



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

Colonel Irvine School

Session Notes and Evaluation

October 27, 2016

This summary of the feedback from the Colonel Irvine School engagement session on the Area I/II Scenario opportunities, challenges and other questions and comments was compiled and summarized by Stantec Consulting Ltd.

November 22, 2016



Number of Attendees: 124

Participating Schools: Colonel Irvine
Beddington Heights
Sir John A. Macdonald
Catherine Nichols Gunn
Highwood
Huntington Hills
Marion Carson
Midnapore
Thorncliffe

Scenario 1 Discussion

OPPORTUNITIES

- Colonel Irvine should move to Colonel Macleod for the home area.
- Students in MidSun do not have a feeder school (in the south). Could serve both north and south for the Mandarin program.
- Mandarin needs to have long term viable school for growth.
- Highwood – Like K-9 in area for Mandarin. Helps program grow.
- Like having one school all Mandarin.
- Continuity of students staying together K-9 is important close by in the same area.

CHALLENGES

- The capacity for growth of the TLC program at Colonel Irvine is limited.
- Regular program at Colonel Irvine will likely be squeezed out in future by fast growing TLC program.
- Concern that moving the Mandarin program to Colonel Macleod will result in negative impacts to Mandarin students all over the city, as that is not a central location for anyone. Colonel Macleod is being “sold” as the central option for north and south Calgary, but in reality it will most likely kill the Mandarin program.
- Moving the Mandarin program to Colonel Macleod has the potential to kill the entire program, so even students from Midnapore would rather it be moved to Colonel Irvine over Colonel Macleod. Stating the extra distance to Colonel Irvine is negligible compared to the distance Midnapore students would be travelling every day, regardless.
- The optics of scenario 1 are terrible, stating that priority is clearly being put toward the TLC students, which is generally the case (issues with constant top to bottom segmenting of TLC students). King George School was used as an example.
- The TLC program staying at Colonel Irvine school will make it more difficult for catchment of communities (geographic)
- Marion Carson catchment is too far north for Colonel Macleod to be a feasible location to move the Mandarin program to (too far of a commute for students).
- 2 or 3 hours per day on a bus is not sustainable.



- Options available could be limited if they move to a new school. Midnapore students will dropout if the need to travel to the north school site. The children will not have any friends if they come to Highwood. No viable option for a school in the north.
- Language is very important, recognizing that we have something very special here at Highwood and Colonel Irvine because of it. Parents put kids in TLC because community school closed. CBE continually shuffles programs and schools. Find school for regular program, Mandarin, TLC etc. Even if school is only at less than 5%, then it will allow those programs to grow.
- Resources and teachers will follow the student.
- With all scenarios, someone will be inconvenienced. This is the 3rd time the Mandarin program will be moved.
- There is a singular feeder school that feeds Colonel Irvine. It makes the most sense for the Mandarin program to remain here.
- Parent of a school in the south. It is an inconvenience to have my child to travel 1 hour on the bus to the north.
- We have been promised a south junior high and just informed in September that we will not be getting a school. This is something we have been promised. Our school (Midnapore) has not been involved in the process.
- Daughter taking the bus from Auburn Bay to Midnapore resulting in a 1-hour bus ride. If she is to attend in the north, the bus ride will be much longer.
- When we registered a child, it is for the long-term. If you are building a program, think of the long-term.
- Midnapore Phase 1 did not happen. The Principal did not send out information for parents to make the decision.
- Not in favor of sending children to the north.
- Feel we should be involved from the beginning.
- Midnapore is not reflected in any of these scenarios. Parents not happy about it.
- Parent purchased house close to the school because of the Mandarin program. With traveling to another school causes a problem for the family.
- I heard there is not enough teachers for the Mandarin program.
- I believe they can find teachers, they will have 1 year to do so.
- The Mandarin program is full and we need to enter a lottery.
- Recommend to open more space for students in the south.
- Parents planned ahead to buy house close to the school so that they can attend the Mandarin Program in Highwood.
- The CBE established Mandarin is an alternative program. We will lose resources (the teacher) could be spending more time teaching Mandarin than the other subjects.
- Increase of travel times for families if they stay in this program.
- Longer transportation times will cause parents to drop out of the Mandarin program. Long transportation time is a safety issue. As well, not safe for parents to drive.
- Parent would like to keep the Mandarin program in the south.
- Lack of communication of the potential changes to the Mandarin program.
- Better now we have TLC teachers and administrators. Concern dual track – staff don't get program mandate, mission, philosophy.
- Concern about splitting up siblings at Colonel Macleod or Mandarin. It is better in scenario 2 and 3.
- Number of transitions is a concern over school years.
- Recent changes suggested for Mandarin in south a concern, different than past discussion. None of scenarios good for Midnapore. Promised and guaranteed before.
- If there is no junior high in the south, there is no opportunity for Mandarin growing in in the south.



