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Calgary Board of Education (CBE) Area IV

Spanish Bilingual Contingency Planning

Survey Responses

Nov. 14 – 28, 2016



The Calgary Board of Education (CBE) Area IV Spanish Bilingual Contingency Planning Open House Feedback survey was open from Nov. 14 to 28, 2016, and was conducted by the CBE. Schools affected by the proposed Spanish Bilingual contingency accommodation planning include: A. E. Cross School, Bishop Pinkham School, Rosscarrock School, Westgate School and Glenmeadows School.

Below you will find the full list of responses that were provided on the survey. The responses are listed exactly as they were noted in the survey, except in a few instances where editing was required. Editing was only done in the following cases:

- The comment discriminated against other groups or individuals
- There was information provided that would identify specific individuals
- Inappropriate language was used
- Acronyms were spelled out

Survey Results:

Number of responses	Responders who attended open house on Nov. 17, 2016	Responders who did not attend open house on Nov. 17, 2016	Question skipped		
117	32	84	1		
Programs represented on survey:					
Spanish Bilingual		French Immersion			
99		18			
Grades represented on survey:					
Pre-Kindergarten	Kindergarten	Grade 1	Grade 2		
5	14	25	24		
Grade 3	Grade 4	Grade 5	Grade 6		
24	32	39	17		
Grade 7	Grade 8	Grade 9	Grade 10 & 11		
2	1	2	1 each		
I had the information I needed to participate in a meaningful way:					
Agree	Somewhat Agree	Somewhat Disagree	Disagree	Not Applicable	Question skipped
47	40	10	13	4	3



Scenario Preference:

Non-scenario specific

- What is the budget and resources being allocated to the two new schools so that they are set up with all necessary materials to be successful? The program must be adequately resourced in order for it to thrive in the two new locations (text books, library books, desks, computers, gym equipment, etc.). Spanish has been at Bishop Pinkham for five years now and it is just beginning to catch up on the resources needed after much advocating on the part of parents. Spanish library books have just been purchased this year, upper grades in Spanish still don't have math text books, and we had to advocate for the school to offer preparation classes for the Diplomas of Spanish as a Foreign Language (DELE) exams.
- The one that gets my children in the same school for Grade 1 and 3. This is the scenario that was promised last year. This should be honored.
- In all likelihood the Calgary Arts Academy will be delayed in their move and as such Scenarios 2 and 3 causes the current Grade 5s to be moved to A. E. Cross earlier than need be. Our biggest concern however is the lack of readiness of A. E. Cross to receive middle school children, let alone a language program. If we were able to know for sure that the appropriate resources were made available to have an amazing Spanish program at A. E. Cross from the very BEGINNING then we would choose Scenario 3. This is because then we would have a greater amount of children in the program at A. E. Cross and thus hopefully the CBE would support it in a better manner with resources and likewise that would attract the best teachers to move over or apply for positions that would come available. If only one grade moves over to A. E. Cross undoubtedly the minimal amount of resources will be allocated. We are gun shy as we have experienced the disaster which has happened with the transition to Bishop Pinkham (when Grades 5 and 6 moved) and the lack of resources and support that was there for the program. Bishop Pinkham was NOT ready for middle school children at all as they never had that age of children before nor was there adequate resources available to ensure the program would meet success. No matter which one is your preference, there are some common concerns which apply to all of the scenarios including:
 - 1. What is the budget and resources being allocated to the two new schools so that they are set up with all necessary materials to be successful? The program must be adequately resourced in order for it to thrive in the two new locations (text books, library books, desks, computers, gym equipment, etc.). Spanish has been at Bishop Pinkham for five years now and it is just beginning to catch up on the resources needed after much advocating on the part of parents. Spanish library books have just been purchased this year, upper grades in Spanish still don't have math text books, and we had to advocate for the school to offer preparation classes for the DELE exams. Undoubtedly extra resources will need to be allocated to ensure the program is successful not only at the beginning during transition, but to ensure the program continues to thrive in the future.
 - 2. What has been done or will be done in the very near future to prepare A. E. Cross to receive middle school students let alone a language program? (E.g. Lunch time supervision, extra-curricular activities, intramurals are not available to Grade 5s so what will be offered instead, child care program options, professional development approach for language teachers on PD days, how will the "school development plan" embrace a language program, will the school wholeheartedly embrace DELE exam preparation for students?)



- I am not concerned about the transition scenarios as my child will be minimally affected - the plan for Grade 2 in this program will see her stay another year with her classmates at Rosscarrock and move with them to the new school.
- None of them make a difference. Move the children as soon as possible.
- I would like my child to move to Glenmeadows until Grade 6 & go to A. E. Cross afterwards, not into adding the Bishop Pinkham factor but I don't think we will be affected by that as he is still only in Grade 2
- Prefer scenario that doesn't move the kids mid-year. All three scenarios have variance for kids currently in Grade 4 and above.
- None of them. Moving to a new school potentially mid-year without being able to fully investigate the options for before and after care
- I can't make any decisions until I know regarding before and after school providers for the new school
- The scenarios are the same for my children.
- Any scenario that does not include my child having to go to another school other than Westgate for Grade 6 French.
- None. We are leaving the program
- Minimizes the number of moves for students in the program.
- I don't feel that there was enough information supplied on how Westgate School would look with each scenario.
- All three of the scenarios have the same impact on my family, at this time it doesn't matter which scenario is implemented.
- I have no opinion on the three, but the option with fewer moves overall seems best.
- No preference. Any of the three scenarios have the same impact on our children.
- None of the scenarios directly address the impacts to the French Immersion students. I assume, therefore, that we will be K-6 as promised starting in 2017-18. If this is NOT correct, then there should be consultation with French Immersion parents on impacts to their child's program.
- I wish the scenarios gave details about what happens to French Immersion in each option. Both programs are tied together and in the past, the scenarios looked at the bigger picture. As the parent with a Grade 5 French student at Westgate and a Grade 8 French student at Bishop Pinkham, it would be helpful to know if the scenarios involved keeping the Grade 6 French at Bishop Pinkham for next year or moving them back to Westgate. I think we also need to know about expected capacity at all the schools. With Scenario 1, 2, and 3, will the number of students at these schools drop to a more reasonable level? Why are the French parents, specifically those with kids in Grade 5 not being consulted on options for next year? I would support any scenario that relieves the stress on both French and Spanish families and does not lead to overcrowding in any of the schools.
- Any of the scenarios would be the same for my daughter for the grade she is attending
- Stay at Westgate for Grade 6
- Prefer staying as long at Westgate as possible. We believe moving schools is disruptive.
- I'm indifferent as result of no impact to my child. Least disruption makes sense to me.
- And what if I did attend? You didn't leave a field for that. None of the options are ideal. You have two glaring issues that are being terribly glossed over:
 - 1) Moving children mid-year to a new school is horrifically disruptive. The CBE is failing to recognize the difficulty in logistics to move a single classroom in a short period of time, and then get that



- classroom "back to normal" in a different location. Kids have a great memory, and they will have difficulty adjusting to such a change. You cannot prepare them for this sort of thing in advance.
- 2) Several of the plans isolate (effectively abandon) individual grades at schools, either pushing a cohort into a school with older-aged kids and no peers, or leaving behind a cohort, who are already being treated poorly by mere fact of the language program they're in. You need to allow cohorts to move logically, during the *clean* break of summer. This is the only way to minimize disruptiveness, especially with the younger grades.
 - I don't have a preference.
 - Not applicable
 - Not applicable to me
 - Because my child is in Grade 1 none of the scenarios change his school next year

