



dialogue)))

CBE Area V - Schools Impacted by New Schools Openings

Woodman School

Session Notes and Evaluation

October 19, 2016

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

November 14, 2016



Number of Attendees: 186

Affected School: Chinook Park School
Haysboro School
Harold Panabaker School
Janet Johnstone School
Woodman School

Scenario 1 Discussion

OPPORTUNITIES

- Maintaining community schools with correct capacities (X 2)
- Prefer dual programming so the students do not lose contact (X 2)
- Children in dual programming French/English have opportunities to learn from each other.
- Prefer French immersion separate from TLC program because it is stronger programming. (X 2)
- Minimizing changes for students and schools
- Decrease busing for Woodman students.
- Scenario #1 is the lesser of two evils.
- Single track school offers opportunities to focus on French, to offer full immersion
- Dual track offers a different experience than single track.
- Move to Grade 5-9 configuration will mean students will have their own wing at the school.
- Gentle transition to High School
- Clear and consistent messaging from CBE
- Need French and Spanish immersion schools south of Fish Creek Park
- Keep community kids in their community school, Woodman regular program stays at Woodman. No busing required (X 4)
- French Immersion central for communities
- None. (X 3)
- Keeps the Woodman home area kids in their community and able to walk to their school. (X 4)
- My child goes to Woodman and I would like to have him continue at Woodman. He walks to school and I want that to continue. I have a child in grade 6 at Haysboro who would like to come to Woodman.
- Dual track system is optimal as it keeps families together.
- French immersion 5-9 in a more reasonably sized building
- Gives kids stability in their grade 5-8 years
- I prefer this scenario
- French immersion opportunities to grow program in scenario 1. As well as Spanish. It also creates culture (X 2)
- Programs on their own offer opportunities for enrichment.
- Least disruption for my child
- Woodbine & Woodlands have less travel time.



- Like that French program would be alone because more opportunity to speak French, More of an immersion experience if at capacity.
- Hoping to see an expansion of the program.
- Opportunities can expand for students at 5-9 level.
- Middle school is a positive – In favor of Woodman matching 5-9 regular with bilingual Spanish and French.

CHALLENGES

- Taking French immersion students out of the schools
- Separating specialty programming limits opportunities and choice for students.
- Relationships between students are being impacted.
- Continuity with student's cohorts are being broken
- Immersion / TLC are segregated which does not facilitate learning or sharing.
- Driving across the city is not feasible for south-east families.
- Losing Spanish programming in community and now it isn't possible to commute to the programming.
- Losing sense of community.
- Dual to single is disruptive and is a concern. Worry about French Immersion students moving back to regular program because of disruption in moving (X 4)
- Travel could be further and discourage move happening
- Loss of culture if move to dual track school (X 4)
- Lack of trust in CBE as both options have French immersion as single track school.
- Secluding small number of French immersion students: - programming options,
- Having Spanish bilingual program at Woodman does not make sense!
- Dual track is NOT good! (X 2)
- Children will have to travel more! (X 4)
- Having Spanish bilingual 5-9 at Woodman DOES NOT MAKE SENSE!
- Grades 5-9 model not appropriate; grades 5&6 should not be combined with grades 7-9. It is not developmentally, emotionally, academically or socially appropriate.
- Isolating a small French immersion stream worries me, resources we currently enjoy in a dual track, larger school environment may no longer be available to us in a small student setting for school options, sports and our cohesive community. (X 4)
- Woodman may end up changing again in a few years if numbers drop.
- Does not allow "minimal disruptions" to Spanish program
- Does not allow K – 12 Spanish within Canyon Meadows community
- Requires busing of French immersion and Spanish students (X 5)
- Higher cost of moving Spanish program for no purpose when we have K-12 in Canyon Meadows already.
- Moves French immersion into a community with no French elementary school
- Higher transportation costs as Robert Warren and Canyon Meadows currently share busing
- Assumption that Spanish / English can merge better than French / English at Woodman is flawed and places lower priority on the Spanish program and unfairly creates a scenario where you destroy K-12 education in Canyon Meadows.