- Marion Carson moving to Colonel Macleod is a concern regarding distance. Won't help program to grow because of increased travel distance. Enroll elsewhere. Colonel Macleod is not central location for Mandarin south families. Nor is Colonel Irvine.
- Want Junior High/Middle school in south for Mandarin as well as north. Value Mandarin but great travel distance is a problem.
- Consider Area V under capacity schools for Mandarin 5-9 and 7-9
- Mandarin program in south won't be able to grow. Parents won't enroll students if no program opportunities there.
- People are OK to bus to Colonel Irvine but not Colonel Macleod. We live in the NW. Keep at Colonel Irvine Mandarin program. It is fantastic. Scenarios suggest program's future is at risk/in danger. Program is being spread too thin.
- Disagree with Scenario 1, breaking up program.
- Staffing for Mandarin program being shared between Highwood and Colonel Irvine (also facilities continuity Mandarin Program) which would be broken up/lost if split apart.
- Stability, continuity, and distance.
- More barriers put in place if schools separated (and further sustainability of programs).
- TLC will grow too much again in a few years.
- Disruption with more challenging picking up children.
- If this goes ahead we will quit Mandarin program and, therefore, numbers will go down.
- Mandarin programs at Highwood and Colonel Irvine currently coordinate schedules, busing and resources. Not possible if Mandarin moves to Colonel Macleod.
- Highwood/Colonel Irvine synergy (shared resources) is working well for Mandarin program; now program very strong and changes will make programs unstable.
- Siblings will be in different schools and no longer side by side. Keeping families together (Highwood & Irvine) is important to the sustainability of the Mandarin program. Enrolment will suffer if moved from Irvine.
- If Mandarin leaves Colonel Irvine, no guarantee the leadership team will follow since Colonel Macleod has leadership team already.

Scenario 2 Discussion

OPPORTUNITIES

- Would like to see students engaged in these scenarios, because they are interested and have good ideas.
- Proximity to Highwood and Colonel Irving.
- Close proximity of families to current programs.
- Finally have stability with school staff, students.
- Specialty programs don't move.
- Kids from Harvest Hills etc. would be closer to new schools (least impact on students).

CHALLENGES

- The capacity for growth of the TLC program at Colonel Irvine is limited
- Currently Highwood School and Colonel Irvine School work together as a cohesive unit in terms of bus schedules and days off, and there is a strong sense of community between the two schools and a significant



amount of resource sharing. Concern that the shifting of programs will result in un-coordinated bus schedules for parents with students in both elementary and junior high, as well as reduced resource sharing.

