



CBE Area V - Schools Impacted by New Schools Openings

Robert Warren School

Session Notes and Evaluation

October 18, 2016

This summary of the feedback on the Robert Warren School engagement session on the Area V Scenario opportunities, challenges and other questions and comments was compiled and summarized by Stantec Consulting Ltd.

December 9, 2016



Number of Attendees: 174

Affected Schools: Robert Warren School
Canyon Meadows
Eugene Coste

Scenario 1 Discussion

OPPORTUNITIES

- More students able to attend because there is more space at Woodman.
- Keeping younger students together if stays at K-4.
- Changing busing to individual routes, now combined.
- Chose to live in current community close to current Spanish program schools.
- Choosing these programs like Spanish because it builds community through whole school career.
- Parents will not commit to a program that ends at Grade 4 in a school.
- Like idea of kids interacting across programs.
- Seeing kids have programs later in higher grades.
- Moving French Immersion to Woodman gives them room to grow and keeps the single-track culture.
- Dual track bilingual is win-win for kids growing up. Access to 2 languages.
- Opportunity again for kids to be kids until grade 6.
- See bilingual but from cultural / delivery view. It is really Spanish Immersion.
- Dual track allows transition from Spanish to regular program in the same school
- Spanish in walking distance for Haysboro community students, regular program remains.
- Opportunity for band at Woodman in Grades 5/6.
- People located near Woodman will have a closer program.
- All Spanish parents in group 1-2 children.
- Physical proximity allows interaction with Spanish community
- Grades 6-9 is a great age range
- Like K-12 in same community
- Like same bus
- Want option for languages i.e. Spanish in southern part of Area V. Could be split like Sundance at new schools
- Eugene Coste with Woodman could create buddy system.
- Advantages in a K-4 and 5-9 – not all doom and gloom
- Prior experience for 1 parent is community can be developed in dual-track thanks to administration. If Scenario 2 doesn't happen, CBE will lose trust from parents.
- Bought in Community to walk to school (several parents).



- Transitions have changed to accommodate parent concerns. More elementary than in past for Gr 5 and 6
- Transportation is good, walking distance
- Strong community culture
- Parents will stay with CBE
- Gives CBE competitive edge
- Walkability – less need for busing
- Healthiest option
- Keeping kids within community shows commitment to parents of changes that have happened over 14 years
- School within walking distance
- CBE has built a culture in Area V – option 2 supports that culture
- Pleased with new talent from Spain at Robert Warren

CHALLENGES

- Concerned about the longer drive
- 13 of 17 families may go to other school if scenario 1 is adopted.
- Concern with childcare (loss) is distance increase with K-6 Eugene Coste/Woodman continuity
- Parents do NOT see continuity in scenario 1, seems contradictory
- Already send children far for Spanish program – out of the way – frustration
- Loss of community support
- All work from school council/ parents lost with Scenario 1
- Parents are invested – loss of investment
- If we have to move, we have to place siblings in different daycare in different neighborhoods - complicates situation
- Canyon Meadows is not just a program; it is a culture. Concerned about the loss of culture in mixed program.
- If decision goes against parent desires, many people may leave certain programs which will skew the outcomes predicted in the scenarios.
- Moving long program to dual track would highlight differences.
- Essentially end up with 2 school councils in dual track schools.
- Scenario 1 does not acknowledge all the hard work put into growing the program to this size.
- Moving single track to dual is main concern.
- The physical move costs in Scenario 1 seem to be too high for benefits.
- No child care at Woodman.
- Difference in grade configuration between regular program and Spanish bilingual at Woodman.
- Financial pressure (busing) on families who currently attend Spanish program.
- Disruptive moving 2 programs French Immersion / Spanish.