- Does not support community schools.
- Single track schools limit options for families.
- DON'T DO IT! TOO MANY PROGRAMS having to make massive changes.
- Grade 5-6 with 7-9 can be too wide to put the grades together. Elementary K-6 more appropriate.
- Harold Panabaker would like the students exposed to a larger set of peers than only French immersion students.
- Concern over immediacy of immense numbers of changes within system.
- Mortgage rate change may affect homebuyer choices into older areas. Many variables in city will affect CBE programs.
- For health of Calgarians, solutions should consider commute.
- Switching an established English program with French
- Losing K-12 in one community
- Requiring additional busing costs.
- Robert Warren is too far for French students living in Chinook Park.
- Many people may apply for out-of-bounds.
- Places a focus on 5-9 which is a wide age gap, would prefer K-6 / 7-9.
- Harold Panabaker French immersion would like kids with the English program
- If the French enrolment declines at the new schools, we have a concern that the resources will decline.
- Feels resources are being diluted.
- Feel Haysboro is a "dump". No supplies, not suitable. Our students are continuously being moved and forgotten.
- Between all the shuffling it's possible the student's other friends and teachers may change even if base population stays put.
- The upheaval and instability may lead parents to explore private schools and further loss of resources.
- Selection also is based on staff, culture and fit. Which surely will change.
- Janet Johnston French immersion program moves every 2 years. We have no family in Calgary, so movement is very disruptive. No sense of belonging to the school.
- Woodlands / Woodbine not given a choice.
- Panabaker is a great school. Not changed dramatically in 6 years. 240 French students 210 English students.
- Program specializing in schools at the risk of not being able to walk to home school areas.
- With specializing schools, you have forced movement of scenario 1 students.

Scenario 2 Discussion

OPPORTUNITIES

- In both scenarios, the Woodman French Immersion single – track vs dual track opportunity for strong programs with dual track single track more limited.
- More stable option.
- Minimize disruption
- 2 elementary schools with Spanish immersion



- Support resilience in students / life lessons in change & adapting
- The further your travel, the fewer the extracurricular activities students can participate in
- Chinook Park French thrilled to walk to Woodman. Live in Haysboro and have French immersion community middle school.
- Woodman to introduce TLC or and sport program.
- Single track is better! (X 2)
- More emphasis on K-6 and grades 7-9 model which is great!
- Less travel for kids!
- Spanish bilingual program in Canyon Meadows is maintained.
- Single track is better!
- K-12 community school for Spanish
- Minimize disruptions for Spanish kids
- Lowest cost option minimizes number of schools to move. Buses for Spanish combined.
- Graduate French program to new location with room to grow
- Option to grandfather English at Woodman with French until at French capacity
- Spanish program does not need to move. It can sustain in current locations
- Encourages community involvement for Spanish program
- Better of the 2 scenarios but not the best solution. French immersion students have huge transport distances for the deep south people.
- Focus on building capacity at Woodman through TLC or another alternative program.
- Scenario 2 is the best scenario! (X 2)
- Leaving English at Woodman and French to be added would work.

CHALLENGES

- Cutting Spanish bilingual to 7-9 from 5-9 in scenario 2.
- Moved for immersion program to a specific school that is now being moved to a different school.
- Children learn more by being together while learning different programs.
- We lost the community school – all elementary, Junior high and high school are all within walking distance. There are costs associated with logistics to families.
- There are many impacts to students. (X 2)
- Scenario 2 increases costs for parents logistically.
- Travel on bus to Woodman will be longer.
- Chose to send child to regular program and now losing option for child to get to school in community.
- Scenarios do not provide enough choice. Either exact same choice in both or only have single track choice or only dual tack in both.
- Limited expansion for TLC, Mandarin
- Only 2 alternative programs together.
- Diversity of dual track is beneficial. Would prefer David Thompson for French immersion and alternative programs.
- We just moved to Panabaker and now talk of moving, so this is a difficult situation.
- Lack of transparent plan, long term plan
- Time of commute, the distance and the fact that new school is not in a central location.