- The TLC program staying at Colonel Irvine School will make it more difficult for catchment of communities (geographic).
- With us being in the home area we would not like to move because we can walk to school.
- Transitioning Mandarin + TLC would have a short life span.
- No community programs in home areas. Problem with Scenario 2 is there is a lot of homework in Mandarin + TLC if we move are left with regular and need to move out.
- Follow up to moving teachers have alternative program as an option program.
- We travel to Midnapore for the Mandarin program. Have 3 children and potentially I could have them in 3 different schools.
- Safety concern for children to have long travel times.
- The people in the CBE planning department who have made these decisions to move children to the north should not be doing this job.
- Longer than 30 minutes' ride one way is too long, on the bus only.
- Limited for growth (approx. 25%) for each program.
- Limited communication (or none) in/about Area V.
- Changes to Mandarin Program and parent did not have information about scenarios.
- Families in K-4, 5-9 would have to move kids to two places.
- TLC – 5th school children have been to in 11 years.
- Transportation of students problematic if centralized program/removed infrastructure
- Lower enrolment of Mandarin programs a possibility if schools separate.
- Families moved to neighborhood for Mandarin but if Mandarin program moves, people will likely change programs to TLC out of convenience and TLC may need room to grow.
- Only 1 TLC in Area V and limited programs in Area V – parents will consider other programs for their children rather than travel long distances (attrition rate will be increased).
- Marion Carson already full.
- Inconsistency with other alternative programs and their locations (south vs north).
- Colonel Macleod start times very early so if you have an increased travel distance you have to leave even earlier.
- Highwood doesn't appear to have planned far ahead for future programs (esp. Mandarin).
- May have short term pain for long term gain but need long term view (#s) to see it as an opportunity – otherwise hard to make decision.
- Anxiety of parents/students in all programs (TLC, Mandarin, etc.) We will start a petition if TLC and other programs are moved to Colonel Macleod.
- Parents told by CBE about long term plans and then changed programs/locations on parents too much.
- Families made investments in neighborhoods.
- Limited options for growth.
- Alleviate some pressure for Mandarin.
- Distances too far if program moved.
- Address capacity problem in Area V instead of trying to fix it in Areas I and II.
- Not viable because if Mandarin program taken in they'll be over capacity. Having 2 in demand programs in one school is going to cause more problems as they expand.
- Only middle school option for Mandarin will be jeopardized if people leave from N and S. This is not helping the strength of the program.



- All these changes are affecting kids.
- Questions written do not necessarily emphasize how many people have same concern.
- 200 students in K-3 at Midnapore will already be over-capacity if all of them move.
- Growth will be too big for programs and then we will be in the same position again.
- Short term solution. Growth of Mandarin and TLC will need to be addressed again in two years.
- Makes no sense for home area students to be bused out of the community. Home area should be a priority and should be matched with program that they can share staff and resources.

Scenario 3 Discussion

OPPORTUNITIES

- Scenario 3 is the best overall for the Mandarin program (notwithstanding the concerns of Midnapore/south Calgary parents).
- Scenario 3 is best for the TLC program in terms of growth, being that the rate of growth of the TLC program is much higher and needs more accommodation. Moving TLC to Colonel Macleod gives them 600+ spots (1.5x what they get at Colonel Irvine).
- Seems to have the least amount of impact. Only 3 schools affected. Least amount of 'colour highlighted' in the hand-out.
- Colonel Macleod would provide more room for the TLC program to grow.
- Removing TLC from the scenarios will allow for needed growth from feeder schools.
- Provides the broadest range of student diversity.
- Scenario 3 results in a better utilization of resources – the Mandarin program can easily assimilate with a regular program school (the Mandarin program is 40% unique, and 60% can be tied in with the regular program), whereas TLC is 100% unique and therefore there is no opportunity for sharing of resources between the programs.
- TLC capacity to grow (X 3). Best scenario for TLC.
- Feeder schools are together.
- Chance to grow both programs.
- Busing together and easier for picking up siblings.
- Less changes for all schools in the scenario.
- Mandarin can grow. Look at future success of Mandarin program. And for all alternative programs and growth opportunities. (X 3)
- Keeps home area here, which is positive. Home and Mandarin are compatible together. TLC is a different approach. Has less change overall and is a better option.
- Less disruptive for families with multiple children (and in different schools)
- Coordination of schedules, busing and resources between Highwood and Colonel Irvine can be maintained.
- TLC more 'movable'. Don't share resources with regular program.

CHALLENGES

- TLC very popular choice for people. If parents couldn't get their kids in a charter school, then they choose TLC.
- Home area will suffer.
- Adding Kincora will not solve the problem and will need to be addressed again in future.