Scenario 1

- I prefer scenario 1. I'd like to keep my kids together for as long as possible, as it is very complicated to have them at three different schools, and I don't want my current Grade 5 child to be a guinea pig for Spanish Grade 6 at A. E. Cross when junior high at a new school is hard enough.
- Scenario 1. The instability has been challenging with child care since Grade 1. It would make sense to just let them finish Grade 6 in the same school she started with. This constant battle to determine placement makes it appear the administration is incompetent to deal with issues and seem to be putting a band aid and hoping the problem will go away.
- Scenario 1 is the least disruptive for the least number of students. For those of use that have a child in a younger grade, splitting them up earlier makes it harder for child care. I based my child care based on the last agreed scenario that my kids would be together until the older finished Grade 6. This means I will have to find alternative care due to changes in the CBE again if my children are split up. From a general scenario, for anyone who is considering moving into a different program, many of the intakes are in Grade 7. It would be the least disruptive for the kids in Grade 5 to finish up until Grade 6. This gives those families an easier opportunity to transition.
- Scenario 1: - provides K-6 continuum (which was the top priority of engagements for the last five years) - keeps the bulk of students together - it is the "least bad" of any of the scenarios outlined
- One
- Scenario 1, it's better to move all the students when the new school is ready
- Scenario 1. I think it is better not to have the Grade 6 kids move to A. E. Cross early
- Scenario 1. We do not support kids in Grade 6 going to A.E. Cross.
- Option 1
- We prefer Scenario 1 because it seems like the least transitions for our children and the best option for all of our kids to be in the same school.
- I guess Scenario 1 it's the one I liked the best. Although I wish a decision was made and implemented already.....feels like we've had proposed ideas for four years now-just do something and let everyone get used to and plan for that course of action.
- Scenario 1 because I would like all three of my children to be together for at least one year (one school). Do not like the idea of separating all three of my children. I'm a single mom, which makes thing even more complicated.



- Scenario 1. Seems the most consistent.
- None of the options in their current form work for our family, but Option 1 works better than the other two options. Our preference is to stay at Westgate for the entire 2017/2018 year and not move part way through the year as stated in the Option 1 scenario. Moving part way through the year is going to be difficult on the children, staff and parents. It is hard enough for a teacher to gear up a classroom once, not to mention having to tear one down and set it up again at a new location. We feel that our children will be at a serious disadvantage coming out of the chaos associated with a mid-year move. There will be so much emphasis on preparing the school that the children's learning will take a backseat. We were assured last night that this would not be the case, but it is a gamble the CBE should not take, learning should always come first. we were told that the CBE has done this move a number of times with other schools, and the outcome has always been positive. My question to you at the CBE is:
 - How many of those moves involved an out of community school where the primary student population was already being bused in from other communities? What I heard unanimously last night from other parents who were leaning towards Option 1 was: "Don't move the kids mid-year"
 - Another concern we have, is for our Grade 5 son, who will be starting his final year at Westgate. Our son has been at Westgate since kindergarten, and has loved every minute of being at this school. Whenever we talk to him about being in Grade 6 is the opportunity to be the senior students in the school. He has seen a number of Grade 6 classes "graduate" from Westgate, and can't wait to be one of those kids. Now let's look at your three options, none of them give our son the opportunity to fulfill this goal. He will either be shipped off to a Junior High school to be the youngest kids in the school again, or spend a few months at a new school where the teachers are just trying to manage the remainder of the year. There will be very limited funfair for these Grade 6 kids, and that saddens my wife and I. Not just for our own kids, but for all of the kids in this position. Do not rob these kids of that experience.
 - Finally, I would like to mention to the CBE how utterly frustrated we are with how you have handled this entire process with our children. We have not known one year to the next where our kids are going to be going to school. The scenarios that we have been given throughout the process have looked nothing like what has happened. At one point you made a decision to move our program to a school no where near where the families from that school lived. This decision showed just how little understanding you have for the families who attend this school. You may wonder why you have such little support from parents at this point, it is rooted in how you have handled things to this point. We have done this open house, write your comments on a sticky note, speak with representatives from the CBE thing before and it has done absolutely nothing to help us, we have seen nothing that remotely resembles a compromise on where and how this program proceeds. When this process has run its course, I will say good riddance to all of you. Your grade is an "F" thus far, try to salvage something out of all of this, by listening to what parents want and not what makes your lives easier.
- Scenario 1
- Scenario 1
- The scenario that allows a K-6 French at Westgate.
- I prefer Scenario 1. Keeps Grade 6 in elementary school longer. Avoid Grade 6 in junior high school setting (which is not the same as middle school) with no plans to be a middle school.
- Scenario 1 as I have two kids that would still be in the school.



- Scenario 1. It is the easiest for our family and involved the least amount of disruption to our kids so they are not going to too many schools. Scenario 3 is the least desirable scenario.
- Scenario 1. I do not want my child to attend A. E. Cross prior to Grade 7.
- Scenario 1, but letting kids finish their grade at Westgate. Prefer Scenario 1 because kids will go to Grade 6 at Glenmeadows and start A.E. Cross in Grade 7.
- Preference for Scenario 1 because it will be practical and less disruptive for families and students to be together in one school for K-6 and consequently Junior High as soon as possible. Even if that means moving to the new Glenmeadows mid-year.
- Scenario 1. I want my kids as close together as possible, location/school wise.
- Scenario 1. We like the Westgate School and if the move doesn't take place midyear we just stay at Westgate for the full year.
- Scenario 1. Keeps Westgate students longest at Westgate
- Scenario 1, I think it would be good for the Grade 6's to finish off with their cohort of classmates.
- Scenario 1, I like the idea of all resources being in one place. K-6 has proven to work and to keep families together.
- The one where the Grade 6s stay at Westgate for the full year instead of moving to Glenmeadows half way through, then onto A. E. Cross for Grade 7.
- I was there at the open house & prefer option 1. Did not place a sticky note on the comments wall. Last time we did this it didn't seem to help.
- Prefer Scenario 1 as it means students won't start at A. E. Cross until they are mature enough (Grade 7)
- Scenario 1
- Scenario 1. I would prefer my kids stay in an elementary school for Grade 6.
- Scenario 1, because it will keep our two older children in the same school for one extra year.
- Scenario 1. I just want my children together. We moved here so they could for a few years. Dealing with two different schools already is a logistic nightmare. My kids are always worried about what's going to happen.
- Scenario 1. More comfortable commute to school
- Scenario 1. I am opposed to young children being sent to a junior high. This happened with my oldest son who was sent to Bishop Pinkham in Grade 5. Yes they were 'separate' from the other students, but he still had to absorb junior high 'culture' long before he was ready for it.
- Scenario 1 because I'd like the kids to stay at Westgate as long as possible before moving to A. E. Cross
- Scenario 1 (technically Scenario 2 impacts my family the same as Scenario 1). If Scenario 3 is selected I will find my four children from Grades 1 to 7 attending three different CBE schools, which is extremely challenging. That will already be the case prior to the transfer to Glenmeadows, but it will be very disruptive to our family if two of my elementary aged children transfer to Glenmeadows, but one remains at Westgate. I do not use the bus, since the stop was moved last year much too far away from our home and also because the cost is so dramatic with four kids. The time required for me to get four kids to and from three different schools boggles the mind. I'm already frustrated that my daughter in kindergarten will not be able to attend school with her siblings again next year, but if my child who is currently in Grade 4 is kept at Westgate next year when the other two switch to Glenmeadows, this potential solution just remains a big challenge.