- Finding suitable administration for a dual track at Woodman.
- Moving educational resources from Robert Warren to Woodman.
- Scenario 1 is new information and families have made life choices (housing) based on a promise of scenario 2.
- Challenge is the 2 year between 5-9 vs. 7-9
- Size very large – concern over 600 students for total enrolment
- Keep ages appropriately grouped together
- Spanish program only OK. Keep community close (geographic issue)
- Don't like Spanish program at North end of Area V. Disconnected.
- Dual track at Woodman dilutes Spanish culture which exists currently at Robert Warren.
- K-4 doesn't allow younger siblings to have families stay together for long time.
- Middle school philosophy is not conducive to grade 5 and 6 (for some, it depends on student).
- Concerns about student cliques in dual track program, segregation and pitting English vs Spanish.
- Sacrifices have already been made based on the school configuration at the time.
- Loss of identity in dual track.
- Not having all schools close to each other. The community feeling would be lost; emphasize that this is a rarity in Calgary, especially for language.
- If students are in junior high / middle school with only the same program students, there are more challenges with peer relations and familiarity.
- Appropriateness of 10-year-old in a school with 800 students.
- Potential 'diluted' programming i.e. English for students vs. a Spanish speaking teacher. Concerned about quality / consistency / authenticity of the language.
- Backlash from existing community program at Woodman (parents and students).
- Potential divide of resources in dual track, perception of loss.
- Administrative changes due to dual track. Not guaranteed to have current Principal and Associate Principal at Woodman from Robert Warren. Possibility for animosity between staff, families, etc.
- Not enough future thinking with Spanish program. Need another school, especially in the SE.
- Devolving the community spirit of current 3 schools.
- Chose to live in current community close to current Spanish program schools.
- Dual track at Woodman dilutes Spanish culture which exists currently at Robert Warren.
- K-4 doesn't allow younger siblings to have families stay together for long time.
- Scenario 1 most disruptive
- Group sees no benefits to Scenario 1
- Show us why it can't work the way it is now
- Give parents more options. Don't fix what's not broken
- Key – highlight value of Spanish community – 3 schools working together really is a community. Fear of losing this if moves to Woodman
- Parents are not given enough choice
- Busing time from Eugene Coste to Woodman (X 2)



- Children moving schools too often
- Best to move students at grade 6/7
- Keep young students with single teacher
- Keep schools with specialty together
- By breaking up program putting 2 different schools breaks down community and culture of school
- Need busing coordination between schools if changes
- Keeping Eugene Coste K-4 means more opportunities for special programs for a smaller population
- Moving grade 5&6 to middle school because they are technologically and developmentally prepared
- Would rather see K-6. Worried about student at young exposed to bigger issues if kids go to 5-9 school
- Worried about transition to middle school (5-9)
- Eugene Coste can feed Canyon Meadows into Woodman.
- Changing programs is too hard if French is to come in.
- Travel time on bus for further communities.
- Coordination of start times of schools. Affects students in different schools.
- Sense of community will be gone, enrolment will decrease, parents will choose other options outside of CBE.
- Bullying, different mentality between groups. Grade 7's against 5's or vice versa.
- Middle school mentality vs. junior high
- Developmental gap between grade 5 and 7 not comfortable.
- Not fond of Spanish and regular mixing administratively.
- Lose opportunities while merging the two (regular and Spanish)
- Any change to who is currently enrolled at Eugene Coste
- CBE parents being drawn out of Calgary Catholic Spanish Bilingual as CBE space becomes available.
- Pleased with new talent from Spain at Robert Warren
- Parent concerns around K-4 model (social-emotional, academically, developmentally)
- Uncertainty (dual-track) negatively impacts perception of CBE
- Ratio of 7-9 students due to dual-track is a concern for smaller (?) group of Span bilingual.
- Disruption of existing cohorts of kids; concern around grade 5-9 in one school
- Long term, seems inevitable that Woodman will lose English program. This is disruptive
- 5-9 model doesn't promote community in school for kids
- Younger kids less equipped to deal with program changes
- Cost concerns around moving a program from one site to another
- Rush hour along Elbow Dr. adds commute time to Woodman
- Families chose schools for certainty, this is disruptive
- Long bus rides take away from their learning (X 3)
- Limited human resources if Principals need to divide their time between two programs.
- Fear of a diluted program assemblies
- When we made the decision to attend Eugene Coste it was because it was K-6 to accommodate siblings