- Kincora, Evanston and Sage Hill have significant number of TLC kids coming to Colonel Irvine because they love this school and don't need to bus any further.
- Because of the uniqueness of the program it should have consistency. Possibly look at the Edmonton public program with potential of a high school.
- These are tough choices. Whatever the CBE choose they should stick with the decision. Parents would like the curriculum and options to stay i.e. band no matter where they go.
- TLC band is mandatory therefore it will move with the TLC program.
- Not good for us. We live in Evanston and going to Dr. JK Mulloy. Concern for long travel distance on bus. Prefer to stay at Colonel Irvine. Would pull child if change happened.
- Not good for TLC. (X 2)
- Increases buses' distances (more than 2x) (X 2)

SCENARIO 1, 2 and 3

CHALLENGES

- Concern that the proposed location changes to the Mandarin program will result in parents withdrawing their students from the Mandarin program immediately, in an attempt to avoid waitlists for regular program schools, or cause them not to enroll their children in the program from the beginning because the program does not have a good long-term outlook.
- Need concrete, long term plan for Mandarin program: Long-term projections on the Mandarin program need to be communicated to parents so they are confident in enrolling their students in the program; there have been a lot of empty promises for expanding the program and adding schools that have not been followed-through on.
- The Mandarin program has experienced several shifts, and is never in one school for more than 2 years. It has never been planned and is always given a temporary, "band-aid" solution, leaving parents feeling misled
- All Scenarios have the potential to reduce demand of the Mandarin program and all scenarios put the entire Mandarin program (in the south and the north) at risk. For Mandarin student's in the south, if the program moves across the city, that will have a negative effect on registration levels, which would be unfortunate because the program is currently growing in popularity (examples: in the past year, the Mandarin program has grown by a kindergarten class; two years ago, there was a lottery to get into the program)
- The Mandarin program provides students with globally relevant skills that could benefit them in their future career
- Concern that these program transitions will result in deterring parents from enrolling their students in the Mandarin program because of the lack of capacity and long commute times, which could result in the Mandarin program dying out, which is very unfortunate since it is a program that is growing and has the potential to be very strong, and offers positive and diverse learning opportunities to students.
- Midnapore hasn't been involved until now and was left out of Phase 1 of engagement
- Midnapore does not feel they are being included in the "big picture", and should have been invited to attend Area V sessions
- Area of communication of these changes needs to be larger than just the physical locations/zones of the involved schools.
- Concern that the TLC program currently gets too much attention at Colonel Irvine school
- The TLC program should not be integrated with other programs; their uniforms make them stick out and makes it challenging for the students within a school to assimilate with one another.
- The synergy at Highwood is better than at King George. That's why we sent our kids to Highwood.



- Parents don't want to fight parents against parents for the programs that stay.
- Colonel Irvine and Highwood complement each other with the Mandarin program. Keep the kids here.
- Children spend 184 hours on the bus.
- The Area Directors did not consult each other North/South to see plans for these programs.
- Identify risk factors for transportation times. Take into account when building scenarios.
- There is no viable program should north and south parents pull their kids out.
- Alternative program are programs of choice. Parents need to accept transportation option when they register for these programs. Parents need to do research.
- It seemed that the Midnapore parents were dominating the conversation.
- In general, scenarios don't seem successful especially with regards to Midnapore.

Other Questions and Comments

SCENARIO 1

- Mandarin is going to Colonel Macleod, will there be resources at that school?
- Regarding the Midnapore School, does it change where Grade 5 & 6 at the school now will be attending? Concern about changes in Area I and II impacting Mandarin in South.
- What is on the table? Possibility for other scenarios to be considered?
- What is the projected growth for alternative programs?
- Was single track alternative program at school considered for scenarios 1 and 2?
- What are capacity numbers at school? What is expected demands for alternative programs?
- Without knowing numbers, hard to know if good choice for the long term (greater than 2 years). Need to know what's ahead.
- How can you suggest an alternative option to decision makers and when would we need to submit by and how?
- Are there synergies between teachers in Mandarin and regular programs?
- What is the CBE plan for Mandarin program across city? Long term?
- Mandarin K-9 in Colonel Irvine? If not, why not?
- Why not move students from Colonel Irvine to Cambrian Heights? Close together and may make more sense to consider. Overall, why has the CBE not chosen schools close together for moving students from one to another?
- Have people considered the new development in Harvest Hills? Concerned taking the regular program out of the area it is in, and moving it out. Strong value connecting regular program with community. Opportunity to keep the Mandarin program; elementary and junior high close together. Keep continuity laid out and it's not demonstrated in the scenarios presented.
- Challenges for Mandarin Program: will Transportation costs go up? Concern current busing schedule would change.
- Highland Park has a new development with 1500 units. Has the local school been considered? Community area doesn't have enough students to sustain home school?
- Highwood (Mandarin) is at capacity and not listed in the scenarios. There is a school that feeds this school and is not listed.
- Group "C" schools are more directly impacted.
- Lowering transportation does not look like it is a priority; carbon footprint.
- Risk of students dropping out of program because we are shifting schools. The interrelatedness of capacities if a program is shifted.
- Transportation causes congestion and safety for everyone.



