meadows - with a location that can benefit from synergies like buddy systems between the elementary, high school and junior high. My family made life choices (including house purchase) because of this incredible program the CBE has offered. We considered the program in the Catholic division as well. The drastic changes being proposed are making me question the credibility of the CBE, but I am hopeful that through all of the feedback, thoughtful consideration, that a solution can be found to the challenges presented. Thank you
- The CBE should consider that due to Calgary's economic situation that there could be a large body of students leaving the Spanish Bilingual program as they may move areas or leave the City. Speaking with other parents, many would prefer to have middle school start in grade 7-9. This will have Canyon Meadows School from Kindergarten to grade 6. Children already being bussed could move to other Spanish Bilingual schools leaving open spaces for those in the community with priority. Having only 2 or 3 classes per grade vs the 4 classes per grade will maximize this opportunity. Many students seem to drop out of this Alternative Language Program by grade 6-7. Perhaps a survey would assist in the decision making process as to who will be returning to Robert Warren next year. Children are and families are far better off keeping the Elementary and Middle School Spanish Programs within the area as this keeps continuity and a. Closer community and network with the students and educators. There are
- The fear is going over capacity by going K-6 at the Spanish program schools, therefore affecting the space available at the two affected schools. Keeping the volumes capped will allow for the

program to flourish without impacting the music program, learning meadows and those important features at the schools currently.

- The most important factor for me is class size and the number of students at the school - if an option involves cramming kids into every available space, and using staff rooms and gyms as "classrooms" I do not believe it is viable, whatever the other benefits are. For me, it is most important to maintain a comfortable learning environment where students can thrive and teachers are not overburdened. I would love to have a K-6 option at Canyon Meadows School, however it appears that such an option would result in overcrowding, both at Canyon Meadows and at Robert Warren, which makes it a poor choice (unless the numbers of incoming students are capped more severely).
- The possibility of having a K-5 program instead of a K-6 is also appealing for our family. I do not favour the 5-9 middle school model, so a K-5 or K-6 model is more attractive. Robert Warren is also in bad need of a modernization. I attended Robert Warren as a student many years ago, and was disappointed to see that it looks so run down, dirty and unkept. Our children deserve better. They spend many hours a day in a school environment. Current research shows how important the learning environment is to student success. It seems as though many alternative programs end up in the older buildings that require improvements. This is disappointing to those of us that choose such programs for our children. A lack of modernizations and frequent changes in the program and locations of the program have caused us to seriously consider leaving the Spanish program and returning to our community school. It is a shame the CBE has not been able to be more pro-active with these issues.
- The scenarios do not tell the benefits of one school over the other. For instance, are the facilities at Robert Warren better than at Woodman? If one school's facilities are better than my opinion could be swayed a lot for the better school. I have not been to either of these schools but my kids will be going to one of them. All this entire issue is built on seats per grade. What a horrible way of determining what is best for our children. I want to know which school is better. How old are the schools? Is there asbestos in the school? Does the roof leak? What are the different facilities like; gym, science lab, art studio, industrial arts, drama room, computer room, etc... See this is way more important than "we can fit this many kids in a class room".
- The Spanish program is working and popular. I believe the kids would benefit doing k- 6 with play grounds and being able to just be kids and then move on to 7-9 together. The difference between elementary and junior high is so much different so no one is growing up too fast! Keeps everyone that has invested with in the community of having all school close together gives everyone stability which is very far and between these days.
- The Spanish programs at Canyon Meadows, Robert Warren and E.P. Scarlett all help to promote community. It helps with community engagement at large. I think by up rooting the Spanish program and putting in a French program will negatively affect the community as well as the children in their transitions from school to school. It's not the language but rather the duration of the people who come into the community stay in the community. We live in Woodbine but we have community memberships to both Canyon Meadows as well as Woodbine. We sled and skate and spent quite a bit of our time in Canyon Meadows as we feel connected to both neighbourhoods. The buddy systems the elementary have with the other school is so helpful. Having our children who are in different schools but within the same community is also very helpful when arranging childcare. From a cost point and logistic point of view I can't see how uprooting the Spanish program and moving it to another school in order to put an already
- The topic of keeping specialty program schools in close vicinity to each other was not a topic brought up in this survey. The beauty of the Spanish program is that Canyon Meadows, Robert Warren, and Dr. EP Scarlett are within walking distance. Eugene Coste is not far away and can easily be bused to Canyon Meadows or Robert Warren and can walk to the other school if there

was ever a true "community of Spanish" day. The scenario which has been discussed with great enthusiasm at Robert Warren and Canyon Meadows is the K-5 and grade 6-9. This is a wonderful option as it allows the middle school to continue, minimizes the amount of changes on the children and families, and continues to keep the "family of Spanish Schools" together. I think that many families who have only young children are nervous of having them attend a 'junior high', but if these parent were informed of the benefits and drawbacks of both a grade 6-9 and grade 7-9 then a better (by being more informed) decision can

- There is currently no reason to make any changes to Canyon Meadows School/Eugene Coste School/Robert Warren School Spanish programs in the 2017/2018 school year. With the current situation all 3 schools would be well under 80% capacity. For that matter Robert Warren could run as a 6-9 school for at least 2018/2019 and 2019/2020 years and still be under 400 students – even if not one student leaves the program over the next 3 years. With the addition of all the new schools opening, a 6-9 grade configuration at Robert Warren would be feasible for all future years. In addition to removing the stress on the children, families, and community, this would eliminate the expenses of adding additional gym equipment to Canyon Meadows School for at least the next 3 years (or ever) – while Calgary gets through this recession. Grade 6 students could continue at Robert Warren with the benefits of the band program, sports teams, drama and other options available to them. I ask that
- There was not mention of the impact of young children attending school with much older peers in a very different stage of social development and maturity. I have worked in a school where grades 5 and 6 attended the same school as grades 7-9 and I was extremely concerned about the behaviour and language they were exposed to. I do not think this in any way is beneficial for children and needs to be seriously considered.
- This process has been unbelievably stressful to the Spanish bilingual program families. Please do not move the program out of Canyon Meadows. Our family has just purchased a home in CM to be closer to the 3 schools - moving the program will have a massive negative impact to our family and community. There is not a need to move the program - please do not move Spanish in order to accommodate the French program - find a better solution. Leave Canyon Meadows and Eugene Coste at K-4 (move to K-5 or K-6) if necessary, keep Robert Warren at 5-9 or move to 7-9 if necessary and leave E.P. Scarlett as our high school.
- This process is causing massive stress on children and parents in a very stressful economic time. Our children are going to bed in tears. So many of the students that are currently in the Spanish program will not continue with Spanish if it is moved to Woodman. It's just too much further. We moved to Canyon Meadows so that we could have Spanish from K to 12. The stress of taking this away now is just too much for our family. Please just leave the Spanish in Canyon Meadows. We cannot afford to move again and Woodman is just too far away, we can't afford the extra commute or bus fees. We have a wonderful community within our school, please do not rip this apart. Woodman is just too far for children to travel and they won't go, they will go elsewhere and our children will lose their friends. As mothers and fathers we have built a support system over the years, we need this especially now.
- This survey doesn't address key points that were stated repeatedly in our information sessions, and not recorded by our moderator. During the session, I addressed this, saying "Excuse me - you haven't written that down" - more than once - and these were issues every parent in the room was concerned about. It appears these comments and concerns have been dismissed, as they don't appear anywhere in this survey. The concerns not represented are (1) the proximity of schools within the same program, allowing children and their families, to progress through a program with ease and limited disruption as each child graduates from elementary, to junior high, and to senior high. Having all of the Spanish program schools within blocks of each other allows for the children in a family to share the same bus (on the same schedule, at the same stop), to

walk together to school if they live in Canyon Meadows, or to be driven to school by one parent - not two parents trying to rush in different dir

- To help manage numbers we also support having Canyon Meadows School become a K-5 school and having Robert Warren become a grade 6-9 school. We bought a home in Canyon Meadows because we wanted our children to participate in a Spanish Bilingual language program. We would like the three schools in Canyon Meadows remain Spanish bilingual.
- We absolutely want Robert Warren School to remain Spanish. Our children currently attend Escuela Canyon Meadows and are looking forward to continuing their Spanish program at Robert Warren. We moved to Canyon Meadows specifically for the Spanish programs offered in the community elementary and Jr High schools. Perhaps CM moving to K-5 and Robert Warren moving to 6-9 remaining Spanish is a possible scenario. Please keep Robert Warren Spanish bilingual.
- We along with hundreds of other families over the last 13 years have made financial sacrifices to move into Canyon Meadows for the schooling. We have created a community. Please to not rip our community apart. This process is causing massive stress on children and parents in a very stressful economic time. Our children are going to bed in tears of worry. So many of the students that are currently in the Spanish program will not continue with Spanish if it is moved to Woodman. It's just too much further.
- We bus to Canyon Meadows from Lake Chaparral for Spanish - to bus all the way to Woodman for Spanish would be too far - we would discontinue Spanish. Option 1 to move Spanish to woodman is moving both the French and the Spanish - it makes no sense to cause this much disruption and stress in the lives of children. Please just leave the Spanish out of the moves.
- We chose to send our children to Canyon Meadows to ensure they had the opportunity to be a part of a community school system. Canyon Meadows to Robert Warren to Dr. EP Scarlett. The close proximity allows for a tight knit community of schools. Siblings split between the 3 schools are able to travel to school together with ease. Having the middle school move to Woodman would add stress to parents, children and Southland transportation. Volunteerism is a huge part of the schools as they are right now. Buddies benefit all the children from grade 1 all the way up to high school. Moving the Spanish program to Woodman would be detrimental to the program itself. The staff have worked hard to submerge the children into the Spanish culture as well as the language. I am wondering if another scenario has been considered in order to keep all 3 schools at a manageable capacity. Canyon Meadows & Eugene Coste K-5 and Robert Warren 6-9. I hope our concerns are heard. Thank you
- We have based our housing decision on where our kids go to school. It is disappointing that the school board tries to move the program every few years. It makes sense for a K-12 program to be in one community allowing for continuity and collaboration amongst the three schools.
- We have been asking to modernize Robert Warren for the past 10 years so I strongly feel that moving the Spanish program to another school is unacceptable.
- We have just gone through this process...we planned our lives around the results of the last moves - why are you doing this to us? Please just leave the Spanish program where it is. Woodman is too far away.
- We love the Spanish program as is. We commute to the schools in Canyon Meadows - but we cannot afford the extra commute nor could we afford bus fees.
- We love the Spanish Program. Our children will remain in the program if scenario 2 is adopted for Canyon Meadows. The Spanish program is wonderful and popular. Why isn't there an elementary/ 5-9 school offering the program in the SE part of Area V? FYI - Woodman school is too far for our kids too bus. They already spend 80 minutes or more a day on the bus, Woodman would add another 20 minutes to their bus time.

- We moved to Canyon Meadows as it is one of the few communities where all schools are within walking distance; there's a community culture and Canyon Meadows should be a model for other districts to follow; also, a reason why each year, enrollment is typically limited to students that walk within the community.
- We moved to Canyon Meadows over 10 years ago because of the schools in the area. You can walk to an elementary, Jr. High and High School. Then the schools became Spanish Bilingual which was fine with us as that's a bonus. Now to have our kids need to be bussed or driven instead of walking is heartbreaking. Please choose Scenario 2 or we will be switching schools and possibly not using the CBE anymore.
- We support the possibility of having a K-5 program instead of a K-6. We do not support the 5-9 middle school model. Robert Warren is in need of a modernization. A lack of modernizations and frequent changes in the program and locations of the program have caused us to seriously consider leaving the Spanish program. Does the CBE have plans in place to support students who leave their alternative program and attend their neighbourhood school?
- We would like to propose a third scenario in which Canyon Meadows goes from K-5 and Robert Warren continues as a Spanish school but now continues as grades 6-9.
- While I understand that individual school capacities are an important factor to this issue. If it helps to make a Scenario 2 decision, consider an alteration to Scenario 2: Canyon Meadows be Spanish Bilingual K-5 and Robert Warren be Spanish Bilingual 6-9. Perhaps any capacity/enrolment issue relative to the Spanish Bilingual program can be alleviated with this adjustment. Our Family moved to the community of Canyon Meadows specifically to "plug" into the Spanish Bilingual opportunity which Canyon Meadows, Robert Warren and, in part, Dr. E.P. Scarlett. provide. Please keep our community, families and children together.
- Why change what is working at Canyon Meadows/Robert Warren now? Why disrupt what parents/students are familiar with, with a move that seems costly and drastic? I am very content with the alternative/Spanish program at Canyon Meadows and Robert Warren. For those who are no longer zoned in these schools but children still attend because of older siblings, it is great to see the students growing up together/attending school together and moving between classes/grades each year. It is wonderful to see the Spanish alternative program gaining so much attention and interest the last few years!
- Why does this survey not consider minimizing the disruption to children? The absolute top priority should be the children and providing what is best for them. Moving the Spanish program to Woodman would cause a great decrease in the Spanish program enrollment - it is just not feasible for families to go that distance. This move would be maximum disruption to the children in the Spanish program from K through to 9. So sad to see that this is a consideration. Our children are stressed by this.
- Will CBE consider opening another Spanish program in deep south Calgary?
- Woodman is very far away and has many, many students. I probably won't go to Woodman if scenario one wins. I will have to go to another school instead, but I like the Spanish program.
- Would having a grade configuration of kinder-grade 5 at Canyon Meadows and then grade 6-9 at Robert Warren be feasible? I feel this scenario is possible with the numbers (caps would have to stay in place). There would be sacrifices with any of the scenarios however I am willing to accept the sacrifices to make this grade configuration work. Maintaining the Spanish programs (elementary, middle school and high school) in the same community is also important to me. There are great benefits to the current leadership programs in place between the three schools and I would be disappointed to see all that has been established not continue.
- You might like to consider a Scenario # 3 where you keep Eugene Coste and Canyon Meadows K-5 and have Robert Warren 6-9. This could possibly work for all 3 schools.