- We all make decisions based on certain frameworks
- People bought homes in catchment areas based on schools in that area. (X 3)
- Uproots 100% of Robert Warren students (400 students)
- More busing for Robert Warren students
- Regular program home area for Maple Ridge might die out because people switch to Science and in that process the quality of education would decline
- Only K-4 at Canyon Meadows and Eugene Coste
- Breaks community learning – Canyon Meadows, Robert Warren, E.P. Scarlett as these schools work well with each other (X2)
- French Immersion will reach capacity quickly at Robert Warren
- Concern about keeping Spanish community connections together
- More busing for Spanish students
- French Immersion will reach capacity quickly at Robert Warren
- Group 2 – expectation of K-6, less central for French
- Spanish bilingual will need to be K-6 eventually, might as go to this rather than K-4 as it keeps cohorts/families together longer
- Different start/end times at Fairview/Le Roi Daniels creates challenges for families and buses
- Seems like more student disruption compared to Scenario 2
- Spanish bilingual program seems to be getting torn apart
- Parents choose based on location rather than program

Scenario 2 Discussion

OPPORTUNITIES

- Scenario 2 seems to handle all capacity issues for Spanish program and seem to have no impacts on the other schools.
- Maintain K-9 focus with only 1 transition within very short distance of each other.
- For Grade 5 & 6 to have middle school experience with other students is beneficial, for others not beneficial
- Closer to expectation, less shuffling. This is what we were told we were signing up for.
- K-6 opens 23 grades of opportunity (i.e. leadership, celebrations etc.)
- Exciting to think of the possibilities.
- Preparing ourselves for last few years (mentally prepared, kids prepared).
- Increase to K-6, families more likely to have kids in same school for longer.
- People moved into the neighborhoods for these schools.
- Potential different buses = less disruption is scenario 2
- Students have access to playground.



- Community spirit is so vibrant in current configuration, rare in such a large City. Small town feel due to proximity of schools.
- 3 schools work in unison = common PD days.
- Eugene Coste is still not seeing sustainable growth in higher grades.
- Panabaker – keeps a strong community program and adds more kids. Increased sustainability.
- Single track for elementary helps build culture.
- This scenario keeps more stability / culture.
- More investment by parents into alternate programs. We have changed lives to make it work.
- Have chosen Spanish program because of perceived continuity.
- Want stability and a plan for kids to stay in program long term.
- Having dual tracks also causes issues. By moving more towards more of an Immersion model the kids excel more.
- Having elementary / middle schools close to each other increase to options.
- Growing program into bigger school helps to increase access to options.
- Small community program is tough to integrate with a larger alternative program.
- Grade 4/7 seem to be change points in/out of programs.
- Catchment for Canyon Meadows is pretty much restricted to local residents.
- Tough to think of middle school shift, but tempered by coming with friends.
- Pressure of interacting with kid's same program.
- Space needs to match need.
- Need to focus on student well-being as opposed to logistics.
- Keep younger kids in elementary longer. Ages consistently between programs. Minimize disruptions for students through changing locations.
- Community 'learning' by having all 4 schools in or close to Canyon Meadows residential district.
- Better to transition from elementary in Grade 7.
- Keeping special program at Robert Warren would lessen impacts on busing because of community kids who attend.
- Grade 5 / 6 in elementary has leadership opportunities.
- Allows French Immersion to expand. (X 3)
- Resources for Spanish already in place at Robert Warren.
- Size of Canyon Meadows would affect available space for Spanish.
- Growing Eugene to K-6 would allow it to strongly grow culture and community.
- Child care is established at all schools (or nearby).
- Start times are coordinated for Robert Warren and Canyon Meadows.
- K-12 learning continuum in Canyon Meadows residential district.
- K-6 would allow siblings to be together longer.
- Don't take away option just to pack them in
- Better grade configuration. Prefer to support healthy enrolment
- Supports the values we want. Spanish isn't something you can flip in and out of, need continuity.