- New schools aren't listed on the sheet. All new schools open at capacity.
- Have dedicated facilities for alternative program. This could be a long-term solution.
- TLC at Dr. JK Mulloy has a long waitlist. New school in Evanston has lots of room. Would like Evanston to hold TLC. Alternative program should be considered for the new school.

SCENARIO 2

- Why is there no long-term planning for the program?
- Will teachers tell you if science is not a fit for your child? Movement if not suitable?
- Why are we waiting until the 11th hour before we are informed that we don't have enough teachers to teach?
- What is the role of the Midnapore School in the overall Mandarin Program?
- Why wasn't Midnapore School included in Phase I planning? Principal not included; parents were not invited to share their ideas / opinions. The Area I and II scenarios suggested by CBE have NOTHING to do with Midnapore School. They ignore us and put us in conflict with the North Mandarin parents.
- Why did Midnapore School have to ask for a meeting in their own area?
- Require plans for Mandarin Program at Midnapore School.
- For future engagements, maps and numbers would be appreciated. Is the reason Colonel Macleod was chosen due to it being central?
- It would help inform decisions if quality of schools is also provided (and numbers).
- Are these scenarios for south too? (Midnapore).
- Is there room for growth? How far ahead are they looking? School capacities vs limited growth; language; room to expand vs limited growth.
- Can CBE guarantee spots for families at current schools they are at for their children (if families don't move with program)
- Timeline of programs? January registration will be missed for families – parents need time. Are you suggesting Simon Fraser (5-9) as a middle school for TLC.
- How sustainable are these choices (for Midnapore) if kids moved north for program? Distances are too far if program is moved. South Mandarin program at risk because most parents won't be willing to bus their children so far. Issues include: winter conditions, long 1hr plus bus rides, Deerfoot (safety issues).
- Address capacity problem in Area V instead of trying to fix it in Areas I and II.
- Mandarin has been considered as a Middle school and has there been a response? (Simon Fraser)
- FE Osbourne under capacity? Why? (next to Simon Fraser).
- What does "growth" mean?
- How would Mandarin program grow if currently capped? Is there another elementary program to open? Or to change cap?
- Why are we being asked to bus our children to a school that is already full? Where is the long-term planning? Do we want our child to go through a lottery system?
- Why would we be asked by CBE to bus our children to a more "central" location for Mandarin Jr. High if the north parents also aren't willing to do this?
- Why will we bus our kids to go to a North program that is weak and lacks students as well?
- Why can't south schools with capacity be an option for south junior high? There has been a lot of space open in the South because of new schools opening. Mandarin programs in the south should be considered in the Area V discussions.
- Has the CBE considered a combined K-9 program in the south so the Mandarin program can continue to grow?
- Did the CBE consider the option of a late – entry Mandarin program in grade 7? This would help boost junior high numbers and allow more students to learn Mandarin.



- Why did Midnapore / South Mandarin parents not have the chance to share their ideas before the 3 scenarios were created? This is very terrible and shows the CBE doesn't care about our program or students.
- Is there another option other than the 3 scenarios CBE is suggesting? Seems like the South Mandarin program is very severely affected by them because all of them are negative for our program.
- Have they considered starting from nothing as the current model of Alternative programs is not working?
- Is it possible to have multiple alternative programs offered in multiple locations because it is working so well here?