- Excludes students who are not in French immersion
- Difficult to integrate dual track program – ratio of students is important.
- Leadership opportunities better in K-6 schools.
- Proximity to school is important – ability to walk.
- Offer Spanish program in SE Calgary.
- Lifestyle changes. Additional busing time will have a huge impact.
- CBE is trying to meet their needs of keeping all the buildings open.
- Too much movement for too many people. Feels messy.
- If we left Woodman and French immersion as is, wouldn't be that bad.
- Not optimal
- Fewer options and sports and extracurricular if small populations in school.
- Don't want to make a change, and then another possible change.
- Woodman and Robert Warren are the furthest apart so doesn't minimize impact.
- Logistics / timelines in early spring 2017 upheaval for September 2017. School staffing logistics etc. Too rushed for major shuffling. Might be a key for minor changes.
- Woodman home area students would now be bused. Does not make sense.
- Scenario 2 not appealing now to Woodman, would be going to Panabaker.
- On English side, lack of focus on community school is a real concern. Fixing things that are not broken.
- If Spanish is uprooted from Robert Warren to Woodman, it negatively impacts everybody.
- Kingsland school not used as a school, fluctuations will occur. Make as few changes as possible to avoid disruptions otherwise we will go through this again.
- Ignore cultures of schools / of teachers / of communities. Hate to culture in flux / affected.
- Minimize disruptions for Spanish kids
- Lowest cost option minimizes number of schools to move. Buses for Spanish combined.
- Spanish program does not need to move. It can sustain in current locations
- A Harold Panabaker move to Woodman means a move to a school that is too large school for the French immersion students.
- Woodman go to Panabaker. Seems a useless shift.
- My child will have to take a bus to Panabaker, where he can now walk to Woodman!
- Scenario 2 requires home area kids to make major transportation changes. Woodman will now have to bus from their community while other kids will have to bus in. This scenario is not logical.
- Single track schools don't support walking to school. It increases the average distance children have to go to school. Does not support Community Schools
- Better of the 2 scenarios but not the best solution. French immersion students have huge transport distances for the deep south people.
- Keep Panabaker as is.
- Focus on building capacity at Woodman through TLC or another alternative program.
- Would not impact a perfect Spanish K-12 program in Canyon Meadows. Leave it alone!
- Very disruptive to the school culture to be moving kid's around
- There will never be a magic bullet to fix the capacity problems as neighbourhood demographics change. To create options that have as few children as possible. Some of these moves (like moving every child at Robert Warren) seem ridiculous and unnecessary. Otherwise we'll be doing this all over again in 5 years.



Potential Scenario 3 Discussion

- Like to see 3rd option where Panabaker does not change status quo. Regular does not change. New program at Woodman would be a community decision.
- Address long distance for Evanston students and keep Evanston kids together. (X 2)
- Community schools important, and so is choice important.
- Least ambitious and make fewest changes. Disruption is not helpful. Continuity from existing to change best.
- More changes again soon are a concern, so we need a better option
- Impact of change for TLC bigger than appears. Significant change.
- If choose alternative program, I think busing implications to be expected. Carbon footprint of buses on road is concern.
- Whatever scenario I want opportunity for students to grow socially and academically

Other Questions and Comments

SCENARIO 1

- Where is the science program in Scenario 1?
- What is the reasoning behind isolating French immersion? Are there projections of student population increase that support needing to isolate French and move into a new stand-alone facility? (X 2)
- A successful school community at Panabaker exists now. What will the two new school communities look like being ½ of each stream in two buildings???. Not sufficient size in either building to be successful, robust school communities.



- How much was walkability considered in the assessment of the scenarios?
- What happens to the options, which are a part of the regular program, for the French immersion program?
- We chose Harold Panabaker French immersion program based on the school's reputation and quality of teachers. Are those teachers going to move to the new location as well? (X 3)
- What if there are no longer the numbers to sustain just the French immersion programs in one school?
- If it's a matter of demographics and numbers why shuffle all the French immersion (from Panabaker) program only to bring in the English program from Woodman?? (X 4)
- Robert Warren changes from Spanish to French, so 100% of the children will leave and 100% of the children in scenario 2 will be new to Robert Warren. Why totally disrupt 2 schools?
- To make informed decisions, we need to see more data. (X 10)
- Can't we allow dust to settle to see / observe the numbers as the schools open? (X 2)
- French immersion switches at Grade 5-9. How do elementary schools transition? Split classes or not?
- Do French immersion numbers at grade 7-9 support staffing specialized physical education and band?
- Will designation boundaries be changed?
- Will cohorts stay together?
- How many current students are bused?
- How does the feeder system work for all programs at 3 schools?
- Will there be more change?
- What is the 10-year plan?
- What would Eugene Coste do with extra capacity?
- Why are these the only 2 schools considered for French immersion and Spanish bilingual?
- We would like to compare total capacity and what the assumptions are?
What is the research regarding dual track vs single track schools, which is better? (X 4)
- Distrust – did this process two years ago. Why is there change every two years?
- Has classroom size been considered?
- Why can't Spanish remain as it is?
- Need additional info about what happens to regular programming with French immersion change?
- Harold Panabaker will graded 5 & 6 French immersion have the opportunity for late immersion / bilingual intensive instead of continuing only?
- Woodman: have seen this shuffle before – is this long term?
- What happens when the new schools open, will there be more shuffling?
- Why not move Silverado to a new school since they will be moving again soon and are busing already?
- What is the “big picture” plan that the CBE is trying to achieve?
- Difficult to make comment without information about what the high schools will be doing.
- With all the changes proposed, have spin-off enrolment preferences been considered?
- Who will pay for busing if that now is required for students who walked to school before?
- French program 5-9 children moving Robert Warren and Woodman are they – Chinook Park counted in the numbers? Grade 5&6?
- Movement will happen with French immersion. Why always French immersion? (X 4)
- Why only English in the new schools?