Eugene Coste School (pg. 103-110)

- 1. Number one concern is the overcrowding of the current school as the principal has already indicated that there will not be enough space for the kids to have daily Physical Education already next year. 2. Speaking with the Principal at Robert Warren we realize that that school would also be much too crowded under Scenario 2 as the Spanish program brings very high numbers of students. They already have issue accommodating the numbers they have. They indicated that there are not enough WASHROOMS to for the number of kids predicted under scenario 2.3. Speaking with parents, teachers and admin at Woodman, they indicate that they are clearly set up for the numbers of kids predicted in scenario 1 which would alleviate the issue of overcrowding, washrooms, and space for extracurricular activities.
- After going to the parent meetings there were a lot of people focused on having specialized schools close to their house. Many of these people stated that this is why they moved to the community in the first place. I think that this should not factor in a whole lot in the decision making process as eventual the children of these families will be out of school. Are these families going to sell their houses once their children are out of school? Decisions should be made so that the capability for growth is maximized as well as students should be provided with the most choices as possible.
- As one of the few walking-to-school families with a student at Eugene Coste, I am in the minority. I would love for my daughter to be able to walk to Woodman to continue this program, or to attend Woodman in English if she discontinued it, although I'm not sure that doing an English program at Woodman is an option because of catchment restrictions. At engagements, School Council, and online I have heard varying concerns. Eugene Coste might not do well as a K-6 school because it is so full already, but people in the Spanish program prefer it to be immersive and Robert Warren being entirely Spanish and starting at grade 7 is important. There doesn't seem to be a scenario that works well for the majority of our school.
- By moving the program it allows students to experience more. Having children share the library as a classroom is not an ideal learning environment. Moving the Spanish program to Woodman would allow students within walking distance to Eugene Coste to also meet more children their own age in the neighbourhood.
- CBE needs to come up with a plan and stick to it. People make decisions about where to send their kids based on existing criteria. It is frustrating to be told one thing and make a change based on that information only to have it potentially change again.
- Currently using child care within Eugene Coste. It is very convenient for one pick-up drop off and not worrying about child being stuck in transit (which can occur frequently given winters and other seasonal weather occurrences). Has any thought been given to pre and post school care for GR 5-6 at Woodman?
- Even if a regular program school can't suite to have the Spanish program alongside it at least offer more languages as single classes as electives embedded into the regular program. I'd offer Spanish language etc. classes in regular school program especially in the areas where a new school is opening off it from the beginning etc.
- Expanding Spanish programs to include more grade levels at one school would reduce student stress and decrease the number of transitions they need to make throughout their schooling career.
- From what I understand, going with scenario 2 would have a big impact on the student learning environment that my son will have in the Spanish program. If Eugene costs goes to grade 6 with full capacity, there are a lot of disadvantages when it comes to learning (less Phys. Ed. classes, large class sizes, limited space in the school. I want what is best for the Spanish program and also the solution that can help grow this program as we are currently very happy at Eugene Coste. I am also concerned with scenario 2 having Robert Warren as the feeder school for both

Eugene Coste and Canyon Meadows as I think this would be so crowded and too full, thus affecting my child's learning. I know that many Canyon Meadows parents want the program to stay in the neighbourhood but I believe it is mostly based on proximity and not based on the key components of the best environment for my child's learning.

- Have the new schools in south Calgary offering second language would also help the capping issues.
- Have you looked into the numbers of families that will no longer attend the Spanish program if it is moved to Woodman? CBE needs to get a grasp of the numbers, is it going to be a 25% dropout, or a 75% drop out? Woodman is a pretty big school for only 100 Spanish students. Pulling the Spanish program out of Robert Warren and replacing it with French means that we no longer have a school close to our home. We moved to Canyon Meadows so that our children could walk to school K through 12. This forces us to put our children on the bus and bus them out of our community. Forcing the children of Canyon Meadows community onto the bus adds one more stressful situation and financial burden. It is one thing to pull the Spanish out, but to not even give us the option of English forces us away from our home community. Children that are already being bused into Robert Warren will have to be bused further to get to Woodman – adding ½ hour per day for the majority of children - forcing famili
- I am concerned about the prospect of sending my young child to grade 5 in a school of over 700 students as would be the case in Scenario 1. I feel this would be incredibly overwhelming for a 10 year old. Also, I would lose the before and after care program that was essential for me to even have my child attend Eugene Coste School in the first place. Without before and aftercare these schools are not an option for me. Driving every day is a hassle however I make the sacrifice because I value the program and because the before/after care makes it feasible. I already transferred my child from one school to Eugene Coste after Kindergarten on the understanding that the program would grow to include K-6 and thus would be stable for a number of years. I don't want her to have to transition again so soon. Grade 7 seems like a better time to transition to middle school than grade 5 and Robert Warren is a much more convenient location. As my child grows and becomes more independent to the point
- I currently really like the program offered at Eugene Coste School. I find the teachers and principal are very knowledgeable and know the students. I believe my son is getting the education he needs as well as the extra help he needs as the class size is small. He enjoys his school very much and loves learning Spanish. I would be very upset if anything changes for his school that would increase class size or change the Spanish learning. I like that the school grows each year for the next grade level and hope that this could continue all the way to grade 6 or higher.
- I do not support EITHER scenario completely as they are both flawed. I feel that the feedback provided at the initial open houses were subjective based on VERY LITTLE information and actual data (capacity numbers of affected schools, changes that will happen to the current schools based on scenario decisions, amenities available at proposed scenario schools, etc.). As a result, you have a prejudicial response from families based on where they bought property, where their kids are able to walk to school, etc. I believe that if actual information was provided, they have been able to see the options more objectively. All families could see is "their kids having to be bussed, starting middle school early and being farther from home" vs. more important information to consider. For example, if Eugene Coste goes to K-6 (as planned) it appears that the students would lose activities such as regular P.E., the library will be used as classrooms, etc. Robert Warren is the current middle school for
- I have heard that staffing the Spanish bilingual program has its challenges. I'm wondering if continuing to grow the program will make this problem worse and if so, isn't it best to cap the program to keep it at a size where you can find good, competent teachers? I'm also wondering if the CBE thinks the Spanish program is going to continue to grow at the rates it has with all the

new school openings. I know there was a decrease in the number of kindergarten classes offered at Eugene Coste this year so maybe the numbers are not going to stay at what they have been and will allow for a k-5 scenario at Canyon Meadows and Eugene Coste and then a 6-9 scenario at Robert Warren. I am in favour of this scenario as it would keep the 3 schools offering the Spanish program in the same community.

- I hope this is the last time such significant changes are contemplated for the next 6-8 years. It would be important for us that IF the Spanish program continues to grow it remains centered at Woodman (i.e. we don't change schools AGAIN!).
- I know that many of the newer schools are all moving towards the K-4 system. But I do not like this. It puts too much responsibility on little 5th graders. It also throws 11 year-olds with 14 year-olds, which I believe exposes them to ideas beyond their age too early. We live in Canyon Meadows, and we chose the Spanish bilingual program in part because we knew our girls would be attending two schools within our community, (Robert Warren, Scarlett). When we didn't get into Canyon Meadows School, we were very disappointed. But we were willing to give Eugene Coste a try if it meant that our children would eventually make their way back to our community in later grades. It is very disappointing to now find out that junior high might still be a commute, and who knows whether or not our high school will stay within our community. I also think it's short sighted to assume that the interest in the Spanish program will continue to rise indefinitely. With these new schools opening, I think I
- I like the idea of the Spanish program moving to Woodman as there will be more room and opportunity for students, however I'd like the Spanish program to remain capped and go k-5 or 6 for elementary and 6 or 7-9 for Jr. High, especially if the Jr. High regular program at Woodman is staying 7-9. Woodman regular program should not have to move to another school.
- I think the point of a junior high (middle school) is for kids to try new things and start to gain life experience outside of a standard classroom setting. I firmly believe that schools should be able to accommodate this type of learning and a school that was designed to be an elementary school and squeezing in students for a junior high experience is doing a disservice to those students.
- I understand that there is also Scenario 3 which I would support. The MOST important thing is that the Spanish Bilingual program retains the continuity it has between the three levels of schools. It has taken many years to build the Spanish Bilingual program with many, many families busing from the far SE quadrant of the city. If the program moves further north there is a very real possibility that program will not survive. Many of these families are already facing very long bus rides and are simply not willing to make it even longer. These families also have alternatives with new schools recently opening in their neighbourhoods.
- I would like a cohesive community for my children. They have done well in their schools. I would like to see that continue.
- I would like CBE to put more strict guidelines in for teachers on work/life balance. There is nothing more irritating as a parent as seeing an email come home at 10 pm at night. These teachers need to learn to disconnect and take care of themselves so they can be their very best for my child in the morning/during the day. IT HAS BECOME CLEAR, TEACHERS DO NOT HAVE ENOUGH PLANNING/COMMUNICATION TIME IN THEIR DAY. CAN SOMEONE PLEASE SET AN EXAMPLE AND FIX IT.
- I would like to see a 3rd scenario! Have kids at Eugene Coste and Canyon Meadows going to school from K-5 and then have 6-9 at Canyon Meadows. I think it's important to keep these kids together in their community school. They will then be going on to EP Scarlett for 10-12 again in the same community. How do you teach kids that being part of a community is important (Part of the CBE curriculum in gr 1) if you keep taking them out of their communities. We have already switched from Canyon Meadows to Eugene Coste and split up friends because of the last CBE decision. Let's actually focus on the best interest of the children and teach them to be a proud

member of their community, both school and district, rather than leaving them disengaged because we keep moving kids around!!

- I would like to see capacity plans for the Spanish Immersion schools for scenario 1 & 2. A quick count of available classrooms at Eugene Coste, with the current enrollment rate leads to the conclusion that if scenario 2 is implemented, by the time it is K-6, there will be no unused instructional space (no library, no staff room, no music room, no art center), larger class sizes and gym time would be restricted to twice a week. Also unfortunately, no capacity plan is known for Eugene Coste as a K-4; if intake were to be 120 per year, then it might end up looking the same. It might sound good to plan to be at 100% capacity, but the reality of that experience when discussed with any parent (and principal), is that it detracts significantly from the quality of the experience for each student. This survey, and your documents don't provide a way to provide measured feedback how the schools and space will be utilized, which is just as important a question to ask as how parents feel about minimizing mov
- I would like to see students stay together for as long as possible. I think it is important for the social wellbeing which in turn is good for them academically.
- I'm a Eugene Coste School parent. I like a 3rd option that wasn't listed which would be K-5 at Eugene Coste (Spanish) and 6-9 (Spanish) at Woodman.
- I'm not opposed to having the Spanish program alongside the traditional learning program, however grade 5 seems young to be in a school with grades 7-9. Is this the only option for the Spanish program at Eugene Coste?
- If schools are changed for the language programs, I would like to see the bus rides to the new/different school shorter than they are now. 70 minutes is WAY too long of a ride 1 way. Good luck in your decisions!
- It is of great importance to have Eugene Coste be a K-6 school or K-5 school at the very least. When our child entered kindergarten, there was no room at our community school Canyon Meadows. When Eugene Coste opened, it was communicated to us that it would be a K-6 school. This was important in our decision making process when choosing a school that would best meet the needs of our child. We are very happy with the staff at the school and feel it is best to continue with the support and structure the school offers until our child is finished grade 6. A change at the grade 5 level to a junior high environment would be very challenging for most young (10 year old) students; academic, organizational and emotional skills are not yet developed for the challenges of multiple teachers, classroom changes, and hyper-awareness of older students' (teenagers) behaviours. Elementary K-6 schools are what are best for children in many developmental areas. If the CBE is concerned Eugene Coste and Canyon Mea
- Looking at the big picture: what is best for students when we are looking from a holistic point of view? What is best for their mental, physical, and intellectual well-being?
- Mixing programs is the biggest concern to me, mainly on learning efficiency, quality control and staffing. It is much easier to establish an environment that is consistent and engaging students better learning experience. Everything seemed second considerations.
- Most parents try to buy a house close to their child's school with the intention of being close for school but then every activity after school is usually made with groups in that area e.g. Girl Guides, swimming lessons, local library reading clubs, friends in the area...We are in Eugene Coste and the idea of switching a school to another area at Grade 5 puts stress on the whole family and for families with more than 1 child it affects everything, not just schooling, if a house move is then required. I would strongly encourage the school system to support families and kids complete development by having as many grades as possible at one school VS having more schools a kid and therefore family has to attend (drop off and pickup from school, school events). It really is about looking holistically at kids development and family support VS ignoring the family

needs and practical logistic requirements. If you stay at 1 school longer parents also get more involved in the school and commun