SCENARIO 3

- Have they considered turning Colonel Irvine into Grade 7,8,9?
- Intake for Mandarin program starts in K or grade 1. Is CBE using the intake numbers into consideration? Families plan for these (alternative) programs before kindergarten.
- Has the Mandarin south campus been considered?
- Home area should stay and not move. They live in neighbourhood and those designated (Harvest Hills and North Haven) would like to stay.
- Because there is less colour in the matrix, it doesn't mean Scenario 3 is less impacted. 910 TLC students impacted.
- Balmoral is TLC school close to Colonel Macleod. Can busing and other resources be shared between TLC programs?
- Can Country Hills / Munro students go to SJAM instead of Colonel Irvine?
- Can Kincora and Evanston go to Simon Fraser and Harvest Hills / Country Hills stay at Colonel Irvine?
- Can Mandarin High School program be located at James Fowler?

GENERAL COMMENTS AND QUESTIONS

- Scenarios were laid out and why we weren't engaged about it? Why not keep Gr5 +6 at Marion Carson? Or consider F.E. Osborne which is next door. Would like to keep program at community school and not travel far for it.
- How did the CBE come up with these 3 scenarios? We have not been asked what we want.
- We need to see a long-term plan for TLC + Mandarin programs. What are the fundamentals to determine these scenarios? Was it driven by transportation costs? TLC has 3,000 kids in Area I & II.
- Has the CBE considered polling parent populations for all the different alternative programs i.e. TLC, language, etc.?
- CBE look at Area V schools that have capacity to house the Mandarin Program; RT Alderman, Woodman, John Ware & David Thompson all have space and they are not considered. Son in program for 8 years. Next year will be his 4th school. CBE asking parents to adapt to the program. Why is the CBE not adapting as well? A different approach is needed.
- Can Evergreen be considered to continue the Mandarin program?
- Why doesn't the TLC program have their own separate central campus for the whole program instead of splitting them up in separate schools? Since their program is so unique and doesn't assimilate well with other programs.
- How will the School Councils work in terms of voting? Currently voting is done in a democratic way (one person, one vote) but if the schools have uneven numbers, how will the voting process be managed so that an uneven number of students in the programs does not result in an unfair representation/results?
- Will new scenarios be an option (in terms of Midnapore)? When?



- Why are old, small schools being selected, not big new schools?
- Consider learning from Edmonton's public school Mandarin program, which has been around for 30 years and is thriving.
- This school has 3 programs and it is an exceptional school. The children learn a lot from each of the program. Been a great experience and it will be sad to see any one of the programs leave.
- In Europe, the teacher moves and not the student.
- The 3 programs together are exceptional. The kids are devastated that one program goes. CBE needs to plan not just for 2-3 years but for a long-term solution; 15 years +.
- Overwhelming to see the scenarios outlined on the sheet. It is probably the best way to present. Scenario 1 & 2 have the most color therefore Scenario 3 looks like it has the least impact.
- We are not talking, numbers or capacity. We are talking scenarios and I have heard scenarios before; in the past years. The longevity and frequency of presenting the scenarios is a concern.
- French is the 2nd language of Canada and CBE does a poor job promoting this and not offering it in more schools. French immersion is not offered in any of the scenarios present.
- People who have resources have access to the TLC program. TLC is a choice.
- There are pros and cons for all of these scenarios. If CBE could break this down for better understanding, it would be better.
- Can Midnapore really accommodate a growing K-6 Mandarin program for much longer? This needs to be addressed as an issue in Area V conversations. Will we be required to bus our Grades 5-6 students to north Jr. High? Parent will pull their children out if this happens. Also, if Midnapore School becomes only K-4, parents will take their child out because Mandarin is such a difficult language to learn
- Parents have been told for 7 years BY CBE and the Midnapore principal that if we keep our kids in the Mandarin program in the south, they will open a south junior high. Why are we being asked now to bus our children to the north Mandarin junior high? Where is the planning in all of this? The CBE has had 7 years to plan for how to make a south Junior High happen (hiring teachers, finding a location etc.). We are upset about this!
- If the program in the south starts to dwindle/fold, this will mean split grades because numbers won't be able to sustain the hiring of 2 teachers (English and Mandarin). Who wants to enroll their child in a program that is dual language and split grades? It compromises the quality of the whole program and puts students in a very challenging position for effective learning.
- Has the CBE considered a combined K-9 program in the south so the Mandarin program can continue to grow?
- Did CBE consider the option of a late – entry Mandarin program in grade 7? This would help boost Junior High numbers and allow more students to learn Mandarin.