Scenario 2

- Scenario 2- my older child is ready for middle school so I would like to see him start next year in Grade 6. He is excited about joining sports teams and clubs. I would like to not have him bouncing around from school to school to school.
- I think Scenario two looks like the best transition for the children
- I was able to attend to the Open House, however I did not add any feedback to the walls. My preference in order is: Scenario 2 (better to start at A.E. Cross with a larger cohort of Spanish kids). Then Scenario 1 (I do not like this as much due to the point above). Then Scenario 3 (although my child would be allowed to stay at Westgate to finish out Grade 5, I do not like the idea of their grade being the only Spanish group remaining in the school. Having dealt with a number of French parents throughout this process, their level of collaboration and openness has proven to be less than acceptable)
- Scenario 2
- Scenario 2 - less disruption for all students - bigger cohort at A. E. Cross
- Scenario 2. I think it would be positive for there to be additional Spanish students transitioning to A.E Cross in September
- Scenario 2

Scenario 1 and/or 2

- Scenario 1 & 2 results are the same for my kids. I prefer these options over Scenario 3 because at least my Grade 4 enters A. E. Cross for Grade 7 rather than Grade 6.
- Options 1 and 2 have the same effect and either one are acceptable and we prefer they transition as soon as possible and not wait if the school is ready. We also prefer our daughter not move to A.E. Cross for Grade 6 as it is still a junior high school. We want Grade 6 to be at Glenmeadows.
- Scenario 1 or 2 - because it keeps our two children together for the 2017/18 school year
- I did not get a chance to write down my preference, I do prefer option one or two.
- Scenario 1 or 2, although preference would be NOT to move mid-year as it would be disruptive for all involved. Would like Grade 6 at Glenmeadows.
- Scenario 1 or 2 : we also have a daughter in kindergarten at Rosscarrock, these options minimize our overall impacts
- Scenario 2 has only one school change so was most appealing to my son in Grade 6. Scenario 1 was most appealing to me as it keeps my children on one bus, which alleviates anxiety around safety concerns with transportation and minimizes time at the bus stop.

Scenario 3

- Scenario 3. I believe if there are more grades at A. E. Cross, then there will/should be more resources and supports in place.
- Scenario 3 - minimal amount of moves, but our daughter will be unaffected by it.
- I preferred Scenario 3, then Scenario 2, then Scenario 1. Because of the location of our home, the faster our child can go to A.E Cross the most convenient it would be for us.
- Option 3- no mid-year transition between schools
- Scenario 3...less movement
- Scenario 3. Least transitions



- I feel that Scenario 3 will make the most people happy because it has the least amount of moves for students.
- We prefer Scenario 3 due to the important benefit of minimizing the number of moves for students in the program.
- Scenario 3. It has the fewest moves so it is less disruptive for students and teachers.
- I would like the CBE to use a Scenario 3 because it minimizes the impact/ moves for all students.
- Scenario 3. I think it is the least disruptive to students
- Scenario 3 - fewest mid-year moves
- Since my son is currently in Grade 4, Scenario 3 would be best because there would be least amount of disturbance for him.
- Scenario 3. We prefer this scenario because our child in Grade 4 currently would not be moving mid-year during his Grade 5 year so there would be less disruption, especially given all of the uncertainties around the timing of the move. In addition, transferring to A. E. Cross for Grade 6 would minimize the total moves and allow our two children to be in the same school for a couple of years, which would be easier on family logistics.
- Scenario 3 as it is the least disruptive to our family.

Scenario 2 and/or 3

- Not sure the differences b/w Scenario 2 & 3, but Scenario 2 sounds like the classes move more completely. I'm may have this backward. The idea would be to have more complete class movements and not in the middle of the year.
- Either two or three even though it is not preferred or suggested for a mid-year move for difficulty of students transition affecting their learning time.
- Scenario 2 or 3. More grades starting at A. E. Cross, less separation of resources
- Scenario 2 or 3 because less transitions are better and my son is ready for a middle school environment.
- We support Scenarios 2 or 3. We are not concerned about current Grade 5 being in a junior high school next year - no concern around being the youngest at A. E. Cross in Grade 6 - Ontario middle schools were Grade 6, 7, 8 - hence no concern. Minimal number of moves for Grade 5 - very important that the class/grade stays together - location not as big a concern. Grade 3 no differences for the three scenarios so nothing to express feedback about.
- Scenario 2 or 3 - eases overcrowding at Westgate sooner
- Scenario 2 or 3
- Scenario 2 or 3 - I think the students are ready for a middle school environment and one less move.

After viewing the scenarios, what questions do you still have?

- I was not able to attend the open house. Where do I get information on the 3 scenarios?
- What is the plan for transportation of families with multiple children, if these families continue to be forced to attend separate schools during the transition?
- How does transportation plan line up between Glenmeadows plan and Westgate kids who are currently sharing transportation and how will it align to future A. E. Cross plans.
- How many students can Glenmeadows School accommodate? I strongly encourage you not to miss the mark here by ending up with another oversubscribed school.



- Will the start and end times of the new Glenmeadow school be different? Will an afterschool option be available at Glenmeadow for Grades 4-6?
- 1) Will extensive renovations take place in the Glenmeadows School? When? I have heard many renovations are needed as the school is quite run-down. 2) Why not put the Spanish K-6 program at Rosscarrock? Portables could be added. The library and music room could be put in the portables and then the library could be made into 3-4 classrooms and the music room into one classroom. The remaining classrooms needed in the portables could house kindergarteners as they are only at school for 2.5 hours daily. Give this scenario some thought please.
- Scenario 2
- Is this a joke again? Or is this for real this time.
- Will the school definitely be ready in time?
- Why can't Rosscarrock be an English community school and Spanish bilingual (K-6), while maintaining Westgate as only French (K-6)?
- I am happy that all three plans have the Spanish junior high program moving to A. E. Cross next school year.
- Until what grade goes the Spanish program?
- 1) We know Glenmeadows requires maintenance before we move in. Why is this time not being allotted for? If you want to prove that it's ready, let the parents through on a tour. 2) Will a cap be installed on Glenmeadows? You have caps elsewhere in the city. Stop treating Westgate (and Glenmeadows) as release valves.
- Why the rush for a mid-year transition?
- Appears that A. E. Cross has plenty capacity - why has that school not be more fully utilized - there are several schools that have both elementary and either junior high and high school with segregation due to age concerns. I find it outrageous that the CBE feels that Westgate's capacity is around 725 with the current enrollment of ~ 665 and it is bursting at the seams. I am not buying the fact that there are even further economy of scales if it was only a single program school. Was shocked to hear that A. E. Cross only as an enrollment of ~515 - a much larger school compared to Westgate and it has over 100 less students – wow. Considering there are significant capacity concerns I am shocked that Area IV administration space is taking up prime education space (e.g. classrooms). If hospitals took up patient rooms (e.g. prime health care space) for administration space there would be a huge public outcry - so then why is this acceptable for our kids??? How is CBE going to support the Spanish Bilingual High School program in Area IV? It is truly unfortunate - with all this work and accommodations for the elementary school Spanish program to only have a massive dropout rate for high school due to realistic commuting options. What is the end goal/vision for whole Spanish Bilingual program - from my perspective it does not appear that the CBE has a holistic K-12 Spanish vision.
- 1) Will A. E. Cross also host English students along with Spanish? 2) What are plans for Spanish high school in the S.W.?
- A. E. Cross is not a school that I want my child at. I never agreed to have that as a middle school nor did anyone else I talked to. This is purely a CBE decision not a choice of the families that have to live with your decision. If we go to A. E. Cross next year for Grade 6 we will most likely pull our son from the program and enrol him in the new Westridge school near our house.
- Why is it not an option for the program to remain at Westgate / Rosscarrock until the end of the school year?
- In what ways will teachers be supported during the move over their winter holiday?
- Will the options change depending on the timing of availability of Glenmeadows School