- My disappointment is that scenario one would have been best if as set out from the start the student enrollment was better managed, ice capping class sizes to fulfill the promised version of a k-6, now that the school is over enrolled for a healthy K-6 program scenario two is better. I am disappointed and angry with the CBE for either your lack of planning (none of these changes to enrolment should of been a surprise) or lying to parents when promised switching from Canyon Meadows a k-6 experience at Eugene Coste. It seems to me it was either a or b. Now faced with the new situation I do reluctantly agree that switching to K-4 is probably better. It has damaged the trust and the Spanish program as my child is going into old schools with old playgrounds etc. and parent councils starting out new thus not as well funded as established schools that can then afford to offer other enrichment opportunities.
- My number one concern has always been class size, anything we can do to keep the class sizes in Elementary to about 20students/per class room would be optimal in my opinion. I drive my kid across the city everyday so she doesn't have to be in a class room of 60. I would prefer a K-5 at Eugene Coste with lowering the intake in K and G1 (it's too high at the moment and the students will suffer as the school grows). I feel grade 5 is too young to be in Jr High School especially with how big the catchment zone is. Bus times are long and unsupervised, even though school time is segregated, the 2+ hours of travel time is enough for inappropriate connections between the Grade 5 and Grade 9. I'm not a fan of my 10 year old being exposed to 14year olds and all their inappropriate behaviour and talk. In my opinion that 1 year will make a lot of difference in terms of maturity. The Jr. High School should be moved to Woodman, it's a better facility to accommodate the growing Jr. High School Spanish Pop
- My son is in grade 2 and he really likes the Spanish program at Eugene Coste and we would like to see it continue. We feel that speaking the Spanish language is highly beneficial and we like the teachers at Eugene Coste as well.
- We've already moved from Canyon Meadows to Eugene Coste and were told during the move that Eugene Coste would be K-6 so we wouldn't need to move again for a few years. Another move is not fair or acceptable to us. We have another child at Louis Riel in the science program and would be devastated if they were forced to leave this school. We would request that change of boundaries apply for incoming students, as opposed to forcing kids to leave schools they are already established in.
- Not at this time
- Scenario 2 is not applicable in 2017 due to space restraints, but if done in stages...2017 should be Eugene Coste and Canyon Meadows K to 5 and Robert Warren 6 to 9, 2018 should be Eugene Coste and Canyon Meadows K to 6 (with cap applied if needed) and Robert Warren 7 to 9.Scenario 1 is an absolute mess! Destroys everything that has been built and adds lots of stress on busing and commuting.
- Scenario 3: Make Eugene Coste and Canyon Meadows schools K-5, then Woodman for 6-9. Most parents are uncomfortable for many reasons sending grade 5's to a large school. Neither school can accommodate K-6. The program may still be capped. Eugene Coste WILL LOSE the music room, lunch rooms, enough Phys. Ed., after school care, staff room, art space, and most of the library if kept K-6 at a full 5 classes per year. Feel Canyon Meadows parents are too concerned with convenience with keeping both schools in their community (and what about the rest of us who are nowhere near it??). Robert Warren is too small for a proper junior high with a potential of 550 students in 7-9 (not even built as one, and has 1 bathroom?!). I go out of my way to take my girls to Spanish, not convenient for us at all, but the program is worth the effort. More space, more options at Woodman, just adjust it by a year, like Escuela Senator Patrick Burns. Key is to keep the Spanish culture in the school if it must be mixed with a

- Suggestion of Scenario 3 - to consider Canyon Meadows as a K to 5 bilingual program. Ideal scenario considering the school infrastructure and resources.
- The ages of children that are grouped is very important to me. I feel nervous about a grade 5 being placed in a predominantly grade 7-9 school as scenario 1 does in Woodman. I prefer the clear separation on Elementary and Junior High K-6 / 7-9 / 10-12 these age ranges help separate different maturity levels. Teachers cannot always be around, this helps protect the younger students until they are more at an age to handle themselves.
- The reason both scenario 1 and scenario 2 don't work for us is because the capacities of the school (Eugene Coste) are ridiculously high and they will negatively affect my children's ability to learn when the school gets to capacity. In scenario 1 you have capacities set so that the school is at 600 kids and in scenario 2 the caps are set so the school will have 560 kids. I know that in our school that means that my kids will have classrooms in the library, they will lose their music room and they will only get a shared gym time 1-2 times a week. Neither of these scenarios have the best interests of my kids learning in mind. I think that the capacities need to be adjusted and lowered and if that happens, then I think that scenario 2 is the best option long term for my kids and for the program as a whole. But to be clear, I think that the capacities need to be adjusted.
- The Spanish programming is essential to my child's development. Being a teacher for another board, I love that my son has in school daycare so that I can drop him off daily. If this were to change, I would likely have to change school boards due to convenience. This would not be my first choice. I want my child in a local school. We live in Willow Park and the commute is already difficult, but because I teach outside of the city, he either needs to have a Spanish school close to home or switch to my board. Having to pay for lunch supervision is already a difficult topic as it is for my family. My school does not charge this in Rocky View, so we hang on strictly for the Spanish programming.
- There is currently no reason to make any changes to Canyon Meadows Elementary/Eugene Coste Elementary/Robert Warren Middle School Spanish programs in the 2017/2018 school year. With the current situation all 3 schools would be well under 80% capacity. For that matter Robert Warren could run as a 6-9 school for at least 2018/2019 and 2019/2020 years and still be under 400 students – even if not one student leaves the program over the next 3 years. With the addition of all the new schools opening, a 6-9 grade configuration at Robert Warren would be feasible for all future years. In addition to removing the stress on the children, families, and community, this would eliminate the expenses of adding additional gym equipment to Canyon Meadows School for at least the next 3 years (or ever) – while Calgary gets through this recession. Grade 6 students could continue at Robert Warren with the benefits of the band program, sports teams, drama and other options available to them. I ask that
- There was not mention of the impact of young children attending school with much older peers in a very different stage of social development and maturity. I have worked in a school where grades 5 and 6 attended the same school as grades 7-9 and I was extremely concerned about the behaviour and language they were exposed to. I do not think this in any way is beneficial for children and needs to be seriously considered.
- We are concerned with having grade 5 mixed with grade nines. These are completely different age groups with different priorities The location of Woodman is not appropriate for young students as it is on a main road and not in an enclosed area.
- We do not support the TLC program that runs out of our only local school. Eugene Coste is the closest language program and should offer increased enrollment to those in the nearby communities that are not served by community schools, language schools or progressive alternative programming.

- We have just gone through this process...we planned our lives around the results of the last moves - why are you doing this to us? Please just leave the Spanish program where it is. Woodman is too far away.
- We moved to Canyon Meadows over 10 years ago because of the schools in the area. You can walk to an elementary, Jr. High and High School. Then the schools became Spanish Bilingual which was fine with us as that's a bonus. Now to have our kids need to be bussed or driven instead of walking is heartbreaking. Please choose Scenario 2 or we will be switching schools and possibly not using the CBE anymore.
- We need to have our children attend the same school from K-6. I prefer that it takes them longer to get to school as it provides the parents with more time to work and pick up their children at a more convenient time.
- We would prefer that our child remains in an all elementary school setting until grade 5 or 6. We would prefer just one program in the school.
- What happened to scenario 3 that was talked about for the Spanish program? The CBE is attempting to expand the Spanish program too quickly and seems to be unable to accomplish same in a practical manner. The Spanish program should limit enrolment and honour what parents were told would happen only 2 years ago. Cap enrolment for the Spanish program and allow Eugene Coste to remain a K-6.
- Why does this survey not consider minimizing the disruption to children? The absolute top priority should be the children and providing what is best for them. Moving the Spanish program to woodman would cause a great decrease in the Spanish program enrollment - it is just not feasible for families to go that distance. This move would be maximum disruption to the children in the Spanish program from k through to 9. So sad to see that this is a consideration. Our children are stressed by this.
- Will CBE consider opening another Spanish program in deep south Calgary?
- Without assurances that the CBE WILL NOT increase the cap at Eugene Coste, I cannot get on side with option 1. As a parent, my confidence is very low that if the K-4 model is mandated by the CBE, that they won't just increase the cap as demand arises and we will be in the same scenario of max provincial capacity in a few years anyway. If we are likely going to be operating at max capacity either way, then I am absolutely in favour of a K-6 and 7-9 model. Initially our school was capped at 4 kindergarten classes, which was sustainable for our building and then suddenly we have our cap increased to 5 kindergarten classes. This is why we are in a space crunch and why my family (and others) are very concerned with moving to a K-4 model. I am also not in favour of dual track programs in one building. I believe it can erode the culture and "water down" the effect of the bilingual program.
- Yes. I think it is important to address the social and developmental effects of children moving to a new school at an earlier age than anticipated. This topic has not been addressed at all in this survey. In particular, children with additional needs would be significantly impacted by moving to a new school at a younger age. As well, for parents with multiple children in the CBE school system they will have to manage travel time and routes, teachers, principals, school cultures at two different schools while their children are still very young.

Group 3

Lake Bonavista School (pg. 110-115):

- A move to a different school would cause my children to need a new day home for before/after school care. They would lose the relationships that they have at their current day home and, more importantly, a quality, well-accommodating day home is a precious resource that is not easily replaced. This is a big issue for a parent; please don't underestimate how much a school move would affect the whole family's routine outside of school hours.
- Alternative programming (ie. Montessori) should not have priority over a community program as parents are making a choice to choose that program. The community programs should be given preference or at least not be the second choice when making decisions for the board. As you are likely aware – the Calgary Board of Education (CBE) opened a number of new schools in growing communities that had a great need for local, community programs in their community – I believe the number was 15. As a result there was a significant shift for a number of schools that prior to that housed those communities in their schools. In a number of circumstances those schools were then running at over-capacity and the CBE then made decisions to deter local community kids from attending those schools to accommodate the out of community students and keep them in one place. Now they are looking at making changes to those schools impacted by the new school openings – including closures, physical
- Asking parents for their feedback when they aren't given the full scope of information is rather useless. The responses are based on emotion rather than knowledge. I understand why the Sibbald/Lake Bonavista Scenarios exist, but neither scenario is a good one. Montessori needs to grow, but Sibbald has already been through so many disruptions. The current scenarios are very short term ones. It would be so much better for all of the students for the CBE to find better, more long term solutions.
- Because Andrew Sibbald has been a school to which outside communities have been bused over many years now, I feel that the current low enrollment does not reflect what will come to be if the school is given the chance to grow within the community. It is an excellent school in a desirable location and the k-6 change will make it highly desirable to families in this neighbourhood. I think that Andrew Sibbald School should be given the chance to stay in its current location and grow.
- Both scenarios work for our family (we attend Lake Bonavista). I am happy with changing schools ONLY if it is a straight swap - all admin, teachers, staff and student body do a physical swap. It would be nice if school hours stayed the same as well.
- Children and parents develop a pride, attachment and partnership with the school their kids attend. Parents contribute to make a building personalised and special for their children. Switching school buildings minimizes the importance of the emotional attachment and pride that families feel towards the changes and upgrades, and role they have played in the improvement of their schools. It should be about more than just numbers.
- Children have an emotional attachment to their schools. The murals on the walls, the memories they make in different rooms. A change of the significance of scenario 1 undermines the profound importance that routine, comfort, confidence attachment and familiarity play in a child's life. I am profoundly concerned about scenario 1 proposal.
- Currently my child in kindergarten shares a room with two classes totaling 50 children. They are led by two teachers. I would love my child to be afforded a school where classroom sizes could be smaller per teacher.
- Currently my two kids attend Lake Bonavista School. It is too small for the kids attending there. They already have brought in portable classrooms. We need a bigger space to accommodate the program.
- Cut the bloat, cut the fees...
- Don't make the move, it's not necessary

- Every concern/solution expressed by Andrew Sibbald parents travels with them or is mitigated by moving to Lake Bonavista School. The regular program has its best chance for survival at a smaller school where it can grow without low accommodation pressures. More importantly, the parents taking an extreme stand on this issue will be out of that school community in a few years and new parents will be in and happy to have a community school. In the long term, Scenario 1 is the best option for the entire community and both programs.
- First, I am a supporter of Scenario 2. I would like to keep Andrew Sibbald as the Home Area Regular Program as K-6. As a parent of 3 young children with only 1 currently attending the regular program at Andrew Sibbald (I have 2 more entering over the next 3 years), I find it disheartening that the CBE is entertaining the idea of moving the regular program from Andrew Sibbald to Lake Bonavista for no more than 100 additional students. The population of Andrew Sibbald has been decimated for years by decisions the CBE has made meanwhile a community school such as Prince of Wales in neighbouring Parkland has flourished and is near or at capacity (likely due to Lake Bonavista students choosing that facility over Andrew Sibbald for a myriad of reasons such as K-6 availability, more certainty, not a feeder school, etc.). Perhaps the CBE should be looking at why a community with a fraction of the population of Lake Bonavista such as Parkland can fill a school that is similar in size
- For Lake Bonavista School, are there any opportunities to renovate/ modernize/ expand the building to address the needs for additional space for the Montessori program, without Scenario 1 which we do not support due to location no longer walking distance for us. We purposely purchased our property adjacent to Lake Bonavista due to the proximity to our home and Montessori program it offers. Is Scenario 1 goes forward, will there be opportunity for Montessori Casa preschool to lease space in the new location?
- From reading all the supporting information, I still have no idea if the teacher moves with the program or stay with the school for Scenario 1. I am not in favour of Scenario 1.
- Has there been consideration to expand the Lake Bonavista building space to address the over capacity? Is there opportunity for preschool lease/ before after care by Montessori Casa at the Andrew Sibbald location should Scenario 1 go forward?
- HATE idea of K-3! Even K-4 is too small. Unfortunately the Catholic system has in right with local K-9 so kids stay in neighbourhood. Why does CBE insist on larger feeder zones and busing!?!?
- I appreciate that a Montessori program is offered by the CBE. Parents are realizing that the current main school program doesn't work for all kids! It is an amazing school, and I sacrifice long bus times, and higher costs in order for my children to go. This program is getting more popular, and Lake Bonavista is too small. If the program could move to a different larger school, with junior high classes being offered that would be amazing.
- I don't understand what scenario two is trying to accomplish? Is there insufficient space for school age children that live in the community?
- I don't understand why the change is being proposed to happen. Seems like poor planning and cutting your nose off to spite your face.
- I feel that if there is a significant wait list at the Montessori program, the desires and needs of those children on the wait list should be accommodated as we have the opportunity to do so. My daughter has already been accepted into the school so in one sense our needs are met, but I believe that the decision should serve the greater good.
- I have one child in Kindergarten at Lake Bonavista School. In 2 years, my 2nd child will also go there. If the school splits some kids and sends them to the other school, I am concerned about having to drop my 2 kids off at different locations...I think this would be a big issue with many parents who have more than one child at Lake Bonavista.
- I like my school. I am at Andrew Sibblad. We just re-did the playgrounds which is awesome and I lost a lot of friends when Auburn Bay left the school. I will see them again when I get to grade 7.