Participant Engagement Evaluation

Colonel Irvine School – Host Location: October 27, 2016

Colonel Irvine School

Highwood School

Marion Carson School

Sir John A. Macdonald School

Thornccliffe School

Beddington School

Catherine Nichols Gunn School

Huntington Hills School

Number of participants in attendance: 124

Number of evaluations completed: 60

To what extent do you agree with each of the following statements:

P1) I was encouraged to share my thoughts and/or feedback during this engagement.

40 Agree 19 Somewhat Agree 1 Somewhat Disagree 0 Disagree 0 Not Applicable

- The Midnapore Mandarin parents were told by Area V director to come to these Area I and II meetings to share our opinions. But we felt very awkward because they didn't really want to hear us because it was very obvious we were a misfit with the 3 scenarios because we were not included in the planning process. We felt very out of place and the CBE scribe and Stantec facilitator glossed over our issues and kept trying to get past the Midnapore issue

P2) I was able to ask questions and learn about the opportunity for input/feedback prior to my participation in this engagement.

17 Agree 21 Somewhat Agree 8 Somewhat Disagree 11 Disagree 3 Not Applicable

- All 3 scenarios didn't positively impact the Midnapore issues. The Midnapore Mandarin community was completely left out of the opportunities for early feedback/input. This is very clear in the scenarios 1-3. Nothing reflects any Midnapore perspective. Even other area 1&2 parents empathized during our session with our situation
- Very short notice – not enough time to think about issues
- Because Midnapore families have been so left out, often when I asked questions, I was told not familiar with south decision

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

10 Agree 25 Somewhat Agree 12 Somewhat Disagree 14 Disagree 0 Not Applicable

- No scenarios positively affects Midnapore but yet we are being forced into an Area 1&2 scenarios discussion. I was embarrassing and upsetting to be completely left out. This is why parents are upset.



- No numbers or how each factor is graded
- Need the numbers of students to have a meaningful discussion
- “One” extra answer in Somewhat Disagree

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

17 Agree **32** Somewhat Agree **4** Somewhat Disagree **5** Disagree **2** Not Applicable

P5) I clearly understand all of the factors being considered in the decision making process and which of these factors I can and cannot influence.

5 Agree **29** Somewhat Agree **8** Somewhat Disagree **17** Disagree **1** Not Applicable

- I want to see a Scenario 4 created to reflect Midnapore issues
- Underlined cannot
- Understand but don't see those are actually the way used
- Strongly strongly disagree
- Many options were bought up that may not have been considered

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

29 Agree **15** Somewhat Agree **6** Somewhat Disagree **5** Disagree **5** Not Applicable

- Strongly disagree! The CBE person documenting our feelings / issues P6) Very generalized them and did not accurately capture our issues. It was generalized and rushed because they didn't value it. The Stantec facilitator did not make sure this was accurately captured.

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

Comment: 35 No Comment: 25

- Member of Group 4 - Our real issues were not captured by the scribe. This is very concerning in this engagement process that has already been failed on Phase I for Midnapore
- Very poorly recorded comments
- Should be voice or video recorded like it was indicated in the beginning of the session NOT poorly recorded on paper
- Someone from CBE should have sat in on each session, not come and go as they please
- Instead of hiring a 3rd party to lead discussions, a CBE MEMBER SHOULD BE PARTICIPATING AND LEADING DISCUSSIONS. Use the resources I.e.) \$ for our children
- Group 4
- Finally being heard about our concerns
- Concerned about the impact this meeting will actually have...will this have any impact in decision making.