- Like Spanish school only, keep same school culture
- K-6 more beneficial for kid's development
- Shorter busing
- Scenario 2 keeps continuity with elementary, middle and HS
- Easier for the program to stay in community. Less of an impact to stay at Robert Warren
- Kids have moved already (2 years ago) and this is more sustainable here
- New Maple Ridge and RTA science program openings are a positive. Less busing for some families. Choice for some to go to school closer to home. Great to have more science capacity and neighbour schools for collaboration
- Regarding Spanish, it is positive to expand to K-6
- Brings some (although limited) number of new people into community (RTA and Maple Ridge)
- Relieves Louis Riel of west side science kids currently coming from Maple Ridge
- When a school is a single track 100% "pure play" alternative school or regular programs, the cohorts are all together in their experiences and education. I believe it creates more of a community feeling vs. "us vs. them"
- Opportunity to maintain 3 levels of Spanish education within one community (i.e. Canyon Meadows) is very beneficial
- Opportunity to move a K-4 program into a K-6 program is strongly approved and wanted by the students and parents
- Spanish stays at Robert Warren, only grades 7-9.
- Allows for 100% alternative schools, for instance Woodman, Maple Ridge, David Thompson, Acadia
- Seems logical for Spanish bilingual
- Closeness of students (Canyon Meadows)
- Both scenarios work well for Maple Ridge
- David Thompson stays a community school (X 2)
- Regarding group 1, future enrolment from home school leads to a positive move to have grades 5-9
- Group 2 – more walkable French Immersion schools
- Group 2 – keeps kids together in Spanish programs within the same community – increasing connections
- Need is greater to accommodate for French program as it is currently larger and growing!
- Maple Ridge/RT Alderman – close together
- All schools in the scenarios seem separated but really are not the far apart
- Science program closer to home.
- More kids seem like they can walk to school in this scenario
- More kids can enter alternate programs
- Might be better for French Immersion because it is closer to the feeder elementary schools – somewhat better for transportation (X 3)
- Both scenarios work well for TLC
- Both scenarios work for GATE (no change), although it might be better at a more central location.



- Both scenarios align feeder school grade levels, i.e. Sam Livingston K-4, Sundance K-6 or allow parent choice if it is cost neutral
- Would prefer this if you can change to K-5 for the French Immersion elementary groups. Science might be a better fit, all parents very engaged
- Canyon Meadows, Robert Warren and EP are very interconnected not only through the Spanish culture but through the supports they provide to each other.
- The goals set out by the CBE seem to align more closely with Scenario 2
- Location stays as planned!
- The CBE's commitment to a K-6 format is upheld.
- Trust is built.

CHALLENGES

- RT Alderman students have to move
- Drawback of scenario 2 is extra options. Lose music & art, gym.
- No Spanish program in the SE. Worse for Scenario 1 than 2.
- Woodman loses regular program
- RTA and Maple Ridge loses regular program
- French Immersion is sharing space which brings more English into a language learning environment
- Putting grade 5's in junior high (Group 1)
- Group 1 – loss of walkable access and less synergy (social/isolation)
- French program(s) is no longer integrated with English programs
- Woodman would move all regular program to Panabaker (busing issue)
- Dual track alternate programs generally seem to take over a school
- No real scenario changes for Le Roi Daniels and Fairview
- Need to add more capacity for alternate programs in SE instead of only in SW and busing kids
- Group 2 options have full school dedicated to French Immersion, not group 1
- Parents in the regular school program have concerns about losing a community school/busing
- School we are at utilized at capacity. Eugene Coste has space
- Limits transitions
- Social/emotional stability for students K-6
- Transitions for staff are difficult
- Less change is better
- Community (aligns with 3 themes)
- There is more accessibility for CBE if they continue with what was in place and what was expected.
- For the kid's currently in the school has more transitions
- French Immersion program will take over community school
- Mixing regular program with alternative program will create unequal learning opportunities between cohorts



- Moving special/alternative program to different schools; the “environment” created in the school (decorating, resources) will be lost.

Other Questions and Comments

- 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 RW would be feasible for all future years.
- Scenario 2 - Woodman would be fed by David Thompson or R.T.Alderman and Sam Livingston – all closer or equal distance to the Woodman school – minimizing the disruption to the French students and minimizing busing increases for everyone.