I am a little nervous that they will be at Nickle in grade 5 and have 2 years head start on me. I also really like that we can use Fish Creek for Forest School and the Lake Bonavista Rec Centre for skating and other field trips etc. I would be sad if we moved schools to Lake Bonavista School – I couldn't walk to school which would make it hard for my parents. The playgrounds aren't as nice we wouldn't be able to use Fish Creek and the rec centre. I have had a lot of changes to my school already and I don't want to see anymore.

- I think a good solution - Lake Bonavista remains Montessori K-3, Andrew Sibbald remains regular programming K-6 PLUS Montessori 4-6. This allows Andrew Sibbald to grow, gives the space needed for Lake Bonavista and allows kids that have been together K-3 to stay together at Andrew Sibbald even if some need to move to the regular programming because Montessori is not working for the child (many kids move out of Montessori in grade 4, 5 and 6 because it doesn't work for them and students no longer can remain together).
- I think it is important for the Montessori program to have the opportunity to expand in a school that has ample space for this. Moving to another school in the same community is a bonus that enables Lake Bonavista students who attend the Montessori program to stay in their community. Students who do not live in the area will not see their bussing commute increase.
- I think it's disappointing that despite moving to a larger school and citing more spaces for the Montessori program, that enrolment would remain capped in a program that's oversubscribed.
- I think it's extremely important to add a GATE, French-immersion and a Montessori program in the SE, since it's growing really fast and there's a huge number of new families. Also, the GATE program should start in kindergarten (at least in one school in the SE as a trial - since the only school that has a program for gifted students starting at kindergarten is at Westmount, in the NW. I say that because both of my kids are gifted and we will probably be moving them to Westmount, which is a 75-min ride on the bus. I also think that it is extremely important for parents to know what their kids are learning at school and how to help them at home! Thanks!
- I think that it is a great idea to switch buildings. Then Lake Bonavista gets a community school that it can sustain long term on its own without needing to worry about what community will be bused in to keep our numbers up.
- I understand the need for more space at the Montessori school and that Andrew Sibbald is a larger school than Lake Bonavista but I also understand why the Andrew Sibbald parents are upset, especially as they've done so much fundraising at that school. As we are told fundraising is now essential for our children to get things vital to our schools, this experience may not be conducive to encouraging parents to participate in fundraising. As I understand it, the parents at Andrew Sibbald raised a lot of money for the playground at Andrew Sibbald. I believe at the very least the CBE should be willing to put in a new playground at Lake Bonavista School should the move happen.
- I wanted to select numerous options as I feel there are numerous items that important to me. 1) Only 1 program per school. Only Montessori or only French. No duo-language schools. Children in the French program have English teachers for gym and they are not allowed to talk French in that class? The whole school should be French speaking - why have half a school French in one school, and half a school French in another school - why not merge them to have one French school!! With French speaking teachers? 2) Open the Montessori program to the whole city. Currently the only children who can attend a Montessori program are the children who live within walking distance to the school who offers Montessori. That is NOT fair!!! It used to be a lottery for all students in the area! Now it's just for the people who live in Lake Bonavista or Killarney. What about people who can't afford to live there? or we have to move to go
- I was disappointed to see a portable being added to Lake Bonavista School in order to address over capacity issues when there is a school two blocks away that could accommodate the additional students.

- I would have liked to have seen a scenario that was suggested at the school dialogue meeting, a Scenario 3, if you will, that saw Andrew Sibbald with a dual track (regular & Montessori) for grades K-4, with Lake Bonavista School becoming a Montessori Junior High Alternative program for grades 5-9. (or alternatively, Andrew Sibbald K-6 dual track, with Lake Bonavista 7-9 Montessori). Disappointing to not see any Montessori Junior High program being introduced anywhere in the city, especially during this reconfiguration process, even though the Montessori program at Lake Bonavista is over capacity and on a wait list. It is an obviously popular program, but the CBE ignores the pleas of parents who desire a junior high continuation of it.
- I would like CBE to offer a babysitting service on the open house day or meeting day. If so, both parents are able to attend to the meeting and to share the idea.
- I would like to see all the school moves done and create a good long term solutions so that other kids are not impacted as much as the community and programs grow
- If Lake Bonavista move to the other school. So all the staff and everything should flip including the school name. Everything should remain exactly the same including the results and rating and will make parents satisfied and transition smooth
- If Lake Bonavista is relocated, we will try to move our child to the nearby Catholic school.
- If possible to allow Andrew Sibbald a grace period of 2 years to build enrolment. If unable to show ability to reach 80% capacity drawing from the community and surrounding communities, then revisit scenario one and have the schools switch buildings. Some Andrew Sibbald students have already been moved from Lake Bonavista due to the discontinuation of the community program to fully Montessori. Also, a great amount of fundraising effort has gone into the new playground structure at the facility. They feel they will be able to meet the required projections for student numbers. Andrew Sibbald families are visibly angry at the suggestion of a move and will likely create divide in the community and discontent in the CBE going forward.
- In regards to the issue of the Lake Bonavista School and Andrew Sibbald School. If you move the Montessori program to Andrew Sibbald then Lake Bonavista will be under capacity. This is not solving the problem.
- Keep the children in their communities. We choose where we moved to for the school locations.
Thanks
- Lake Bonavista School should remain unchanged in its programming, at least for the time being. Increase enrolment at Andrew Sibbald and be done with it. Such a hassle to move schools halfway through the elementary.
- Like both scenarios; however, I think it is key that the decision/transition for either should happen quickly and seamlessly.
- My biggest worry is the domino effect of taking away resources from the existing grade 5-6 program at Nickle it Sibbald opens one as well. I like the proposed scenario 3 of expanding Montessori to grades 5-9.
- Our daughter's Montessori education is very important to us. We are concerned that having students from other types of schools enter Lake Bonavista student body at different grades levels other than kindergarten of grade 1 could be disruptive to her & other students learning and classroom functioning. If any teachers or faculty don't stay with the Lake Bonavista student body and in addition to students exiting the program due to a lack of convenience for their families for transportation etc. could interest in the program diminish to a point where the Montessori Education no longer exists nearby? I have witnessed a similar occurrence in B.C. grade numbers changed & language programs changed and a few years later the school closed down.
- Please create campuses like those you have suggested for TLC and Science for all programs - and especially for French immersion, the oldest, most popular, and arguably most important of your alternative programs. Families base their lives around where these programs are located, so please respect that in your decision making. While it can be argued that having a single school

dedicated to French immersion yields better learning results, the same can be said for not spending excessive time on a bus (i.e. inactivity also affects learning).

- Scenario 2 for Lake Bonavista and Andrew Sibbald is the least disruptive to students and staff. I applaud you for recognizing that the children should remain in elementary school from K-6, that was my single biggest concern. Since both scenarios address that, minimizing disruption would be advantageous. I suggest that neighbourhood/school boundaries be more stringently enforced to stop children from going to Parkland or other nearby schools. Also, I encourage the Board to be more forward looking. You have done no work, to my knowledge to assess how many children will be coming into the system for existing households. With many younger families living in the Andrew Sibbald / Lake Bonavista area, I strongly believe many young families will be feeding Andrew Sibbald in the future and the school will grow significantly.
- The aspect of being able to grow the alternative Montessori program up to junior high is very appealing for us.
- The board needs to consider focusing on the community programs - in Area V - the community program (Andrew Sibbald) is 75% of the enrollment - Montessori (ie. Lake Bonavista School) is less than 2% of the enrollment. The board has made decisions for other communities over the last 10 years (ie. Andrew Sibbald being a feeder school for Cranston and Auburn Bay) that has forced families to not choose the Andrew Sibbald community program (ie. Andrew Sibbald was changed to a K-4 to house the large communities of Cranston and Auburn Bay) - which caused the families living in Lake Bonavista community to look for alternatives (ie. other programs in neighbouring communities were kept at K-6 and allowed and encouraged to take Lake Bonavista kids to ensure enough space for Auburn Bay and Cranston) - and look to alternative programs so class sizes were not so large (ie. 48 kindergarten kids in one classroom with two teachers at Andrew Sibbald last year). All of the choices over the past 10 y
- The changes to Andrew Sibbald and Lake Bonavista don't seem unreasonable...just like a lot of upheaval to lots of students and families for a few extra Montessori spots
- The Lake Bonavista Montessori program is amazing. There seems to be a high demand for the program. I think more families should have a chance to enroll in the program.
- The larger population should have consideration for the larger school. The schools are still in the same community and will just have a mild change on transportation times. There is a high demand for the Montessori program, this would relieve the number of children that are turned away from an excellent program.
- The most important factor to us is that our 3 children have access to the Montessori program close to home. We chose to live in a community that offered that program and are very happy with what that program offers our children and our family. We would love to see the program expand to include even more grades.
- This has been a hot topic among parents of both schools lately. I have yet to find any parent, or student who has positive things to say about scenario 1. I have a student who is highly affected by change and is just now settling into his life at school. A brand new environment could be devastating for him.
- Timing is poor. We have a child who will be entering kindergarten in Sept 2018, and so we will need to have registered him prior to the decision on possible school location change being made. A location change will affect our childcare situation which is stressful with 3 children and both parents working full time. Making these decisions a full school year in advance would be much more appropriate ie push back implementation until the 2018/19 school year.
- We have moved to London, UK and will be returning in 2 years. Our children will need to re-enter the school system and considering the disruption currently happening we may forgo the CBE altogether. Based on our experience abroad, it is apparent that the CBE will be repeating many of the issues that UK schools are seeing with large numbers of families selecting private schools

resulting in state schools falling into disrepair and poor quality. The emphasis on program choice bleeds away at the quality of regular community school funding. I firmly believe that the CBE mandate should be to provide a quality mainstream program, with enrichment being provided in extra-curricular and after school programming or parent funded alternatives. Funding is available for families with limited financial resources rather than the current system which requires parents to utilize programs like tutoring and Kumon to make up for the poor quality basic learning that is the result of a diluted emphasis

- We live within walking distance of the Montessori school. My children walk 1.5 blocks to get to and from school. They also come home for lunch, which we all enjoy. If the program changes location, we plan on switching to St. Boniface in the Catholic School Board. St. Boniface also offers a specialty program - a hockey program. Many of my children's' hockey friends already attend there. Being walkable is more important to us than the Montessori program.
- We moved to the area for a school within walking distance.
- We would prefer to have our son stay in the Montessori program at Lake Bonavista, but we would be okay with moving him to the other school if we had too, as long as it still offered the same program.
- Will start/end times change?
- With both scenarios I don't see where you have considered the impact of changing Andrew Sibbald to a K-6 school on Nickle School which for 'education reasons' was changed to a middle school. Have these educational reasons changed? How will losing the grades 5 and 6 impact Nickle?
- Would like to know more about what school my child will attend for junior high and how that transition will occur.