- Is moving in the middle of the year what's best for the kids? Granted Glenmeadows is even ready for us
- I would like to know if it would be possible to delay the move until September 2018.
- Have all options for Westgate been adequately considered.
- Why is the provincial government prioritizing the needs of the art school. Who is financing the arts school? Is it a private school?
- How will this impact my Grade 5 son and my Grade 8 daughter, both in the French Immersion program? Will any of the scenarios lead to overcrowding in these schools in the next five years?
- This assumes Glenmeadows will be open 2018
- Capacity issues of schools currently are not addressed at all If a school has capacity to start with the students why would they not be kept there for the year especially after January when funding is set and no additional students are accepted
- I do not have certainty whether my child will be able to attend Westgate School. The grade configuration for French is not mentioned or provided as part of the options so I can only assume it will be K-6 as promised. If this is NOT the case, consultation is required with French Immersion parents and impacts of the three scenarios should be made explicit. Half the school is unrepresented in the equation and the consultation. Why? Does this mean CBE is sticking to its commitment for K-6 next year in all scenarios?
- Is there a risk that Glenmeadows will not be ready for the expected transition time in 2017? What is CBE doing to mitigate that risk? Why is it necessary to move the children in the middle of the school year? What was the reasoning behind this decision? Having a move in the middle of school year seems like it would be disruptive to children and staff when they should be settled in to school by that time.
- Why don't you just put all junior grades (up to 6) in either Westgate or Rosscarrock?
- Questioning why the grades at Bishop Pinkham are still staying at that school. I appreciate that those students may be nervous about going to a different school but I think that it would make more sense to pool the Spanish resources (human and physical) into one Jr. High. Also, it would increase the presence and community of the Spanish-language students within A. E. Cross. Right now my daughter in Grade 8 comments with regularity that they are the small "Spanish" group in an ocean of French / English students giving a sense that they are outliers in the mainstream school setting.
- Why moving middle of school year for Scenarios 1, 2. and finish Grade 4 at Westgate for Scenario 3? What difference does it make to let kids finish their grade at Westgate, and move to Glenmeadows when everything ready: freshly painted, clean and enough time for teachers to organize for our kids. Get Glenmeadows ready K-6, why moving kids Grade 6 to A. E Cross?
- I feel like my questions were answered sufficiently and my concerns validated by one person or another, but to summarize my main concerns and questions so that everyone involved in the decision can consider them, I will list them here:
 - 1. Condition of the two schools (A. E. Cross and Glenmeadows)
 - 2. Resources for students staying with the program and teachers and admin feeling supported in the move. As well as impact of the shift on teachers who may miss PD day opportunities or other educational experiences not being able to plan for a full year in either spot (a problem with a fluid timeline)
 - 3. Impact on student learning and school spirit/community into 2017.
 - 4. Establishment of a school council for the Glenmeadows school to be able to apply for a casino licence and establish a fundraising society.



- 5. I have concerns about the rationale behind a mid-year move - if it could be confirmed for Christmas or even teachers convention I do not think it would be horrible but after that I think it has more negative impact than positive.
- Why can't the current Grade 4-6 Spanish students finish at Westgate and the younger grades be moved out first?
- What is going to happen with the French Immersion program - there was no mention or indication of it in the scenarios.
- Is there no school more south available?
- If there is room for Spanish students in at the beginning of the school at Rosscarrock and Westgate, why move them mid-year?
- Why has CBE not considered the changes in enrollment at Bishop Pinkham once the new Junior High schools open in the S.W.? My understanding is that the new Junior High schools will divert many children that are currently enrolled in Bishop Pinkham and this will create new space in Bishop Pinkham. I was told that the decision to move the Junior High program was done four years ago, well before announcement of the new Junior High Schools. I think it is disappointing that CBE doesn't re-look at what the enrolment numbers will be at Bishop Pinkham after the new schools open and keep the Spanish Junior. High at Bishop Pinkham where it has always been and keep the resources for all Spanish Junior High. In addition to that, why was Bishop Pinkham never considered a two language school for French and Spanish and move the English students to A. E. Cross. Instead, CBE will be moving kids and splitting the Spanish program in Junior High.
- Why transition in the middle of the year, when the Fine Arts school has barely left? No wiggle room for structural issues and renovations. Start times, what time will it start as parents have to get to work.
- How does this affect the French students at Westgate. Assume then that its K-6 grade configuration for French next year?
- How will the Grade 6's be accommodated at A. E. Cross?
- How will busing be handled? What does "mid-year" mean? Do the resources exist to support so many Spanish schools at once? Why move the children mid-year if there is space enough to open up in September? What renovation work needs to be done at Glenmeadows?
- The realistic date of readiness of Glenmeadows.
- Why move the children in the middle of a school year? Won't that disrupt the routines already in place? How does it benefit everyone to have a mid-year move?
- Why do the kids "have" to move mid-year? All of the kids have dealt with this cozy quarters for their entire school lives. They don't know anything else. I am sure they can handle a few more months together.
- Seems fairly well explained. I would prefer to keep Spanish Bilingual at Westgate 2-6 in its entirety if that was a possibility. Not one of the scenarios so, presumably not.
- Why can we not continue to have Grade 2-6 for the following year, 2017 at Westgate?
- There is no information on what the French configurations will be at Westgate. K-6? How can you ignore that information? What is the total projected student population at Westgate for 2017-2018 with each scenario? How can you supply the scenarios without supplying any information on over half of the school??
- How is the school going to be prepared for the Spanish program once Calgary Arts Academy leaves and how quickly can it be done? Where do school materials, computers, smartboards, iPads, etc. come from or is the school going to start from scratch with nothing? Is the principal going to continue to the Spanish Bilingual school?



- Would it be possible to just have the Spanish program at Rosscarrock? There's already a Spanish principal, and kindergarten and Grade 1's. I'm sure there would be room for the current (very small) number of English and Spanish kids.
- I was not provided with any definitive reasons as to why the Spanish kids absolutely have to transition to Glenmeadows mid-year. I seriously question the likelihood of the Glenmeadows facility being available early 2018. If it is not available until Spring Break, why bother moving the kids when they only have two-three months of school remaining?
- We just don't think it is a good idea to move in the middle of the school year (I mean in the end of Feb.). What is the hurry there to move just for three months? How can we (parents) find childcare (before/after school) just for three months? Do they know that we parents have to pay registration fee and administration fee (and sometimes extra one month payment to save your spot) when you go to a new daycare which can cost us extra money (\$150-600)? Also, moving to a new place just for three months really good for the students?
- When and how will the final decision be made? The current state of flux regarding the transitions is frustrating and unprofessional.
- Need to find out first regarding before and after school providers for new school, with a mid-year transition I'm not sure how that can be arranged
- What are the busing options, what are the before and after care options. For working parents this is critical information.
- What will happen if Glenmeadows is not available for January 1st?
- All of the scenarios assume that the bilingual program will be able to relocate in January of 2018. If this is indeed possible, is it in the best interest of students AND teachers to move mid-year? How are teachers and administration feeling about the potential of relocating mid-school year? I think that if teachers are ok with this, students will also be. Also, what is the likelihood of this really happening? I feel like construction projects are always being delayed; from you side of things, do you feel that the projected move date is feasible?
- What happens if the Glenmeadows school is not ready in time?
- Why are students transitioning part way through the school year? What are the advantages of a mid-year transition?
- What will happen to French Grade 6? Westgate or Bishop Pinkham?
- We have a second child in Grade 5 Spanish program that will be attending a different school than our eldest. Just wanted to know why all Spanish Bilingual students won't eventually be in the same school.
- Why is it so difficult to have room for children in schools when you conduct a census every year?
- I am concerned about the timing of the move to Glenmeadows. WHY move everyone over mid way through the school year - would that not disrupt the student body, teachers, parents, bus routines etc. It seems like a major disruption to move IN WINTER to a new facility. This contingency plan is three years behind why not wait to start in September 2018?
- A mid-year move presents challenges to make Glenmeadows ready. I hope it gets any required maintenance and updates needed.
- Why the need for a mid-year move. Totally unacceptable.
- Questions:
 - 1. How will you ensure that all of the necessary resources are available for all five schools, including (but not limited to)
 - Library books (both languages)