SCENARIO 1

- Why is it bad to cap an alternative program?
- How do we balance 2 programs?
- Can't alternative programs compete with the regular program?
- Will grades 7-9 regular program children mix with the grade 5-9 science program children?
- What do special events / assemblies look like?
- How does this change the environment? Would Dr. E.P. Scarlett change programs if French comes into Robert Warren?
- If alternative programs are not in junior high/middle school, there is more of a challenge with peer relations due to unfamiliarity.
- Need more information on capacity of both schools of Woodman and Robert Warren.
- Appropriateness of 10-year-old in a school with 800 students?
- Why is Spanish program being discussed at this meeting? Is it because it needs more space?
- Why does there need to be caps if later grades decrease in numbers?
- Robert Warren parent council has completed a poll of parents. We asked about whether they prefer Scenario 1 or 2 and if scenario 1 ‘wins’, could they live with it?
- Could Spanish bilingual program move to Woodman alone, i.e. no English track?
- The survey needs to ask how many kids would leave a program if the scenario leads to changes.
- Why can't French Immersion be combined with a regular track?
- Won't the language program just eventually grow and push the regular track out?
- Could grandfathering of current students occur prior to adding in a 2nd track? This is what English program was given when the Spanish program moved in.
- Could Scenario 1 be modified so that the same change at Woodman happens (with Woodman home area moving to Panabaker)?
- Need more information on how programs can expand grades but stay in same schools.
- What is the growth of Spanish in 2016 compared to French?



- Could child care for graded 5/6 be offered at Woodman?
- How are we weighing the feedback from the meeting in the decision?
- Is there a plan for SE Spanish school? If not, why not?
- Capacity of Woodman?
- Felt information was posted late and sneaky on Friday night and not shared publicly. Feel blindsided
- Why 5-9? Challenge gap 2 year between 5-9 vs. 7-9.
- We don't understand French incorporation.
- Eugene Coste was new. Is another new school in the works?
- What happens when program switches to new location? Complete new start, people, classes? What would it look like? Same teachers and class cohorts?
- What is the financial impact of Scenario 1 vs. Scenario 2?
- Want clarification – why Woodman? Is Woodman chosen to allow program to grow?
- Many parents come from deep south to attend the program. CBE owes us school capacity, enrolment We want number and transparency.
- Why were the outlying/new schools not offered special programs?
- Is MidSun going to offer Spanish dual track to middle school?
- Will numbers drop again due to MidSun, or other Spanish change?
- Show us why it can't work the way it is now. Tell us why we can't fulfill commitment
- What happens if Spanish numbers decline, will program need to change again, for example if numbers dropped this year? Or if it stays at the same level, how will we fill Woodman school?
- What will the CBE do to commit to filling program? Will they put it in writing and stick to it?
- How is my child going to have a #1 experience if he loses all school support his from current school?
- Who to call if don't believe in process? Who to contact at the CBE when we want accountability?
- CBE needs to clarify how leadership has been involved in the process so far? The Principal in particular.
- Can students switch to French Immersion at their grade?
- Can we be supported to enter regular program of choice? Preference to pick a school, not just designated school.
- My idea is to include voting on evaluation form for various options. (X 2)
- Busing time from Eugene Coste to Woodman?
- Want to know reasoning behind scenario.
- Keep young students with single teacher.
- With community schools opening, can there be loss of students going to specialty schools?
- Clarify where all grades will feed to.
- Why not K-9 or 6-9 voice and keep that split at Robert Warren?
- Could we have more supports in place to help our students move into middle school with more confidence?
- How will Woodman have capacity for Eugene Coste and Canyon Meadows kids with regular program?
- Why disrupt on existing program to transfer to another site?



- How can Woodman support a dual-track school (resources, student needs)?
- Eugene Coste has capacity for K-6, so why shift to a dual track?
- How will diverse student needs be addressed in a dual-track school? Challenge to resources?
- What numbers of students are turned away in K-1? Is there a need for lottery? How many are being turned away?
- Do we have enough interest in Area V to sustain Spanish bilingual?
- Will quick growth of Spanish bilingual “dilute” quality of teaching staff?
- What new Area V schools are impacted? How come this is not clarified in the map?
- How will school be renovated to accommodate a younger population? Park, playground?
- What is projected capacities for Scenario 1?
- Is Woodman big enough to handle this challenge?
- If French Immersion is over-capacity, how could the program fit in Robert Warren?
- Is this change adding additional buses to an already busy bus system?
- Why bring French Immersion to Robert Woodman?
- Will re-defined area boundaries add further impact?
- How can administration in a dual-track effectively plan?
- How is data collected through this process going to guide information?
- There is confusion about what groups and where are the kids coming from.
- Why separate students (different programs) even if they are in separate programs?
- Why is there not the same access for all grade 7-9's?
- Would it limit grants if you are dual track?
- How can R. Warren (a small school) be big enough for the French program but Woodman (a large school) not be big enough to retain the Woodman Regular Program?
- It is important for Regular Programs to stay in their community but the CBE must also support the alternative programs that they have put in place.
- The majority of the growth seen over the last five years in the Spanish program has come from families in the deep SE communities (Auburn Bay, Copperfield, New Brighton, McKenzie Towne). Now that ALL of these communities have neighbourhood schools with more opening in Jan 2017, the growth in the Spanish program is highly likely to plateau or even decline.
- Unrealistic to expect families in those deep SE communities to support their children being on the bus for the additional time needed to get them to Woodman.