Andrew Sibbald School (pg. 116 –128)

- 1) Is this survey worth my time as I believe the decisions have already been made and this is just for show. 2) How can you even consider trading schools for the sake of 50 students? Andrew Sibbald was not given a fair shake when the grade 5 and 6 students were moved to accommodate Cranston and Auburn Bay students who now get a brand new COMMUNITY School. SO MANY families chose to not enroll their students in Sibbald because they had K-6 options in Catholic, Montessori, French and Prince of Wales. The CBE must do the right thing and allow for new families to join Sibbald - their COMMUNITY school and give it a chance to rejuvenate. This should not be a one year quick decision. This community and school have EARNED the chance to rebuild after the CBE forced families to turn away because of the board's previous decisions.
- A major factor when we purchased our house was the fact that our children could walk to Andrew Sibbald. I do not want to switch schools. Please give Andrew Sibbald two years to attract more families. Now that it is a K-6 School more families will come and our population WILL grow. Andrew Sibbald has had too much change over the past few years. We just finished the playground around our school, which cost about \$200,000, and we put a lot of fundraising and time and effort into that project, please see that as our commitment to this school!!
- A move to a different school would cause my children to need a new day home for before/after school care. They would lose the relationships that they have at their current day home and, more importantly, a quality, well-accommodating day home is a precious resource that is not easily replaced. This is a big issue for a parent; please don't underestimate how much a school move would affect the whole family's routine outside of school hours.
- Alternative programming (ie. Montessori) should not have priority over a community program as parents are making a choice to choose that program. The community programs should be given preference or at least not be the second choice when making decisions for the board. As you are

likely aware – the Calgary Board of Education (CBE) opened a number of new schools in growing communities that had a great need for local, community programs in their community – I believe the number was 15. As a result there was a significant shift for a number of schools that prior to that housed those communities in their schools. In a number of circumstances those schools were then running at over-capacity and the CBE then made decisions to deter local community kids from attending those schools to accommodate the out of community students and keep them in one place. Now they are looking at making changes to those schools impacted by the new school openings – including closures, physical

- Andrew Sibbald School has been in constant transition. It is under subscribed because parents are choosing other schools in the area due to the many changes and inconsistent program. Providing a strong K-6 regular program will give parents in the neighbourhood a reason to send their children to Andrew Sibbald. Switching buildings from Andrew Sibbald to Lake Bonavista School only adds to the perpetual flux, and will further discourage parents from sending their children to the school. Lake Bonavista is a very close community and there is a strong appetite for a neighbourhood school. It is also a very attractive community for young families, and the child population will increase greatly in the coming years. Please maintain Andrew Sibbald as the regular program public school so that it can live up to its potential.
- Andrew Sibbald School should be given a chance, through a 3-5 year evaluation period, to demonstrate whether it can thrive as a community school by extending the program to K-6 in its current location. Current CBE projections for growth do not correspond with current population growth trends in the community of Lake Bonavista, nor do they seem to consider past trends (i.e. the severe decrease in community enrolment in 2008 when Andrew Sibbald was changed to K-4 and no longer a community school). It does not make sense to disrupt this many students at this point in time (i.e. prior to an evaluation period), especially for a small capacity gain for the Montessori program.
- As long as all of the staff and materials that belong to Andrew Sibbald School move with the school to the new building. Also, schools that have to move and "rebrand" should be given allowances in the budget to pay for these changes.
- Because Andrew Sibbald has been a school to which outside communities have been bused over many years now, I feel that the current low enrollment does not reflect what will come to be if the school is given the chance to grow within the community. It is an excellent school in a desirable location and the k-6 change will make it highly desirable to families in this neighbourhood. I think that Andrew Sibbald should be given the chance to stay in its current location and grow.
- Both scenarios involve the school going from K-6. I have a son in middle school at Nickle. Nobody has given any indication as to whether he will be able to continue at Nickle or not. We would like him to. It would be unfair to expose him to a middle school environment which he loves then move him back to elementary school. My daughter is at Andrew Sibbald. I want her to go to middle school in grade 5 like her brother. There has been no information as to whether this is an option or not. My concern is the change to K - 6 which is the same in both scenarios not which building the program will be in.
- Currently my two kids attend Lake Bonavista School. It is too small for the kids attending there. They already have brought in portable classrooms. We need a bigger space to accommodate the program.
- Every concern/solution expressed by Andrew Sibbald parents travels with them or is mitigated by moving to Lake Bonavista School. The regular program has its best chance for survival at a smaller school where it can grow without low accommodation pressures. More importantly, the parents taking an extreme stand on this issue will be out of that school community in a few years and new parents will be in and happy to have a community school. In the long term, Scenario 1 is the best option for the entire community and both programs.

- Everything is becoming much more complicated than it needs to be with so much focus on specialized programs, lotteries and bussing kids all across the city. It seems trendy to have kids in a specialized program, but undoubtedly the next trend will be to go "back to basics" and place more value on things like going to school with your neighbours, walking and biking to school, and developing strong local networks and communities. If we don't prioritize our regular designated community schools then other options become more desirable to families and the regular program dwindles and becomes less attractive for current and future families. If the CBE supports strengthening and building community schools up, they too will become more desirable. Andrew Sibbald has gone through so much change over the past decade, it is been constant. Parents have worked hard to fundraise for amenities that cannot be moved (the learning grounds and parks) and the kids currently take advantage of Fish Creek
- Expanding Andrew Sibbald (Regular program) to a K-6 school is a good idea as it will allow children to stay longer at the school. Swapping school location at the same time with Lake Bonavista (Montessori program) is not a good idea. Making a change to the regular program school has the high potential of attracting more children to the school and this is likely to put upward pressure on the capacity of the school. Moving Andrew Sibbald School to the location of Lake Bonavista will reduce the capacity which may be needed in the future. Making two changes (K-6 and moving location impacting capacity) is not advisable. A move of location can be done in a few years time to allow the first change to settle and then a better assessment with real (as opposed to forecast) data can be made if further change is needed. Make multiple changes at the same time is introducing unnecessary risk which will be very difficult to rectify. Make one change at a time! This is sound change management!
- First, I am a supporter of Scenario 2. I would like to keep Andrew Sibbald as the Home Area Regular Program as K-6. As a parent of 3 young children with only 1 currently attending the regular program at Andrew Sibbald (I have 2 more entering over the next 3 years), I find it disheartening that the CBE is entertaining the idea of moving the regular program from Andrew Sibbald to Lake Bonavista for no more than 100 additional students. The population of Andrew Sibbald has been decimated for years by decisions the CBE has made meanwhile a community school such as Prince of Wales in neighbouring Parkland has flourished and is near or at capacity (likely due to Lake Bonavista students choosing that facility over Andrew Sibbald for a myriad of reasons such as K-6 availability, more certainty, not a feeder school, etc, etc.). Perhaps the CBE should be looking at why a community with a fraction of the population of Lake Bonavista such as Parkland can fill a school that is similar in size t
- French is the largest alternative program within the CBE and yet it seems like it's shuffled to the side as an inconvenience and that other alternative programs in the scenarios are being given long term, enviable solutions. French is important as Canada's other official language and in neither scenario presented is there room for the program to grow and flourish. At worst the program is moved again within a few years because there isn't room for the pairings as proposed. The notion that stages, libraries/learning commons and staff rooms are acceptable classrooms is simply insulting. As for Sam Livingston - this school has become much more of a community school over the past 6-7 years and it's wonderful to see so many kids for the community and surrounding local communities choose French. My concern is that with Andrew Sibbald going to K-6, that parents will prioritize the K-6 experience over French and we will see the popularity decline. Rightly or wrongly, parents have a very nega
- Give Andrew Sibbald a chance to grow their population numbers. People have been choosing Parkland Regular program because it is K-6 and many didn't want to go to Sibbald because it was so full and crazy with all the Auburn Bay kids. CBE's prediction for population of 150-175 kids in the next few years is ridiculous. All it takes is for the CBE to spend one morning on the playground to see all the younger siblings of the Kindergarten kids that will be attending in the

next few years. Many people have stated that since Sibbald will be a K-6 and they aren't a feeder school for the new communities they will attend now. Sibbald has been told that they can't take out of bounds students however Parkland HAS been able to take out of bounds students. If you close the door to Parkland being able to take Andrew Sibbald kids then this increases Sibbald's population. Also many of the elderly residents are selling/moving and younger families are moving in. Many people have purchased their

- Give this school a chance to increase enrollment with a K-6 program and a few years of stability after all the changes the school has been forced to accommodate recently.
- Given that the physical move from one school to another is disruptive to students, staff and families. Wondering if the timelines can be personalized to certain schools, for instance a 'wait and see approach.' Since the other school in the scenario isn't at full capacity as of yet and currently has portables to accommodate their increase in numbers. A potential two or three year plan to implement a scenario such as Scenario 1 would allow the schools in question to adjust to the changes made and see if there is a need to move through this process of changing locations. Wondering what plans are in place to support students and staff with the possible move to another location, such as the logistics of boxing materials, transferring the materials, technology, furniture and set up?
- I am an advocate for strengthen regular community school programs. Community schools in a central location within communities to encourage active travel to and from school for all community families (e.g., walking or cycling). The shift in focus to alternative programs have created transportation issues (including increased traffic on our roads and strain on the bus system), divided communities, and weakened the sustainability of the school system. Before and after school care is one topic that was not discussed in this survey. Our community values having accessible and quality before and after school care. Please ensure that this continues to be a priority area, including access to before and after school care for kindergarten students at a reasonable cost. Thank you for asking what is important to families and the community.
- I am for scenario 2. I think the idea/possibility of switching schools is ridiculous. Andrew Sibbald should be given a change to grow and become a strong community public school without being forced to move. The parents and community have dedicated time and money into making Andrew Sibbald a school we are proud of, it was be unfair and wrong to move us to the Lake Bonavista School.
- I am happy that the CBE has decided to return to a K-6 program for Andrew Sibbald, the only regular program public elementary school in our community. Due to the number of upheavals and changes to Andrew Sibbald in the past number years (Cranston and Auburn Bay community children coming and going, a previous change from K-6 to K-4), Andrew Sibbald has been viewed in the community as a less attractive place to send children to school. As a result, many community children are placed in Catholic or Charter schools or in alternative programming to achieve the goal of K-6. I am opposed to the move proposed in Scenario 1 (moving the regular program from Sibbald to Lake Bonavista) for a number of reasons. First, I believe the CBE student projection numbers are inaccurate. The school already has over 150 students, and to project only a maximum of 175 students when you are adding two additional grades is not in keeping with the demographics of the community, which is becoming more and
- I am happy to see the change to K-6 in both scenarios. However, it seems extremely short sighted to entirely uproot two schools for less than 100 space increase for the Montessori program. From many conversations within the community I believe Andrew Sibbald staying put and going up to grade 6 will draw in many students.
- I am in favor of a k-6 school as opposed to k-4. I do think that consistency (keeping the same school) combined with offering k-6 can and will be a drawing factor to Andrew Sibbald as a public school choice for the community of Lake Bonavista. I think that scenario 1 moving Andrew

Sibbald to Lake Bonavista school (while acceptable as opposed to other options such as moving to an entirely different community) would create more doubt/chaos and drop enrollment further, not a good move for Andrew Sibbald. I think Andrew Sibbald should be allowed a few years as they transition from k-6 to see what enrollment is like before making decisions on switching schools.

- I am pleased that Andrew Sibbald School is becoming a K-6 school. I do not want to see the regular community program at Andrew Sibbald moved to Lake Bonavista School for a number of reasons: 1) Andrew Sibbald School in the past has been regularly changed with students from other areas being bussed in. Because it is the only regular community school in the area it needs to be left alone to develop in to the great community school it can be at a time when the demographics of Lake Bonavista are changing more rapidly than the CBE has statistics for, with new families moving in to the area. The reputation of the school and enthusiasm for it plus that it will be K-6 makes it a very attractive school which will grow in attendance. 2) Because of #1 reason above it seems short-sighted of the CBE to think swapping facilities with Lake Bonavista is a realistic option. The move would enable 100 more students to attend a Montessori program, which is not a significant number. If the CBE is invested in
- I believe that moving the Lake Bonavista community program from Andrew Sibbald to Lake Bonavista School is extremely disruptive, and unnecessary, particularly at this time. CBE has just finished adding new portables to Lake Bonavista School. This gives them additional space to grow over the next number of years, particularly because their numbers were less than what was projected this year. To move the program now makes it seem that CBE doesn't have much of a long term plan, but rather is being reactive. With the portables, it is not necessary to make a move at this time (if ever). CBE has caused the parents in the community to become "shoppers", and this will give the current Andrew Sibbald parents one more reason to be upset with CBE if the schools switch. Parents who are choosing their community school over an alternative program often do so because they value being close to their school. Many of the Sibbald parents have purposefully bought homes close to the school because
- I believe that Scenario 1 is a bandaid solution that slightly increases capacity for Montessori but alienates the regular program in Lake Bonavista and doesn't give Sibbald a chance to thrive as a regular community school. If Sibbald is given a chance to flourish as K-6 in its current building the numbers will grow as Sibbald will be seen as first choice community school instead of an unstable, frequently moved feeder type school. The proximity of Sibbald to Fish Creek and the recreation centre provide important learning opportunities for our students. The slight capacity increase for Montessori in scenario 1 is too small for such a huge upheaval of two schools. With Lake Bonavista School serving all communities south of Glenmore Trail wouldn't two Montessori schools make sense (one SE and one SW). For the above reasons I implore you to execute scenario 2 and leave Lake Bonavista School and Andrew Sibbald school in their current buildings.
- I believe that the over subscription to the Montessori program at Lake Bonavista is a result of it being the only K-6 offering in the neighbourhood. I believe the forecast increase in students to Andrew Sibbald if it remains a regular program but moves to K-6 is low. The students of Andrew Sibbald have gone through a tremendous amount of change over the last couple of years and I believe that asking them to switch over to the Lake Bonavista School would be too much stress to ask of that age group having already gone through a lot of change.
- I believe that the parents of Andrew Sibbald School have invested a large amount of time and money in improving the school for their kids and the neighbourhood. Andrew Sibbald is a school that primarily has attendance by in-community kids versus Lake Bonavista School which has a large number of kids from out of community. Because Lake Bonavista has out of community kids the parents have not bothered to put the time and effort into improving the school for their kids