- Classrooms libraries (both languages)
- Technology (Smartboards, laptops, Acers, iPads)
- PE equipment
- Musical instruments
- Lunch tables
- 2. How will you ensure that the elements outlined in the Program Integrity Framework for Spanish Bilingual programs are met at A. E. Cross with such a small population and a school that has never had a language program? How can resources be maintained when the population will be such a minority?
- 3. When will the modulars be placed at Glenmeadows (in January 2016 the CBE told parents they expected this would happen this past summer, but it did not)
- 4. What are enrolment projections for all schools (Westgate, Bishop Pinkham, Rosscarrock, Glenmeadows, A. E. Cross) for the next five years?
- 5. Will Glenmeadows and A. E. Cross be prioritized for modernization projects?
- In all likelihood the Calgary Arts Academy will be delayed in their move and as such Scenarios 2 and 3 causes the current Grade 5s to be moved to A. E. Cross earlier than need be. Our biggest concern is the lack of readiness of A. E. Cross to receive middle school children, let alone a language program. What guarantee do we have that appropriate resources will be made available to ensure that A. E. Cross meets success? "We will do our best" and "we hope to learn from our mistakes" as answers don't seem to cut it. It's the same rhetoric we heard from before. We want to see results and effective action to make the Spanish program even better than before. Can a transition committee be set up between parents and CBE to ensure our questions are being answered? A transition committee can help the CBE by identifying areas requiring greater attention that may not have been foreseen by CBE. It embraces the model of shared leadership and can help ensure greater success at such a critical juncture for the Spanish program. No matter which one is your preference, there are some common questions/concerns which apply to all of the scenarios including:
 - 1. What is the budget and resources being allocated to the two new schools so that they are set up with all necessary materials to be successful? The program must be adequately resourced in order for it to thrive in the two new locations (text books, library books, desks, computers, gym equipment, etc.). Spanish has been at Bishop Pinkham for five years now and it is just beginning to catch up on the resources needed after much advocating on the part of parents. Spanish library books have just been purchased this year, upper grades in Spanish still don't have math text books, and we had to advocate for the school to offer preparation classes for the DELE (Diplomas of Spanish as a Foreign Language) exams. Undoubtedly extra resources will need to be allocated to ensure the program is successful not only at the beginning during transition, but to ensure the program continues to thrive in the future.
 - 2. What has been done or will be done in the very near future to prepare A. E. Cross to receive middle school students let alone a language program? (E.g. Lunch time supervision, extra-curricular activities, intramurals are not available to Grade 5s so what will be offered instead, child care program options, professional development approach for language teachers on PD days, how will the "school development plan" embrace a language program, will the school wholeheartedly embrace DELE exam preparation for students?)



- Spanish resources
- Why is a Spanish program, which is not an official language in Canada, given this level of consideration? There was a solution two years ago (Spanish program at its own school) and a powerful member of the community disagreed and whipped up dissension. Now we have been in limbo for years.
- What has been done or will be done in the very near future to prepare A. E. Cross to receive middle school students let alone a language program? (E.g. Lunch time supervision, extra-curricular activities, intramurals are not available to Grade 5s so what will be offered instead, child care program options, professional development approach for language teachers on PD days, how will the "school development plan" embrace a language program, will the school wholeheartedly embrace DELE exam preparation for students?)
- I just like to be informed on how the decision is made and why the administration chose that approach.
- Is Glenmeadows really going to be ready by early 2018? And will any renovations be made to it to keep up with the brand new schools currently being built?
- What happens if Glenmeadows school is further delayed?
- Will there be sufficient resources and supports in place for the Spanish program at A. E. Cross no matter which scenario is chosen?
- Is it absolutely necessary to move mid-year? Why not allow the children to complete the year before moving? It's disruptive to their learning and I think CBE could make use of that time to ensure the program is well transitioned before beginning.

What do we need to pay attention to as we move forward?

- Finding a long term solution that can be sustained. The ongoing uncertainty to parents and students is unacceptable.
- Proper resources and supports at A. E. Cross
- Providing the resources to keep the Spanish program alive. Concerns are being raised by parents in the program regarding math. I don't want to see our children falling behind the provincial levels.
- Ensuring that the Spanish program will be taken seriously and Spanish resources will be fully available for students at Glenmeadows and A. E. Cross BEFORE they open in 2018.
- Pay more attention that will impact the least amount of children. If construction is delayed then the other options of 2 and 3 will move the kids for no reason and is in no way better for the children.
- If there is not at least a 99% chance that the school is ready as indicated, then Scenario 1 is by far the least disruptive.
- Preparing existing school environment for new comers and have all resources ready. Don't repeat the Bishop Pinkham experience. Resources were not there and are still not ALL there. Now Spanish is leaving the school.
- French should be in one school. Spanish in another. Keep siblings together. Spanish is a specialty program and the parents should expect some inconvenience if they want their child in this program. I have a child in Gifted and Talented Education (GATE) and it caused some logistical problems, but it was important to us for him to have the experience at a GATE school. We didn't expect CBE to alter everything to suit us, we made the decision as a family to take on a logistical challenge in order to have our child in the right learning environment. Why should Spanish program not have to adjust the same way?
- Communication dates keeping parents up to date. I am also sure if teachers needed help moving their classrooms volunteers would be available.