SCENARIO 2

- Why not keep things the way they are if French Immersion can't be in scenario 1 at Woodman?
- Is there unused space in Woodman in Scenario 2?
- Grandfathering at Eugene Coste? Would it still be doing increments or going straight to K-6?



- Clarification required regarding whether the regular program at Woodman will be in French? That will lead to the least upheaval.
- Not ideal for all communities. Consider starting a SE Spanish program. Others are not prepared to lose it in the community. Just pick a plan and stick to it.
- What is capacity concern with French Immersion, high demand / low spaces?
- Have to factor in challenges for existing children while making changes for future kids.
- Could the kids from Eugene Coste expand into Woodman? Could kids stay with friends even if they leave the program?
- How will busing change? Will kids have to take 2 buses now?
- Do we know for sure that there is long term growth in Spanish program that will need space?
- Is attrition rate factored into scenarios?
- How can French Immersion and Spanish bilingual be interchangeable in the two scenarios if space is an issue?
- Will funding / fundraising also move with kids?
- Need to have past commitments.
- When would the K-6 transition start? When for Canyon Meadows and when for Eugene Coste?
- Why does the regular program move out in Scenario 2? (Woodman)
- Scenario 2 makes more sense. Suspect French will no longer go to Woodman due to lack of numbers?)
- Desperately need numbers.
- What do we give up by going to Scenario 2?
- How are transitions to middle school handled?
- We feel Scenario 2 supports the values we want. Is there an alternative? Explain if there is another other or if it can't be supported. Spanish isn't something you can flip in and out of. We need continuity.
- Why isn't a program expansion being considered for Ard Central Learning? Like Willow Park?
- Why French 5-9 in here but not Spanish 5-9? Clarification from CBE required.
- Inherent problem is capacity. Whatever is decided can it be applicable for next 7 years? Want stability.
- Whatever we decide, can we keep it in place for 10 years?
- If it is a special program, how many students usually leave and attend new school? 80 or 90%?
- Why would French Immersion move to Woodman or Robert Warren if they are such a growing program?
- If a school is an administrative closure, would new staff be hired?
- When would scenario 2 be implemented? How about transitioning students and timing?
- Want to know numbers. Do they all fit without being over capacity into the future?
- Would the students that had the choice of Canyon Meadows or Eugene Coste because of siblings be allowed to stay?
- K-6 promised at Eugene Coste 2-3 years ago
- Doubt engagement is valid. Feel like pre-determined/already decided but we hope it is not.
- Any change to who is currently enrolled at Eugene Coste?
- Would they change designation/ boundaries?



- Important information is how many students were turned away due to cap.
- Has the scenario taken into consideration when all Eugene Coste goes into Robert Warren?
- We need to know what the high school will be. (X 2)
- How can we facilitate kids being able to ride their bikes?
- Grade 5's and 6's should be given the opportunity to become leaders prior to the beginning of adolescence. The grade 5-9 model does not allow for this.
- Can these 3 schools maintain this enrolment rate? If the answer is no, then come up with a better scenario for program growth. Woodman is not the answer.



Participant Engagement Evaluation

Robert Warren School – Host Location: October 18, 2016

- Robert Warren School
- Canyon Meadows School
- Eugene Coste School

Number of participants in attendance: 174

Number of evaluations completed: 31

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.