(Because the school is not in their respective neighbourhood) and it would be a great disservice for the Andrew Sibbald kids to be moved to a school that has not been as well kept and improved. This argument is made more prominent by the fact that the maximum population difference between the schools is only 100 kids. Andrew Sibbald's population will grow with it being changed to a K through 6 school. This will attract back children within the community to the school and become the school of choice for future families

- I do not think we should move schools because everybody worked hard to make money for our school.
- I DO NOT want the regular program at Andrew Sibbald School to be moved to Lake Bonavista School for the following reasons: The students still attending Andrew Sibbald School have already been through multiple and significant changes over the last few years. One of the CBE's key principles in making their recommendations is to "minimize disruption for students" and given the disruption already caused by the opening of the Auburn Bay School, I would hope the decision would be to allow the our students to remain at their current school to give them the opportunity to experience some stability. Scenario 1 allows the Montessori program to grow by ONLY 100 students and gives preference to many students/parents that don't even live in our community. That is just not right. The parents and students at Andrew Sibbald have very recently and with the CBE's approval worked hard to make significant improvements to the school playgrounds. Let the families that made the effort enjoy the benefits
- I feel it's important that Andrew Sibbald be given a chance to re-establish itself as a community school. With the move to K-6, students who had previously went to Prince of Wales or the Catholic system will likely return to the community and enrollment will increase. Andrew Sibbald is more centrally located within the community than Lake Bonavista, and is a better fit for the regular English language program
- I feel that Andrew Sibbald has not been given a fair chance as it is 4 months into a crucial year of change. I don't feel it reflects its potential and 1-2 years and adding k-6 would make a significantly change in numbers.
- I feel that the issue of busing children that are currently within walking distance of a school should be taken into consideration. Adding fees that wouldn't otherwise exist will be very hard on a lot of families. It also affects children if they have to eat lunches away from home or for parents to arrange day care that is close to the school as opposed to close to home and school.
- I feel that to move Andrew Sibbald just so the Montessori program at Lake Bonavista School can gain an additional 100 students doesn't make sense. Andrew Sibbald should be given the chance to grow. It is the regular program in the neighborhood and I think it should be supported. The Lake Bonavista School is an alternative program and they shouldn't be given priority over the regular program. In addition, Andrew Sibbald has put a lot of volunteer hours and money into the playgrounds at their school, with the CBE's the consent, and now the CBE wants to take that away from Andrew Sibbald. I don't believe it was in good faith on the CBE part, to agree to the playground changes knowing that a move was possible.
- I feel very strongly that the population at Andrew Sibbald should remain in its current location. Many parents, myself included, chose our homes specifically so that our children could walk to their elementary school - all of a sudden that would not be a viable option anymore if the population were to move to Lake Bonavista school. At one of the planning meetings, we were told that both scenarios were viable options; if this is the case I do not know why we would go through the upheaval of moving schools, a move which is bound to upset children who will be removed from the environment they have grown familiar with. Additionally, the parent community at Andrew Sibbald has worked hard for years now, and poured money, sweat and time into various initiatives to make the school a better, more welcoming place for our children. Everything from the

imagination garden that was built at the front of the school, to the new playgrounds, which were just completed last year, have been a labour of love

- I find the survey far too restrictive. It is almost like you are looking for particular answers and limiting input to a few numbers. For example, I believe every school should be providing extra programs and extra curricular activities. It should not be restricted to a per cent on your survey. I believe that if parents want a particular program designated for a particular school then they must work within the parameters that school provides. You should not be expecting other families to move to accommodate a special program. What about portables? My grandchildren all currently attend Andrew Sibbald School and I know their parents particularly bought a house that their children could walk to. They are very involved with their local school as a family and loyal to that school as are their friends. They have done a lot of work to add to the facilities of that school. You are displaying a pretty cavalier attitude regarding that loyalty, and the work those families have done for
- I found this survey to be quite difficult, and ambiguous. I filled it out to the best of my ability, however, here are my actual thoughts: Andrew Sibbald has been treated as a "feeder school" for as long as I have been a member of this community (Lake Bonavista). What this tells me is that my public school, in the last 14 years, has never been given the opportunity to be a true community school. With the constant flow of kids and communities coming in and going out, some members of the community (and many friends of mine) have chosen to go elsewhere...for the stability, as well as for different k-6 programs (including out of community mainstream public systems, and the in community catholic system, just for the option of a k-6) I truly believe (and I use Prince of Wales as a comparison), that Andrew Sibbald is a viable community school, in its current location. According to the 2014 census data, Prince of Wales currently draws approximately 40% of their community kid population to th
- I hope the CBE will consider the needs of the majority its stakeholders in making these decisions.
- I like my school. I am at Andrew Sibblad. We just re-did the playgrounds which is awesome and I lost a lot of friends when Auburn Bay left the school. I will see them again when I get to grade 7. I am a little nervous that they will be at Nickle in grade 5 and have 2 years head start on me. I also really like that we can use Fish Creek for Forest School and the Lake Bonavista Rec Centre for skating and other field trips etc. I would be sad if we moved schools to Lake Bonavista School - I couldn't walk to school which would make it hard for my parents. The playgrounds aren't as nice we wouldn't be able to use Fish Creek and the rec centre. I have had a lot of changes to my school already and i don't want to see anymore.
- I moved to where I am now so that both of my kids could walk to school together. I do not want Sibbald to go back to grade 6, I want my grade 5 son to go to Nickle with his brother
- I realize that Andrew Sibbald is currently not operating at 80% capacity but there are a few factors that has led to low enrollment in Sibbald. One reason is that it was only a K-4. Many people wanted a K-6 so went to Parkland or to the catholic school. Another reason is because Sibbald has been a feeder school for Auburn Bay and Cranston for the last approximately 10 years. Many people have felt the school was too full and busy. Now that Andrew Sibbald is going to be a K-6 and not a feeder school there has been a lot more families excited to enroll in Andrew Sibbald. I am very disappointed that CBE approved the resurfacing project for Andrew Sibbald's second playground knowing that there could be a possible move of the students to Lake Bonavista School. Parents from Andrew Sibbald raised \$100,000 to resurface that playground and the thought that we might have to start all over again at Lake Bonavista to resurface their playground is very disappointing and disheartening.

Group 3

Lake Bonavista School (pg. 110-115):

- I realize that Andrew Sibbald is currently not operating at 80% capacity but there are a few factors that has lead to low enrollment in Sibbald. One reason is that it was only a K-4. Many people wanted a K-6 so went to Parkland or to the catholic school. Another reason is because Sibbald has been a feeder school for Auburn Bay and Cranston for the last approx. 10 years. Many people have felt the school was too full and busy. Now that Andrew Sibbald is going to be a K-6 and not a feeder school there has been a lot more families excited to enroll in Andrew Sibbald. I am very disappointed that CBE approved the resurfacing project for Andrew Sibbald's second playground knowing that there could be a possible move of the students to Lake Bonavista school. Parents from Andrew Sibbald raised \$100,000 to resurface that playground and the thought that we might have to start all over again at Lake Bonavista to resurface their playground is very disappointing and disheartening. Andrew Sibbal
- I strongly believe the projected growth numbers for Andrew Sibbald are far too low. In previous years, people didn't send their children to Andrew Sibbald because it was a feeder school, and only went to grade 4. I know many families who sent their children to Parkland schools (including Catholic) because they wanted their children to attend a K-6 school. Bonavista is a very unique neighborhood. The original owner population (which is very large) are in the process of selling or are thinking about selling in the next 1-2 years. In the 4 years I have lived in the community, not once (literally) have I seen a family move in with children over the age of 12. My daughter is in Kindergarten, and most of the students in her class are the oldest child, meaning multiple younger siblings will be attending the community school as well. I really believe in the next 3-5 years, the Andrew Sibbald numbers will be much larger than the projected numbers. I know families who are considering leaving th
- I support the idea of closed borders within Lake Bonavista. Lake Bonavista kids wanting a regular public school program should not be allowed to attend Prince of Wales school, as they are offering the same program. At the same time, I think we should open the borders on our school for those outside Bonavista who are wanting a K-6 but do not have a access to one.
- I think a good solution - Lake Bonavista remains Montessori K-3, Andrew Sibbald remains regular programming K-6 PLUS Montessori 4-6. This allows Andrew Sibbald to grow, gives the space needed for Lake Bonavista and allows kids that have been together K-3 to stay together at Andrew Sibbald even if some need to move to the regular programming because Montessori is not working for the child (many kids move out of Montessori in grade 4, 5 and 6 because it doesn't work for them and students no longer can remain together).
- I think Andrew Sibbald should be left to grow as a K to 6 school! It is our true community school, most kids walk and we are a community transitioning back to younger families. It is going to fill up, if a clear, long term, decision is made.
- I think that it is a great idea to switch buildings. Then Bonavista gets a community school that it can sustain long term on it's own without needing to worry about what community will be bused in to keep our numbers up.
- I think that the projected numbers for Andrew Sibbald over the next 5 years is not accurate. I have 3 young children with only 1 currently at Andrew Sibbald (the others are too young). We are friends with many families in the community with children at Andrew Sibbald who have other children that will be entering into the system in the next few years. A lot of us feel that these projection numbers to be looked at closer and re-evaluated. By adding grades 5 and 6, over the next few years we should add at least a kindergarten class every year for 2 years (25-30 kids). That should put us pretty close to 200 kids without considering inorganic growth from new

community members. Please take a more detailed look at these numbers and perhaps provide some insight on how these projections were determined.

- I was disappointed to see a portable being added to Lake Bonavista School in order to address over capacity issues when there is a school two blocks away that could accommodate the additional students.
- I wish the CBE would offer Montessori at an additional school. If this were to happen, then Lake Bonavista elementary would not be oversubscribed.
- I would have liked to have seen a scenario that was suggested at the school dialogue meeting, a Scenario 3, if you will, that saw Andrew Sibbald with a dual track (regular & Montessori) for grades K-4, with Lake Bonavista School becoming a Montessori Junior High Alternative program for grades 5-9. (or alternatively, Andrew Sibbald K-6 dual track, with Lake Bonavista 7-9 Montessori). Disappointing to not see any Montessori Junior High program being introduced anywhere in the city, especially during this reconfiguration process, even though the Montessori program at Lake Bonavista is over capacity and on a wait list. It is an obviously popular program, but the CBE ignores the pleas of parents who desire a junior high continuation of it.
- I would like to know that if Andrew Sibbald changed to the Montessori school, would kids within walking distance have a priority to attend that school if they chose?
- I would like to stay at my present school and either expand to K-6 or find another feeder school to join our school. The community is changing to a younger one and I believe the amount of students is only going to increase at Andrew Sibbald.
- I would not like to see the Montessori and the public school programs swap buildings as proposed in scenario 1. This is not productive, it's a waste of money and efforts and it ignores the hard work, fundraising efforts and the local community that directly surrounds the school. I believe that the CBE's projected numbers for future student enrolment in the public program at Sibbald are underestimated. Every household in this community that sells, welcomes a young family. Many families in the neighbourhood currently with children, have put their children in other schools because Sibbald did not offer K-6. They are already talking about returning to Sibbald if scenario 2 is finalized. I also believe strongly in the public education system and think that all of these speciality programs are draining resources from the CBE. I believe that community public schools need to remain in place, build up a reputation and attract students from the community. Why cater to all of these group
- If programs are being relocated to increase capacity, local students in the existing facility should be given an option to stay at their current school with the new program. If both scenarios proposed are viable alternatives, the default should be the alternative with the fewest student impacts (status quo).
- In my opinion, returning Andrew Sibbald to a K-6 school makes the most sense. We nearly enrolled our children (and we have 4) in a different community so that they could attend a K-6 school. We were frustrated by the numerous changes, and are still struggling with the emotional backlash of our son losing most of his friends when the Auburn Bay school opened. Going forward, some stability would be appreciated.
- K-6 for Andrew Sibbald is great! Please provide more transparency on how capacity projections are determined.
- k-6 with alternate programming and will challenge anything which has my children moving out of the Lake Bonvista community.
- Keep Andrew Sibbald K - 4 regular, better yet Keep Andrew Sibbald K - 6 regular. Thank you.
- Keep Andrew Sibbald the way it is and stop people living in the catchment but sending their kids to other CBE schools in the future (eg. Parkland) - that's how to increase the intake/enrollment. (allow those who've already managed to do this to carry on. Just change the future).
- Kids should be able to go to school close to home

- Lake Bonavista community has not had stable long term programs we have suffered due to poor planning in the past and declining enrolment a decade ago and lots of parents have pursued other options in separate school or outside the area to allow their children to have K-6 public education. Community is growing again with young families and we need the stability and commitment of public k-6 in the community for the community enrolment numbers today and in future will be there if there is commitment to this.
- Lake Bonavista that is a community that is having an increase in young families moving into the area. If parents choose to have their children in an alternative program it should not come at the expensive of children in the area that are attending or planning to attend a traditional program.
- moving Montessori to Andrew Sibbald is short-sighted as it seems likely the program would be at full capacity soon after it moved there (i.e. only room for 100 more) - causing a lot of disruption for nothing. Scenario 2 allowing Andrew Sibbald students to stay where they are and allowing students to remain there until they have finished grade 6 (which it did for about 40 years prior) would allow their enrolment to meet the CBE desired goal of being at 80% of capacity within a few years. Scenario 1 is giving priority to an alternative program over a regular mandated program when any decisions made should I feel be based on giving mandated programs priority so Scenario 2 is the correct thing to do. Also playgrounds (created and/or improved via fundraising efforts of parents at Andrew Sibbald, cannot be moved along with the program if it were to move to the Lake Bonavista School location. Please keep in mind one of the key principles in the process of making these changes is (as state
- My child attends Andrew Sibbald and I do not want him to swap with the Montessori program. I would like him to finish his elementary schooling at the school we chose for him and have worked hard to improve. I would also like my child to follow his older brother to Nickle in grade 5. The dynamic created by having some children switch to Nickle in grade 5 and others in grade 7 will be strange and not beneficial to the K-6 students.
- My child is special needs and change is especially hard for him. To move him to another school would cause significant disruption in his routine and therefore affect his learning. In addition our family has contributed to a number of fundraising initiatives for our school and it is disheartening to think that all the hard work we put into making our school a great place to be for our children would be taken away those who committed hours and funds to the school. (playground upgrades etc.)
- My family and many families within the community feel that having a school that is within walking distance is very important. The vast majority of children that attend Andrew Sibbald are able to walk. If the regular program moves to Lake Bonavista, most of these kids will then need to be bussed adding time to get to school but also adding costs a families already strained finances. Please keep Andrew Sibbald as the regular program school and allow the school to grow both organically (will be achieved by going K-6) and perhaps even by including other community's children.
- My son is currently enrolled in the Adventure's before and after school care program. Having space for this to continue within the school is important to me. Thank you.
- Of the two scenarios offered, one is status quo - keeping the students where they currently are, in a familiar, comfortable atmosphere after years of continuing change due to CBE policies and procedures; the other makes unnecessary changes to all students in two schools for, in my opinion, very little value. Andrew Sibbald has seen significant changes over the past few years. The last thing we need is more change to fit some arcane CBE planning guidelines.
- Please keep the Andrew Sibbald school a community program for K-6
- Please leave Sibbald students where they are. We want community members in this school not families from outside the community. Montessori should not get to have the school that community members have put money and time into improving.