- Documenter did not accurately capture our points. Time was wasted as we had to often back track our conversation.
- Recommend that these sessions being digitally recorded, therefore accurately documented
- Online RSVP showed meeting as full and at capacity so we were no longer able to book to show up. I feel many people didn't show as they felt there was no longer room
- Most – we can contribute our concerns about all the options
- Least – there is no option for current Midnapore families. Left out / neglected / no long term planning
- Like – ability to express the issues and concerns with the scenarios
- Dislike – not a lot of information was given on number of students – the comments and concerns were not taken as statistic to emphasize the majority of concerns in place
- Likes
- 1st formal open public engagement ever that we were informed and able to attend
- presenter was clear and able to convey (verbal) comments / questions into documents
- Dislikes
- The comments / questions collection method is not generating statical results. Repeated concerns only got recorded once. It doesn't represent a proper sample population
- Information package lacks of numbers
- Not enough long term planning for any program to grow (every 2 years school changing cycle recently) always have to attend open houses over the years
- Mic/speaker – low volume for big hall
- I am very frustrated that Midnapore has not been included in this decision or informed on any type of growth plan for jr. high
- I like it because we can have right to speak but we don't have more options
- Share ideas
- Not recorded properly
- Having had some south school discussions for the whole time!
- Opportunities to speak
- Not enough time
- Circles were too big
- Would have liked more numbers on affected students
- Facilitation was well done
- Need more information on what factors CBE is using to make decisions – what is being used to forecast growth
- Moderators have no answers for lots of the questions asked during the session – mainly school planning
- Not enough time to speak. Midnapore didn't get a meeting in their area so a lot came to voice their opinion in our group which cut our time. Need a long term solution. Not address this every couple of years. Not putting the children first. Think of the kids.
- There is no reason we need to be going through this every couple of years
- The circle method allowed lots of people to speak and be heard
- Like most – let CBE hear our voice finally
- Like least – none
- Needed numbers
- Criteria for decision making
- Did not like having to pit us against other programs. Feeling like the minority



- I could hear concerns from other programs and in return share and advocate for our programs. I hate having to be pitted against other programs. Its argumentative and not productive as its so emotionally charge. And whatever the scenario we will be stuck with bad feelings for the programs staying in same school.
- Free talking time. At least, CBE gave a platform to communicate. However, CBE should allow the parents to give their options in this kind of meeting.
- The inner circle was a good idea as it made everyone take turns and not speak out of turn
- Hear opinions on all sides of the table
- The way to organize people to speak out in the centre. Because we were so left out in the process, I either heard North program from very limited engagement or told no plan for Midnapore very frustrating.
- Wish there were more facts (numbers) or a clearer plan before we can make more informed decisions
- I found it disruptive that parents from the Mandarin program in Midnapore came to our session. They took a lot of time voicing their concerns. This should have been done in their sessions for their area. Both programs TLC and Mandarin are in the same situation with no real solution. The kid are the ones that are being effected and this is not being taken into consideration.
- Least: Midnapore school came to Area 1 and Area 2 meetings and took over. However if they are being bused up the north than everyone should have been informed. Also having data would help make decisions easier.
- Like – sharing circle was a good way to get voices heard
- Did not like – CBE should have provided school capacity and program enrolment information for those schools and programs that are potentially affected by changes
- All three scenarios are not through proper engagement and thought they are all come without properly thinking. Very disappointed as tax payer.
- No capacity numbers or growth projections
- Scenarios do not appear to capture impact to families of moving children. Many options have a major impact. Basic philosophy of keeping programs close to current location and having the stream of a program stay geographically close seems like it wasn't a priority. I strongly disagree with the Mandarin program going to Colonel Macleod. Unfair to families in the NW. Likely will hurt the program dramatically.
- Dislike – not all solutions presented were the best. Comments written down were not a true representation of the same issues.
- Like – CBE has been consistently overpromising to TLC and Mandarin and were called out on it
- The small group discussion (pro)
- Presentation was too long full of promises of a rosy future (con)
- Information about the engagement was not highly advertised, received 2 emails from my school principal (con)
- I liked the discussion session to hear from everyone
- Most - Clear process about thoughts process
- Least – unclear about what factors will ultimately influence the final decision and how parent input will impact that choice