- Love to see projections of John Ware. We are sure they are increasing and John Ware will be overcapacity within a couple of years.
- Kids at Woodman going to be grandfathered to stay here?
- 5/6 French classes split or not wherever they end. How many students are going to end up in grade 5&6? How many grade 5 students will be able to attend?
- The way we look at the whole Area V special programs seems to get first pick. How is that decision made? What is the process?
- Is it possible that Woodman could become a 5-9 community school? Changes are disruptive. It is horrible for families nervous that smaller amounts of children will limit options for our children. Show us the numbers.

SCENARIO 2

- Is there data to support isolating French immersion from a learning perspective? If there is does it hold at total school population size of under 300 students? If not, could the Panabaker split wait a couple of years until the French student population supports residing in a stand-alone facility?
- Will existing resources for Panabaker students still be in place for the French immersion students if approximately 250 children move to a stand-alone French immersion school? I can see cutbacks being required to the current offering of: (X 3)
 - Dedicated P.E teachers
 - Sports staff for teams
 - Options – foods, construction, band
- Who is going to pay for busing when my child can no longer walk to school? I moved to this area so we could walk. (X 2)
- Will the wait list change for specialty programs with the changes?
- What will happen with this cohort of French immersion students when they get to high school / will they move again after grade 9?
- Feel process is manipulative and inauthentic. Controlling choices are working numbers. Believe decision is already made.
- CBE has a good educational system
- What will be the average busing time be? Will commutes be shortened?
- If a school that is working well and functioning sustainability why is it being moved?
- What is the next step for grade 10-12?
- What is happening with this information gathered tonight? Will it be posted online?
- Who is making the ultimate decisions?
- Is there a way to find out who is representing the schools and communities and if they are representing the opinions and concerns correctly?
- How involved are the Principals?
- Concerns with Stantec facilitating the discussions and CBE staff involvement.
- What is the cost of engagement sessions / process?
- Why isn't status quo an option?
- Are teachers being consulted and engaged on this and know the students and programs best?
- Is there an opportunity to change how the grades are distributed?



- Why can't we vote on the scenarios with comments?
- Better options when dual track? Better programming offered?
- Why single track?
- Lots of issues going on and they're not being heard
- The costs are being looked at just financially and not as impacts to students
- Dual to single is disruptive. Spell out more clearly.
- How will this information captured tonight be used?
- How can the immersion program in specific schools where they were before have continuity?
- Why is there no transparency in the financial factors influencing this decision, the changes and the future?
- Have no faith in CBE planning process and how children are being moved. (X 2) Approach is disrespectful to students, teachers, parents and community.
- Public education is no longer working!!!
- Would the teachers of specific programs move to the schools that are receiving the program?
- Are there any changes to the fees based on the changes to the schools and programs associated?
- Can we see the costs associated with these changes? How much are the inefficiencies costing them?
- Where is the benefit to changing the schools again? Business case to the changes.
- Will there still be capacity in the specialty programs for the children that have to move?
- With moving specialty (immersion) program out of a school will this create deficiencies and reduction in programming for current students? Including using accessible resources (teachers, etc.).
- Will the changes reduce busing for the majority of students?
- With all the changes happening will all the specialty programs be available? Are there any 'balance' opportunities being considered in terms of programs?
- What criteria for keeping French immersion at Woodman – Utilization rate that works?
- Choice to go to different school than one identified in S2 for French immersion other than Woodman?
- What is the catchment area for all alternative programs?
- When is a school scheduled for Silverado? Based on census, how does this play into this? Would like to know how it influences decision?
- Are there other schools we can move for French Immersion?
- At Janet Johnston, will French Immersion be eliminated?
- In Woodbine / Woodlands – if Evergreen not opening on time, what happens? Move mid-way through the year?
- Will cohorts of students be kept together? In classes? Late transitions re: Marshall Springs, what will happen?
- Why is school closure not on the table?
- Panabaker and Janet Johnstone – moves recently in past. Any assurances for how long will before changes again after this?
- Financial reasons for scenarios considered?
- Differences in transportation costs between 2 scenarios? Where is break even? Need financial info to provide input.
- Need move data and information
- Analyze distance and ride time
- Perspectives are worthwhile in understanding change.