- Please leave the Andrew Sibbald population where it is. With a K-6 program our population will grow and we will have a strong and popular community program at Andrew Sibbald. With continued school population disruptions, (different communities being bused in), combined with being k-4 in the past, Andrew Sibbald School has not had a fair chance to grow its community based population. We have put a lot of time, effort and fundraising in to caring for Andrew Sibbald School and would be deeply upset to lose the facilities.
- Quality of education must be paramount in the CBE decision. However, the current location and capacity of various programs in their various locations was a consideration already made by parents and the CBE should respect this. It is my opinion that in this decision the CBE risks disadvantaging some students and their communities in response to capacity issues when the parents of all sides have already made choices of where their kids go to school after considering all the alternatives. My suggestion would be to consider the impact to students within the home areas disproportionately to those from outside. Kids that can walk now with their friends should not be made to move schools to relieve capacity issue where non-home area students persist as parents of these kids (non-home area) will adjust to the capacity constraints as they already make travel arrangements - whereas the impact on the school community for students who walk will be felt throughout a child's formative years.
- Related to Group 3 Andrew Sibbald and Lake Bonavista Schools. There seems to be agreement among parents with kids in both schools that Scenario 2 is the best option. Andrew Sibbald school has gone through so much change and another change would continue to hurt the community school. With 100 kids capacity difference, it seems like a short-term solution to switch the schools (e.g. Scenario 1) as the Montessori program will be in the same position (being at capacity). If both schools don't want to move can't they be left as is, give the regular program a moment to have no changes and grow and find a longer-term solution for the Montessori program to grow (possibly expanding the program in another building). Also, the Montessori program parents said that many kids drop out of Montessori in the higher grades, so the regular program will likely gain additional numbers there.
- Safety and distance that my children have to walk to school is important to me. Scenario two involves several major intersection crossings and will triple out walk time to school. Many of us chose a school based on ability to walk and purchased our homes based on proximity to schools we wanted to attend. In Scenario 1, since we are not being permitted to gain access to the Montessori program mid stream, means that we lose the ability to walk to school. This of profound concern to me.
- Scenario 1 is costly and detrimental, I see no benefit for our school community.
- Scenario 2 for Lake Bonavista and Andrew Sibbald is the least disruptive to students and staff. I applaud you for recognizing that the children should remain in elementary school from K-6, that was my single biggest concern. Since Botha censorious address that, minimizing disruption would be advantageous. I suggest that neighbourhood/school boundaries be more stringently enforced to stop children from going to Parkland or other nearby schools. Also - I encourage the board to be more forward looking. You have done no work, to my knowledge to assess how many children will be coming into the system for existing households. With many younger families living in the Andrew Sibbald / Lake Bonavista area, I strongly believe many young families will be feeding A.S. In the future and the school will grow significantly.
- Scenario 1 is a totally unacceptable option for us and our children given that we chose to send our children to Andrew Sibbald Elementary for specific reasons. Changing the location of our school by swapping it with Lake Bonavista Elementary would mean that all the hard work that our Parent Association, School Council and teachers, students have done over the years to upgrade our facilities at Andrew Sibbald would be wasted. I understand that other school would benefit from these but it hardly seems fair given that this Scenario has only been brought to the table in the last

couple of months and significant capital was spent on our playgrounds in 2015 and 2016. Had we known that it was a possibility that CBE would be moving our school community to another location then obviously this expenditure would not have occurred. We understand that Lake Bonavista Elementary (Montessori program) is over capacity and that our school is currently under capacity but I think the proposed Scenario 1 to swap

- The Andrew Sibbald community and families have spent a lot of time, effort and funds to enhance the Andrew Sibbald and would like the opportunity to enjoy and use these facilities. Please give Andrew Sibbald a chance to show that with a few breaks in its favor it can and will grow the community program and continue to be a vibrant part of Lake Bonavista Community.
- The board needs to consider focusing on the community programs - in Area V - the community program (Andrew Sibbald) is 75% of the enrollment - Montessori (ie. Lake Bonavista School) is less than 2% of the enrollment. The board has made decisions for other communities over the last 10 years (ie. Andrew Sibbald being a feeder school for Cranston and Auburn Bay) that has forced families to not choose the Andrew Sibbald Community program (ie. Andrew Sibbald was changed to a K-4 to house the large communities of Cranston and Auburn Bay) - which caused the families living in Lake Bonavista Community to look for alternatives (ie. other programs in neighbouring communities were kept at K-6 and allowed and encouraged to take Lake Bonavista kids to ensure enough space for Auburn Bay and Cranston) - and look to alternative programs so class sizes were not so large (ie. 48 kindergarten kids in one classroom with two teachers at Andrew Sibbald last year). All of the choices over the past 10 y
- The CBE must look at their student projections for Andrew Sibbald. The numbers that they working with show only 50 student increase (K-4) in the next 4 years. Lake Bonavista is transforming into a young demographic population with young children numbers increasing at a much higher rate than the CBE is working with. The school switch would only allow 100 more kids to take a specialty program. That 100 student difference is much smaller if proper populations numbers would be used. Also, with Andrew Sibbald being K-4, there are many parents who chose to place their kids in schools that are K-6. If Andrew Sibbald went to K-6 the numbers would increase as well. Finally, my concern is that the CBE is going to be spending unneeded money to move school equipment among many others, in order to increase the capacity into a program that only goes to grade 6. Its the CBE's choice to offer this alternative program. That's fine. But it chose to use Lake Bonavista Elementary and it had a se
- The families with children at Andrew Sibbald should be able to attend the school within their walk radius. With a small amount of children (less than 10) that require bus services to Andrew Sibbald, the CBE scenario 1 likely means more kids are going to require bussing putting increasing fees for all families that would be impacted and putting even more busses onto our already crowded residential streets. Scenario 2 is the only logical choice for Andrew Sibbald.
- The idea of moving the Montessori school, which has a large number of bussed students, more into the center of the community is completely asinine. Not to mention uprooting all of the students currently at Andrew Sibbald. Many of whom walk to school and would now need transportation.
- The projected numbers for Andrew Sibbald in the next 5 years are incredible low. Our enrolment numbers are low because families send their children to other schools that are more stable for their children. Our enrolment would increase if parents felt that this wasn't a concern and that the regular program stopped lacking security for the future. Sibbald families have worked hard to make this school a community we are proud of, and to have that taken from us and given to another school would be devastating. Please hear the voices of the concerned parents and consider what our children need in the long term instead of the short term proposal of switching buildings with Lake Bonavista to accommodate a growing school of families, who mostly are not even Bonavista residents.

- The school has a tradition in the area for Andrew Sibbald parents and students as has been exhibited by the playground updates. It never should have been changed from K-6 to K-4 and if this is reversed it will bring the school up to a manageable level of students. As far as potential students the area is changing as well. We have 2 year olds on both sides of us with one across the street. Two of the mothers are expecting. I think any change would be a knee jerk reaction and only cause problems in the future as the regular program grows in number of students.
- There have been numerous points brought up in regards to this issue, all which have been logged and/or noted in the feedback and FAQ sections, so I don't feel like repetition here is all that helpful. My personal interests are of course what i feel best for my children and the community of which i feel I will be apart of for the long term. I would hate to have my daughter again be disrupted in her short school experience with having to move schools. Andrew Sibbald is seen as the community school of which the community has worked extremely hard to improve. The school and its regular program has seen many ups and downs with population and staffing numbers, all to make allowances for other communities. Again, the school is facing a potential change once again make concessions and allowances for a huge population of out of community students and an alternative program. I recognize that the school has enough space/capacity to house a larger program, and that currently the Montessori
- This whole process has been poorly executed. In particular, the October school based information sessions about the scenarios were especially awful. The scenarios were not discussed, the presenter didn't know that we were a group A school (directly impacted), and there was no one available to answer questions about the scenarios. Instead we were asked to rate the pros and cons of each scenario, in a "group hug" type of environment. It would have been much more respectful to at least present the scenarios to each individual school, have someone answer common questions and THEN ask us to comment on the pros and cons of each. Without a doubt, it would have been much more productive and less emotionally charged. It very much feels as though CBE strongly favours specialty programming, which as your survey noted, is the MINORITY of enrollment. Perhaps you could consider adding caps to your programs, and when they are full, they are full. Perhaps it's time to sell the idea that regular stream
- Walking to school, minimizing bussing/driving is very important to us. Our son wanted to go to Andrew Sibbald because it is a school we can walk to. Many families at this school walk to school. Moving the school to Lake Bonavista would mean we have to drive or bus our son. He does not have the option to stay at the current location next year because he will be entering Grade 2 and cannot enter a Montessori program in Grade 2. We would very, very much like to stay put. The Andrew Sibbald community has seen many changes over the last few years. Some stability and consistency is needed for the kids and families. Also, the parent council has put a lot of time and fundraising into the improvement of that park. Those who put the effort into that park would like to continue to enjoy it. Some community parents are choosing schools outside of the community because of the instability at Andrew Sibbald. If they knew we were staying put that may have increased enrolment for this year.
- We definitely do not want Andrew Sibbald to move. We would be very happy if it became K-6 and stayed in its current location.
- We do not want Andrew Sibbald School to move locations. We chose to send our children to Andrew Sibbald because it was our designated school and it was within walking distance to our home, as we hoped to and then succeeded in building a strong close community of support, and friends. I would like to see the CBE give our school a chance to attract families and build up its student population by allowing it to stay in the current location. I believe that Families will consider Andrew Sibbald if we can move forward by presenting a stable school with no major proposed changes to our location.

- We have moved to London, UK and will be returning in 2 years. Our children will need to re-enter the school system and considering the disruption currently happening we may forgo the CBE altogether. Based on our experience abroad, it is apparent that the CBE will be repeating many of the issues that UK schools are seeing with large numbers of families selecting private schools resulting in state schools falling into disrepair and poor quality. The emphasis on program choice bleeds away at the quality of regular community school funding. I firmly believe that the CBE mandate should be to provide a quality mainstream program, with enrichment being provided in extra-curricular and after school programming or parent funded alternatives. Funding is available for families with limited financial resources rather than the current system which requires parents to utilize programs like tutoring to make up for the poor quality basic learning that is the result of a diluted emphasis
- We moved to the area for a school within walking distance.
- We only want our Grade 4 child to be able to attend Nickle next year. This consolidates our children into one school very close to our home, and is why we moved to our home in 2015 after consulting with principals at both schools. We do not want our child to attend K-6 regardless of the location.
- We purchased a home by Andrew Sibbald specifically because it was home to a “Regular Program Home Area” language program, as did several of our friends and neighbors. We feel that the proposed move to K-6 will lead to more Lake Bonavista students attending Sibbald, instead of choosing to attend schools such as Prince of Wales, etc. There is therefore no long term advantage to moving the “Regular” program from Andrew Sibbald to Lake Bonavista elementary. Secondly, a disruption would mean some student's will move schools for the third time in their elementary school careers (Lake Bonavista “regular” program shut down, move to Sibbald, back to Bonavista). We understand that the Montessori program requires more space, however by nature it will likely continue to grow and be a capped program and moving to a large school will only delay the need for portables or a second physical setting. As over 90% of the Montessori student's arrive by bus, Lake Bonavista offers more conv
- we purchased our home across from Andrew Sibbald school, we want our daughter to stay at that school.
- Why can't specialty programs be capped If you know a school is oversubscribed why can't the amount of students in a school be capped What happens with schools in Parkland that are taking students from lake Bonavista Will they close the borders for future students to be kept in Lake Bonavista If kids do go to k-6 Andrew Sibbald is there any affect to the numbers at Nickle? Should AS remain k-4 to maintain the school group heading into Nickle? What programs are at Nickle for 5-6 and what would be offered that is similar or the same level at Andrew Sibbald? Who will confirm costs for busing and lunch room supervision if children can no longer walk to school?
- With both scenarios I don't see where you have considered the impact of changing Andrew Sibbald to a K-6 school on Nickle School which for 'education reasons' was changed to a middle school. Have these educational reasons changed? How will losing the grades 5 and 6 impact Nickle?