- Spanish resources - books, Spanish textbooks, English textbooks
- Ensure that A. E. Cross is READY to receive middle school students and a language program. (E.g. Lunch time supervision, extra-curricular activities, intramurals are not available to Grade 5s so what will be offered instead, child care program options, professional development approach for language teachers on PD days, how will the "school development plan" embrace a language program, will the school wholeheartedly embrace DELE exam preparation for students?). As stated above in the above question, CBE must ensure that adequate RESOURCES are allocated to A. E. Cross as well as Glenmeadows and Bishop Pinkham. Please make good on your promise to ensure a smooth and successful transition. Success to many families means that the children's learning and educational outcomes are not negatively impacted. Please learn from your mistakes that were made from the Bishop Pinkham debacle. It is absolutely heartbreaking to see a program that had such a sharp incline in terms of demand for and expansion to the program during the first six years in Area IV rapidly decline after the students moved over to Bishop Pinkham due to a lack of resources, no plans for development or support for expansion and a lack of leadership at the administration level. CBE will have to work extremely hard to earn back the trust of parents by delivering on their promises to adequately support the transition. Truly, a case study could be set up for this accommodation process on how the process was handled from the beginning to the end. There is a lot to be learned and I do hope Area IV takes note of how the other areas have GROWN their Spanish program not killed it. The attrition rate can be directly attributed to the uncertainty that has hung around the program for the past five years, which is utterly shameful. Can a transition committee be set up between parents and CBE to ensure our questions are being answered? A transition committee can help the CBE by identifying areas requiring greater attention that may not have been foreseen by CBE. It embraces the model of shared leadership and can help ensure greater success at such a critical juncture for the Spanish program.
- RESOURCES AND SUPPORT FOR THE PROGRAM. CBE first identified high enrolment as being an issue in 2008-09. Given the extraordinary length of time and the many missteps in the accommodation process, it is unreasonable that these students should suffer from any so-called "shortfalls" of resources. While I understand that the CBE has processes in place for typical program moves, taking nearly a decade to sort this issue out means that the CBE should do all in its power to ensure that the Spanish program is provided with MORE resources and support than it receives today, not less.
- Promoting the school community. Having the program disjointed at two different locations is a challenge at present. I think makes the younger students lack the benefit having older students as reading buddies etc, which is something that also benefits the older students.
- Please keep the information train going! Please give us more and clear information about the move itself (i.e., What are the plans to upgrade Glenmeadows school. I'm concerned about the physical state of the facility. And, will the school be completely renovated and ready when children and staff move in early 2018? I'm concerned there will be the distraction of construction during instruction time.
- Listen to parents. There was a reason we wanted our children in a Spanish Program.
- Proper resourcing of this program has been a real joke. You should be able to detail the resources this school will have when it opens.
- Making sure the new facilities are ready as soon as possible and making this the FINAL decision.
- Less moves for the kids are better
- Need to have stability. Need to keep the kids in the selected schools without moving them around too much.



- Siblings close in age may end up in different schools with different bus times. It is important to value family continuity. Teachers will need time to set up a new school - having extra PD days mid-year will cause an issue with childcare for families.
- Like I mentioned above, I feel that we need to make sure that students are made to feel as calm about the anticipated move as possible. Even if teachers and administration are anxious, it can't show to students. As well, I feel that as a parent I'd like to be kept in the loop about what is happening. We receive an update occasionally but there are long periods of time with no news what so ever. As a parent, it is very hard to be playing the waiting game all the time. Even a quick letter letting us know if things change or remain on course would be appreciated.
- Glenmeadows is in need of renovation before the Spanish program moves in! When will the renovations take place if the Arts Academy isn't leaving until December?
- Being consistent in communication so parents can make informed decision using the facts.
- I think it is very important to reach a decision and stick to it. The families of both programs at Westgate and Bishop Pinkham have been subject to too much juggling and uncertainty over the past few years.
- Before and after care availability in the school; busing.
- Children that are enroled in before and after school care in one school, what will happen with a mid-year transition??
- As we move forward, we should really reassess the Glenmeadows school building. The Spanish program will use the building for a long time from now on (not just for temporary like Arts ACademy are doing) so we really should make sure if the existing building can provide safe, clean, bright, functional, and inviting (uplifting / positive) learning environment for students to move in. We went to see the school but we could only see the exterior of the building.
 - 1. Is it possible to have an open house for the parents and students to come and see the school and give feedback on the school environment?
 - 2. Can they use the time from the end of Feb. till Sep. to fix and update the school? (Is there any budget for fixing the school?)
- Giving more updates and information.
- Improved resources for the Spanish program. It's not only about physical infrastructure. It's more about quality resources in the classroom. The Spanish program on this side of the city is put a very low priority as infighting for resources consumes certain groups of parents. The issues between French and Spanish parents make it impossible for the kids to get along. We are out.
- I would question why a mid-year move to Glenmeadows has to be done at all. Westgate obviously can accommodate those kids to stay at the school for the duration of the 2017-18 school year. It is less disruptive to both students and teachers to begin at Glenmeadows for the 2018-19 school year. Spanish parents will need to be shown with facts that A. E. Cross will be ready to accommodate the program. Show that it has the proper educational materials (as I know these have been lacking at Bishop Pinkham), show that the Spanish kids will be integrated seamlessly with the regular program, reassure parents that this will be successful. I am and have always been a strong proponent for A. E. Cross, other parents need to be convinced that this is a great idea.
- To have a more futuristic vision to ensure less moves for students.
- Just make a decision, you can't please everyone - I've come to terms with the fact my boys probably won't ever be in the same school. Just do something already!!!!



- Continue updates on timing. Calgary Arts Academy is updating their parents monthly on school construction progress, we should be getting similar reports. Clarity on the transition year set up / school within a school system that will be used.
- Communicating information to all sides. Supplying more information on how plans will affect ALL students. Not having information leaked before letters/meetings.
- Keeping families together, keeping siblings together!
- Bus route changes
- How a mid-year move will affect students, teachers and parents. Childcare, learning and lack of resources. Are all reasons not to move mid-year.
- Ensure that the children are supported and that all the Spanish resources are available for them.
- None of the scenarios included staying for the full year and transitioning the start of the following year. As the school becomes available for the Spanish program will there need to be a space of time in order to actually move into the building? I worry mostly about the Kindergarten children.
- Recognizing that Spanish is a growth opportunity that is excellent for students and here to stay
- Details. Communication. Organization and plans.
- How will the Grade 7's receive options at A. E. Cross? Where will the Grade 7's be housed in A. E. Cross? What is the plan for moving Spanish children during the school year. What is the plan to reduce disruptions for the learning of these students moving to Glenmeadows? How will you proceed to inform us of decisions, and when will these be made?
- Planning and communication includes all stakeholders, not just Spanish.
- Timing of the move. Why transition in the middle of the year. What happens if there are delays in the other school being built. Nothing ever goes as planned.
- Logistics to move the school program so kids feel everything is the same.
- From many parents, I heard last night that child care arrangements could be seriously impacted? I am concerned about the availability of resources and teacher support for a program that is spread out over four schools for at least the first four months of school or longer? Enough books, Spanish material that is level / age appropriate?
- Class cohorts - moving a grade above may still be disruptive to a grade not moving. Resources for the school library are better when more of the same students are presents. Also – concerts / assemblies. Is one or two grades able to hold a Spanish assembly. How do you include?
- Effects on families with children in multiple grades.
- Whether or not this transition is necessary. It appears Westgate Elementary numbers are not rising.
- Impact on student learning. Impact on school community. Positive transition opportunities and planning, that include parents, students and administration. I would also consider asking the question of parents with kids in the older grades (even if casually at interviews as has been done in the past) if this accommodation would make them consider withdrawing from the Spanish program. When you look at the opening of West Ridge, location of Vincent Massey and the possible less positive scenarios for the older grades some parents may choose to jump ship, and this may impact numbers for class sizes sadly. Thank you for engaging parents, this has been a long bumpy road for most of us and to start to see the light near the end is positive.
- Great condition of Glenmeadows school. Let kids be at their Spanish K-6 school, before going to middle high. Moving all resources. Keep us informed.