- Engagement well done.
- Why were choices made a shown in scenarios? What driving factor?
- Why do we not have choices about where moving to?
- Have students been made aware of what is being considered? Kids fragile.
- Is there a way to consider students in last year of programs where they no moving? Do some phasing in and phasing out? Or for any students currently enrolled at current school?
- What are ramifications for designated high school boundaries feeders?
- What happens to Evergreen Grade 9 kids in scenarios?
- Why did process and discussions not start sooner?
- Impact for high school talk now about how will be affected.
- How does Marshall Springs school (new school in Evergreen) factor in?
- Does it impact French immersion?
- Is it only a regular program school?
- What is CBE doing to strengthen the regular programs? Or are they? To make them desirable for community students?
- Eugene Coste – how can it go from K-4 to K-6 between scenario 1&2?
- How do these decisions support a healthy, balanced lifestyle?
- Since there is not relationship between Group 1 and Group 2 schools, can we mix scenarios?
- Why are we placing French immersion in large school – from a resource perspective?
- Want to see all schools to see bigger picture of enrolment, new schools.
- Is there an opportunity for a third scenario?
- Why are we moving 250 to a 600 school?
- Would enrolment cap change with any of the scenarios?
- Is there a future capacity issue at Robert Warren?
- Will there be overflow kids from other schools?
- Not enough information on hand out.
- Any discussions about other alternative programs?
- Are we doing this to “save” a school?
- Why isolate programs, then mix them in High School?
- These scenarios are not thought through in a thoughtful manner.
- Why not Silverado to Evergreen rather than Panabaker? Leave French immersion at Panabaker.
- Are we going to have decent number of kids in space or the adequate # of teachers for the demand budget issue?
- More detailed travelling map within the groups required. How far are people travelling? Fair and democratic way to gather.
- Does less change mean it won't last long term? More changes again soon are a concern
- What data and information did you use to create scenarios?
- How do we consider loud voices in relation and equally as those who are quieter?
- If French is single track are options taught in French?
- What is the rational for the catchment areas in the scenarios?
- Feedback didn't indicate need for change at Harold Panabaker. Why are we talking about this?
- Are there studies about whether dual or single track programs are better?



- Can larger boundary changes be considered, too? French immersion to balance middle / junior enrolment better? To provide better distribution of resources.
- Could French immersion and Spanish both be at Woodman?
- When will we know about changes to bell times?
- What is the impact on alternative language programs when regular program schools open in new communities?
- Impact for high school needs to be talked about now, especially about how we will be affected.
- How are over capacity issues being addressed at Janet Johnstone and Samuel W. Shaw?
- What happens to parent fundraising? Money from parents?
- Are there other communities coming to Harold Panabaker for regular program that could move rather than French immersion?
- History of projections and plans for Janet Johnstone French immersion?
- Where do the projections come from? How are they made? What data is used?
- Is KI-6 possible for Janet Johnston?
- Concerns regarding "Big Picture" that keeps changing and students in these communities are consistently shifting. We would like to hear the 5-10-year plan.
- Concern about projections. Parents select their children's schools based on the delicate balance between school culture, community, staff, student fit. In making too many changes at once school opening as well as moving programs in existing schools it will be very difficult to "project" which options parents and students will select. Wouldn't it make sense to let the dust settle a little before making too many changes at once?