“Other” and “Don’t Know” Comments (pg. 129-133):

- Bilingual programs are under served in Calgary due to lack of location options. Failure to provide "room to grow" for the South Calgary Mandarin bilingual program, specifically via an south junior-high option, will negatively impact enrolment in lower grades and therefore, will negatively impact the success of this program. For comparison, Edmonton's focus on the program has led to a current state of 6 elementary, 4 junior-high and 3 high-school options for students seeking a Mandarin bilingual program.

- both area V scenarios should include a south mandarin program (grade 6-9) to accommodate current grade k - 6 students at Midnapore school. otherwise these student will be forced to travel an school in area I to continue. No parent will accept this option.
- Both scenarios involve the school going from K-6. I have a son in middle school at Nickle in grade 5. Nobody has given any indication as to whether he will be able to continue at Nickle or not. We would like him to. It would be unfair to expose him to a middle school environment which he loves then move him back to elementary school. My daughter is in grade 3 at Andrew Sibbald. I want her to go to middle school in grade 5 like her brother. There has been no information as to whether this is an option or not. My concern is the change to K - 6 which is the same in both scenarios not which building the program will be in.
- CBE should minimize the changes to the different language programs, and promote awareness of the programs.
- Don't see a scenario that includes area 5 impacted school Midnapore.
- Elementary should be up to grade 6. This can separate young children from teenagers.
- For the special language programs, some more efforts need to be made to keep it in the same geographical area. My kids are enrolled in the mandarin program in Midnapore (SW), with the news now that there will not be a middle school opened in the south. This is an amazing program and my kids are really enjoying it and benefitting from it. To have it end once they are done grade 6 would be unfortunate and a waste of their time because we know that if it doesn't continue, they will lose those language skills.
- Hamptons kids should be kept in Tom Baines school because Tom Baines is close to Hamptons and it's doesn't makes any sense to send Hamptons kids to other school b/c this will cost lot of financial burden on parents in regards to busing , etc particularly in this time of economic recession.
- I am filling out this survey because my daughter attends the Mandarin Bilingual program in the south (Midnapore Elementary). I cannot stress enough that the long travel time that will be required for her to continue to attend the program will likely force us to remove her from the program. I find it disappointing that her school does not even appear in the list of "impacted schools".
- I appreciate the effort taken to gather further input . Did you realize that 44% of your survey showed as being complete by the time I had finished reading the very specific instructions on how according to the writer of the survey I must prepare for the survey ? I feel very demoralized by the way as parents we are communicated with . You may run the schools for our children but we manage their whole lives and do so as you do , with their best interest in mind . We appreciate your efforts to gather data but placating is no pretty so I pray this is not an empty effort .
- I hope you will not take away the Mandarin bilingual in the south. Based on Midnapore' s current enrollment in the program, it shows that every year, the enrollment keep increasing from when it started out as only 8 students in the kinder grade to 47 students currently. I don't know how you can expect the requirement of 40 students to enroll in each of the grade 7 & 8 before you will even consider a Jr. High Mandarin program in the south. When the program started out with only 8 students. You given us an unrealistic requirement, therefore, we can only assume that you have no intentions at all to even want to consider continuing the program. The Asian communities is very large in the south. If you don't continue to Jr. High level, the elementary program will for sure have less enrolment year after year.
- I would like if I could stay with my friends after I finish grade 6.
- I would like to know where the future planning for the Mandarin Bilingual program will be in the south? There is not even a single elementary or Jr high school offering Mandarin language arts option even though its the 2nd most powerful world language after English. There is an obvious demand throughout the city for alternative programs yet the pie chart provided shows a false

sense of demand. The percentages of what K-Gr9 students choose is only a result of what's available. It makes sense to share resources between regular programs and bilingual programs. French Immersion should be a stand alone. TLC and Science school could fit together.

- If the feeder schools, i.e.: elementary schools in the area offer French immersion, so too should the closest jr. high school, or at least another immersion program like Spanish that would build on skills acquired, while allowing non-immersion students the opportunity to participate if desired. I believe there will be more emphasis on free or inexpensive after school care for children of working parents and on alternative programs, moving forward
- Mandarin Bilingual middle/junior high in South
- Midnapore elementary/ Mandarin junior high school did not even make it into Area V planning map, which just shows a lack of longer-term vision in the planning exercise. CBE needs to start looking at long-term stability/growth of some of the alternative programs.
- Midnapore Mandarin bilingual program...
- Midnapore school needs some major renos.
- My 3 are in an alternative program (French Immersion). A huge factor for myself is if one or more of my children cannot continue in this program in the future (difficulty, lack of motivation...) but his or her siblings will. That is why I really hope that there will be a regular program offered alongside French Immersion in their future designated school.
- My children go to Sundance. I would like their middle school to be as close as possible.
- Please create campuses like those you have suggested for TLC and Science for all programs - and especially for French immersion, the oldest, most popular, and arguably most important of your alternative programs. Families base their lives around where these programs are located, so please respect that in your decision making. While it can be argued that having a single school dedicated to French immersion yields better learning results, the same can be said for not spending excessive time on a bus (i.e. inactivity also affects learning).
- Please don't move grade 5 and grade 6 Mandarin program out of Midnapore school.
- please expand south Mandarin Bilingual program from kindergarten to Grade 9. Thank you
- Please keep Mandarin Bilingual middle/junior high school in south area. Otherwise most parents have to drop their children from this program, due to safety concern from long transportation.
- science program should be offered in high school and in the SW and SE
- The decisions are often made without consideration of the basic needs of students, which should be paramount. Enriching some students experiences without providing all students access to basic education in their closest community school is wrong. Some students spend more than one hour on the buses. The schedule is very inconvenient (waking up at 6 in the morning to be ready for the bus at 7). The most disadvantaged are students with disabilities that do not have access to their community school. All parents pay the same fees, while some are getting access to enriched programming and others do not get even access to quality basic education. Offering more choices does not benefit all students. Locally developed curriculum should be encouraged but offering more programming to some students while others do not get at least access to basic education is wrong. All the funding should go to improving the the quality of education for all students in regular program. Unnecessary moving
- The Mandarin English Bilingual program needs to be expanded in South. We need a Mandarin English Bilingual Middle school(Grade 5 to 7) in South on 2017-2018
- The MOST important factor to be considered is that high quality programs are offered, that all students have access to those programs and that there is space, resources and facilities adequate for the provision of those quality programs. Also, I would expect that there would be expense involved in having grade 9 students in a school designed as an elementary (change rooms, higher toilets and drinking fountains etc). Within what cost parameters are you working and has that information been shared in engagements. Finally, I am not sure how other scenarios

were eliminated (e.g. French Immersion campus at Acadia and David Thompson). The program/campus approach for elementary and middle schools has the advantage of allowing a single year to be moved from one building to the next with less impact on the community than a move from one school to another in another part of the CBE Area.

- The school board can justify spending millions of dollars on their top heavy management creating survey's. What about delivering a strong education program for a future? What about putting the dollars into where it really matters.....the classrooms, support for the students and teachers. So much funding is wasted by the silly games the board implements and plays. What about delivering a solid well thought out education game plan with strong guidelines and a consistently structured program.
- These scenarios missed the consideration of English/Mandarin bilingual program, as Midnapore School is already near over-capacity. Also, I believe the Mandarin program in South Calgary will fail if CBE only focus on the current enrollment and doesn't have a long-term plan.
- Transportation time for students in the deep south for French Immersion programs is very long. We recognize that by choosing French, our children will need to travel a further distance, however it would be nice to minimize that commute. For example, maybe Sundance could be a K-8 French Immersion? Considering that there are two elementary schools in the area and one has enough space to take the overflow from Chaparral. Maybe there is a closer middle school than the two options above? Once again, though, I recognize the complexity in organizing the schools and programs. Thanks for all of your hard work!
- Understanding the need for the changes, I think it is very important to attempt to keep siblings together as much as possible. Our 3 kids are all at Chinook Park, with our oldest leaving for jr high next year. I have heard (it wasn't mentioned in this info) that the current g4s may have to move to a different school next year, which would be very challenging. Having the internal support of siblings together is very important for the kids themselves and the parents! It's comforting knowing siblings are there for each other when called upon...not to mention the potential logistical nightmare created by having 3 kids in three different schools.
- We are parents of Midnapore language program, and hope to update it to grade 9.
- We attend the Mandarin program at Midnapore Elementary. We love the Mandarin program because we see value in that it is the 2nd most spoken language in the world. I think that this language will be an invaluable asset to our children in their future work. I am extremely disappointed in the CBE's scenarios for the Mandarin program as we are a high achieving family that strongly believes in well rounded children. If our children need to be bussed to the North for school it will be impossible for my children to have any opportunity to learn other skills such as music, sports, arts etc... the travel time between home and the school will engulf any 'outside of school' hours. As much as I value the Mandarin program, I feel that I will be forced to make a decision to either keep the Mandarin program and exclude all of our other extra curricular activities or discontinue the Mandarin program while having my children be well rounded without a second language. I don't think this is a fair
- We need Mandarin bilingual middle/junior high program in south Calgary.
- We should have a South Mandarin Bilingual middle school . It is too fa and not safe for students travel all the way from South to North location.
- When two different programs run simultaneously at one school, there are problems including competition between programs, repetitive programming to provide content in both languages and seems to set up a two tiered system. Separating the programs would allow the focus to be on one program, enriching it. It would bring together the teachers of that subject area to increase the creativity and planning, strengthening the overall program.
- Why Midnapore school is not included in this survey?

- Will you be making efforts to combine, NW and SW, Jr. high, Mandarin Bi-lingual students staff and students into one central location? For easy access for families on both sides, of this wide and ever expanding city? If denied, will this topic be re-visited? possibly seeing a central location within 3 years? Given that the numbers of students will definitely increase (even with attrition), and 3 years would be plenty of time to remedy the qualified staff situation, especially with the added help and continuous efforts, from our Midnapore School families and community; to meet these staff/student ratios? Is CBE helping Midnapore School to meet the staffing requirements, given the recent media coverage on this topic? How high is it of a priority for CBE? Lastly, what tangible efforts are being made?
- With both scenarios I don't see where you have considered the impact of changing Andrew Sibbald to a K-6 school on Nickle School which for 'education reasons' was changed to a middle school. Have these educational reasons changed? How will losing the grades 5 and 6 impact Nickle?
- Busing/ Driving times are important- too long is a waste of time. the children have no time for after school (off site) activities, later homework, later supper, later bed time etc.
- CBE has been hearing a lot from parents of alternative programing looking for "optimal" education for their children in terms of single program "campuses" and fears over integration or dual track education in or communities. I ask that the board recognize that these are self-interest organizations that are not looking out for the betterment of all of CBE students. They also make up less than 24% of the CBE population. You need to be looking out for the 75%. There has been limited to little voice present for schools in communities. Yet we know that more than anything, growing up and being educated within your community has value. Especially in the early elementary school years. Kids walk to school, build bonds and community. This is good for everyone including CBE. No one worried as much as they do today. Yet CBE has created a system of privilege and entitlement through its 17 plus alternative programs that has parents criss-crossing the city looking for the "best education" for their ch
- I'll be extremely disappointed if scenario 1 is approved. My daughter attends Robert Warren, she is happy there; uprooting middle school aged children is extremely disruptive and un-supportive of their learning. Middle school aged children are impressionable, they're just building confidence and allowing them a safe environment in which, to grow is beyond important. I fear a disruption and a school transfer will be far more damaging than the CBE would have us, as parents, believe. The Spanish schools in this area are within walking distance of each other, this promotes a community of learning, encourages volunteerism and global citizenship. Moving the middle school portion out of the community completely destroys this principle. A principle promoted by the CBE. I am fully in support of Scenario 2.
- It would be really nice to know exactly how all of this will impact students from a specific school - Sundance for example. I could not locate any information as far as how the scenarios affect which school my son will go to next. I can't make informed decisions without knowing the details. This amount of information is ridiculous for a parent just coming into the public school system for the first time. I can't even imagine what this is like for a family who is just coming to Calgary from another country. They wouldn't have a clue!! Make things more streamlined and easier to understand. Then we can provide decent feedback.
- Our school is a K-6 French Immersion. It would be nice to be aware of how the changes to 5-9 or 6-9 programs will impact a school like ours. Parents like to know these things in advance so they can plan and prepare their kids.
- We would like to enrol our children in TLC, however, the school location for our southern boundary is too far away to make it feasible. Very disappointed to have to move our children from Traditional Learning in BC to an average AB elementary public classroom. Our children now tell us that they are bored in class (curriculum in their respective grades is review for them). We

are unable to afford the costs associated with private/charter schools. As well, we are firm supporters of public education. We only wish we could keep our children motivated and learning in a traditional model.