31 Agree **0** Somewhat Agree **0** Somewhat Disagree **0** Disagree **0** Not Applicable

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

19 Agree **6** Somewhat Agree **2** Somewhat Disagree **4** Disagree **0** Not Applicable

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

9 Agree **10** Somewhat Agree **6** Somewhat Disagree **6** Disagree **0** Not Applicable

- No info on new schools provided in handouts but mentioned in Powerpoint presentation!
- Except high school info
- School capacities?
- Whole heartedly disagree!

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

18 Agree **10** Somewhat Agree **2** Somewhat Disagree **0** Disagree **1** Not Applicable

- Not sure if everything was documented to show the quantity of parents who felt strongly about each point

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.

8 Agree **8** Somewhat Agree **9** Somewhat Disagree **6** Disagree **0** Not Applicable

- No info on which factors I can/cannot influence
- Again, whole heartedly disagree

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

27 Agree **4** Somewhat Agree **0** Somewhat Disagree **0** Disagree **0** Not Applicable

- Not sure if everything was documented to show the quantity of parents who felt strongly about each point
- No info on how this information will be compiled and analyzed – only that it will be available on the website – but will the answers to our questions be provided – or simply a list of our questions?

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

Comment: 24 **No Comment:** 7

- I liked sharing ideas as well as hearing them. I disliked the lack of information.
- Bottom line, everybody want Scenario 2!
- Concern that CBE has already made up its mind and won't really consider what parents want – which is to keep Spanish students together in one neighbourhood.
- Also want CBE to consider keeping reg. program at Woodman with French in Scenario 2. That means least disruption for everyone. Would keep Woodman kids there, Spanish in Canyon Meadows. Only program that would move is French but it's slated to move in both scenarios anyways.
- I was leery about speaking in front of others but the two-circle and facilitators made it really comfortable.
- Liked the opportunities to share thoughts.
- Felt like more information was necessary in order to gain a global perspective of scenarios. Some aspects of the breakdown of scenario did not seem clear.
- We need more information on the benefits of both scenarios prior to discussions. We were encouraged to think globally, however no information on the benefits globally was provided. This may impact thoughts and feelings, impact on high schools, etc.
- We were encouraged to think globally but not discuss the impact on high schools?
- CBE facilitator was knowledgeable and was able to answer many of our questions while remaining impartial and document all of the challenges and opportunities in a clear and accurate way.
- The community spirit.
- The feeling a decision might have already been made.
- Both sides represented openly and fairly.
- Not sure who was consulted in the spring.
- Democracy – Yay! Way to go!
- Like = interactive
- Dislike = not enough info. Of how they came up with these options.
- It was long and repetitive.
- It was well coordinated and run.
- The sound /acoustics could have been better (?)
- No beer – haha just kidding
- Opportunity to speak and hopeful that it's not futile.
- No enrolment #s provided to make a better/more informed decision.
- Not enough notice provided about the meeting and possible changes to our school.
- The circle method was effective.
- Prior to arriving, the scope of discussion was not clear.
- Got people chatting, hearing different views.
- Lack of understanding of some #s behind the choice, capacity of schools, growth predictions.
- Lack of numbers and information required to make informed comments. What are the school capacities, what is the cost, where do they feed for high school?
- No one approved of Scenario 1 so discussion was not necessary.
- I like how it was mediated and the format.
- Like: Great opportunity to see what others are thinking.
- Dislike: Some of the pieces that affect this decision are unknown to us as parents. Not 100% confident the decision hasn't already been made.
- I liked the format. People 4 chairs in middle had an opportunity to speak.
- Need more specifics about the other schools to make an informed decision. Capacity of schools, # of students in each.

dialogue)))

- Format was good.
- This entire process has been **extremely** poorly communicated. I am disappointed that the CBE has again “changed the game” with regards to the Spanish bilingual program. How can a gymnasium of rational, intelligent adults not be given all the information (e.g., capacity and enrollment numbers) and expected to complete a puzzle with only half the pieces!! I am frustrated. (Specifically regarding the Spanish Bilingual program)
- I liked the way it was structured to allow everyone their “say”
- I least liked that no numbers were provided as it was difficult to understand what was driving some of the proposed changes