- Clear communication to parents. A concrete plan, seamless transition and keeping the students, staff and resources in one building sooner rather than later and in "drips and drabs".
- I would like to have Grade 6 French back to Westgate
- Responding collectively to the questions that have been posed on this site and at the information sessions. Not making decisions out of the scope of the scenarios that were previously presented and parents have provided feedback on.
- Impacts to the students who will be remaining at Westgate. What will be the grade configuration for French in each scenario?
- Still no division of high school accommodation. In previous meetings it was hinted at that a significant number drop out of Spanish in Grade 9. For the educators to lose this is a shame. The superintendent had previously indicated action is being taken but no results shown.
- I would like to see next year's Grade 6 students from both programs treated the same way. If French Grade 6s are being shipped off to middle school, than so should Spanish Grade 6s.
- Whatever scenario is picked, should have the least movements for the most students
- Please find a long term solution to this issue that is fair for all involved. Parents, kids, and especially school administration, need to know the plans for the upcoming year. I was at a parent council meeting at Bishop Pickham last night and the principal said he does not know what grades or languages he will have in the school next year. This ongoing situation is hurting our kids and interfering with their learning and health.
- Minimizing animosity between parent groups. Minimizing the number of moves. Ensuring all students are accommodated. Keeping lines of communication open. Timely communication - don't leave parents wondering - give us time to plan. Put together a busing plan early so that parents know what to expect. People make child care arrangements. Consider the Spanish families that are using the before and after child care in the Westgate community centre – mid-year move could be extremely disruptive. Keep communication positive and timely - making parents wait causes stress as we have been attending accommodation meetings and dealing with changes for at least five years - we are burnt out and trying not to express frustration.
- You waste more time on scenarios than anyone I know. Who owns Glenmeadows? Will you be doing renovations at A. E. Cross? It smells like a sewer and bathrooms are disgusting.
- Quality of education. Our eldest two kids went through the Spanish track and we ended up pulling them out in Grade 7 and 9 respectively because the quality of Science, Technology, Engineering & Math teachers at Bishop Pinkham fell off dramatically after Westgate.
- Consideration of the effects on Grade six students to enter junior high a year early versus in a normal timeline. Building a community of parents for the Spanish program, given we are currently split between two sites and are part of their school communities.
- What's best for the kids
- Communication with all involved, minimize impact to all students. Having students / teachers leave mid-year is hard on everyone, even those that don't move.
- Keep animosity and friction between families in French and families in Spanish - the environment at the school is tense and this is extremely sad.
- Please keep in mind that A. E. Cross is NOT a middle school and moving the Grade 6 program to a highly populated English junior high would not be favourable for the young students.



- Good transition planning to reduce anxiety about the move and consistent communication to the families affected. Families will be concerned with busing and start times as well, so some tentative planning with Southland to anticipate potential bus routes would be appreciated, even if they change before September.
- How do you expect the kids to learn with resources spread through several schools. Then they have to try and learn as you scramble to organize schools over and over again. I can't see quality education being taught over the next few years while we get all of this transitioning completed.
- Ensuring that Glenmeadows is maintained as quality facility - plan for Spanish high school
- Busing - best capacity scenarios - best utilization of classroom space - high school that offers Spanish in Area IV reasonably positioned in the current demographic area for Spanish elementary and junior high programs – mid-year moves are not good for anyone
- Spanish resources potentially being split across four schools.
- You're coming across as pandering to the French program at the expense of the Spanish program:
 - You're forcing an unnecessary move on the Spanish to avoid moving the French mid-year. How can you not recognize the lopsided nature of that decision? We're very tired of being treated as second-class in this scenario. We want a resolution, yes, but not at the expense being a checkmark on a CBE executive's goals.
 - You are grossly underestimating the disruptiveness to the students and their families with a mid-year shift. You can't even pin an exact date, and are willing to consider a short period of time in Glenmeadows just so you can wrap up this accommodation a couple of months earlier. We've been at this for years now, a couple of more months won't hurt anyone.
 - And no, despite exaggeration, all of the kids at Westgate -- French and Spanish, alike -- are fine. They are NOT falling over each other. Yes, it's packed. It's been this way for years, and the education hasn't suffered. We have excellent teachers and we've seen outstanding results. You're just hurting the Spanish kids by forcing this scenario.
 - Also: When a parent presents genuine concerns and what we hear is a wholly political response, it doesn't help with getting agreement on a plan.
- We've been dealing with size issues and where the Spanish should go for years. You need to pay attention to the parents. You will NOT make everyone happy, BUT you can show respect by **MAKEING A DECISION AND STICK TO IT...**in a timely matter so that all those who're unhappy can have time to get over it.
- More homework
- Do more planning so that other younger kids do not experience what my kids have.
- I am happy that the plans are in place so that the overcrowding problem does not continue on to Bishop Pinkham, where my son is in Grade 8. This was first brought up when he was in Grade 2 / 3, so for five or six years now. I was hoping that the programs / schools would all be sorted out so that the over-crowding problem does not follow my daughter into Jr. High, since she has had many years of overcrowding already.
- Pay attention?? Why start now? How about not having a family split between two different K-6 schools?
- Looking at how other spaces might open up in the west part of the city for French Immersion program expansion (idea Grade 7 - 9 French at Griffiths Woods?)
- Making sure the plan goes as scheduled.
- Stop changing the contingency plans. Make this happen, you are going to destroy the Spanish program for everyone.
- Continued strong communication and consultation with families.



- Adequate facility for the students
- Lots of communication and trying to set firm dates.
- Ease overcrowding at Bishop Pinkham as soon as possible
- Implications for transportation and coordinating with other siblings. Also after school program.
- Numbers. Population trends. Demographic data exists for a reason. Use it.
- Minimize transitions. Communicate with the children - providing as much information as possible. Transportation impact.
- Limit moves for kids, those at Rosscarrock already are simply staying the same with Scenario 1 before moving over to Glenmeadows
- Families with more than one child. There are many children in Grades 4 and 5 at Westgate who have siblings in other grades that would be transferred to Glenmeadows. Although a mid-year school change is not ideal, the kids will presumably still have their same classmates and teachers, so that is way less stressful for families than moving some family members and leaving other family members behind.

What did you like most about this engagement? What did you like the least about this engagement?

- I was able to write what I wanted rather than trying to select from options that may or may not describe me.
- Thank you for giving reasonable choices! I'm happy to see the school board is still working towards a location that is close to Westgate and the scenarios are all acceptable!
- Appreciate the opportunity to engage; skeptical that my input matters given previous engagement experience
- Choice
- I've been doing this for about four or five years now. I have filled out survey monkeys. I've attended open houses. The process is nothing short of ridiculous.
- Options to review information for those not able to attend an open house
- Most: opportunity to provide feedback. Least: CBE disregards most feedback, may throw out all scenarios for new option based on small number of loudest voices
- Most - Grades 5-6 stay out of the junior high school long term and stay with K-6. Least - it still seems wishy-washy and that no real date is set. I think Glenmeadows is run down and needs lots of work.
- What I like is the moving is in the Area IV
- Good communication regarding options available.
- I don't believe anything that is presented to me. It seems like there is new garbage presented every six months. Then out of the blue a decision is made that was not even in the original options. My lack of trust in this entire process saddens me.
- I liked that it was straight and to the point. Let's get it done this time and not lose everyone's trust. It will be bad if we see another "reschedule" come out down the road.
- As a parent in the French program, just want to say how happy I am that the full K-6 French will be at Westgate. My kids will be at Westgate for four full years together, which is great news for our family! Thank you CBE. :)
- If it's anything like last year, you more than likely won't consider any of the given options and blind side us with a completely different plan with no consultation anyway.
- It was helpful!!
- These engagements and surveys have proven to be useless. Five years later and we still don't have any REAL concrete answers or decisions.