Participant Engagement Evaluation

Woodman School – Host Location: October 19, 2016

- Woodman School
- Chinook Park School
- Haysboro School
- Harold Panabaker School
- Janet Johnstone School

Number of participants in attendance: 186

Number of evaluations completed: 33

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.

23 Agree **6** Somewhat Agree **1** Somewhat Disagree **2** Disagree **0** Not Applicable
▪ "One" no answer

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

13 Agree **8** Somewhat Agree **2** Somewhat Disagree **9** Disagree **0** Not Applicable
▪ "One" no answer

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

5 Agree **3** Somewhat Agree **6** Somewhat Disagree **17** Disagree **1** Not Applicable
▪ "One" no answer
▪ School #'s including schools to open
▪ Not enough info - only an opportunity to write down unanswered questions
▪ No CBE data

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

6 Agree **14** Somewhat Agree **6** Somewhat Disagree **4** Disagree **2** Not Applicable
▪ "One" no answer

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.

2 Agree **4** Somewhat Agree **3** Somewhat Disagree **23** Disagree **0** Not Applicable
▪ "One" no answer

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

21 Agree **6** Somewhat Agree **1** Somewhat Disagree **3** Disagree **1** Not Applicable
▪ "One" no answer
▪ Our moderator was having difficulty writing down the key items and only took 2 pages of general notes. - Not satisfactory



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

Comment: 21 No Comment: 12

- I'm not sure what impact will be on the System Classes (e.g. L&L). I am not sure if I should have attended this evening. My Child is not in Spanish or French immersion classes but was lucky enough to be accepted in the L&L program in Harold Panabker. I am concerned that the school will not be balanced properly with the enrolment and some schools may have over or under capacity. I am also thinking how this will impact the great teachers and teaching that we appreciate, so far. I'm concerned that opening up this many changes and grades will destroy the great communities we have.
- Friendly
- What I liked most was the small group discussions, much more productive than a big forum.
- What I like least was the lack of data/information prior to the meeting.
- It was very open and encouraged ideas and feedback but more info from CBE required
- Not enough facts/stats/numbers
- Using the word input in questions # 6 is a huge slap in the face. We are not being asked for our input. We are being advised to schools #1 or #2, neither of which is a viable option for our children. Further, from our group discussions, I have learned there is much information the CBE is not sharing with us. Huge lack of trust with the public system.
- Input is valuable, but entitled, victimized, single agenda minded parents drive me crazy. Inner circle was not effective - blocked people.
- The group forums worked well. The announcement of the change and short time frame to understand all implications.
- Technique was good for the situation. Poor notification of the event and previous events (this is the first I heard of it). Why didn't you use the community newsletters to advertise? (or websites, facebook etc.) Letter was a link in an email. It needed more encouragement/preamble from the school to get involved. Poor response to previous online engagement (1 response from Chinook Park and 1 response from Woodman). **This should have realised concerns about previous engagement notification and involvement.
- Liked: looks like our decision matters. Disliked: There was no answer to any of the questions asked.
- Didn't like the chairs in the centre
- Appreciated hearing the perspective of the French Immersion parents. Did not feel we had the ability to make significant change that as a French Immersion parent we need to fact the program moving regardless.
- I liked the fact everyone could speak. I did not like Kyle as he was trying to mediate and not let people talk.
- Feels like decision is already made and our input is not relevant
- I fear that the feedback provided will not be given the weight it deserves. In a circle of 23 people all favoured scenario 2!
- Unfortunately the gentleman who shouted his displeasure at the first session in the gym tainted the group discussions. As a cause of his outburst, I don't think conversations were as productive as they could have been.
- I work as a professional facilitator and I thought it was very poorly facilitated the lead facilitator was unprepared and seemed unfamiliar with the issues
- Able to hear other parents point of view. Not enough info provided on number of students being affected. Poor Consultation.
- The comments also showed entitlement and the amount of privilege some people have
- Least: We didn't have enough CBE data for meaningful discussion on options. Nobody here with answers to those questions.
- Most: Leaders were unbiased and helpful, despite their lack of info on the CBE data.

dialogue)))

- Not enough information to understand the big picture. Feels like it was just enough information to raise very big questions and doubt about the whole process