- Being able to socialize the situation with other parents, as we all view this in slightly different ways.
- I do not agree that a mid-year transition is the best thing for the students, teachers or families. I think students should complete the school year at their respective schools (Rosscarrock, Westgate) and start at Glenmeadows in September. I also do not like the idea of students starting at a junior high before Grade 7.
- Liked being provided an opportunity to provide feedback. Liked that the scenarios were sent out a head of time - but felt like information was missing - capacity limits, busing options. Probability of mid-year move - and if a mid-year move is even realistic? According to CBE numbers Westgate is under capacity (still hard to believe) so why entertain a mid-year move?? The person at our station could not answer all the questions - not building any confidence - felt like lip service with smiling and general agreement - no real insights provided other than here is a larger version of the scenarios.
- Liked getting info in advance to review, thank you
- We have been through this several times. Nothing is enjoyable about it. It causes a lot of stress to the families. I don't believe the information taken from these nights are used. CBE will do what they are going to do in the end.
- I liked that the A. E. Cross administration was there to answer questions about the school. The atmosphere seemed less divisive than past engagements.
- I am glad we had the opportunity to somewhat discuss the scenarios, however most questions (when / why move mid-year) and reasons behind some of the scenarios went unanswered.
- Make a decision - enough engagements!!!!!!
- I like being able to provide online feedback. Thanks
- Perhaps a more formal presentation would have been nice, but I'm new to this process and my impression is families with older children have been through this many times.
- We feel that the team has an open mind and is listening.
- It was bad, everyone skirted the real issue. We're bending over backwards for the arts school. Who is putting pressure (big pressure) on the renovation and move for them. Imagine if oil and gas operated like this, there would never be any oil drilled for.
- Most - There were options and you didn't have to attend the meeting to see the options. There is actually a plan and parents are not left wondering or speculating
- I like that the CBE is trying to come up with reasonable options to solve a very complex and heated situation. I like that families are being consulted. I feel that French families are being ignored in this round of consultations, even though the decisions impact us as well.
- Other parents informed me information was present but unfortunately leads of the group did not have answers for general questions available
- The engagement seems to ignore the information needs of half the student community. This should be engagement and consultation on options for the school - not half of it. The implication of calling it "Spanish bilingual program survey" is that it discourages parents of French students from participating and makes us bystanders in what has been an ugly, divisive, multi-year process. I felt I would be the target of abuse and criticism just attending the open house so I stayed home. Engagement needs to be inclusive and safe for all stakeholders. I look to the CBE to provide opportunities for all parents to participate equally and meaningfully, with full information, in a respectful environment.



- Curious why French parents would be included in the open house or survey (question 1 - what program is your child in?). Their children are not being transitioned out the school. This is not a matter of if the Spanish program is moving but a matter of how the Spanish program children are being transitioned.
- I appreciate the face to face meetings but also that the information is available online. Makes it easier to stay informed.
- We have a chance to speak out, but scenarios are already created and not perfect. Thanks
- I appreciate having the CBE staff on hand to honestly answer questions and be upfront with parents. The honest conversation with Westgate School Principal, Rosscarrock School Principal and Area IV Director was refreshing and I felt heard in my concerns. What I liked least that all of the scenarios are so similar and each disadvantages one grade more than the other. I also dislike that the French scenarios were left out of the equation. The voice I heard the most from frustrated parents is the lack of concrete timeline and the likelihood of a mid-year move and the inconsistent rationale and effect on staff to the mid-year move by CBE representatives.
- I did not like that this engagement was exclusively targeted at the one program, although it impacts another, or if there is to be no impact, that that was not mentioned.
- I didn't like that there was only one night available
- Scenarios as options and receiving comments...
- I felt CBE did not provide me with answers to my questions and provided me with very vague answers that did NOT answer my questions.
- Nothing, questions were not answered well.
- Least: That we are still, after all this time, engaging in this process.
- There was no new information over and above the pdfs with the scenarios - it all could have been done electronically.
- Given I couldn't make the meeting - this is a good form of engagement. Not sure how much "weight" these surveys have however.
- I feel like we are really not part of the decision making process in the end. You give us three scenarios but I really feel that that parents get a false sense of decision making. We all know what is best for the children in the meantime. Let's make the best decision for all children, no matter what program they are in!
- Scenarios were not clear on the transition year - needed a better label on the transition year column or a statement in the verbiage stating the actual transition year.
- Feels like a waste of time. We should have been moved to a new school two years ago, I never go to meetings anymore because I feel "why bother" no one is happy and the powers that be seem to be wasting time asking for feedback when a decision just needs to be met!
- Finally a solution is in place even though it has taken way too long. The least about the engagement the amount of time it has taken and the opposition from the Minister of Education to allow for the Spanish-Science charter school to be created which in my opinion would have been the best solution and with more benefit for the students. Thanks
- I appreciate that the CBE had many different stakeholders (Area IV Director, principals of the different schools, CBE administration) available to the parent population? I was actually expecting more people to show up to the Open House. I honestly feel like many parents (and likely CBE staff) are feeling beaten down by this long accommodation process. It will be refreshing to see it concluded.
- Dysfunctional conversation and the decline of reason within the parents



- We don't like the timing of the move (the end of Feb.). We don't like the fact that we don't even know what kind of learning environment (school building mainly) our kids are moving into and the fact that we have not heard anything about "fixing" the building.
- An alternate date for the open house would have been nice as our family was unable to attend. Thank you for allowing us to provide feedback via this survey.
- Not enough information provided to make a decision.
- There is not nearly enough information to make an educated decision for this survey.
- This entire process has dragged on far too long. There should have been a solution decided upon years ago that the CBE followed.
- I liked the communication and ability to speak to CBE staff in person. I didn't like that the CBE staff were not informed - they had no information as to why there were construction delays on the new Arts Academy, what would happen if there were further delays and the state of Glenmeadows school.
- I appreciated the fact that scenarios were provided but was even more appreciative of the fact that the CBE indicated that the wiggle room was only for specific grades. I feel that the problem with this move in the past has been that parents have had too much power to demand and this has resulted in years of back and forth discussion. I know that the CBE has our best interest at heart, I just wish we could have this issue solved sooner rather than later.
- It seemed like it was done to just give lip service to giving us a say.
- Like: Westgate School Principal and Area IV Director were able to answer detailed questions about the state of the Glenmeadows school. Dislike: Not all people overseeing the scenario boards had an adequate level of knowledge about the state of the Glenmeadows school and the possible transition.
- Straight forward
- The options were clear and they were presented on the Internet. I like least the fact that this issue never seems to be resolved. We need a decision one way or another.
- CBE had already made up their minds on how they were going to proceed. It was evident from tone of meeting.
- It was short notice for the open house but otherwise ok. I hope the surveys and parent preferences are actually taken into account and weren't just a formality.
- It was at the school. And I liked least that it felt like lip service.
- Appreciated that CBE staff were in attendance. Would have appreciated knowing on arrival that the principals were in attendance as I did not have a chance to talk to either of them. Sticky notes on walls is a tired concept that parents no longer wish to engage in. I did not complete ANY of the sticky note feedback (thus why I have said NO to attendance above). Just have us complete a survey later. You could have iPads available on site if people want to complete them then or just give them something to scan to bring it up on their own device.
- The fact you distributed the scenarios in advance was the best part. It's too bad it came so late though or that you didn't put a note in your first email that the scenarios would be emailed in the next few days. I was told by a CBE staff person that the scenarios weren't completed by the time the first email went out, which is fine, but then just state it will be coming soon. The reality is, not everyone is going to be happy with whatever scenario is chosen BUT the CBE can quieten the naysayers by just delivering a really well supported and resourced program at Glenmeadows, A. E. Cross as well as Bishop Pinkham. Action speaks louder than words. Don't strive for mediocrity and basic support...strive for excellence.



Calgary Board
of Education

dialogue)))

- Glad it is almost over and we can move forward with creating a new school community
- I like the fact that parents were given an opportunity to participate and voice their concerns.
- It gives us a chance to raise concerns, but I wonder how much the CBE is actually listening.